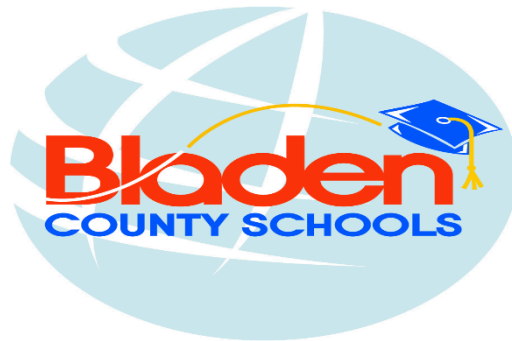# MTSS Student Support Team Handbook

"A Guide for Teachers and Other School Personnel"

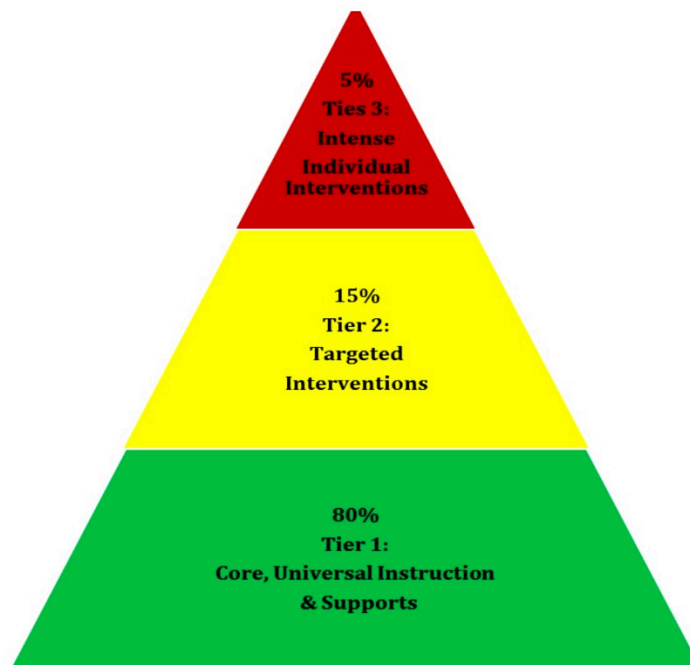# Bladen County Schools

ACADEMIC SYSTEMS

Tier 3
Individual Students
Assessment Based
High Intensity
Of Longer
Duration

Tier 2
Some Students
(At-Risk) High
Efficiency Rapid
Response

Tier 1
All Students
Preventative
Proactive

5%
Ties 3:
Intense
Individual
Interventions

15%
Tier 2:
Targeted
Interventions

80%
Tier 1:
Core, Universal Instruction
& Supports

BEHAVIORAL SYSTEMS

Tier 3
Individual Students
Assessment Based
Intense Durable
Procedures

Tier 2
Some Students
(At-Risk) High
Efficiency Rapid
Response

Tier 1
All Students
Preventative
Proactive

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Section 1

DEFINITION

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all.
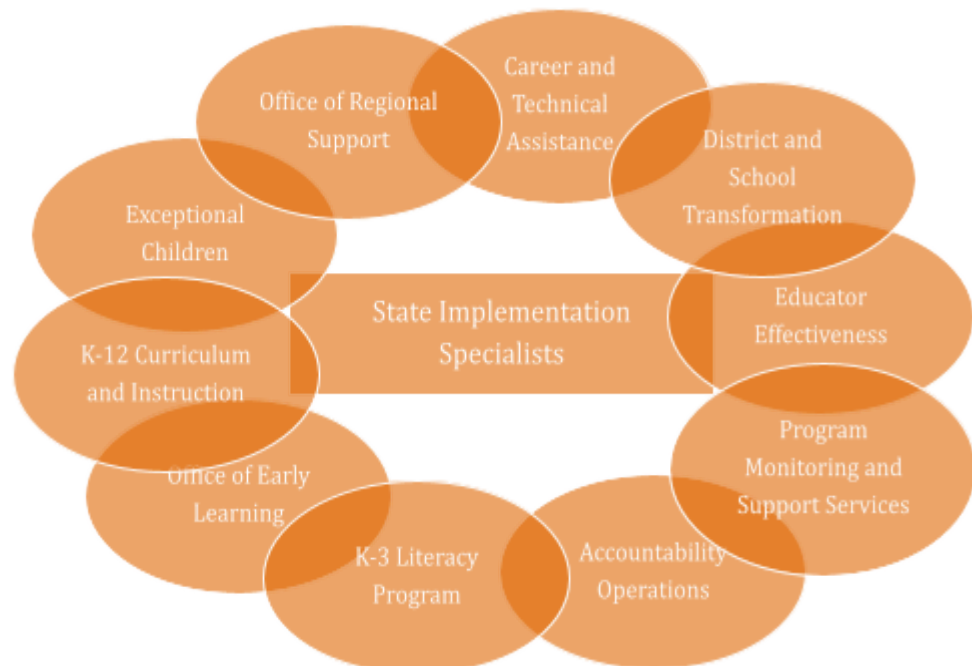
VISION

Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.

MISSION

NC DPI will prepare for total school improvement and support LEAs to implement a Multi-Tiered System of Support by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that results in college and career readiness for all students.

NC DPI believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

MTSS LEADERSHIP AND POLICY TEAM
Division Directors

- Office of Regional Support
- Career and Technical Assistance
- District and School Transformation
- Exceptional Children
- Educator Effectiveness
- K-12 Curriculum and Instruction
- State Implementation Specialists
- Program Monitoring and Support Services
- Office of Early Learning
- K-3 Literacy Program
- Accountability Operations

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Quick Facts…

- All staff and students are part of a multi-tiered system of support
- MTSS utilizes a systematic problem solving model to Analyze multiple pieces of data to determine how all students are responding to instruction
- Teams problem solve in the areas of instruction, Curriculum and environment
- MTSS is a layering of academic and behavior supports
- All students have access to all layers of instructional supports
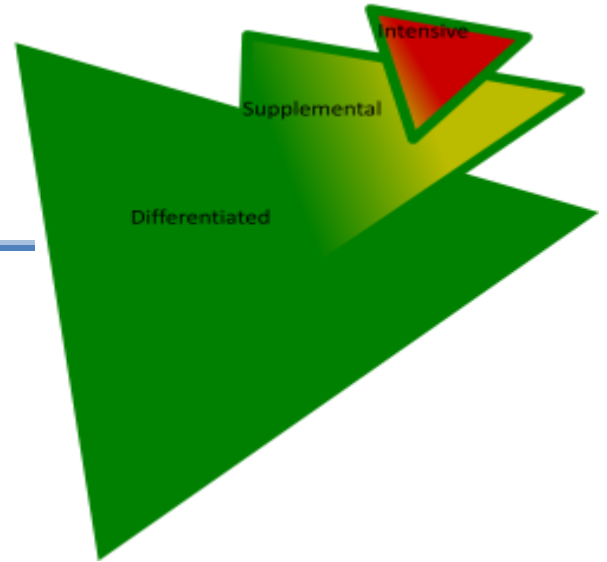
	Tier I Core Instruction	Tier II Supplemental Instruction	Tier III Intensive Instruction
Who	All students	Students needing supplemental supports in addition to core instruction (approximately 20% of students)	Students needing intensive supports in addition to supplemental and core instruction (approximately 5% of students)
What	Evidence-based practices and programs demonstrated to produce good academic and behavior outcomes for the majority of students	Evidence-based practices and programs demonstrated to improve academic and behavior performance in core (Tier I)	Evidence-based practices and programs demonstrated to improve academic and behavior performance in identified skill areas
Effectiveness	If *at least* 80% of all students, in all subgroups, are meeting academic and behavior benchmarks with core supports alone	If *at least* 70-80% of students improve academic and behavior performance toward core (Tier I) benchmarks	If students improve academic and behavior progress in identified skill areas

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Definition
NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all.

North Carolina's MTSS Critical Components

Leadership
Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

Building the Capacity/Infrastructure for Implementation
School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include 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. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

Data-Based Problem Solving

The use of data-based problem-solving to make education 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. While several models for data-based problem-solving exist, the four step problem-solving approach includes: 1) defining the goals and objectives to be attained, 2) identify possible reasons why the desired goals are note being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, 4) evaluating the effectiveness of the plan.

Three Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data-Evaluation

Given the importance of data-based problem-solving within an MTSS model, the need for data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

(North Carolina's critical components were adapted from collaboration with Florida's MTSS work)

NC DPI: MTSS Consultants By Region:

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Laura Winter, *North Central Region*

Angel Goodwine Batts, *Northeast Region*

Lynn Bailey, *Western Region*

Beth Boggs, *Southwest Region*

Correy Watkins, *Sandhills Region*

Angie Cloninger, *Southeast Region*

Amy Jablonski, Director, Integrated Academic and Behavior Systems

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Find us on Facebook *NC Multi-Tiered System of Support*

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The North Carolina MTSS Beliefs Survey

What is it?
The North Carolina MTSS Beliefs Survey was adapted from the *Florida Beliefs on RtI Scale* developed by the Florida Problem-Solving/Response to Intervention Project team. Like the original Florida instrument, The North Carolina MTSS Beliefs Survey contains items designed to measure educator beliefs about student learning, problem-solving and expectations for instructional effectiveness. The Florida instrument was modified to update the language and to insure alignment with North Carolina's MTSS model. In order to insure this was fully representative and valid for use in North Carolina, an expert panel of North Carolina implementers reviewed and provided input on the instrument in July of 2015.

The North Carolina MTSS Beliefs Survey has 17 items. Respondents rate their level of agreement/disagreement with each statement using the following response scale: *1 =Strongly Disagree; 2 =Disagree; 3 =Neutral; 4 = Agree; 5 = Strongly Agree.* Although cursory examination of the items may suggest relationships of certain items to one another, unlike the Florida instrument, items are not grouped into domains or factors at this time. Interpretation of responses is intended to take place on an item level basis only.

Why are we measuring beliefs?
Having an instrument to begin examining educator beliefs about key components within a Multi-Tiered System of Support allows school and district leadership to insure that professional development and coaching is targeted for each staff's unique needs. Research is clear that educator beliefs about the system they work within and the students they work with can have profound effects on student achievement.

Who should complete the NC MTSS Beliefs Survey?
The NC MTSS Beliefs Survey is intended for completion by an entire school staff that is implementing or beginning to implement MTSS. ***It should be completed and collected anonymously for aggregate belief data. No identifying information should be gathered during or after administration.*** In order to insure that consensus regarding critical components of MTSS has been reached at the district level, members of the MTSS district team and district leadership team should also complete the instrument anonymously.

Who should use the results of the NC MTSS Beliefs Survey?
The MTSS School Leadership Team will receive and examine staff results first. These teams will then wish to share the aggregate results with building staff. This should be used to facilitate discussions and build consensus for MTSS at the school level. District teams will also wish to receive the schools' results in order to provide appropriate leadership, professional development and coaching.

Directions for administration and interpretation:

At the school level, best practice is to introduce the MTSS Belief Survey at a staff meeting or within a grade level meeting. The school principal is the most appropriate staff member to introduce the instrument to the staff. The introduction should include the purpose of collecting this information, how the data will be used and assurances that all responses will be anonymous. Educators should then complete the survey independently.

For analysis, teams should examine the average score for each item (mean) or the frequency of each response on individual items. On items that indicate a lower average score (if using the mean) or high number of responses indicating disagreement (if using score frequency), the school and district leadership will wish to use a systematic problem-solving model to move towards building consensus with staff. Data collection and analysis is best undertaken using an electronic format.

Frequency of Use:

When determining how often educators should complete the North Carolina MTSS Beliefs Survey, it is important to consider the resources available within the schools and district so that plans are adequately supported. In other words, the decision to administer the instrument and whom it should be administered to should be based on the capacity within the system. With this in mind, general recommendations for administration are as follows:

- Prior to formal implementation of MTSS as a baseline of beliefs
- At the end of the first year of implementation to determine any changes in beliefs
- At least one time each subsequent year to inform the next year's professional development and coaching supports

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Rate each item in the following way: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5 = Strongly Agree	Score (15)

1	I believe that all subgroups (i.e., racial, ethnic, economic and program area) can reach proficiency with the current standards.
2	Tier One or Core Instruction (classroom instruction provided to all students) should be effective enough to result in at least 80 % of students achieving benchmarks in Reading with Tier One alone.
3	Tier One or Core Instruction (classroom instruction provided to all students) should be effective enough to result in at least 80 % of students achieving benchmarks in Math with Tier One alone.
4	Universal instruction in behavioral expectations and social skills is the responsibility of the public schools.
5	The primary function of Tier Two or supplemental instruction/intervention is to ensure students achieve grade level benchmarks.
6	The primary function of Tier Three or intensive instruction/intervention is to ensure students are growing toward achieving grade level benchmarks.
7	The majority of students with Specific Learning Disabilities can achieve grade level benchmarks in Reading.
8	The majority of students with Specific Learning Disabilities can achieve grade level benchmarks in Math.
9	The majority of students with behavioral problems can achieve grade level benchmarks in Reading and Math.
10	Additional staff support would enable regular education teachers to implement more differentiated instruction to meet the needs of all students.
11	Prevention and early intervention results in fewer referrals to Special Education.
12	Some students currently identified as having a Specific Learning Disability do not have a true disability but rather did not receive instruction and intervention of adequate intensity to close the gap in their skill levels.
13	Additional time and resources should be allocated first to students not reaching benchmarks.
14	Graphing student data makes it easier for educators to make decisions about student performance and needed interventions.
15	A student's family should be involved in problem solving.

| 1 6 | When students do not respond to instruction and/or intervention, the following should be examined: a) the intervention was implemented with fidelity, b) the intervention was delivered with sufficient intensity, and c) a different intervention is needed. |
| 1 7 | When students do not respond to instruction and/or intervention, teams should insure that the problem was thoroughly analyzed through diagnostic assessments/processes to find the root cause of the skill gap. |

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North Carolina Self-Assessment of MTSS Implementation (SAM) Item Descriptors

The Self Assessment of MTSS Implementation (SAM), now in its second edition, measures school-level implementation of MTSS. The purpose of administration is to help school-level and district-level personnel identify and prioritize implementation steps. The SAM contains 39 items in 6 domains (Leadership, Building Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-based Problem-solving, Three-tiered Instructional/Intervention Model, and Data-Evaluation). The SAM was originally developed in Florida, and has undergone a national pilot for use in other locations.

