2020 - 2021

Okeechobee Multi-Tiered System of Supports (MTSS)
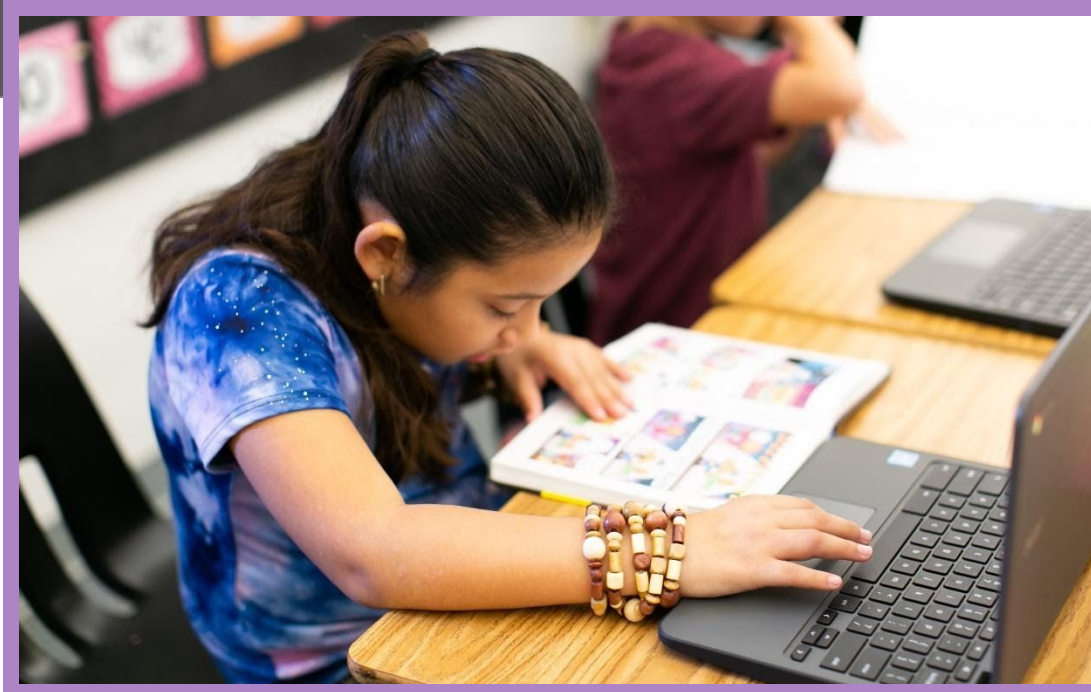
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Section 1: Introduction

Our Mission: Instilling excellence and determination so every student can achieve tomorrow's possibilities.

Our Vision: Together, Achieving Excellence: Putting Students First

Multi-Tiered System of Supports Goals

Okeechobee County School Board is committed to organizing the existing educational system as a Multi-Tiered System of Supports (MTSS). MTSS provides the district and schools with a framework with strong evidence of success by which we are better able to meet the academic, social-emotional, and behavioral needs of EVERY student. MTSS consists of a process that uses high quality evidence-based instruction coupled with standards based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to be successful. We have partnered with Branching Minds as our primary tool for understanding why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively.

Goal for our students: The MTSS framework allows students to be known, respected, and supported across the diversity of their learning needs, so they may achieve academic and life success.

Goal for our educators: Educators see this MTSS framework as a way to support all students more effectively, more easily, and more efficiently. We aim to streamline the collection and documentation of observations and student data - as well as the planning and reporting process required for differentiation and intervention, so we can enable teachers to spend more time building relationships with students, delivering personalized support, and experiencing professional success in a framework that provides support in a shared responsibility model. This method embodies the following beliefs:

- We can effectively teach all children in a way that encourages them to reach their fullest potential.
- All available resources provided by the district are accessible to teach all children to provide an equitable learning environment that is fluid, responsive, and matched to student needs.
- Early interventions are more productive and better for the child.
- A multi-tier model of service delivery is necessary to overcome the wide range of difficulties that exist in our heterogeneous population.
- A problem-solving method needs to be used to make decisions within the multi-tier model.
- Frequent progress monitoring is required to assess both learning rate and level of performance.
- Data is required to determine which interventions to implement and whether or not the interventions are working.
- The services and supports that a student receives are more important than where the services are delivered.
- An integration of general education, remediation, and special education will provide the best outcomes for children.

An Overview of the MTSS Approach

Multi-Tiered System of Supports (MTSS) What & Why: A Multi-Tiered System of Supports is a collaborative and evidence-based approach to differentiating and personalizing instruction, and intervention, across academics, social-emotional development, and behavior for all students allowing EVERY student to achieve academic and life success. MTSS is one of the most effective ways to provide an equitable educational experience, because it leverages collective knowledge and expertise to help teachers understand their learners' needs and make informed and strategic decisions.

MTSS begins with teachers assessing the skills of everyone in the class to proactively identify who may need additional topic support (e.g., reading, math, and behavior). Students then receive support (research-based, targeted instruction or intervention) matched both to their skills and level of need. Those students' progress is monitored closely to ensure that the additional support is helping. If the achievement gap has resolved, the additional support in that area is no longer required; if it does not improve, then the level of personalization increases. This practice allows for early interventions that are more productive and better for the child.

MTSS is not new. There are thousands of research-backed interventions to choose from, tons of best practices to keep in mind, and so many data points to inform our data driven decision making. The district has ensured through our partnership with Branching Minds that a library of researched-based interventions are available to all, in order to streamline the choices and implementation of these practices. There is tremendous evidence supporting the power of an effective MTSS framework to improve student outcomes for struggling learners, but there is also solidly convincing research that it improves student outcomes for ALL learners.
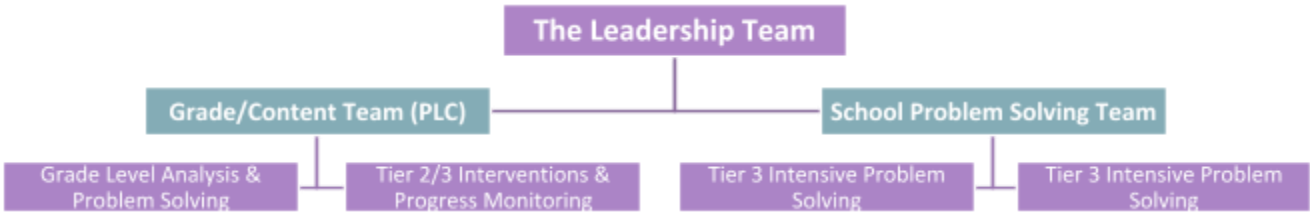