For use in North Carolina, a standard setting project for the SAM was also conducted. A diverse group of educational professionals experienced and skilled in the implementation of multi-tiered, data-based support systems (e.g., Responsiveness to Instruction, Positive Behavior Intervention and Support, MTSS) were utilized to set this criterion. In addition, this expert panel also reviewed each item on the SAM to determine its accuracy and validity for use in North Carolina. In order to add additional robustness to the assessment of MTSS implementation, the expert panel also identified existing school-level and district-level work products that would be used as evidence in the administration of the SAM.

When will it be used?
As a self-report and guide for school teams in implementation, the SAM can be used at any time. However, one time per year (April/June is the recommended time frame), the district MTSS coordinator and/or another member of the MTSS District Team would facilitate administration at the school. This facilitated administration would allow the district personnel to review evidence to support the school team's proposed score.

Directions for annual administration as a fidelity measure:
1. Each team member should review the SAM item descriptors and think how s/he, personally, would respond to each item.
2. After reviewing the SAM item descriptors independently, the team members should come together with the district MTSS coordinator and/or member of the MTSS district team to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school.

3. The district personnel facilitating the administration will use the suggested evidence below each item at their discretion to verify the school team's responses on the SAM.
4. The school team, with the help of the district personnel can use the data to plan best next steps for MTSS implementation.
5. Total scores for the facilitated SAM administration will produce one of three levels of implementation within each domain: *not implementing, initially implementing, or fully implementing.*

In order to receive a score with level of implementation for each domain, the facilitator is responsible for entering score levels within the NC SAM Excel Scoring Protocol.

NC SAM Version 1, October, 2015   Adapted from The Self (Assessment of MTSS. (2013). Florida's MTSS, Florida Department of Education. Adapted with permission.

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
Leadership				
1. The principal is actively involved in and facilitates MTSS implementation • School Improvement Plan shows evidence of MTSS systems and practices • Agendas and meeting rosters showing evidences of data-based problem-solving • PD Plan(s) with MTSS systems and practices showing principal involvement • Staff/student handbook with evidence of MTSS practices	The principal does not actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	AND the principal actively supports the leadership team and staff to build capacity for implementation	AND the principal actively supports data-based problem-solving use at the school
2. A leadership team is established that includes 5-7 members cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, student support personnel[1]) and is responsible for facilitating MTSS implementation[2] • Leadership team roster • Leadership team meeting agendas/minutes	No leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross- disciplinary representation,	AND the leadership team has explicit expectations for facilitating MTSS implementation,	AND the leadership team members have the beliefs, knowledge, and skills to lead implementation efforts
3. The leadership team actively engages staff in ongoing professional development and coaching[3] necessary to support MTSS implementation • Professional development and coaching plan • Professional Development roster(s)	The leadership team does not have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	AND a professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	AND ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan[4] • MTSS implementation/strategic plan with alignment to or as a part of the School Improvement Plan	No strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for and barriers to MTSS implementation	AND as part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation[5]	AND a strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process
5. The leadership team is actively facilitating implementation of MTSS[6] as part of their school improvement planning process • School improvement plan with evidence (direct language or components explicitly mentioned) of MTSS	The leadership team is not actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements[7] of MTSS	AND the leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	AND the leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement

NC SAM Version 1, October, 2015 Adapted from The Self (Assessment of MTSS. (2013). Florida's MTSS, Florida Department of Education. Adapted with permission.

SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
Building the Capacity/Infrastructure for Implementation				
6. The critical elements of MTSS are defined and understood by school staff School Improvement Plan shows evidence of MTSS systems and practices • Common instructional framework for academics and behavior • At least two staff members can define critical aspect of a tier and a content area (ex, "Tell me one critical aspect of Core, Supplemental, or Intensive instruction for literacy, math or behavior at your school	No information on the critical elements of the school's MTSS is available	The critical elements of MTSS are in the process of being defined	AND the critical elements of MTSS are defined and communicated to school staff	AND the curriculum, assessment, and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff
7. The leadership team facilitates professional development and coaching[8] for all staff members on assessments and data sources used to inform decisions Leadership team roster • Professional development plan/calendar that includes training content on assessments and data sources • PLC/Grade level/Department team agendas that include professional learning on assessments and data sources • Other evidence of coaching or PD specific to job roles/responsibilities on assessments and data sources	Initial professional development is not provided to all staff members	The staff engages in initial, job embedded professional development focusing on: 1) purpose and administration of assessment tools, 2) role of assessment/data sources in making instructional decisions, 3) review of current assessments/data sources being utilized & those being considered, 4) analyzing and using assessment results to improve instruction, 5) using various types of data to inform instructional practices to meet the needs of diverse learners, 6) communicating and partnering with families about data and assessment practices	AND the staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: 1) changes or updates to assessments/data sources, 2) changes to data collection, tracking and analysis, 3) ongoing coaching on instructional practices and interpreting assessment results	AND the leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/ data sources in support of a continuous improvement

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
8. The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities Professional development and coaching plan • Professional development plan/calendar that includes training content on assessments and data sources • PLC/Grade level/Department team agendas that include professional learning on assessments and data sources • Other evidence of coaching or PD specific to job roles/responsibilities on assessments and data sources	Professional development does not focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: 1) rationale for use of data-based problem-solving, 2) problem-solving steps to address school-wide, classroom, small-group and individual student needs, 3) roles and responsibilities for team members engaging in data-based problem-solving	AND ongoing professional development and coaching on data-based problem-solving is delivered and includes the following elements: 1) differentiation of professional development based on staff roles/responsibilities, 2) coaching, 3) modeling, practice, and collaborative feedback on problem-solving steps, 4) support for collaboration and teaming skills	AND data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts
9. The leadership team facilitates professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities • Professional development plan/calendar that includes training content on multi-tiered instruction and intervention content • PLC/Grade level/Department team agendas that include professional learning on multi-tiered instruction and intervention • Other evidence of coaching or PD specific to job roles/responsibilities on multi-tiered instruction and intervention	No explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: 1) rationale for and modeling of instructional and intervention design and delivery (e.g., standards, instructional routines, universal behavior supports, lesson planning for active student engagement), 2) connections are made regarding how the practices are aligned with and integrated into MTSS, 3) how data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students	AND ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: 1) differentiation of professional development and coaching based on staff roles/responsibilities, 2) coaching, 3) modeling of, practice of, and collaborative feedback on, evidence-based practices	AND the leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
10. Coaching is used to support MTSS implementation • Coaching logs/documentation of coaching activities/opportunities • School improvement plan includes information about coaching supports and structures around MTSS • PLC/Grade Level/Department Team meetings logs evidencing coaching opportunities	No coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	AND coaching activities are expanded to include: 1) opportunities to practice, 2) collaborative and performance feedback	AND data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities
11. Schedules provide adequate time for trainings and coaching support • Master schedule has time provided for PD and coaching • PLC/Grade level/Department agendas evidence coaching support/coaching opportunities • PD calendar	Schedules do NOT include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	AND schedules include time for ongoing coaching support	AND schedules permit personnel to access additional training and coaching support that is differentiated based on their needs
12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments[9] needed to make data-based decisions • Master schedule or master calendar with time for data collection included • Assessment calendar	Schedules do NOT include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	AND schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	AND schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur • Master schedule with evidence of intervention/instruction time based on needs of school population (adequate time for Core, Supplemental and Intensive)	The master schedule is developed without student data and does not include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	AND the master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier3)	AND the master schedule allows for flexible student groupings
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making • Master schedule with evidence of data-based problem-solving time reserved	The master schedule does not provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	AND the master schedule provides sufficient time for the process to occur with fidelity	AND the master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: leadership team meetings, grade-level meetings, cross grade-level meetings, professional learning community meetings

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
15. Processes, procedures, and decision-rules[10] are established for data-based problem-solving • Evidence of processes, procedures and decision-rules for tiers of instruction found in implementation plans, guidance or school improvement plans • Data-decision rules outlined on some type of planning document that is evident to teams across the school building	No systematic processes, procedures, or decision-rules are established	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	AND the steps of problem-solving; procedures for accessing, submitting, and using data; and decision-rules needed to make reliable decisions are communicated to staff[11]	AND Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability
16. Resources[12] available to support MTSS implementation are identified and allocated • Resource allocation documentation (i.e., maps, inventories, etc.) • MTSS implementation plan • School Improvement plan	No process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	AND resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	AND Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
Communication and Collaboration				
17. Staff[13] have consensus and engage in MTSS implementation[14] • NC Beliefs Survey results indicating consensus • Agenda and minutes from meetings where data is discussed that indicates good staff representation in problem-solving	Staff are not provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	AND staff has opportunities to gain understanding of its relevance to their roles and responsibilities	AND staff has opportunities to provide input on how to implement MTSS
18. Staff are provided data on MTSS implementation fidelity and student outcomes[15] • Meeting minutes/agendas/notes from various platforms that show presentation of both outcome and implementation data to staff-representative of the number of times per year they are reporting sharing of data	Staff are not provided any data regarding MTSS implementation fidelity nor student outcomes	Staff are rarely (1/per year) provided data regarding MTSS implementation fidelity and student outcomes	Staff are regularly (2/per year) provided data regarding MTSS implementation fidelity and student outcomes	Staff are regularly (3+/year) provided data regarding MTSS implementation fidelity and student outcomes
19. The infrastructure exists to support the school's goals for family and community engagement[16] in MTSS • Oral and written protocols exist for communicating with families • Intentional connection and involvement of families in School Improvement Planning • Family engagement plan/protocol for all populations • PTA documentation	Family and community engagement is: not defined and monitored with data; not linked to school goals in SIP/MTSS plan; and procedures for facilitating 2Iway communication do not exist	Family and community engagement are 1 of the following 3:	Family and community engagement are 2 of the following 3:	Family and community engagement are all of the following 3
		1) defined and monitored with data, 2) linked to school goals in SIP/MTSS plan, 3) procedures for facilitating 2Iway communication exist		
20. Educators actively engage families in MTSS • Family attendance and active participation at problem-solving meetings evidenced through meeting minutes • Family attendance and active involvement during leadership or school improvement meetings evidenced through meeting minutes • Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc. • Evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.) • Documentation of information provided to families regarding interventions, student response and progress on repeated assessments	Staff do none of the following:	Staff do 1 of the following 4:	Staff do 2 of the following 4:	Staff do ALL of the following 4:
		1) actively engage families that represent the diverse population of the school, 2) engage families in problem solving when their children need additional supports, 3) provide intensive outreach to unresponsive families[17], 4) increase the skills of families to support their children's educations		

SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
21. Integrated data-based problem-solving[18] for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels and tiers[19] • Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, Individual Student Problem-Solving Team meeting, etc.) indicate problem-solving is occurring • MTSS Implementation Plans document procedures aligned with model • Observation of data-based problem-solving occurring with fidelity	Data on academic, behavior and social emotional outcomes may be collected, BUT data-based problem-solving does NOT OCCUR ACROSS: 1) academic, behavior and social-emotional areas, 2) any grade levels, 3) any tier	Data-based problem solving occurs across 1 of the following 4: 1) at least 2 content areas (e.g., reading, behavior, social-emotional), 2) at least 50 % of grade levels, 3) a single tier 4) only academic outcomes, or only behavior and social-emotional outcomes	Data-based problem solving occurs across 2 of the following 3: 1) at least 3 content areas, 2) at least 75 % of grade levels, 3) at least two tiers	Data-based problem solving occurs across all of the following: 1) across all content areas, 2) all grade levels, 3) all tiers
22. ACROSS ALL TIERS, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals • Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, Individual Student Problem-Solving Team meeting, etc.) indicate problem-solving is occurring • MTSS Implementation Plans document procedures aligned with model • Observation of data-based problem-solving occurring with fidelity	The gap between expected and current student outcomes is NOT identified	The gap between expected and current student outcomes is identified	AND the gap between expected and current outcomes is identified, and is associated with academic, behavior and social-emotional goals	AND the gap between expected and current outcomes is identified relative to academic, behavior and social-emotional goals and is used to identify the appropriate level (tier) of instruction/ intervention
23. Academic, behavior and social-emotional data are used to identify and verify reasons why[20] students are not meeting expectations • Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, Individual Student Problem-Solving Team meeting, etc.) indicate problem-solving is occurring • MTSS Implementation Plans document procedures aligned with model • Observation of data-based problem-solving occurring with fidelity • Instruction and intervention plans show use of measures that inform "root cause" or answer the reason why students are not meeting expectations (i.e., diagnostic assessments/processes)	Reasons why students are NOT meeting expectations are NOT identified	Reasons why students are not meeting expectations are identified	AND Data are used to verify the reasons why students are not meeting expectations	AND reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
24. Specific instructional/ intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations ● Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, Individual Student Problem-Solving Team meeting, etc.) indicate problem-solving is occurring ● MTSS Implementation Plans document procedures aligned with model ● Observation of data-based problem-solving occurring with fidelity	Instructional/intervention plans are NOT developed	Instructional/Interventions plans are developed	AND instructional/ intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented[21]	AND instructional / intervention plans are developed based on verified reasons students are not meeting expectations
25. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored ● Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, Individual Student Problem-Solving Team meeting, etc.) indicate problem-solving is occurring ● MTSS Implementation Plans document procedures aligned with model ● Observation of data-based problem-solving occurring with fidelity ● Progress-monitoring graphs utilizing valid and reliable assessments	Progress monitoring does NOT occur and student progress is NOT evaluated	Plans for monitoring progress toward expected student outcomes are developed	AND in most cases data collected to monitor student progress and intervention fidelity	AND Changes are made to instruction/ intervention based on student responses
26. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed ● Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, Individual Student Problem-Solving Team meeting, etc.) indicate problem-solving is occurring ● MTSS Implementation Plans document procedures aligned with model ● Observation of data-based problem-solving occurring with fidelity	Patterns of student performance across diverse groups are NOT identified	Data on student outcomes are collected	AND patterns of student performance across diverse groups are identified	AND Data on student outcomes informs how MTSS Implementation efforts are impacting different groups of students

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
27. Resources for and barriers[22] to the implementation of MTSS are addressed through a data based problem solving process • Resource allocation maps with evidence of data-based problem-solving use • School Improvement Plan with evidence of resources allocated to sustaining a MTSS • MTSS implementation plan with evidence of data-based problem solving use	Data-based problem solving of resources for and barriers to implementation of MTSS does not occur	School leadership discusses resources for and barriers to implementation of MTSS, but does not collect data to assess implementation levels or develop action plans to increase implementation	School leadership discusses resources for and barriers to implementation of MTSS and does one of the following: 1) collects data to assess implementation levels, 2) develops action plans to increase implementation	School leadership discusses resources for and barriers to implementation of MTSS and does both of the following: 1) collects data to assess implementation levels, 2) develops action plans to increase implementation

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
<td colspan="5" align="center">Thee Tiered Instruction / Intervention Model</td>				
28. Tier 1 (Core) academic practices exist that clearly identify learning standards[23], school-wide expectations [24] for instruction that engages students, and school-wide assessments[25] • Instructional Framework • Classroom walkthrough documents • Instructional Plans • School Improvement Plans/MTSS implementation plans	Tier 1 elements are NOT developed and/or clearly defined	Tier 1 elements incorporate 1 of the following 4:	Tier 1 elements incorporate 2 or 3 of the following 4:	Tier 1 elements incorporate all of the following:
		<td colspan="3" align="center">1) clearly defined learning standards, 2) school-wide expectations for instruction and engagement, 3) link to behavior and social-emotional content/instruction, 4) assessments/ data sources</td>		
29. Tier 1 (Core) behavior practices exists that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices[26], and school-wide behavior data and social-emotional data[27] • Behavior matrix • Classroom walkthroughs • School Improvement Plan • School-wide Evaluation Tool (SET) data • Tiered Fidelity Inventory (TFI) data • Plans for classroom management • Behavior lesson plans	Tier 1 strategies are NOT developed and or clearly defined	Tier 1 strategies incorporate 1 of the following 4:	Tier 1 strategies incorporate 2 or 3 of the following 4:	Tier 1 strategies incorporate all of the following:
		<td colspan="3" align="center">1) clearly defined school-wide expectations, 2) classroom management practices, 3) link to Tier 1 academic content/instruction, 4) school-wide behavior and social-emotional data sources</td>		
30. Tier 2 (Supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction[28], and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught • Supplemental intervention fidelity checks • Supplemental problem-solving documentation • Progress-monitoring data on groups of students • Tier Two Intervention matrix	Tier 2 strategies are NOT developed and/or clearly defined	Tier 2 strategies incorporate 1 of the following 4:	Tier 2 strategies incorporate 2 or 3 of the following 4:	Tier 2 strategies incorporate all of the following:
		<td colspan="3" align="center">1) common student needs, 2) link to Tier 1 instruction, 3) link to behavior and social emotional content/instruction, 4) assessments/data sources link directly to the skills taught</td>		
31. Tier 2 (Supplemental) behavior and social-emotional practices exist that include strategies addressing student needs, are linked to Tier 1 instruction[29], and are monitored using assessments/data sources tied directly to the skills academic, behavior and social-emotional taught • Supplemental intervention fidelity checks • Supplemental problem-solving documentation • Progress-monitoring data on groups of students • Tier Two Intervention matrix	Tier 2 strategies are NOT developed and/or clearly defined	Tier 2 strategies incorporate 1 of the following 4:	Tier 2 strategies incorporate 2 or 3 of the following 4:	Tier 2 strategies incorporate all of the following:
		<td colspan="3" align="center">1) common student needs; 2) link to Tier1 instruction; 3) link to academic content; 4) assessments/ data sources link directly to the skills taught</td>		

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
32. Tier 3 (Intensive) academic practices[30] exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught ● Intensive intervention fidelity checks ● Intensive problem-solving documentation ● Progress-monitoring data on individual students	Tier 3 strategies are NOT developed and or clearly defined	Tier 3 strategies incorporate 1 of the following 4:	Tier 3 strategies incorporate 2 or 3 of the following 4:	Tier 3 strategies incorporate all of the following:
		1) developed based on students' needs, 2) developed to support Tier 1 and Tier 2 instruction, 3) link to behavior and social-emotional content/instruction, 4) assessments/data sources that link directly to the skills taught		
33. Tier 3 (Intensive) behavior and social-emotional practices[31] exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught ● Intensive intervention fidelity checks ● Intensive problem-solving documentation ● Progress-monitoring data on individual students ● Functional Behavior Assessments and Behavior Intervention Plans ● Tiered Fidelity Inventory (TFI) data	Tier 3 strategies are NOT developed and or clearly defined	Tier 3 strategies incorporate 1 of the following 4:	Tier 3 strategies	Tier 3 strategies incorporate 1 of the following 4:
		1) based on students' needs, 2) aligned with Tier 1 and Tier 2 instruction, 3) link to academic content/instruction, 4) assessments/data sources that link directly to the skills taught		

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
Data–Evaluation				
34. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: 1) identify students at-risk academically, socially, and/or emotionally, 2) determine why student is at-risk, 3) monitor student academic and social-emotional growth/progress, 4) Inform academic and social-emotional instructional planning, 5) determine student attainment of academic/behavioral outcomes - Assessment Plan (within or separate from MTSS implementation plan) - Assessment inventory - School Improvement plans - Screening results and use in identifying students at-risk - Intervention Plans	Staff do not understand and have access to academic, behavior, and social-emotional data sources that address the purposes of assessment	Staff learn the purposes of assessment within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior and social-emotional areas that are reliable, valid and accessible, as well as culturally, linguistically, and developmentally appropriate	AND staff engage in assessment with fidelity to: 1) answer predetermined guiding/critical questions regarding student functioning/outcomes, 2) identify students who are at-risk at least 3I4 times/year, 2) determine why a student is at risk, 3) monitor student growth/progress, 4) inform instructional/intervention planning, 5) determine student attainment of academic, behavior, and social-emotional outcomes	AND the leadership team and/or staff collaboratively and systematically evaluate and adjust assessment practices to ensure availability of accurate and useful data to inform instruction, and assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness
35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data - Assessment inventory - School Improvement plan - Progress-monitoring data	No policies and procedures are in place	The leadership team outlines policies and procedures for decision- making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed	AND staff consistently administer assessments, access data sources and make data-based decisions using policies and procedures for decision-making with fidelity	AND adherence to and effectiveness of policies and procedures for decision making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies
36. Effective data tools are used appropriately and independently by staff - Assessment Plan (within or separate from implementation plan) - Graphing results - Professional Development/Coaching plans on data tools use	Staff do not have access to tools that efficiently provide data needed to answer problem solving questions for academic, behavior and social-emotional issues	The leadership team ensures availability of tools that can track and graphically display academic, behavior and social-emotional data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry and management	AND staff use the data tools and are provided assistance as needed	AND data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members

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SAM Item and Examples of Supporting Evidence	Not Implementing	Emerging / Developing	Operationalizing	Optimizing
37. Data sources are used to evaluate the implementation and impact of MTSS implementation • Meeting minutes/agendas • School improvement planning • Walkthrough data	No data sources to evaluate implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS	AND the leadership team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of MTSS	AND the leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes
38. Available resources are allocated effectively • School improvement plan or MTSS implementation plan with evidence of resources allocated to sustaining a MTSS	Resources are NOT allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	AND the relationship between the resources allocated and the outcomes of students is evaluated	AND Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.
39. Data sources are monitored for consistency and accuracy in collection and entry procedures • Assessment plan (within or separate from implementation plan) • Professional development/coaching plans on data tools use • Meeting minutes from leadership team discussion of fidelity with data use	Data sources are NOT monitored for accuracy or consistency	The leadership team ensures that staff understand the importance of accurate and consistent data collection practices and have provided professional development on policies and procedures for methods, types and frequency of data collection	AND the leadership team uses a protocol (e.g., email notifications for failure to take attendance, etc.) To monitor data consistency and accuracy	AND The Leadership team periodically conducts analyses to determine consistency and accuracy of data

Supporting Evidences

1. Instructional support staff may include: interventionists, coaches, behavioral specialists, etc. Student support personnel are comprised of school psychologists, school counselors, social workers, school nurses, etc.
2. Responsibilities for facilitating MTSS implementation are not limited to, but can include:
   - Promoting a school-wide vision and mission for MTSS implementation, including the development and dissemination of a school-wide implementation plan
   - Allocating resources (e.g., time, personnel, materials) for the planning and delivery of evidence-based assessment, instruction and intervention
   - Providing ongoing professional development and coaching support to school staff
   - Collecting and analyzing data on MTSS implementation efforts

3. Professional development and coaching are ongoing activities that develop the capacity of staff to implement MTSS. Efforts should be aligned with results of school needs assessments and modified based on the results of professional learning.
4. At the school level, a school-based leadership team should guide implementation of a MTSS. This may take place within the structure of the School Improvement Team or may be a subset of this team that is charged with implementation planning. Teams may differ based on

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several factors but a connection should always be made in order to facilitate effective implementation. A long-term plan for implementation of MTSS should be developed by the school-based leadership team. This may be a part of the school improvement plan or separate from it but again should be aligned with the overall goals and actions within the school improvement plan.

5. A strategic plan for MTSS implementation should address the following components (at a minimum):
   - Communication and collaboration strategies
   - Capacity building targets and activities
   - Data to monitor implementation fidelity of the critical elements of MTSS

6. Different approaches to facilitating school-wide implementation of an MTSS model can include:
   - The focus on a three-stage model of consensus building, infrastructure development, and implementation of practices consistent with an MTSS model
   - The focus on a specific sets of activities related to successful implementation of a designated model of service delivery (e.g., National Implementation Research Network framework)
   - The approach to facilitating schoolwide implementation of an MTSS model should be connected to the School Improvement Plan (SIP), as well as other school-wide plans.

7. Critical elements of MTSS communicated to staff include:
   - Curriculum standards
   - Assessment data used to inform instruction
   - Multiple tiers of instruction and intervention
   - Data-based problem-solving used to make decisions

8. Coaching" is defined as technical assistance and support provide to school staff to improve implementation of components of an MTSS model, including: Co-Planning, Modeling/Demonstration, Co-Facilitation, and Guided practice with high quality feedback. "Coaching does NOT necessarily have to be completed by one person. Coaching can be provided by a number of different individuals depending upon their specializations, skill sets, as well as the particulars of the context of activities. It is unreasonable to assume that just one individual, or one coach will have all the skills required to effectively provide coaching for MTSS in every given situation that may arise." March, A.L. and Gaunt, B.T. (2013). Systems Coaching: A model for building capacity.

9. Behavior/Social-Emotional Assessment:
   - Screening: Recommended Behavior/Social-Emotional screening data include reviewing and analyzing all students' adherence to school-wide expectations through collection of:
     - Minor problem behavior (classroom managed)

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- o Major problem behavior (office discipline referral)
- o Attendance patterns
- o Other areas that some schools may choose to universally screen in the area of Behavior/Social-Emotional skills using a school-wide screening for internalizing behaviors (e.g., depressive symptoms, anxiety, etc.).
- Diagnostic: Diagnostic assessments for behavior/social-emotional skills include use of functional behavior assessments in order to find the root cause for the student's difficulties.
- Progress-Monitoring: In the area of behavior/social-emotional functioning, the monitoring of student progress with the intervention should be matched with the problem of concern. Within progress-monitoring of behavior, teams will want to consider monitoring frequency, duration, intensity and latency recording.