Tier 3
High Intensity Support for Individual Students

1-5%
Intensive Individualized Intervention

Tier 2
High Efficiency Strategic Support Using Small Group Interventions

5-15%
Early Intervention

Tier 1
Proactive Differentiated Core instruction Using Best Evidence-Based Supports

80-90%
Differentiated Core Instruction for Promotions and Prevention
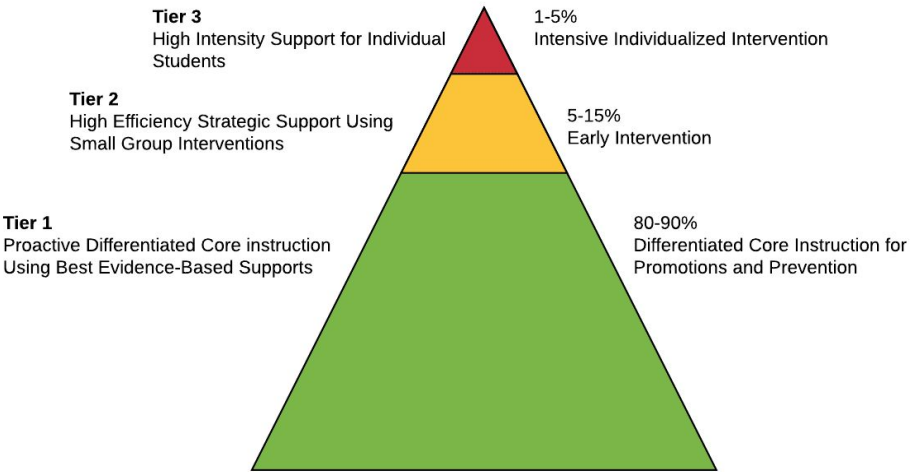
MTSS is a proactive approach to data-driven decisions to support student success that utilizes a collaboration between the district, school, family, and community. These decisions are continuous, cyclical, and considered within the context of both educational and socially important questions. The framework of thinking surrounding MTSS is a process that uses high quality evidence-based instruction coupled with standards based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to meet their personalized learning goals. MTSS gives both schools and districts the infrastructure necessary to organize best practices and the resources involved to align academic standards and behavioral expectations, implemented consistently with fidelity, in order to generate optimal performance to ALL students to achieve and/or exceed proficiency. The journey to MTSS success also increases successful partnerships with students as active participants for their education, families as engaged partners, and communities as networks of additional support, as well as, strengthens educational systems applied throughout classrooms, schools, districts, regions, and states.

The following table is an overview of the MTSS process at the school level.

The Leadership Team

Grade/Content Team (PLC) — **School Problem Solving Team**

| Grade Level Analysis & Problem Solving | Tier 2/3 Interventions & Progress Monitoring | Tier 3 Intensive Problem Solving | Tier 3 Intensive Problem Solving |

At the center of a Multi-Tier System of Supports is the triangle that represents the different levels of instructional support and intervention. In order to support varied levels of instruction and intervention effectively, staff and students need to operate within an aligned system of support that includes a strong evidence-based core curriculum that is routinely differentiated in order to meet the needs of at least 80% of students, instructional decision making, as well as, universal screening, progress monitoring and

a comprehensive assessment system. In order for all of these components to function in an effective, efficient, and student-centered manner, there needs to be a strong infrastructure support throughout a building or a district. Supports will include but not be limited to leadership, resources, training, funding, and time for implementation of interventions. The cyclical problem-solving process needs to be examined through collaborative leadership and shared data-driven decision making. MTSS emphasizes the existence of the network of infrastructure support and decision making that is essential for student, school, and district success.
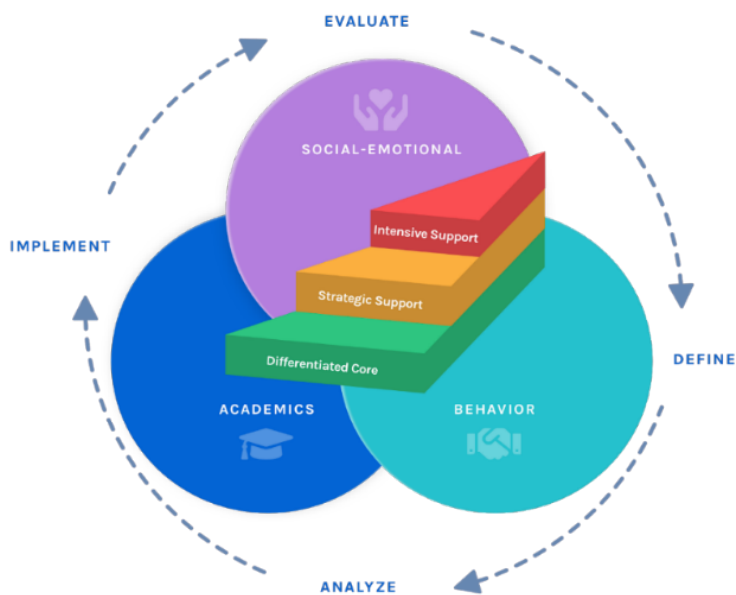
It is our hope that this manual, and our partnership with Branching Minds, will enable us to support all of our students in the Okeechobee County School Board, from those in general education to special education to the gifted learners, as well as those who move fluidly across all, by making the work of MTSS easy, efficient, effective, and thereby, equitable.

The Six Domains of a Multi-Tiered System of Supports

The **critical elements** of a multi-tiered system of support are organized into six domains. These are the foundational elements of MTSS that will guide the Okeechobee County School Board to Achieve Excellence. The domains include:

1. 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.

2. Capacity/Infrastructure: School-wide capacity and infrastructure are required in order to implement and sustain MTSS. Educators are respected as diverse life-long learners. This capacity and infrastructure includes ongoing professional development and coaching with an emphasis on evidence-based best practices, 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.

3. Communication and Collaboration: The partnership between family, school and the community is integral to the success of students within the MTSS model. 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.