10. Schools will need to establish and communicate the problem solving process to be used, specific steps to be followed, and criteria to use when making decisions (e.g., what is good, questionable, or poor response to instruction/intervention). Schools should consider district and state guidelines when available.

11. Processes and procedures for problem solving, data collection and use, and decision-rules include:
    - Specific guidelines on the steps of problem solving to be used
    - Documentation requirements
    - Opportunities for engaging in data-based problem solving (e.g., Professional Learning Communities, etc.)
    - Roles and responsibilities of participants

12. Resources encompass not only available monetary assets but also available personnel, instructional materials, and time that will facilitate the implementation and sustainment of an MTSS as a framework for supporting all students.

13. Staff refers to employees at the school that will be impacted by or will be involved in implementation of MTSS. This will always include administration, teachers, other professionals and para-professional support staff. The degree to which other employees (e.g., bus drivers, cafeteria workers, administrative support staff, etc.) are included may be determined by their level of involvement with/implementation of MTSS components at the individual school level.

14. Efforts to engage staff should align with district and state guidance regarding MTSS implementation to facilitate staff understanding of connections between school, district and state initiatives.

15. Data on student outcomes, school-level implementation fidelity, the capacity of educators to implement, and commitment from staff are needed to inform implementation. Staff roles and responsibilities will drive the specific data they need to inform implementation.

16. Family and community engagement is the active and meaningful partnership that educators build and maintain with students' families and the broader community for the purpose of supporting student learning.

17. Intensive outreach to unresponsive families refers to additional activities undertaken by the school to engage families of students who need additional supports, but who are not engaging with the school's typical outreach practices (e.g., letters and phone calls home). Intensive outreach is an individualized approach requiring information gathering and problem solving to identify outreach strategies that are more likely to be successful for a family.

18. Data-based problem solving refers to a multi-step process that includes examining performance related to goals/expectations (problem identification), understanding variables causing problems (problem analysis), selecting/designing and implementing strategies to lessen barriers and achieve goals (instruction/intervention delivery), and monitoring effectiveness (monitoring/evaluation).

19. Data-based problem solving should occur (a) across content areas (reading, math, science, behavior, social-emotional and other relevant content areas for a school) (b) within and across grade levels (e.g., horizontal meetings for 6th, 7th, 8th, as well as vertical meetings), and (d) across tiers (performance data in response to instruction used to engage in problem solving for all students (Core), for some students receiving supplemental instruction (Supplemental), and for students receiving individualized support (Intensive).

20. Reasons why students are not meeting expectations are sometimes referred to as hypotheses or barriers to learning. The big idea is that schools identify potential curriculum, instruction, environmental (e.g., peer distractions, classroom management issues), and learner (e.g., skill deficits) for why the student is not meeting expectations and collect data/information to determine which reasons are contributing to the problem.

21. Specific instruction/intervention plans include information outlining:
    a. The goal of the intervention/action plan
    b. What intervention or action steps (e.g., curriculum adjustments, instructional processes and procedures) will be put in place
    c. How often (daily/weekly/etc.) the intervention will be utilized
    d. How long each session is to be implemented
    e. Who is responsible for intervention implementation and support
    f. Where and when the intervention will happen
    g. Plan for monitoring instruction/intervention fidelity and progress towards identified goals
    h. Timeframe (dates) for periodic review of progress monitoring data and decision points

22. Structured problem solving is utilized to identify resources that can be used to facilitate implementation and barriers that are hindering implementation for the purpose of developing specific action plans to increase implementation levels.

23. Priority learning standards are curriculum standards that define what students should know and be able to do for a given content area and grade level (e.g., NCSCOS, Social-Emotional/Behavior Standards, etc.).

24. Expectations for instruction often include elements related to the instructional routine (e.g., whole-group, small-group, and independent practice), amount of time dedicated to instruction, and which evidence-based instructional strategies are used.

25. Both statewide assessments and formative assessments administered to all students are important to identify so that expectations for the data needed to inform decisions are consistent.

26. Structured instruction of behavioral expectations and social and emotional skills is provided to all students. Classroom routines include social and emotional learning principles and classroom management strategies embedded into instruction. School climate and environments support student well-being. A small number of clearly defined school-wide expectations that are positively stated are a foundational element of a Tier One school-wide behavior support system.

27. School-wide social-emotional behavior data may include Office Discipline Referrals, In-School Suspensions, Out-of-School Suspensions, and social-emotional screening data sources used to examine the effectiveness of Tier One behavior and social-emotional supports.

28. Tier two interventions should be aligned with Tier One instructional goals and expectations, address high-probability barriers to achieving instructional goals and expectations, and include assessments, which measure specific skills, general outcomes, and student progress.

29. Tier Two interventions should be aligned with school-wide behavior and social-emotional expectations, address high-probability barriers to meeting instructional goals and student well-being, and include assessments that monitor student discipline incidents, social-emotional skills, and well-being.

30. Tier three interventions generally provide increased exposure (time in minutes) to quality instruction or intervention, more focused instruction matched to student need, and smaller groupings. Additionally, Tier Three interventions often are developed during individual student focused problem solving sessions. Importantly, Tier Three interventions focused on academic issues should be linked to Tier One and Two instructional content and processes and also should consider what behavioral and social-emotional supports are needed for success.

31. Individualized interventions include specific prevention and consequence-based strategies based on assessment information (i.e., Functional Behavior Assessment), and may include modifications to the classroom environment or instruction, teaching new skills, and reinforcement of desired behaviors as well as a range of supports such as mental health services.

Self Assessment of MTSS (SAM) Scoring Summary

The Self Assessment of MTSS (SAM), now in its second edition, measures school-level implementation of MTSS, and aims to help school-level and district-level personnel identify and prioritize implementation steps. The SAM contains 39 items in 6 domains (Leadership, Building Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-based Problem-solving, Three-tiered Instruction/Intervention Model, and Data-Evaluation). The SAM was originally developed in Florida, and has undergone a national pilot for use in other locations. For use in North Carolina, a standard setting project for the SAM was also conducted.

The North Carolina SAM yields two scores for each domain: a percentage of implementation and an implementation level (Not Implementing, Initially Implementing, or Fully Implementing).
- The percentage of implementation is the number of points earned in each domain out of the total number of possible points for that domain.
- The implementation levels were determined during a standards setting process utilizing the expertise of a diverse panel of educational professionals experienced and skilled in the implementation of multi-tiered, data-based support systems (e.g., Response to Intervention, Positive Behavior Intervention and Support, MTSS). In order to set the MTSS implementation expectations that are aligned with the levels of implementation (e.g., initial implementation, full implementation), the Angoff method for criterion setting procedure was used. The Angoff method is a well-established and defensible standard setting procedure. The expert panel also determined items and scoring that MUST be met in order to comply with existing legislation, policies or mandates.

The three implementation levels describe a school's current implementation of MTSS across each of the six domains.
- **Not Implementing** means a school is likely in the exploration stage/establishing readiness for implementing portions of MTSS.
- **Initially Implementing** means that a school is implementing some elements of MTSS but still needs further development.
- **Fully Implementing** means that a school is fully implementing all components of MTSS.

Below is a summary of each domain and the scores necessary to yield each level of implementation.
Leadership (Items 1 - 5)
- Not Implementing: A total score on the Leadership component of less than 8 receives an implementation level of *Not Implementing*.
- Initially Implementing: To receive an implementation level of *Initially Implementing*, scores on the Leadership component must total at least 8.
- Fully Implementing: To receive an implementation level of *Fully Implementing*, scores on the Leadership component must total at least 13.

Building the Capacity/Infrastructure for Implementation (Items 6 - 16)
- Not Implementing: A total score on the Building the capacity component of less than 18 receives an implementation level of *Not Implementing*.
- Initially Implementing: To receive an implementation level of *Initially Implementing*, scores on the Building the Capacity component must total at least 18 AND items 8, 13, & 15 must each receive a score of operationalizing or optimizing.

- **Fully Implementing**: To receive an implementation level of *Fully Implementing*, scores on the Building the Capacity component must total at least 28 AND items 8, 13, & 15 must each receive a score of operationalizing or optimizing.

Communication and Collaboration (Items 17 - 20)
- Not Implementing: A total score on the Communication and Collaboration component of less than 10 receives an implementation level of *Not Implementing*.
- Initially Implementing: To receive an implementation level of *Initially Implementing*, scores on the Communication and Collaboration component must total at least 10 AND items 19 & 20 must each receive a score of optimizing.
- Fully Implementing: To receive an implementation level of *Fully Implementing*, scores on the Communication and Collaboration component must total at least 12 AND items 19 & 20 must each receive a score of optimizing.

Data-based Problem Solving (Items 21 - 27)
- Not implementing: A total score of on the Data--based Problem Solving component of less than 20 receives an implementation level of *Not Implementing*.
- Initially Implementing: To receive an implementation level of *Initially Implementing*, scores on the Data-based Problem Solving component must total at least 20 AND items 21, 22, 23, 24, & 25 must each receive a score of optimizing.
- Fully Implementing: To receive an implementation level of *Fully Implementing*, scores on the Data-based Problem Solving component must total at least 21 AND items 21, 22, 23, 24, & 25 must each receive a score of optimizing.

Three-tiered Instruction and Intervention (Items 28 - 33)
- Not implementing: A total score of on the Three--tiered Instruction and Intervention component of less than 14 receives an implementation level of *Not Implementing*.
- Initially Implementing: To receive an implementation level of *Initially Implementing*, scores on the Three-tiered Instruction and Intervention component must total at least 14 AND items 28, 30, & 32 must each receive a score of optimizing.
- Fully Implementing: To receive an implementation level of *Fully Implementing*, scores on the Three-tiered Instruction and Intervention component must total at least 18 AND items 28, 30, & 32 must each receive a score of optimizing.

Data-evaluation (Items 34 - 39)
- Not implementing: A total score of on the Data-evaluation component of less than 13 receives an implementation level of *Not Implementing*.
- Initially Implementing: To receive an implementation level of *Initially Implementing*, scores on the Data-evaluation component must total at least 13 AND items 34, 35, & 36 must each receive a score of operationalizing or optimizing and item 39 must receive a score of optimizing.
- Fully Implementing: To receive an implementation level of *Fully Implementing*, scores on the Data-evaluation component must total at least 16 AND items 34, 35, & 36 must each receive a score of operationalizing or optimizing and item 39 must receive a score of optimizing.

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Items with minimum thresholds:

The following table outlines the items that the expert panel deemed as "non-negotiable" in order to obtain a level of at least "initially implementing" within that SAM domain. Specifically within the analysis, panelists were asked to identify which, if any, items and the corresponding implementation level MUST be met in order to comply with existing legislation, policies (proposed or established) or mandates. These items were identified and are reflected within the scoring criteria for each domain.

Building the Capacity/Infrastructure for Implementation		
Item Number	**Item**	**Minimum Implementing Level**
8	The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities	Operationalizing
13	Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	Operationalizing
15	Processes, procedures, and decision-rules are established for data- based problem-solving	Operationalizing
Communication and Collaboration		
19	The infrastructure exists to support the school's goals for family and community engagement in MTSS	Optimizing
20	Educators actively engage families in MTSS	Optimizing
Data-Based Problem Solving		
21	Integrated data-based problem solving for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels and tiers	Optimizing
22	ACROSS ALL TIERS, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals	Optimizing
23	Academic, behavior and social-emotional data are used to identify and verify reasons why students are not meeting expectations	Optimizing
24	Specific instructional/ intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations	Optimizing
25	Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored	Optimizing

MULTI-TIERED SYSTEM OF SUPPORT
NC Department of Public Instruction

	Three‑‑Tiered Instruction and Intervention Model	
28	Tier 1 (Core) academic practices exist that clearly identify learning standards, school‑‑wide expectations for instruction that engages students, and school‑‑wide assessments	Optimizing
30	Tier 2 (Supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social‑‑emotional skills taught	Optimizing
32	Tier 3 (Intensive) academic practices exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Optimizing
	Data-Evaluation	
34	Staff understand and have access to academic, behavior and social‑‑emotional data sources that address the following purposes of assessment: 1) identify students at‑‑risk academically, socially, and/or emotionally, 2) determine why student is at‑‑risk, 3) monitor student academic and social‑‑emotional growth/progress, 4) Inform academic and social‑‑emotional instructional planning, 5) determine student attainment of academic/behavioral outcomes	Operationalizing
35	Policies and procedures for decision‑‑making are established for the administration of assessments, access to existing data sources, and use of data	Operationalizing
36	Effective data tools are used appropriately and independently by staff	Operationalizing
39	Data sources are monitored for consistency and accuracy in collection and entry procedures	Optimizing

Directions for Future Research:
The NC MTSS State team will continue to use data from aggregate level school and district SAM administrations to research possible connections between implementation levels of the critical components of MTSS and improvements in student outcomes. Although the expert panel identified score levels believed to be linked to crucial elements in implementation, further research to correlate improved student outcomes with SAM items and domains may necessitate changing standards and criteria over time. As SAM data is collected across the state, the NC MTSS state team will continue to examine connections and provide further guidance, customized professional development and coaching based on the results gathered.

*For the full validation methods the reader is directed to *MTSS Implementation Fidelity in North Carolina: SAM Validation and Criterion Setting (Wery, 2015)* available upon request.

Response to Intervention

Grade Level Learners: ≥ 80%
Needs Met with Core

Tier 1 / Instruction

Core/Universal Instruction and Supports
General academic and behavior instruction and support
    provided for all students in all settings
High quality research based instruction
Universal Support (e.g. small groups, differentiated
    instruction, concept foundations, re-teaching lesson
    study, enrichment, and/or additional instruction
If less than 80% of students are learning at grade level,
    engage in Problem-Solving at Tier 1

Tier 1 / Assessment

Assessment includes class, grade level, and/or
    district-wide screening and progress monitoring.
Screening measures provide an initial indication of
    students at-risk (attendance office discipline referrals,
    Suspensions. Behavioral trends)
All schools establish a process to routinely review
    students' progress
Use of a systemic process to review screening and
    progress monitoring for all students

Strategic Learners:
≤ 15% of students need
instruction beyond the Core

Tier 2 / Instruction

Individualized targeted supports for groups of student
    identified as underachieving
Remediate specific skills: academic and behavioral
Implemented with fidelity
Explicit, systematic & aligned with Tier 1
Instructional interventions are differentiated, scaffolded,
    targeted based on assessment
To provide enrichment & enhancement for students who
    have reached proficiency
Parent involvement

Tier 2 / Assessment

Tier 1 Review / Consideration of Tier 2
Formal problem-solving begins
Problem-Solving Log
Hypothesis validated: ICEL/RIOT
Data should lead directly to intervention derived from
    Universal screening, district, or grade level assessments
Intervention progress monitored on a regular basis
    (every 2 weeks, monthly, etc.) and graphed
Implemented with fidelity
If need is difficult to identify, diagnostic assessment may
    be needed

Response to Tier 2

Positive

Questionable

Negative

Gap is closing
Continue intervention with
    current goal or increase goal
Gradually fade intervention
Return student to Tier 1

Rate at which gap is widening slow
Gap stops widening but closure does
    not occur
Was intervention implemented
    as intended?
Continue intervention / analyze data

GAP continues to widen
Was intervention implemented as
    Intended?
Is intervention aligned with hypothesis?
Is problem identified correctly?
Consider additional interventions /data
    analysis

33

```
                           ┌─────────────────────────────┐
                           │   Intensive Learners:        │
                           │   ≤ 5% of students needing   │
                           │   most intensive interventions│
                           └─────────────────────────────┘
```

Tier 3 / Instruction

Intensive support for students with significant and
   chronic deficits
Skill specific interventions
Increased intensity with small group Instruction or
   one-on-one
May require students to have a separate curriculum
Intervention based
Parent involvement

Tier 3 / Assessment

Tier 2 Review / Consideration of Tier 3
Formal Problem-Solving: School psychologist should be
   included
Graph intervention progress
Progress monitor daily, weekly, etc.
Diagnostic assessments may be used for a comprehensive
   look at strengths and weaknesses to guide development
   of appropriate intervention and not ESE eligibility (for
   behavior complete FBA/BIP)

Response to Tier 3

Positive → **Questionable** → **Negative**

Gap is closing
Continue intervention with
   current goal or increase goal
Gradually fade intervention
Return student to Tier 2

Rate at which gap is widening
   slow
Gap stops widening but closure
   does not occur
Was intervention implemented
as intended?

GAP continues to widen
Was intervention implemented as
   Intended?
Is intervention aligned with
   hypothesis?
Is problem identified correctly?

Tier 3 Review

Compare student progress to peers through
   post-intervention universal assessment(s).
Analyze individual student intervention progress
Schedule Case Review Meeting
If other hypotheses are considered, remain at Tier 3
Parent Involvement

Tier 3 Assessment

Collect screening data consistent with data collected and
   reviewed at Tier 1 Review/Consideration of Tier 2
   meeting
Tier 3 Review
May obtain additional student observation
May consider additional individual assessment to
   determine student need

Case Review

Contact EC Program / Director / Team Staffing Specialist to schedule meeting
Meeting should also include appropriate school staff and School Psychologist (if available)
Based on decision may move forward to obtain parent consent for individual evaluation
Upon completion of individual evaluation, schedule appropriate meetings / complete appropriate forms.

Student Support Team

Guidance & Forms

Student Support Team

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address behavioral/emotional difficulties, academic difficulties, medical concerns, and other problems that may impact a student's academic success. This document is intended to be a practical and useful guide to successfully managing the activities of Student Support Teams (SST) in Bladen County Schools. This manual is not intended to be an extensive compilation of strategies for the many different problems that may be addressed by the SST process. There are many materials and resources available via various research based websites. Some researched based websites that can be used as a reference include the following:

http://www.pbisworld.com
http://ies.ed.gov/ncee/wwc
www.interventioncentral.org
http://www.fcrr.org/
http://kidscandream.webs.com/page12.htm
http://www.cccoe.net/social/skillslist.htm
http://www.jimwrightonline.com/php/chartdog_2_0/manual/chartdogman.html#about

STUDENT SUPPORT TEAM GENERAL INFORMATION

The Student Support Team (SST) is a **general education** function. It is a school-based problem solving group designed to provide schools with an efficient, effective, and clearly defined procedure for providing assistance to students, teachers, and parents. The purpose of the SST is to find paths to success for any student that is referred to the Student Support Team.

When a teacher identifies a student who demonstrates behavioral/emotional difficulties, academic difficulties, medical and health related needs, physical limitations, or absenteeism, which significantly limits their success in school, the teacher attempts to eliminate those concerns by implementing strategies in the classroom. If those strategies are not successful, the teacher may request assistance from the School's Student Support Team. A referral to the SST may also be generated by an administrator or parent.

SST members consider data the teacher collects to document the concern examples: (grades, EOG scores, benchmark scores, mClass data, common assessments, attendance, iReady, daily behavior charts, etc). After collecting data, the SST members design an implementation plan that includes a monitoring and evaluation component to determine the effectiveness of the intervention. Student Support Teams are MOST effective in schools in which all school staff have responsibility for all students and are skilled in engaging in collaborative problem solving.

SST Membership

The SST is a collaborative team that uses a multi-disciplinary approach to identify and develop interventions for students. SST can include but is not limited to administrators, school psychologists, special and regular education teachers, school guidance counselors, school social workers, school nurses, speech-language pathologists, and other teachers/staff that are involved with the student or have expertise in the area of concern. The parent is also a full member of the team and MUST be invited to participate in all stages of the SST process.

SST Goals

The SST process is data-driven. The goal of the SST is to strengthen and support students by developing and implementing academic or behavioral strategies that are school-based to enhance student's success.
- The SST gains full understanding of the different factors that may be impacting the student's progress (academic deficits, behavioral difficulties, home environment, and school environment).
- The SST develops, selects, and implements effective strategies that will increase student success.
- The SST makes sure the strategies that were identified in the joint decision-making process are implemented with integrity and fidelity by collecting progress monitoring data on a weekly basis.
- The SST uses the progress monitoring data effectively to make changes to the interventions as often as necessary depending on the student's progress.

Making a Referral to the Student Support Team (SST)
Before a student is referred to the SST, the following should occur:
- A problem is recognized.
- The teacher has discussed the problem with the parent and other individuals in the school building, (such as the school social worker and school guidance counselor) who may be able to help.
- Strategies should have been implemented within the classroom with fidelity by the teacher and the teacher should have the required documentation showing the student's lack of progress.

Student Support Team (SST) Meeting Frequency
The SST core members should meet **<u>weekly</u>** at a mutually agreed upon day and time. This day and time should be consistent and should be made known to all school personnel in the event they are asked to be members of the student's SST. **The time and frequency at some sites may vary depending on the needs of the school.**

A student's case file (the referral packet along with data samples) should be completed by the general education teacher(s) and submitted to the SST Chair or designated person as soon as the teachers have documentation that classroom strategies have been ineffective.

Some Potential Uses and Outcomes of a SST Meeting
- To discuss strategies for dealing with students exhibiting academic and behavioral difficulties within the school environment.
- To develop modifications and adaptations needed for general education teacher to address learning barriers.
- To discuss problems of mutual concern with parents.
- To offer structured support and assistance to teachers.
- To reduce the number of inappropriate referrals for psychoeducational evaluations.
- To employ group problem solving processes to solve problems.
- To provide shared ownership of a student problem.
- To improve the coordination of efforts of teachers, administrators, parents and support services, and special education staff
- To document interventions and meetings prior to referral for evaluation.

Length of Student Support Team Intervention Implementation
The length of SST intervention implementation depends on the specific problems that have been identified. In most cases, 4-6 weeks of interventions is recommended prior to holding the first review meeting. 4-6 weeks is an appropriate amount of time for determining whether or not strategies and modifications are working or if adjustments need to be made. Once implementing interventions with fidelity and collecting progress monitoring data for 4-6 weeks, the SST must then determine whether to continue with the same interventions, design and implement new strategies, or explore other options. <u>Some cases may be of short duration, yet some at-risk students may be followed by SST for their entire school career</u>.

Referring Students for Evaluation for Special Education Consideration
SST can refer students for an evaluation for special education consideration but **ONLY AFTER** several important decision criteria have been met: 1) Reasonable classroom intervention of sufficient duration have been implemented with fidelity, without success; 2) The RE2 (Regular Education) has been completed for hearing, vision and speech: and 3) The cause of the problem is suspected to be a disability that cannot be resolved without special education services.

English Learners and SST
An EL student may be referred for any additional interventions and strategies with no time restrictions. When an EL student is referred to the SST, it is recommended that the EL teacher be a member of the team.

Parental Consent for a SST Meeting
Although parents MUST be invited to all SST meetings, they are not required to give consent for an SST referral or for an SST meeting to take place. SST intervention plans can be implemented without parental consent. However, every effort should be made to help parents view the SST process in a positive light and to understand that the SST process is a not a special education placement. Parental notification must be given for screenings to take place. (Letter of Notification found on page 66.) Examples of screenings that may take place during the SST process include vision screening, hearing screening, speech screening, observations, and social history.

Documentation
It is important that each student's case file is kept up to date and the appropriate documentation is included in each case file. **It is imperative that the student's case file travel with them as they go from school to school.** The files will be in red folders for our district.

GENERAL EDUCATION PROBLEM SOLVING

The Problem Solving Process
When making decisions regarding a student's academic or behavioral performance, the Student Support Team should use the following approach:

1. **Identify the Problem with Precision**
   a. When a concern is noted, the first step is to review the concern and identify the problem. The SST should review the existing student data to try to determine the specific problem. The team should try to narrow the problem, based on available data, to identify the skill deficit, such as phonemic awareness, math calculation, reading comprehension, or task avoidance.

2. **Determine the Cause**
   a. Once the problem has been identified, the SST needs to develop a hypothesis that states why the problem is occurring and continues to occur. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum.

3. **Identify Goal for Change**
   a. The purpose of the Student Support Team is to design an intervention that is effective in addressing the academic and behavioral concerns presented. This process requires the team to set a goal, choose an appropriate intervention, and develop a plan for implementing the intervention and monitoring the progress of the intervention. The Student Support Team should write a goal that is:
      i. **S**pecific to a particular skills or behavior to be achieved
      ii. **M**easurable
      iii. **A**ttainable
      iv. **R**esults oriented
      v. **T**ime-bound

4. **Identify Solution and Create Implementation Plan with Contextual Fit**
   a. Once the problem has been identified, the team develops a plan that includes interventions that will meet the needs of the student. The plan should also include: an implementation timeframe (i.e. 4 to 6 weeks); the frequency of the interventions (how often the intervention will be conducted and for how many minutes each week); who will provide the intervention, and a timeframe for the effectiveness of the intervention.

5. **Implement Solution with Integrity**
   a. It is important that interventions are implemented with fidelity. To ensure fidelity of interventions, school staff must deliver interventions according to the identified process and timeframe.

6. **Monitor Impact of Solution and Compare Against Goal**
   a. Progress monitoring is the assessment part of the intervention plan that is directly related to the goal. This plan includes frequent and on going data collection. In order to determine the effectiveness of the intervention, progress

monitoring data must be collected. <u>Data is gathered at regular intervals and four to six weeks of data points are needed for decision making</u>. (<u>Progress monitoring data must be documented on the progress monitoring data sheet.</u>

7. Make Summative Evaluation Decisions

    a.   This is an important aspect of the problem solving process. At the follow-up meeting, the student's progress needs to be reviewed. Progress monitoring data must be presented to the team in order to determine the student's progress. Once the data is presented, SST should analyze the effectiveness of the intervention, the rate of student's progress, and the level of support required to effective intervention. Based on this information, SST will then determine future plans.

STUDENT SUPPORT TEAM ROLES AND RESPONSIBILITIES

The Student Support Team (SST) is comprised of a core group of individuals that anchor the team. Core members must have good communication skills and a solid foundation about intervention. The following personnel are **CORE MEMBERS** of every SST:
- School Administrator
- School Guidance Counselor and/or SST Team Coordinator
- Referring General Education Teacher

The following individuals are considered *flex core members*, as their attendance may or may not be required:
- School Nurse
- School Social Worker

The staff members listed above will review each submitted case at weekly meetings and problem solve collaboratively.