4. Data-Based Problem Solving: The use of data-based problem solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem solving to address barriers to school wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained 2) identifying possible reasons why the desired goals are not being attained 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan and making modifications as needed.
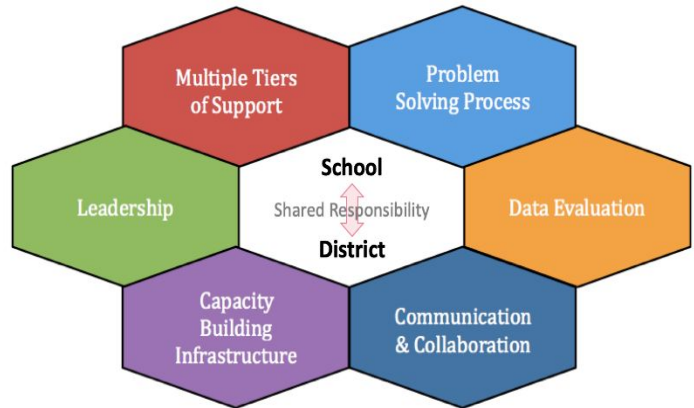
5. Three-Tiered Instructional/Intervention Model: The three-tiered instructional/ intervention model is another critical element of MTSS implementation. Beyond the core curriculum, there is a need to match students' instruction/intervention to the level and intensity of their need. The levels of support provided to students are based on increasing levels of student needs, which is organized through a tiered framework. In a typical system, Tier 1 includes the instruction all students get, or whole class core instruction. Core curriculum and instructional approaches must have a high probability of success for most students (80%). Implementation of core curriculum must be verifiably implemented with fidelity. Tier 2 includes additional instruction or intervention provided to students not meeting benchmarks. It is whole class core instruction + additional targeted instruction (often in small group). Tier 3 includes intensive, small-group or individual interventions for students showing significant barriers to learning the skills required for school success. Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

6. Data-Evaluation: Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do effective data-based problem solving, school staff need to have access to training that ensures proper skills and the understanding of goal-oriented and purposeful data analysis. There are 3 types of assessments, which vary in administration and use: formative assessments, universal screenings, and progress monitoring. 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, information on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation. All assessments must be quantifiable, objective, and based on best practices.

Section 2: Instructional Support Model

The MTSS Framework

Universal screening of all students occurs two to three times per year (e.g., beginning, middle, and near the end of the school year) within both the academic and behavior/mental health domains. The data obtained from these universal screenings must identify which students are proficient in the target skill, which students are developing the skill, and which are deficient in the skill. The data are then utilized to make decisions about how to create instructional change so that all students reach proficiency and determine which students need more intensive interventions.

Students move through the tiers based on the level of instructional support required for continued success. A student is described as a student receiving Tier 1, Tier 2, or Tier 3 services, not a Tier 2 student. It is possible that a student may be receiving services in more than one tier, for example Tier 2 in reading and Tier 3 in behavior. Rather than a linear support system, MTSS is fluid. For example, at a Tier 2 level, data may indicate a need for support to increase to a Tier 3 level, and when mastery is established and shown via assessment results, that student returns to core instruction (Tier 1) with its usual support. Therefore, a student with Tier 2 supports may move forward to receive more intensive Tier 3 services or backward to receive less intensive Tier 1 services. Sometimes a student exhibits such a significant deficit in a skill it warrants immediate Tier 3 interventions rather than initially starting with Tier 2 interventions.

A Synopsis of MTSS in the Okeechobee County School Board:

	Tier 1	Tier 2	Tier 3
Focus of Tier Support:	Designed for all students, with on-going differentiation: Focus on alignment of instruction and instructional resources to common core.	Small group problem solving: Targeted interventions for students not meeting expectations, in addition to core instruction.	Individualized problem solving: Intensive and strategic interventions, in addition to core instruction. Focus on specific skills.
Population:	All students (100%)	Some Students (fewer than 15%)	Few Students (3-5%)
Assessments Used:	Universal screenings and benchmarks: NWEA, iReady, Behavior/Mental Health Universal Screener	Academic progress monitoring occurs once every two weeks

Weekly with Mental Health and Behavior Progress Monitoring Sheet | Academic progress monitoring occurs weekly or as appropriate for the targeted skill area

Weekly with Mental Health and Behavior Progress Monitoring Sheet |
| **Curriculum and Intervention Supports:** | District core curriculum, PBIS, and school wide programs | Research-based curriculum, evidence-based strategies, Tier 2 supports (curated by Branching Minds) | Research-based curriculum, evidence-based strategies, Tier 3 Supports (curated by Branching Minds) |

Amount of Time Allotted:	ELA: 90 mpd K-5 60 mpd 6-8 50 mpd 9-12 Math: 60 mpd K-5 60 mpd 6-8 50 mpd 9-12 Behavior/Mental Health: Daily lesson or review K-8 Weekly lesson 9-1	**In addition to instruction at Tier 1:** **Elementary ELA and math:** 60 minutes/week (three 20-minute sessions OR two 30-minute sessions) **Secondary:** Grades 6-8: 30 minute intervention/ enrichment in math and/or ELA Grade 9: Within math and/or ELA intervention class period in addition to core class Grades 10-12: ELA – assignment to intervention class period in addition to core ELA class Math – placement in intervention class period **Grades K-12:** As appropriate for targeted behavioral/mental health skills	**In addition to Tier 1:** **Elementary ELA and math:** 120-135 minutes/week (three 20-minute sessions + two 30-minute sessions OR three 45-minute sessions) **Secondary:** Grades 6-8: 30 minute intervention/ enrichment in math and ELA Grade 9: Within math and/or ELA intervention class period in addition to core class Grades 10-12: ELA – assignment to intervention class period in addition to core ELA class Math – placement in intervention class period **Grades K-12:** As appropriate for targeted behavioral/mental health skills
Group Size:	Whole class and small group	Small Groups: 3-5 students Elementary or 6-8 students in Secondary; to more individualized in behavior/mental health	Direct Support: ideally one-on-one, or 2-3 students Elementary, or 3-5 students Secondary
Location:	General education classroom	General education classroom, may be outside of classroom	Inside or Outside of general education classroom
Personnel:	Classroom teacher	Classroom teacher or other professionals (e.g., instructional coach, behavior interventionist)	Classroom teacher or other professionals (e.g., instructional coach, behavior interventionist)
Implementation:	On going	Each cycle is at least 6-8 weeks Bi-weekly cycle for behavior and mental health	Each cycle is at least 8-10 weeks Bi-weekly cycle for behavior and mental health

Tier 1: At Tier 1, all students receive research-based core curriculum instruction and school-wide behavioral expectations. When implemented, the majority of students (80-90%) will respond and achieve established benchmarks as evidenced by data from multiple sources at the school, grade, and class levels. Instruction at Tier 1 should be explicit, differentiated, and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential. Features of high quality, research-based instruction include:

- **Standards-Based Curriculum:** A core curriculum based upon the state standards or district standards.
- **Systematic Explicit Instruction:** Skills are taught from less to more complex using direct, clear, and concise instructional language.
- **Differentiated Instruction:** Students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.

- **Flexible Grouping:** A combination of whole group and small group instruction allows teachers to create fluid groups that meet the needs of all students.
- **Active Student Engagement:** Ensure all students are actively involved during instruction and are not passive recipients. This can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.
- **Classroom Behavior Strategies:** Schools will proactively and explicitly teach the expected behaviors and routines. Frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior shall be provided.

A solid Tier 1 should be sufficient to help 80% of students meet or exceed grade level expectations as measured by a standardized summative assessment. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, a supplemental curriculum, differentiation strategies (multisensory learning), use of flexible grouping, and maximizing active student engagement).