The following staff members are potential SST members and are invited to participate based on the nature of the concerns. This list includes, but is not limited to:
- Parent (Should always be invited)
- Student, when appropriate
- Teacher with specific instructional expertise
- Special Education Teacher
- ESL Teacher
- AIG Teacher
- Outside agency involved with the student

Principal/Administrator
Role: School Instructional Leader
Responsibility:
- Takes responsibility for allocation of resources
- Monitors staff support/climate for successful intervention implementation
- Makes arrangements to allow SST members to participate in the meetings
- Encourages parent involvement

School Guidance Counselor and/or SST Chair Coordinator
Role: SST Coordinator
Responsibility:
- Promotes positive behavior intervention supports (PBIS) and facilitates positive school climate
- Assists administration and staff to understand the familial, cultural, and community components of students' response to instruction, learning, and academic success.
- Maintains a database that lists each student involved in the SST process.
- Maintains a case file for each student. The file should contain any documents brought to or developed at the SST meeting.
- Manages and monitors paperwork for completion and accuracy.
- Collaborates with teachers to track documentation and schedules students for SST meetings.
- Ensures the Team Initiated Problem Solving model is followed.
- Ensures that information is documented.
- Encourages parent participation.

General Education Teacher

Role: Staff providing information on expertise

Responsibility:

- Seeks expertise from SST due to academic or behavioral difficulties exhibited by a student in his/her class.
- Identifies/implements, documents, and analyzes evidence-based academic and behavioral interventions
- Differentiates instruction for a diverse classroom.
- Collaborates with other school personnel in data collection and analysis. All of the student's teachers who share an academic concern should participate in the meeting.

Parent / Guardian

Role: Collaborative Partner

Responsibility:

- Provides important information regarding their child's learning style, strengths, weaknesses, and background history.
- Makes their concerns for their child known
- Works together with school personnel in reinforcing skills and following through with interventions at home.

School Nurse

Role: Personnel providing information or expertise

Responsibility:

- Monitors and provides data regarding health and physical factors (vision, hearing, and medical concerns) for students whose health may be impacting academic or behavioral success.
- Monitors dietary needs or restrictions of student who may need modifications
- Suggests resources and ideas for obtaining assistance when needed for medical concerns.

School Social Worker

Role: Personnel providing information on expertise

Responsibility:

- Serves as liaison with parent and outside agencies, when needed.
- Gathers and provides information regarding social and medical when needed.

THE STUDENT SUPPORT TEAM FUNCTION ROLES

Meeting Facilitator

The meeting facilitator, also known as the SST Coordinator, will be the school guidance counselor. The meeting facilitator must have a strong working foundation of the problem-solving process, as well as facilitation skills which include keeping all individuals who attend the meeting informed and focused on developing an intervention plan, encouraging participation from others, helping redirect the conversation if the discussion gets off task, and clarifying and summarizing information being communicated during the meeting. The most important aspect of the meeting facilitator's responsibilities is establishing and maintaining a supportive and collaborative atmosphere.

Recorder – This role should be assigned at the onset of the meeting.

The recorder is responsible for completing the intervention plan at the SST meeting along with recording meeting notes. The recorder is expected to capture the important information shared at the meeting as well as ensure that all areas of the intervention plan are addressed including progress monitoring information, as well as, future meeting dates.

Time Keeper – This role should be assigned at the onset of the meeting.

The time keeper is essential in making certain that meeting times are respected. Because many decisions need to be made during meetings, the team must stay on task and always be cognizant of time. The time keeper should monitor the team's use of time and remind the team when time is limited in each stage of the meeting.

Progress Monitor – This role should be assigned at the onset of the meeting.

Another vital member of the SST is the individual responsible for progress monitoring. In most cases, the general education teacher should be in charge of progress monitoring. The progress monitor must have an understanding of the progress monitoring tools available and the purpose of each tool. It is recommended that a progress monitor use a graphing system in order to best show the student's progress.
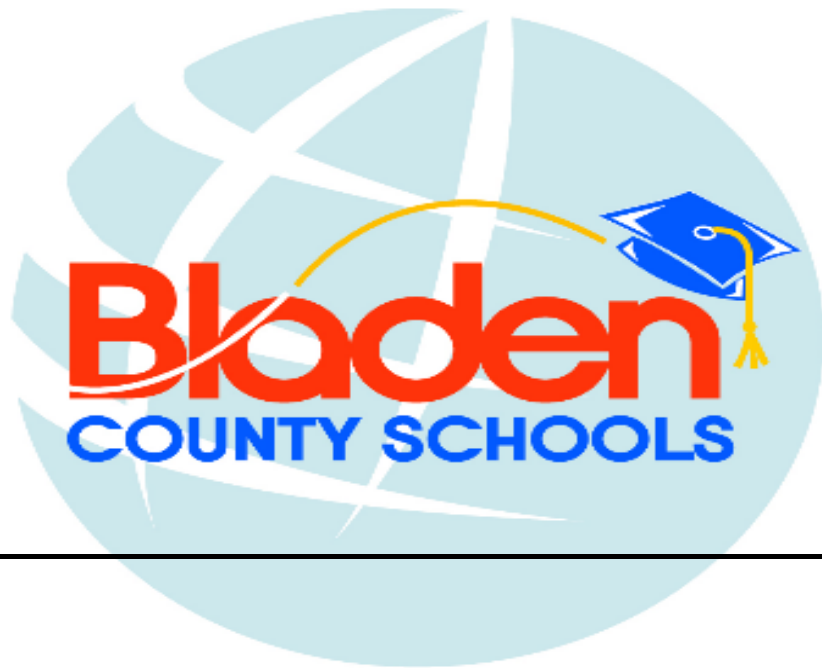
STUDENT SUPPORT TEAM PROCESS

Proper documentation is essential in the Student Support Team process. Forms should provide adequate documentation of the team's activities. Written summaries of the team's actions should be kept for every meeting. The actions of the Student Support Team should be so clear that new teachers/staff each year will have no difficulty determining what has been tried and found successful for the student in the past.

Bladen County Schools
STUDENT SUPPORT TEAM PROCESS CHECKLIST

The purpose of this checklist is to serve as a guide for effectively implementing the Student Support Team process. It is to be maintained by the School Guidance Counselor, <mark>SST Coordinator, or designee assigned by the principal.</mark>

Name: _____   **ID:** _____   **DOB:** _____

Referred By: _____   **Date:** _____

Date	Activity
	Teacher notifies parent, principal, and Student Support Team Coordinator that there is a need to open a SST case for an unresolved academic and/or behavioral problem
	SST Coordinator provides teacher with the following SST referral forms: _____ *Request for Student Support Team Assistance Section A* _____ *Request for Student Support Team Assistance Section B-Teacher Input Form for Addressing Problem Behaviors*
	Classroom Teacher completes the request forms and returns them to the SST Coordinator or principal designee
	Student data and supporting evidence is gathered (mClass, EOG scores, grades, benchmark scores, K2 math assessment, BOG scores, common assessments, NCKEA, behavior charts, etc)
	SST Coordinator schedules the first SST meeting and invites parent and additional SST members based on the needs of the student
	SST Coordinator sends parent invitation/notification of the meeting along with the *Student Support Team-Parent Input Form*
	Convene Initial SST Meeting Date: _____ Time: _____ Send reminder notices to SST members, including parent _____ Copy of strategies provided to all implementers _____ Complete SST Plan _____ SST *Meeting Summary* completed
	Implementation of intervention strategies being monitored
	Convene SST Meeting Date: _____ Time: _____ Send reminder notices to SST members, including parent _____ SST reviews documentation and evaluates success of intervention strategies SST decides on plan of action _____ Develop new modifications _____ Continue current modifications, if successful _____ Cease modifications _____ SST *Meeting Summary* completed
	Convene SST meeting #_____ Date: _____ Time:
	Convene SST meeting #_____ Date: _____ Time:
	Convene SST meeting #_____ Date: _____ Time:
	Convene SST meeting #_____ Date: _____ Time:
	Interventions successful. Student remains in general education with Core/Tier I supports. SST file closed.
	Interventions successful. Student remains in general education with Tier II or III supports.
	Interventions unsuccessful. Complete <mark>required RE2 Form</mark> (Regular Education) for vision,/hearing/speech screenings to be completed. Note: Send parent notification of screenings. (see page 66 for notification letter.)

PROCEDURES FOR SST REFERRALS

When a student presents academic, behavioral, communication (language), cognitive, or sensory difficulties that could possibly be remediated by the use of research-based interventions….

The Regular Education Teacher or the Preschool Teacher
- Informs the parent of their concerns regarding the student and their intent to implement strategies in the classroom.
- Implements interventions in the classroom.
- Documents the student's response to the strategies and communicates the results with the parent.
- If strategies are unsuccessful, notifies the School Guidance Counselor or SST Coordinator that assistance is needed from SST.
- Obtains/completes and immediately returns the following forms to the School Guidance Counselor:
    - Student Data Profile, Section A, pages 1-4-*At-Risk Student Referral Form*
    - Student Data Profile, Section B, pages 1-2-*Teacher Input Form for Addressing Problem Behaviors*, when applicable.
- Gathers the following applicable existing information for review at the first SST meeting and brings copies to the meeting:
    - Class quizzes and tests
    - Previous EOG scores
    - Current grades
    - Attendance records
    - Discipline records (including the number of OSS and ISS referrals)
    - Observations
    - Appropriate anecdotal records, observation reports,
    - Work samples
    - Other pertinent information ie (mClass scores, benchmark scores, iReady data, EOG scores, math checkpoint, etc) educator handbag

The School Guidance Counselor
- Serves as the coordinator of SST if appointed by administrator.
- Confers with the teacher to determine who should be included on the SST based on concerns about the student
- Provides the appropriate SST form to the teacher to complete
- Completes/ensures that all documents are thoroughly completed during/after the SST meetings-this includes forms completed by the SST meeting recorder if the recorded is not the counselor.
    - *Student Support Team Plan*
    - *Student Support Team Meeting Summary*
- Schedules SST meetings and notifies all required participants.
- Maintains all completed documents in the student's case folder at the school.

At-Risk Student Referral Form

STUDENT DATA PROFILE

Name: _____ **ID:** _____ **DOB:** _____ **Age:** _____

School: _____ **Grade:** _____ **Teacher:** _____

Parent(s): _____ **Telephone:** _____

Address: _____ **Zip Code:** _____

Date of Request:

Person making the request: _____ **Role:**

*For parental requests for SST assistance, parent should complete the Student Support Team-Parent Input Form, pages 1 & 2.

Reason for Request-What are the concerns about the student's performance
*If the student exhibits social/behavioral concerns, also complete Student Data Profile-Section B.

_____
_____
_____
_____
_____

How and when was parent first notified of the student's concerns?

_____ Phone Call   _____ (date)
_____ Letter   _____ (date)
_____ Conference   _____ (date)

Note concerns expressed by parent.

_____
_____

Name: _____ **ID:** _____ **DOB:** _____ **School:** _____

I.   ACADEMIC SKILLS – Identify any areas in which the student displays a significant strength (S) or concern (C). Gather work samples to illustrate the student's concerns.

Reading
____ Phonemic Awareness
____ Phonics Skills
____ Fluency
____ Comprehension
____ Estimated Grade Level

Math
____ Computation
____ Phonics Skills
____ Conceptual Understanding
____ Other
____ Estimated Grade Level

Written Language
____ Sentence Structure
____ Vocabulary
____ Organization
____ Spelling and/or Punctuation
____ Other _____
____ Estimated Grade Level

Oral Language
____ Oral Expression
____ Communicating with Peers
____ Communicating with Adults
____ Following Verbal Direction
____ Other

**II.   STUDENT STRENGTHS: (*Check all that apply)*

____ Positive Attitude
____ Handles Conflict
____ Works Well Independently
____ Trustworthy
____ Takes Pride in Appearance
____ Cooperates
____ Respectful to Authority
____ Artistically Inclined
____ Transitions Easily
____ Organized
____ High Expectations for Self
____ Hard Worker
____ Athletic
____ Good Sense of Humor
____ Works Well in Groups
____ Responsible
____ Motivated
____ Possess Leadership Skills
____ Other: _____

III. **Identify areas in which the student displays significant difficulties or functions significantly below the expected level.**

Learning Behaviors
____ Working in a Group
____ Working Independently
____ Distractibility
____ Impulsivity
____ Energy Level Too High
____ Energy Level Too Low
____ Frustration Tolerance
____ Organization

Social Adjustment
____ Develops Appropriate Friendships
____ Relates Appropriately to Teachers
____ Emotional Outbursts
____ Withdrawal
____ Chronic Lying
____ Chronic Cheating
____ Chronic Absences
____ Stealing
____ Bullying
____ Difficulties at Home

Processing (motor / auditory / visual)
____ Fine Motor Skills/Hand Eye Coordination
____ Gross Motor Skills/General Clumsiness
____ Reversal/Transportations
(letters, words, numbers)
____ Manuscript
____ Copying From Board
____ Visual Memory
____ Right/Left Confusion
____ Auditory Memory
____ Other: _____

Adaptive Skills
____ Delayed Self-Help Skills
____ Socially Immature
____ Immature Language
____ Other

IV. **EDUCATIONAL HISTORY**

Number of Schools Attended: _____ **Grades Repeated (specify):** _____

Excessive Absenteeism:
Grade _____ Number of Days Absent _____ Number of Tardies _____
Grade _____ Number of Days Absent _____ Number of Tardies _____
Grade _____ Number of Days Absent _____ Number of Tardies _____

Extenuating reason(s) for excessive absenteeism:
_____
_____
_____

Interventions used for excessive absenteeism:_____
_____
_____

Name: _____ **ID:** _____ **DOB:** _____ **School:** _____

Number of Suspensions: _____

Is the student involved in ESL? _____

Has instruction been inconsistent within a school year?
_____ No _____ Yes (specify – e.g. series of substitute teacher) _____

Has the student had a change in classroom assignment or a change in teachers within this school year?
_____ No _____ Yes

Are academic deficiencies a result of the lack of instruction in reading and/or mathematics?
_____ No _____ Yes

V. **What classroom strategies have been employed to address the student's academic concerns prior to the SST request? (*Check all that apply*)**

Check	Strategies	How Long Tried? (Enter begin dates and end dates)	Outcome of Strategies (Data)
	Instructional Accommodations		
	Modified Demands		
	Materials Modification		
	Alternative Materials		
	Small-Group Instruction	**Duration:** **Frequency:**	
	Tutoring		
	Assistive Technology		
	Daily Guided Reading		
	ESL Support		
	Contract		
	Assigned Seating		
	Rearranged Physical Setting		
	Parent Conference		

VI. **Student Data and Evidence**
Documentation must be provided for each student concern. Following are examples of the types of evidence that may be used to support the SST process. Gather supporting evidence and check each type of evidence you will be bringing to the first meeting of the Student Support Team.
____ Formatives/Benchmarks/Summative Assessments
____ Student Work Samples
____ Record of OSS and ISS Suspensions and/or Discipline Referral Information
____ Observations
____ Report Card
____ Attendance Records
____ Discipline Forms

Bladen County Schools

Teacher Input Form for
Addressing Problem Behaviors

(Section B should be used <u>only</u> if behavior is an area of concern.)

Name: _____   ID: _____   DOB: _____   School: _____

1. **Describe the behavior(s) of concern. Use measurable terms.**
   Example: Rather than "Lisa picks fights", describe the actions and frequency. "Lisa demonstrates aggressive behavior toward other students at least 2-3 times a day, often more. She shows her aggression by such actions as pushing, grabbing materials from others, and by using verbal commands and name-calling."

   _____
   _____
   _____

2. **Where does the problem occur? (*Check all that apply*)**

   _____ Classroom   _____ Playgrounds   _____ Cafeteria   _____ Hallway

   _____ Bus   _____ Home   _____ Gym   _____ Other

3. **When is the behavior <u>most likely</u> to occur?**
   a. On a particular day? If so, which day? _____
   b. At particular times of the day, such as morning, afternoon?
      If so, when?
   c. During instructional activities, such as math or independent work?
      If so, when? _____
   d. When interacting with certain people-individual or groups?
      __If so, when? _____
   e. During non-instructional time such as changing classes, playground, lunch time?
      If so, when? _____
   f. When physically tired, hungry, or sick?
      __If so, which? _____

4. **What do you think the student gains or avoids by demonstrating the behavior?**

   _____ To get attention?   _____ From whom? _____
   _____ Avoid attention?   _____ From whom? _____
   _____ Get control?   _____ Of what? _____
   _____ Avoid embarrassment?   _____ From what? _____
   _____ Avoid task?   _____ Which? _____
   _____ Other: _____

5. **How have you conveyed your expectations to the student?**

   _____
   _____
   _____

Name: _____ ID: _____ DOB: _____ School: _____

TEACHER INPUT FORM FOR ADDRESSING PROBLEM BEHAVIORS, p.2

6. Describe the specific expectations you have for the student that are not being met.
   _____
   _____
   _____

7. Do you think the student cannot (*is unable to*) or will not (*is unwilling to*) demonstrate the appropriate/desired behavior? Why?
   _____
   _____
   _____

8. What strategies have you already tried to help the student meet behavioral expectations?
   _____
   _____
   _____

Student Support Team
Parent Input Form

(This form should be used when more in depth parental input is desired or when the parent is making the SST referral.)

Name: _____ **ID:** _____ **DOB:** _____ **Age:** _____

School: _____ **Grade:** _____ **Teacher:** _____

Parent(s): _____ **Telephone:** _____

Address: _____ **Zip Code:** _____

Child's Strengths: (*Check all that apply.)*

_____ Positive Attitude	_____ Finishes what he/she starts	_____ Motivated
_____ Hard Worker	_____ Handles conflict well	_____ Organized
_____ Trustworthy	_____ Takes pride in appearance	_____ Athletic
_____ Works well in groups	_____ Artistically talented	_____ Cooperates
_____ Works well by himself/herself	_____ Musically talented	_____ Creative
_____ Respectful	_____ Good sense of humor	Other:
_____ Possesses leadership skills	_____ Responsible	

Relevant Health Information-*Provide any health documentation or forms to the School Nurse.* Identify any physical/health concerns that you feel may be interfering with your child's academic/school success.
_____
_____
_____

What would you like your child to be able to do? (*Describe)*
_____
_____
_____

What have you done at home to help your child improve at school? (*Describe)*
_____
_____
_____

_____ Phone Interview

Name: _____   **ID:** _____   **DOB:** _____   **Age:** _____

Concerns about how my child is learning. (C*heck all that apply.)*

_____ Poor grades	_____ Does not work well by himself/herself	_____ Poor writing skills
_____ Disorganized	_____ Does not work well with others	_____ Poor reading skills
_____ Does not finish work	_____ Gives up easily	_____ Poor math skills
_____ Does not follow directions	_____ Does not remember things	_____ Poor study skills

Concerns about how my child behaves. (C*heck all that apply.)*

_____ Is bullied	_____ Physically hurts others	_____ Says mean things
_____ Bullies others	_____ Is sexually inappropriate	_____ Shy/withdrawn
_____ Destroys property	_____ Argues	_____ Gets mad easily
_____ Steals/cheats/lies	_____ Avoided by peers	_____ Is easily distracted
_____ Annoys people	_____ Is late and/or skips school	_____ Gives up easily

Additional information that you feel will help the school assist your child.

_____
_____
_____
_____
_____
_____
_____
_____

Student Support Team
Parent Notification of Meeting Form

Date: _____

Student Name: _____ **Date of Birth:** _____ **School:** _____

Dear Parent(s): _____

☐ *(Check if this is the initial SST Meeting)*
We are requesting assistance from our Student Support Team on behalf of your child. This is a regular education process whose function is to provide insight and specific suggestions to help the classroom teacher and school staff work with your child most effectively. We made this request because:

_____

_____

_____

☐ *(Check if this is a subsequent SST Meeting)*
As you know, your child is being served through the Student Support Team process. This team meets periodically to assess progress of the interventions plan and make new decisions based on plan outcomes.

☐ Enclosed you will find a Student Support Team-Parent Input Form which is designed to give us more information about your child. We are interested in any information which you feel could help us better understand your child. Please complete the forms and return it to me as soon as possible. All information will be regarded as confidential, and is accessible only to those have a legitimate need to know it.

A meeting has been set for _____ (date) at _____ (time).
We will meet at _____ School, in room _____ .

Through the collective efforts of the Student Support Team, which consists of teachers, administrators, and others, we hope to develop successful methods of helping your child have a more productive school year. Parental input is considered very important and your attendance is appreciated and invited. We appreciate your support of our efforts. If you have any questions, please contact me.

Sincerely, _____ **(Name/Title)** _____ **(Phone Number)**

(Complete and return this section to the school.)

Student Name: _____ **Date of Birth:** _____ **School:** _____

_____ Yes, I will attend the SST Meeting for my child on _____ .
_____ No, I cannot attend the SST Meeting. Please contact me with the results.

_____   _____

Parent/Guardian Signature   **Date**

FIRST MEETING OF THE STUDENT SUPPORT TEAM
Procedures / Expectations

Purpose: To select research-based interventions that will be implemented in the school setting and determine the timelines for implementation

The Student Support Team (SST)
- Reviews the teacher's concerns and pertinent data
- Solicits the parent's concerns
- Records decisions on the Student Support Team Plan
    - Prioritizes the concerns
    - Selects appropriate research-based interventions for classroom implementation/determines the desired outcome
    - Determines the length of the implementation
    - Determines the person responsible for implementing interventions
    - Determines the progress monitoring plan (method for data collection on the student's response to intervention)
    - Determines the date for progress monitoring to occur and who will be responsible for progress monitoring.
- Completes the Student Support Team Meeting Summary
- Designates someone to share the meeting information with the parent, if not in attendance.
- Establishes a date for the next SST Meeting

COMPLETING THE SST STUDENT SUPPORT PLAN

1. Complete the student's **identification information** at the top of the page.

2. Describe the **concern**. Be specific and provide as much detail as possible. The SST may target more than one problem. Enter the number of the concern on the line provided. Because SST has limited time available, it is unreasonable to expect to create intervention plans for no more than one or two concerns during a typical problem-solving meeting. The referring teacher presents the primary concerns about the student's academic and/or behavioral difficulties. Multiple concerns should be noted and prioritized.

3. Enter the **desired outcome.** The SST should set a specific goal that the student is expected to reach in several weeks (4-6 weeks) when the follow-up meeting is held. The team is able to judge that an intervention is successful, if, at the conclusion of the intervention, the student has achieved a pre-determined improvement goal. The goal should be written in measurable terms (see General Education Problem Solving).

4. Identify, by name and role, the **person responsible for implementing this intervention**.

5. Determine the **length of the intervention** and enter the beginning and ending dates. Four to six weeks can be considered. There is no formula for how long any interventions should last, especially if a student is making progress.

6. Enter the **progress monitoring plan**. Progress is monitored frequently (once per week) to determine whether the intervention is successful in helping the student learn at an appropriate rate. Students receiving interventions are generally monitored the same day each week. The SST must ensure the teacher and other team members understand the elements of these plans and that each person with a role in carrying out the plan knows his or her responsibilities. The practice of progress monitoring will most likely be unique from school to school as schools have various assessments and intervention strategies already in place. The practice of progress monitoring will most likely be unique from school to school as schools have various assessments and intervention strategies already in place. Progress monitoring of behavioral issues may consist of weekly reviews and data collection to monitor the effectiveness of a behavior intervention plan.

7. **The success of an intervention depends on the fidelity in which the intervention is implemented.** In most instances, the intervention implementer is responsible for their own data collection. SST may elect to assign the role of progress monitor to someone other than the intervention implementer (see Roles and Responsibilities). Whatever the decision, the progress of the intervention must be monitored as outlined in the Progress Monitoring Plan. SST should determine the dates on which a progress check will be made.

NOTE: If this is the initial SST meeting, the team will stop here at #7 as the intervention has not yet been implemented and therefore, decisions about progress or "next steps" cannot be determined. Number 8 and 9 are completed as subsequent SST meetings.

8. Based on data collection, **describe improvement** that has been observed. Supporting graphs and other documentation should be attached to the plan.

9. Enter the **Outcome Option** for this intervention. Check or enter required information the line provided for the chosen intervention option, where applicable.

   There are four outcome options. They are:

   _____ 1. Strategies were successful. Exit SST interventions. Student remains in general
            education _____without the need for further intervention
            or _____with intervention.

   _____ 2. Progress was noted. Continue present interventions/services with no
            changes until the next meeting date _____

   _____ 3. Interventions minimally/not successful. Continue SST and develop a new plan at
            next meeting date. _____ Complete RE2 form for vision/hearing and
            speech screenings.

   _____ 4. Interventions exhausted. Refer to EC for comprehensive evaluation. Disability
            suspected.

Bladen County Schools
SST Student Support Plan
General Education Intervention Implementation and Progress Monitoring
(Use as many pages as necessary. A minimum of one intervention no more than three per area of concern is required.)

Name: _____ **ID:** _____ **DOB:** _____ **Age:**

Concern #: ____ *(Be specific and provide as much detail as possible)(required)*
Concern #: ____ *(Be specific and provide as much detail as possible) (optional)*
Concern #: ____ *(Be specific and provide as much detail as possible) (optional)*
Desired Outcome: *(Please include specific data points (e.g. in six weeks Johnny will read 60 words per minute))*
Intervention #1: *(required)*
Intervention #2: *(optional)*
Intervention #3: *(optional)*

Person Responsible for Intervention:	Length of Intervention: From: _____ To: _____
Which days per week will the intervention be implemented?	

Progress Monitoring Plan	
Who will progress monitor? What specific tool will be used?	**What day of each week will progress monitoring occur?** *(progress monitoring needs to occur on the same day each week)* **M __ T __ W __ Th __ F**

On what date(s) will the Progress Monitor (if not the teacher) check in with the teacher about the intervention?

Date: _____   Date: _____   Date: _____   Date:

Observed Improvement: *(Attach graphs or other documents to support observed improvement)*
__ 1. Met goal
__ 2. Made improvement but did not meet goal
__ 3. Did not make improvement

Outcome Option for this intervention: *(Check one)*
__ 1. Strategies were successful. Exit SST Interventions. Student remains in general education without the need for further intervention or with intervention.
__ 2. Progress was noted. Continue present interventions/services with no changes until the next meeting date: _____
__ 3. Interventions minimally/not successful. Continue SST and develop a new plan at next meeting date: _____Note: Complete RE2 Forms (Regular Education) for vision/hearing and speech screenings to be done. Send parent notification of screenings. (See page 66 for notification letter).
__ 4. Interventions exhausted. Refer to EC for comprehensive evaluation. Disability suspected.