Tier 2: If Tier 1 is successful, only (5-15%) of students should need Tier 2. It is targeted to specific skills and is supplemental to Tier 1. It is for students that are identified through universal screenings as at-risk due to poor progress in the Tier 1 level. The student's rate of progress during the implementation of interventions is monitored, and is judged against both the goals articulated in the state standards, and is compared to the progress of other students at the same age or grade level or with similar cultural and linguistic diversity (AYP subgroups). Characteristics of Tier 2 interventions must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately three to five students for elementary and six to eight students for middle and high schools.

Tier 3: Students who have not demonstrated progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of two to three students or a larger group broken into groups of three to five students, is acceptable for middle and high schools), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 3-5% of students will require this level of intensive support.

Tier 3 intervention plans include more than what occurs during intervention time. They also include strategies for maximizing student outcomes during core instruction or Tier 1, as well as supports at home or in the community.

Standard Treatment / Problem-Solving Protocols in MTSS

A **Standard Treatment Protocol (STP)** is when all students struggling with a similar area receive the same support plan. A **Problem-Solving Protocol (PSP)** is when a student receives an individual plan designed for their specific needs. Branching Minds (BrM) uses a combined approach (STP-PS) using elements from both protocols to drive the decisions made in the MTSS system. This includes the four steps of the Problem-solving Process:

1. **Problem Identification** ("Who and what are we concerned about?"): The difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
2. **Problem Analysis** ("Why do we think the problem is occurring?"): Multiple sources of data are used (e.g. formative and summative assessments, attendance data, the BrM Insight Surveys, etc.) to generate possible cause(s) of the problem.

3. **Plan Implementation** ("What can we do about it?"): Using the BrM platform, an intervention plan is developed collaboratively and implemented. The plan contains learning goals, support activities that are research-based strategies from the BrM library that maximize likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation** ("Was our support successful?"): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If positive impact is not evident, the problem-solving process begins again.

It is critical to understand that MTSS is based on the premise: the earlier we can identify a problem, analyze it so we can best understand our learners' needs, implement a plan providing each student the level of support they need using research-based interventions matched to their specific challenges, and monitor frequently for fidelity and effectiveness, then we can help our students achieve success more easily, more quickly, and more commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

Section 3: Fidelity

Multi-Tiered Systems of Support cannot be successful without fidelity. Fidelity is the implementation of a program, system or intervention exactly as designed, so that it is aligned with research and ensures the largest possible positive outcome. In order for an outcome to be attributed to a plan, it is necessary to know if the plan was implemented at all, and then implemented as planned on a consistent basis. When plans, methods, or programs are implemented as planned, outcomes and data are established as being reliable and valid. In order for schools to establish accountability for student outcomes, it is critical to evaluate and document fidelity of implementation.

Fidelity checks throughout all tiers of MTSS is necessary to ensure effectiveness of the MTSS system. Without fidelity checks, decisions can be based on data that is no longer reliable as an outcome of the process. To ensure valid and reliable data upon which to base educational decisions at the individual and system level, fidelity checks are absolutely essential. The continued full implementation of the MTSS system, of prevention and intervention activities, and of assessment is dependent upon adherence to the plan - implementation fidelity.

The following activities must be assessed on an ongoing basis to document fidelity:

Fidelity Type	Guiding Questions	How	By Whom
MTSS Implementation Fidelity	● Are all team members implementing MTSS accurately, timely, and with fidelity?	● Direct Observation ● Documented Self-Reporting	● Instructional Services ● Principal ● Assistant Principal
Prevention Fidelity (Tier 1: Core Instruction and Positive Behavior Intervention Support)	● Are all students working with grade-level materials and standards? ● Are teachers well supported in implementing adopted programs and supplemental materials? ● Is content for students appropriately paced? ● Is there evidence of differentiated instruction? ● Is small group, level instruction provided?	● Direct Observation ● Documented Self-Reporting ● Universal Screening Data ● Behavioral Data	● Principals ● Assistant Principals ● Instructional Coaches
Intervention Fidelity (Tier 2 & Tier 3, Small Group & Individual)	● Is the intervention plan implemented with integrity? ● Assistant principal signs off on integrity of instruction and intervention across tiers. ● Has progress monitoring occurred accurately & in a timely manner?	● Direct observation documented within Branching Minds ● Fidelity check within Branching Minds Platform (time & integrity) ● Documented Self-Reporting Behavior Rating Scales	● Assistant Principals ● Teachers ● Instructional Coaches
Progress Monitoring Fidelity	● Does the progress monitoring match the intervention? ● Does the progress monitoring assessment meet grade level expectations? ● Based on guidelines, is the progress monitoring completed within the appropriate timelines?	● Peer review during grade level/content meetings. ● Monthly progress monitoring review with Assistant Principal	● Assistant Principals ● Teachers

Evaluating Effectiveness of Tier 2 and 3 Plans:
The district recommends that grade level/content teams take responsibility for evaluating progress of students requiring support at Tier 2. Monthly fidelity checks will be completed by the assistant principal for all students receiving Tier 2 support. If a student is provided support at Tier 3, the assistant principal will be responsible for bi-weekly fidelity checks. The School Problem-Solving Team conducts bi-weekly data review and manages the student's Tier 3 plan for any stagnating Tier 3 students.

Was the intervention delivered with fidelity?

1. **Review intervention delivery for sufficient dosage:** Before determining if the intervention was effective, it is important to first check that it was delivered for the intended amount of time and by a qualified staff member. Additionally, the intervention must be a research-based activity that is directly applicable to the targeted skill. At Okeechobee County Schools, we verify the delivery of interventions by recording the sessions on Branching Minds. The Branching Minds platform then displays a status bar of how many minutes out of the intended amount of time the intervention was received. Any plans that were delivered below 80% of their intended dosage are considered not sufficiently administered.

2. **Review intervention delivery for integrity:** Integrity is defined as the extent to which the intervention was delivered as intended. Schools must ensure that the instructional plan was implemented with integrity before determining if a student requires more intensive support. At Okeechobee County Schools, the school principals and assistant principals verify the integrity of intervention delivery through direct observation and teacher self-report. When the delivery of intervention has been verified to be consistent with the intended delivery (outlined on the support description of Branching Minds), it can be documented in the notes section of the intervention session on Branching Minds. Monitoring integrity is not intended to be an evaluative process. Using data about integrity to evaluate a teacher's ability to do his or her job is a misuse of data. Instead, monitoring integrity is intended to be an evaluation of adherence to the instructional plan, and integrity data should be used to judge the extent to which the actual instruction matched the intended instruction.

If the intervention is not delivered with sufficiency and/or integrity, then all other evaluation of Tier 2 and 3 stops and the school team works to improve integrity. It is neither ethical nor acceptable practice to judge a student's growth when the fidelity of the intervention is not adequate.

Section 4: Teams, Staff Roles, & Responsibilities

A healthy MTSS system consists of four school-based teams that have different functions. However, these teams communicate and work together for the successful implementation of the MTSS system and the support of our students and educators.

The School Leadership Team

The School Leadership Team (SLT) is a school-based, problem-solving team; it is the engine that drives the MTSS system. The SLT meets three to six times a year, typically after academic and behavior/mental health universal screening data is available. The goal of SLT meetings is to understand the school-wide health and wellness around MTSS. The School Leadership Team is reviewing school level data (assessment scores, tier demographic distributions, tier movement, referral rates, etc.) to answer the question "Is this a healthy school?" by looking at improvement in student outcome measures since the last meeting and to understand if progress is positive, neutral (may make adjustments to Tier 1), or negative (evaluate the institution). The Instructional Services Department will monitor the MTSS process to ensure that all components of the model are followed at each school site by completing administrative data chats three times a year.

The School Leadership Team is facilitated by the principal. Members of the team include the assistant principal, resource specialist, PBIS coach, school counselor, instructional coaches, special education representative(s), and general education teachers (usually the grade/team lead teacher). Additional members can be added at the principal's discretion.

The SLT meets with a structured agenda to complete the following duties:
- review universal screening data
- review school-wide data, consider feedback and concerns from PLCs, make data-based decisions and determine the effectiveness of group interventions
- provide input on professional development as it relates to the school's MTSS system and Tier 1 needs
- provide input regarding school site intervention/enrichment schedule, curriculum, and/or course offerings
- support grade levels/departments in serving students during intervention blocks in collaboration with general education teachers
- discuss and communicate issues relevant to the MTSS process.

The Positive Behavior Intervention and Supports Team

The **Florida Positive Behavior Intervention and Supports** (FLPBIS) project recommends the **Positive Intervention and Supports** (PBIS) Team consist of six to eight peer leaders. Members of the team should represent different grade levels, content areas, and specialties within the school.

One member of the team will be designated as the PBIS Coach for the school site. The responsibilities of the PBIS Coach include:
- facilitation of PBIS Team meetings
- point of contact with the district PBIS Coordinator
- facilitate the completion of reports to the PBIS Coordinator and FLPBIS Project
- attend School Leadership Team meetings as a liaison between the SLT and PBIS Teams.

PBIS Team members are the vehicles of change at their school. Team members build expertise in PBIS and related topics to implement best practices. They monitor the behavioral and mental health climate of the school to provide equitable and culturally responsive implementation of the PBIS framework.

The PBIS Team meets at least monthly to:
- develop, implement, and evaluate school-wide PBIS (Tier 1)
- analyze data and outline actions for the development, maintenance, or modification to the Tier 1 plan
- provide on-site coaching and mentoring to staff members to better implement practices in the settings they are needed
- seek feedback and implement ideas from stakeholders (e.g., faculty, support staff, students, and parents)
- determine staff training needs.

Professional Learning Communities or Grade/Content Teams

PLCs (grade/content teams) serve a critical role in problem solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. They plan for grouping, content, and delivery of instruction at Tiers 1 and 2.

Additionally, PLCs identify students who are not responding successfully to core instruction and utilize differentiated instruction to support them. PLCs make data-based decisions to identify students in need of Tier 2 interventions. PLCs meet regularly for instructional planning, data review, intervention plan adjustment, documentation within Branching Minds, and instructional decision making (e.g., student movement between tiers).

PLCs work with the School Problem-Solving Team (SPS Team) to generate interventions based on individual problem solving when students are considered for, or already receive, Tier 3 support. Within the MTSS framework, it is recommended that classroom teachers manage students who are in Tiers 1 and 2 within the PLCs, while the SPS Team manage students in Tier 3 who are stagnating or ready to decrease tier (a teacher familiar with the student is generally a part of the SPS Team).

The PLC meeting happens monthly, during a dedicated meeting time. The goal of this meeting is to discuss and problem solve for students not making sufficient progress, typically Tier 2 students and to check in on Tier 3 students. The team will evaluate the effectiveness of current Tier 2 and 3 plans and based on the growth/rate of improvement will make a decision for next steps utilizing the Tier Decision Rules. If needed, the team may refer a student for a SPS Team Meeting by submitting the Tier 3 School Problem-Solving Meeting Referral Form to the Assistant Principal.

School Problem-Solving Team

The School Problem-Solving Team (SPS Team) is responsible for the individualized deep dive problem solving for students not making sufficient progress as referred by the PLC/ Grade/Content Team (e.g., initiating Tier 3 intervention or stagnating Tier 3 students).

The SPS Team duties include:
- make decisions about accepting referrals for most intensive supports at Tier 3
- hold problem-solving meetings (that include parents) for individual students
- monitoring the progress data of students with Tier 3 supports and re-implementing the problem-solving process as needed
- refer students for comprehensive special education evaluations when data indicate this step is warranted.

The resource specialist services as the facilitator. The site administrator designates the additional composition of the standing members of the SPS Team. SPS Team membership consists of both standing members who contribute expertise from their respective disciplines and those who may be invited to address a specific concern. In addition to the resource specialist, examples of additional standing members on the SPS Team include: administrator, general education teacher, school counselor, and instructional coach. When specific concerns need to be addressed other staff members will be invited (e.g., speech language pathologist, dean, school psychologist, etc.). The SPS Team typically meets bi-weekly but the schedule is dependent on the needs and size of the population of student's receiving Tier 3 services.

Team Meeting Management

It is very important to the success of Multi-Tiered System of Supports that teams are able to meet as scheduled and successfully complete their agenda. To implement efficient and productive team meetings members should be selected to serve in particular roles. The facilitator for the meeting is a standing role (i.e., always the same person). Teams may choose to make the recorder and time keeper standing roles or members can take turns in that role. The roles are as follows:

Facilitator

- Facilitators of the PBIS Team, PLCs, and SPS Team serve as liaison to the SLT
- Outlines the meeting agenda
- Establishes and maintains a supportive atmosphere
- Keeps the meeting goal oriented by following the agenda
- Pays special attention to group problem solving issues
- Attempts to elicit appropriate level of agreement during the process
- Helps resolve conflicts in the group

Recorder

- Keeps an accurate and concise record of the meeting within Branching Minds
- Asks for clarification about key information
- Assures all relevant information is obtained and recorded

Time Keeper

- Monitors how far a team has progressed given the guidelines in the agenda
- Prompts the team to remain focused on the issue at hand
- Helps the team come to closure when time is running out