Bladen County Schools

Progress Monitoring Data Sheet

(A data sheet must be completed for each intervention.)

Date	Goal Objective	Assessment Tool	Data Point

STUDENT SUPPORT TEAM SUMMARY

1. Complete the student's identification information at the top of the page.

2. Enter the following information:
    a. Date of meeting
    b. Start and end time
    c. Meeting location
    d. Meeting status

    If this is the **first** or a **subsequent** SST meeting and the decision to discontinue SST interventions has not yet been made, enter the meeting number on the line provided.

    If this is a **final** SST meeting based on a selected intervention outcome option, also check the line indicating "*This is the final SST meeting*".

3. Enter the name and role of which SST member present. A SST member may perform more than one role during a meeting. If the member assumes a function role (see Function Roles within Student Support Team Process), the SST member should enter their name and role next to the function role.

4. Enter the purpose of the meeting.

5. Enter the information that was shared at the meeting.

Write the goal statement or the desired outcome for the student.

Summarize the concerns identified and discussed during the meeting.

Team's recommendations following the meeting. This recommendation could include a referral to the school nurse or social worker to handle a social services matter.

Person designated to share the meeting results with the parent if the parent was not in attendance.

Decision or outcome of the meeting based on the review of the intervention. This will be the same information you selected on the Student Intervention Team Plan.

Student Support Team Summary

Name: _____ **ID:** _____ **DOB:** _____ **Age:** _____

Meeting Date: _____ **Start Time:** _____ **End Time:** _____

Meeting Location: _____ **Meeting Status:** _____

Date: _____ PRE   MID   FINAL

Student Support Team Members

Name	Role

Purpose of the Meeting:

_____

_____

_____

Meeting Minutes:

_____

_____

_____

(Meeting minutes cont.)

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SUBSEQUENT STUDENT SUPPORT TEAM MEETING(S)

Purpose: To make new decisions based on the student's responses to the selected intervention. This meeting may be repeated as often as necessary until the team is ready to make a final decision regarding the SST involvement.

Student Support Team (SST)
- Reviews the documentation of the student's response to intervention
- Makes and records one(1) of the following decisions on the *Student Support Team Plan*
    - Exit interventions-strategies were successful
    - Continue the interventions if improvement is being seen and the student is on course to meet their designated goal but concerns have not been remediated.
    - Modify the intervention(s) if a slight change in the intervention might improve the student's performance
    - Change interventions if there is no improvement
    - Cease the intervention when
        - Improvement has been documented and no further SST interventions are necessary
        - The targeted concern has been remediated and a different concern can now be addressed
        - Interventions have been exhausted and the student has not responded to research-based interventions

Observation Form

Student Name: _____ ID: _____ Date: _____

Teacher's Name: _____ Grade: _____ _____ ____

Observer: _____ Setting: _____

_____
_____
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Bladen County Schools
Parental Notification of Screening Procedures

Date: __/__/____

Dear _____:

Your child, _____, is having difficulty in these areas of the school program:

_____
_____
_____

We plan to begin a screening process for your child so that we may be able to offer suggestions about ways he/she can best be served in our school program.

The screening process may result in either of the following:
1. A referral may be made for more in-depth evaluation, which could result in consideration for special education services. You will be asked to be a part of the team making decisions concerning your child. As the parent(s) or legal guardian(s) of a child involved in the screening process, you will be notified and asked for you consent before we do any individual testing.
2. No referral for additional tests and evaluation will be made if the screening information and interventions provide assistance for your child to be successful in the regular education class.

The screening process generally takes four to six weeks before the team can determine whether or not a referral for evaluation is needed. You may be asked to plan with us during the screening process. You will be asked to participate during the referral process.

The screening process may include these steps:
1. Use of various classroom interventions
2. Vision, hearing and health screening
3. Classroom observation
4. Review of school records
5. Speech-language screening
6. Parent conference(s)

Please call _____if you have questions. The telephone number where this individual can be reached is _____.

Sincerely,

_____
Principal/Designee

_____
(Date)

Bladen County Schools
Programs for Exceptional Children

VISION, HEARING, and SPEECH SCREENING

Date_____ Regular Teacher_____ EC Teacher_____ Initial_____ Reevaluation_____
Student Name_____ DOB_____ Grade_____

VISION SCREENING							
	Test Used	Examiner	Right Eye		Left Eye		Both	
Far Vision			☐ Pass20/__	☐ Fail20/__	☐ Pass20/__	☐ Fail20/__	☐ Pass20/__	☐ Fail20/__
Near Vision			☐ Pass20/__	☐ Fail20/__	☐ Pass20/__	☐ Fail20/__	☐ Pass20/__	☐ Fail20/__

Comments: _____
_____
Performed by _____ Position_____ Date _____

HEARING SCREENING				
Ear	Intensity Level	Frequencies	Passed	Failed

If failed, was referral made?   ☐ YES   ☐ NO
Comments: _____
_____
Performed by _____ Position_____ Date _____

SPEECH SCREENING		
Area Screened	Within Normal Limits	Below Normal Limits
Articulation		
Fluency		
Language		
Voice		

Comments: _____
_____
Performed by _____ Position_____ Date _____

HEALTH SCREENING

Weight _____ Height _____
Dental _____
Review of Health History: ☐ Within Normal Limits   ☐ Below Normal Limits
Nutritional Information _____
_____
Medications _____
_____
Medical Conditions _____
_____
Comments _____
_____
Performed by _____ Position_____ Date _____

Appendix

**Resources
for
Training & Reference**

Using *i‑Ready Diagnostic* to Support MTSS

i‑Ready Diagnostic may be used to address the guidance outlined in the MTSS (*MTSS Implementation Components: Ensuring Common Language and Understanding* as well as http://www.florida-rti.org/floridamtss/index.htm). Aligned with MTSS guidelines, *i‑Ready Diagnostic* supports:

- Data-based problem-solving to implement and evaluate RtI implementation

- Placing students in Tiers as well as determining the impact of instruction/intervention

- Skill-specific instructional guidance and resources targeted to the skills holding students back

The three components of *i‑Ready Diagnostic* that match the MTSS Foundational Beliefs:

1. Diagnostic Assessment: Valid, reliable assessment that measures skill strengths and weaknesses, identifies skills in need of improvement, and assists in determining why a problem is occurring

2. Global Outcome Measure (GOM): Progress monitoring assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.

3. Teacher-Led Instruction (with an optional online instruction component): Instruction is differentiated to meet individual learning needs.

This section describes how to use *i‑Ready Diagnostic* valid and reliable assessment, global outcome measure, and individualized instructional guidance and resources to meet MTSS guidelines, particularly for Tiers 2 and 3 students.

Diagnostic Assessment. *i‑Ready Diagnostic* automatically places students into an individualized course of instruction targeted to the needs of each student. The program prioritizes instructional needs for individual students, which is consistent with MTSS. The diagnostic assessment also groups students with similar abilities and needs for small-group instruction, and prioritizes the skills those children need to work on most. This is also consistent with MTSS guidelines, especially for Tiers 2 and 3 students.

Progress Monitoring Assessment (Global Outcome Measure). *i‑Ready Diagnostic* also uses a global outcome measure to track success of regular instruction as well as any additional intervention used with a student, as called for by MTSS. Curriculum Associates selected Global Outcome Measure because it:

- **Provides a holistic view** of students' reading performance versus other approaches

- **Reflects an integrated view** of the skills so that teachers can address the full needs of each student rather than narrowly focusing on a single area of need.

- **Allows for measurement of growth over time**. *i‑Ready Diagnostic* 's Global Outcome Measure uses the same scale as the diagnostic assessments. This allows educators to measure their students' growth throughout the year, as well as assessing Tiers 2 and 3 students on Tier 1 metrics, which is consistent with MTSS guidelines.

- **Increases efficiency for teachers.** *i‑Ready Diagnostic* automatically prioritizes which domains/lessons/skills to focus on for instruction based on the diagnostic assessment, and then the progress monitoring assessments are able to capture overall growth.

- **Looks at performance versus targets** to allow teachers to quickly see whether students are on track relative to typical growth and relative to grade-level and district expectations.

- **Recommended by experts**: *i‑Ready Diagnostic*'s assessments were developed in conjunction with experts in the field of psychometrics and RtI. Advisors included Dr. John Hintze, Professor at the University of Massachusetts: Amherst School of Education—an advisor to the NCRTI—and Dr. Richard Brown, Psychometrician at the University of Southern California School of Education.

While other approaches have their benefits, the following types of progress monitoring assessments were not found to be strongest for RtI purposes given their shortcomings:

- Skill-based measures: The challenge with periodic assessments that have only one to two skills on each of the assessments is that teachers can only obtain an understanding of how well the students have mastered very specific content. The main disadvantage is how difficult it is to measure overall growth, as the assessments measure different skills.

- Domain-based measures: Similar to the above, the main disadvantage is that domain-based measures are narrowly focused; therefore, it is difficult to measure overall growth as the assessments measure different skills.

See the tables below for detailed information regarding how to leverage *i‑Ready Diagnostic's* features and functionality to meet MTSS needs, particularly for Tiers 2 and 3 students.

Implementation for Tier 2

MTSS Guidance	What Features to Use within *i‑Ready*
Frequency: Once a week to once a month	Diagnostic Assessment and Global outcome Progress Monitoring (PM) Assessment
Answer the question: "Which students require supplemental instruction or practice based on an analysis of their current needs in relation to Tier 1 standards of performance?"	• Use *i‑Ready Diagnostic* data to inform which Tier students are initially placed into • Then use the Class PM Report to review which students still aren't meeting targets over time
Answer the question: "How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?"	• Use the Instructional Grouping Report (based on diagnostic data) 3x per year to inform which Tier students are placed into

Answer the question: "Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?"	• Use the Class PM Report to determine which students are on track to achieve targets.

MTSS Guidance	What Features to Use within *i-Ready*
Answer the question: "Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students' needs?"	• Use the Class PM Report to determine which students are on track to achieve targets.
Answer the question: "Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention (remember to check fidelity first for those not progressing)?"	• Look at the trend line on the Student PM Report to see which students are on track to meet goals/targets. • Target students who are not on track for goals/targets for additional intervention, using the instructional guidance and resources provided by the *i-Ready* program.
Answer the question: "Are the majority of students within a given supplemental instructional group demonstrating a positive response to the instruction (i.e., is Tier 2 effective)?"	• Use the Class PM Report to look at percent of students meeting goals/targets.
Answer the question: "Which students may need more intensive services? And, which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?"	• Look at trend line on Student PM Report to see which students are on track to meet goals/targets. • Target students who are not on track for goals/targets, using the instructional guidance and resources provided by the *i-Ready* program.

Answer the question: "Are students who are demonstrating progress at Tier 2 based on progress monitoring data also demonstrating progress on their Tier 1 assessments? If not, why not?"	- In *i‑Ready*, all students receive the same type of assessments, both diagnostic and progress monitoring. - The student's trend line on the Student PM Report should be used to adjust Tier placement.

Implementation for Tier 3

Many questions posed at Tier 2 are applicable to Tier 3. Additional questions to ask are listed below.

MTSS Guidance	What Features to Use within *i‑Ready*
Frequency: very frequent, once a month at a minimum, depends on the student's specific needs	Diagnostic assessment and Global Outcome Progress Monitoring (PM) Assessment
Answer the question: "Is the student appropriately matched to the intervention plan(s) developed for the student?"	• Use diagnostic data to inform which Tier students are initially placed into. • Then, look at trend line on Student PM Report to see which students are on track to meet goals/targets. • Target students who are not on track for goals/targets for additional intervention, using the instructional guidance and resources provided by the *i‑Ready* program.
Answer the question: "If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore (they may still need Tier 2 services)?"	• Look at trend line on Student PM Report to see which students are on track to meet goals/targets and help determine if students still need to receive Tier 3 services throughout the year (in conjunction with data from diagnostic and other assessments). • Use teacher-led lesson plans to target skills that should be prioritized for each student and/or instructional group.
Answer the question: "If the student is not progressing, is fidelity a concern? Does this student need a long- term (2 or more years) plan for "catching-up" to grade level standards (including transition plans between grades)?"	• Look at trend line on Student PM Report to see which students are on track to meet goals/targets.

Bladen County Schools
MTSS Decision Making Matrix
(Addendum to BCS MTSS Guidance Handbook, DRAFT form 2017-18)

	Attendance	Behavior	Academic Performance
Elementary	5+ Tardies/Early dismissals within single quarter Attendance more than 10%	More than 2 office discipline incidents	Below research-based thresholds on multiple measures of early literacy or math, grade retention
Middle	5+ Tardies/Early dismissals within single quarter Attendance more than 10%	More than 2 office discipline incidents	Below targets on multiple measures of reading and/or math, failing core classes, historical repeated failure on summative assessments, grade retention
High	5+ Tardies/Early dismissals within single quarter Attendance more than 3 days in a course	More than 2 office discipline incidents	Failing core classes, poor credit earning behavior, multiple course failures, historical repeated failure on summative assessments, grade retention

Team-Initiated Problem Solving (TIPS II) Model

Identify Problem with Precision

Identify Goal for Change

Make Summative Evaluation Decision

Collect and Use Data

Identify Solution and Create Implementation Plan with Contextual Fit

[Monit]or Impact of Solution and Compare against Goal

Implement Solution with High Integrity

Meeting Foundation

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