Synopsis of School-Based Teams

	School Leadership Team	PBIS Team	PLC/Grade/Content Team	School Problem-Solving Team
Goal	School wide health and wellness	Development and maintenance of the school-wide PBIS plan	Tier 1 support and identification and problem solving within Tier 2	Deeper dive into problem solving for students requiring Tier 3 supports
Frequency	3 - 6 times a year post-universal screeners	Once a month	1 planning period a month	Bi-weekly (depending on size of Tier 3 group)
Facilitator	Principal	PBIS Coach	Grade/Content Leader	Resource Specialist
Additional Members	● Assistant Principal ● Resource Specialist ● School Counselor ● Instructional Coaches ● PBIS Coach ● Special Education Representative(s) ● General Education Representative(s)	● Assistant Principal ● Teachers (representing different grades, content areas, and specialties within the school)	● All grade level/ content teachers *Optional:* ● Administrator ● Instructional Coach ● Speech/Language Pathologists ● School Counselor	● Principal and/or assistant principal ● School counselor ● Instructional coach ● General education teacher(s) ● Content specialists (as needed; SLP, behavior interventionist, psychologist) ● When meeting on an individual student-Parent

Staff Roles and Responsibilities

Successful MTSS implementation requires well-defined procedures at the site level, in addition to clearly articulated roles and responsibilities. It is essential that school administrators identify and designate staff who will address the what, when, and how of MTSS implementation in order for positive student outcomes to be achieved.

Site Administrators: Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, facilitate the SLT, participate on the SPS Team, provide relevant and focused professional development linked to MTSS, and incorporate MTSS into their school improvement plans. Administrators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80 to 85 percent of the school population. Site administrators develop the master schedule to include blocks of time for intervention/enrichment. Site administrators monitor fidelity of instruction at both the core and intervention levels and consider the following:

1. Monitoring core instruction:
- Are all students working with grade-level materials and standards?
- Are teachers well supported in implementing adopted programs and items from the approved supplemental list?
- Is content for students appropriately paced?
- Does the movement through material attend to the developmental readiness of the student?
- Is there evidence of differentiated instruction?
- Is small-group, leveled instruction provided multiple days each week?

2. Monitoring intervention fidelity: (assigned to assistant principals)
- Is the intervention plan implemented with sufficient dosage and integrity?
- Is progress monitoring for all students receiving Tier 2 or 3 and IEP supports occurring as scheduled?
- An administrator signs off on integrity of instruction and intervention across tiers. This occurs monthly at Tier 2 and bi-weekly at Tier 3.
- Intervention plan goals are being achieved at the desired rate.

3. Establishing feedback system regarding instructional integrity:
- Make quality instruction a part of the annual goals for all teachers.
- Acknowledge staff members who are delivering quality instruction and support those who are not to raise their level of performance.
- Each teacher is given specific feedback regarding impact of instruction/intervention on student learning.

Additional Support Staff in an MTSS Framework: Under the leadership and guidance of the site administrator, the School Leadership Team identifies key personnel to provide high-quality intervention and instruction, matches evidence-based instructional materials to student needs, and designs well-planned schedules to maximize the delivery of services within the three-tiered model. A critical resource in all schools is the highly qualified support staff, who lend expertise to supporting student success. Additional support staff could include special education teachers, speech and language pathologists, special area teachers, crisis counselors, youth coordinator, behavior interventionists, paraprofessionals, ELL paraprofessional, migrant advocate, and volunteers.

However, teams must exercise judgment consistent with legal guidelines and district policy when determining how to allocate these teachers' time. Support staff, such as special education teachers, speech and language pathologists, and ELL paraprofessionals, must honor their responsibilities to provide the uniquely designed instruction delineated on students' Individual Education Plans or through the ELL department.

Classroom Teachers: Classroom teachers are the front line of MTSS. General education teachers have the best opportunity to enhance instruction in their classrooms by providing standards-based and differentiated core instruction for all students. Whether it is meeting the needs of students who are gifted, students who are learning English, or students who have IEPs, regular classroom teachers have the greatest daily impact on learning. Classroom teachers know and understand intervention plans for groups and individuals, allowing for follow-up and additional supports in the regular classroom. The role of the classroom teachers includes:
- participate in data collection—both school-wide screening and progress monitoring. With this knowledge, these teachers are best able to change or adapt instructional strategies based upon information gained through the data collection process.
- review all their students' data to understand performance levels and inform instruction.
- work with their PLC/Grade/ Content Team to identify and plan differentiated instruction within Tier 1 and plan interventions at Tier 2. If a student demonstrates a need for Tier 3 support, the team submits a referral to the SPS Team to the assistant principal.
- Within the SPS Team meeting, classroom teachers share/explain the data they have collected and collaborate to engage in and work within Branching Minds for individual problem-solving and parent communication/notification.

School Counselor: School counselors implement a comprehensive program that addresses the needs of all students. Through the review of data, school counselors assist in identifying struggling students and collaborate with other educators to provide appropriate interventions through the MTSS/Student Support Process. School counselors work collaboratively with other educators to remove systemic

barriers for all students and implement intervention programs that assist in student success (The School Counselor & Multitiered Systems of Supports, adopted in 2008 and revised in 2018 by the American School Counselor Association). School counselors are both supporters of MTSS and providers of intervention. The role of school counselors include:

- regular attendance at SLT and SPS Team meetings
- aligning counseling and community resources
- deliver evidence-based counseling interventions across tiers
- monitoring of services provided to students at school by contracted counseling agencies and reporting back to the SLT and SPS Team
- follow-up on the transition of tiered intervention and support information on students who transfer between teachers or out of the school
- highlight specific data from needs assessments that demonstrate academic or behavioral/mental health issues identified by students, staff, and/or parents bringing to the SLT's attention issues of social justice and marginalized populations to connect the issues to the SLT's MTSS goals
- create and deliver specific counseling interventions based on the needs of underserved populations.

School Psychologist: School psychologists are valuable members of the School Problem-Solving Team (SPS Team). The psychologists possess expertise in assessment, understand and can interpret data for academic, social-emotional, and behavioral areas, and are considered mental health providers. When problem solving for individual students, school psychologists know the importance of looking at all sources of data (instruction, curriculum, environment, learner) including fidelity, environmental factors, language, and diversity (cultural, linguistic, developmental characteristics, learning process). Using this knowledge, school psychologists advocate on behalf of students to ensure the proper interventions are implemented based on consideration of the above factors. School psychologists also possess knowledge about school systems, family systems, and community systems including, but not limited to:

- knowledge of school law, special education law, Section 504 law (including eligibility criteria)
- knowledge of school-wide practices to promote learning (multi-levels of support within schools for both academics and behavior)
- knowledge of the importance of fidelity (for core instruction, intervention, and systems implementation)
- knowledge of data-based decision making within school systems
- collaboration within the school system, with families, and within community systems (including physicians and mental health providers).

Resource Specialist: The Resource specialist will play a key part in facilitating and monitoring the implementation of state and federal guidelines related to tiered intervention supports at Tier 3 as well as students being considered for Exceptional Student Education services. Resource specialists are valuable members of the School Problem-Solving Team (SPS Team). Resource specialists can provide:

- knowledge of federal and state laws related to exceptional student education (ESE), Multi-tiered Student Support (MTSS), and Positive Behavior Intervention Support (PBIS)
- knowledge of district policies and procedures related to ESE and MTSS
- knowledge of student referral procedures for special assistance
- ability to provide professional development and guidance to parents, teachers, and other school personnel on Exceptional Student Education policies, procedures, rules, regulations and laws.
- knowledge of the problem-solving process and creating a multi-tiered system of supports.

Instructional Coaches: Instructional coaches (e.g., reading or math) are valuable members of the School Leadership Team and as rotating members of the PLCs and SPS Team. Instructional coaches can provide:

- consultation and collaboration with classroom teachers regarding differentiated instruction
- provides expertise to teams regarding interventions and skill remediation

- inform teams of available academic programs and resources
- knowledge of academic universal screening tools and assist in data analysis
- provide on-site coaching and mentoring to staff members to better implement practices in the settings they are needed.

Parents: Parents know their child better than anyone and are invaluable sources of input into the problem-solving process. When any team meets to discuss an individual student, the parent(s) **must** be invited to participate and be full partners in determining the support needs for their child. Reasonable attempts should be made to allow the parent to participate fully in meetings in which their individual child is to be discussed. Throughout providing supports to students, parents should be informed of:
- what is MTSS
- the initiation of Tier 2 and 3 supports
- what interventions are to be provided, when, how, and by who
- what kind of data will be collected, when, and how
- what revisions have been made to the child's intervention plans, and their child's progress.

The following table shows the district's policy for keeping parents informed.

Event	Type of Notification	Parent Receipt (Must do all)
Initial placement into Tier 2 or 3 supports	● MTSS Brochure ● First Intervention Plan Details Letter	● Mail and/or send with student, ● Send by email and Phone call to parent
Every 4½ weeks with progress reports and report cards	● Student Progress Letter ● Graph from Branching Minds of the student's progress monitoring	● Mail and/or send with student ● Send by email
Modifications to Tier 2 or 3 intervention plan	● Student Progress Letter	● Mail and/or send with student
Initial referral to SPS Team for Tier 3 planning	● Meeting Invite Letter ● MTSS Brochure ● First Intervention Plan Details Letter	● Mail and/or send with student ● Send by email ● Phone call to parent
Follow-up from meetings for student	● Student Progress Letter	● Provide parent a copy at meeting OR ● Mail and/or send with student & call parent
Exit from Tier 2 or 3 intervention & return to Tier 1	● Student Exit Tier 2 or 3 Letter ● Graph from Branching Minds of the student's progress monitoring	● Mail and/or send with student , ● Send by email, ● Phone call to parent

By generating the letter within Branching Minds, Branching Minds automatically records the communication with parents/guardians. All letters should be printed and a copy maintained in the student's MTSS file. Date of when the notification was sent home, sent by email, and call to parent made will be recorded on the copy of the letter maintained in the MTSS file.

Section 5: Academic Implementation

Assessing Tier 1 Academic Health and the Need for Intervention

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). It is similar to screening potential health problems by taking a child's temperature or monitoring their height and weight.

Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. A sufficient core is fundamental to the success of MTSS and cannot be overlooked. Second, they are used to identify students who need additional support. Universal screening procedures generate objective information for parents and educators to proactively determine students whose needs are not being adequately addressed and increase efficiency of resource allocation.

Universal screeners often over-identify individuals as at-risk. Teams then compare universal screening results with multiple sources of data (e.g., benchmark data, formative assessments, etc.) to confirm or disconfirm at-risk status. The over identification of students using universal screening is planned and desired to prevent missing students who are in need.

Formative Assessment: A formative assessment is a planned process in which assessment-elicited evidence of a student's status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics (Popham, 2008). To build an effective system, Tier 1 instruction may look different from school to school depending on the predominant needs of their population. For example, one school may require intensive English as a Second Language support as a part of Tier 1 instruction to meet the 80 percent criterion and another school may require enrichment to ensure progress for high-achieving and/or gifted students as a part of Tier 1 instruction. For those schools that meet the 80 percent criterion, it is still essential to examine the effectiveness of the core and ensure growth of all students.

Universal Screening Plan

The School Leadership Team meets regularly to review data from universal screenings and state assessments. The elementary and secondary diagnostic assessments will serve as the district's initial screener for math and ELA. Given the design, format, and content of the assessment, it will also serve as a means for us to benchmark performance at the student, classroom, school, and district levels and provide some early predictions as to student performance to the state standards and state assessments. It allows us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. The diagnostic assessment is an online assessment of literacy, math, and science that will be administered to students in grades K-12 during the fall, winter, and spring.

Kindergarten students will complete the diagnostic assessment just as students in other grades. However, because many young children are still naturally developing specific skills in the first weeks and months of the kindergarten year, we want to be careful about over identifying young children for specific skill deficit intervention (ahead of natural progressions). Therefore, full implementation of the MTSS framework—identification for and provision of targeted interventions—will not begin until after the winter diagnostic administration for kindergarten students. This will allow kindergarten students an adequate opportunity to acquire skills that are needed to demonstrate mastery of grade-level content.

Academic interventions with kindergarten should be ongoing with students who demonstrate a need in literacy and math.

Universal Screening Tools		
Reading	**Mathematics**	**Science**
● FLKRS (Kindergarten) ● iReady (Grade K-5) ● NWEA (Grade 6-10) ● NWEA (Grade 11-12 students enrolled in intervention courses) ● Early Warning System (Gr. K-12)	● iReady (Grade K-5) ● NWEA (Grade 6-10) ● NWEA (Grade 11-12 students enrolled in intervention courses) ● Early Warning System (Gr.K-12)	● NWEA (Grade 6-8) ● Performance Matters (Grade 3-5 and Biology)

Guiding Questions:

1) Are we sufficiently delivering Tier 1 instruction? Core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students do not have their needs met, teams review the MTSS problem-solving steps and determine how to improve the core instruction to benefit more students.

2) Is the Tier 1 instruction supporting our students equitably? The core instruction should be equitably supporting the diversity of our district. If a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations, we must evaluate the core as it relates to that demographic of students and problem solve for why it is not sufficiently meeting their needs before placing those students in Tier 2 or 3.

3) Who needs Tier 2 and 3 support? Students who have FSA data available from the previous school year and scored level 3 or higher will not require Tier 2 or 3 academic intervention. Please refer to the MTSS Placement Charts (Appendix C) to determine which students are in need of Tier 2 or Tier 3 support. It should be noted that the diagnostic assessment performance as well as additional sources of data (past tier performance, benchmark data, formative assessments, etc.) should be utilized when making decisions regarding tier placement. The diagnostic assessment is intended to over-identify students needing support, so if other data suggest that the student is not at-risk, they do not need to receive Tier 2 or 3 level support.

Tier 2 and Tier 3 Support Plan

Okeechobee County School Board advocates the use of a problem-solving model for identifying students requiring support at Tier 2 and Tier 3. The planned intervention engagement time, the selection of an evidenced-based intervention, and appropriate progress monitoring measure/schedule are systematized through the problem-solving model and scaffolded through Branching Minds. The decision around which evidenced-based interventions constitute a plan is individuated through Branching Minds and based on problem solving.

Established parameters for group size, intervention engagement time, and progress monitoring frequency:

Tier Level	Duration of Plan	Intervention Frequency & Duration	Progress Monitoring	Group Size
2	6 weeks on specific area of instructional need	Elementary: 60 mins per week Secondary: 30 mins or within class period	1 time every two weeks	Elem. 1:3-5 Sec. 1:6-8
3	6 weeks on specific area of instructional need	Elementary: 120-135 mins per week Secondary: 30 mins or within class period	Weekly or as prescribed	Elem. 1:1-3 Sec. 1:1-5

For the creation of Tier 3 plans, the team should also consider home and community variables from the parents' perspective to complete problem analysis to pinpoint the specific nature of the student's needs. Data collected during Problem Analysis is used to develop targeted individualized plans. School personnel, parents, and outside agencies (when applicable) determine who is responsible for addressing components of the intervention plan and is documented on Branching Minds. The Tier 3 plan is more than what occurs during the additional intervention time. Any instructional plan incorporates the student's entire day and extra care must be taken to ensure coordination and collaboration between school personnel and families.

Families are sent Tier 2 and Tier 3 notification letters including the plan details at the start of the intervention (print letter from Branching Minds). All intervention session details and progress monitoring documentation is entered and maintained on Branching Minds. If a student withdraws or transfers to another school within the district, all MTSS information is updated on Branching Minds and accessible to that school using Branching Minds.

Progress Monitoring Plan

The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data shows students are progressing, interventions are maintained until students meet identified goals. When data shows students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). When changes are made to intervention plans based on data, intervention or phase lines should be placed on student graphs to indicate the change. Students receiving Tier 2 support should be assessed every other week, while students receiving Tier 3 support should be assessed weekly or as prescribed by SPS Team.

Schedule: As the severity of the identified problem and the intensity of school resources provided to address that problem increase, so should the frequency of progress monitoring. Although weekly has been established for the frequency of progress monitoring in Tier 3, the SPS Team may choose to prescribe frequency of progress monitoring outside of the established guidelines based on known growth rates for particular academic skills. For example, peer-reviewed research has shown reading comprehension skills increase at a slower rate than reading fluency skills; therefore, progress monitoring reading comprehension weekly, even at Tier 3, would not be efficient. The SPS Team may then prescribe progress monitoring of reading comprehension every two or three weeks. It is recommended the guidelines for Tier 2 progress monitoring be followed. A student's progress monitoring graph will be shared with the student's parent every 4 ½ weeks with progress reports and report cards.

Person Responsible: Ideally, the individual implementing the intervention plan should administer the progress monitoring assessments, or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related to progress monitoring.

Evaluating Effectiveness of Tier 2 and 3 Plans: The district recommends that grade level teams take responsibility for evaluating the progress of students requiring support at Tier 2 and 3. The grade level team refers students to the SPS Team if the data suggests the need for initial placement into Tier 3 supports, or a student with Tier 3 supports appears to be stagnating and there is a need to go back to the SPS Team for additional student problem solving, instructional recommendations, and consideration of additional supports.

Schedule of Progress Monitoring for Academics

Academics	Suggested Timeline	Assessment Used	Person Responsible
Tier 1	**Universal Screening:** 3 times per year for all students	Grades K-5: iReady Grades 6-12: NWEA	Classroom Teacher
Tier 2	**Monitor Progress:** once every two weeks	Grades K-5: CBM with support from iReady Grades 6-12: CBM	Classroom Teacher
Tier 3	**Monitor Progress:** Weekly or as prescribed by SPS team	Grades K-5: (CBM) with support from iReady Grades 6-12: CBM	Classroom Teacher, Inclusion Teacher, Paraprofessional, Instructional Coach

The district has approved the use of EasyCBM, DIBELS, and Literacy First assessments as curriculum based measurement (CBM) tools. Other CBMs may be chosen with the approval of the principal.

Guiding Questions:

1) Was the intervention delivered with fidelity? Review Intervention Delivery for Sufficient Dosage and Review Intervention Delivery for Integrity

2) Is the student making sufficient progress?

a) Ensure the Validity of the Progress Monitoring Data: Academic progress monitoring data is considered invalid and unusable if:
- a valid and reliable curriculum-based measure was not used
- there are less than eight data points collected (four data points are sufficient to evaluate minor plan adjustments)
- more than one progress monitoring point is collected in the same week
- more than three weeks has elapsed between data points
- administration directions were not followed
- student was given multiple attempts/probes
- student was given extra practice time .

b) Review the Growth of the Student Reflected by Progress Monitoring Data: Before discussing this question, it is important to understand the components of a student's progress monitoring graph. As seen in the figure below, the progress graph has a trend line, a goal, and a goal line

Progress Chart

(also referred to as an aim line). The goal is the target for a specified time frame, and the goal line illustrates the minimum acceptable growth over time needed in order to meet the goal (solid green line). A trend line represents the student's pattern of growth (dashed blue line). The goal/aim line projects the student's performance if no changes are made to the current plan (average growth demonstrated in dotted red line).

Number of Data Points: When examining a graph, a team should first ensure there are eight data points. This does not mean, however, that school teams cannot examine student growth prior to having eight data points. Teams may want to examine a student's progress after collecting four data points to determine if minor adjustments are necessary. It is normal for students' scores to have some variability from week to week. Students may perform relatively higher or lower on a specific probe based on

background knowledge, testing environment, or numerous other factors. Consequently, eight data points provide the most reliable and solid pattern of performance.

What is the student's growth relative to the goal line?

Student growth is documented using progress monitoring graphs on Branching Minds. When examining a student's trend line relative to the goal line, the question you should ask is, "Is the trend line (i.e., student's performance) above, near, or below the goal line?" (*Appendix D.2*)

Sufficient Growth at Tier 2 and 3: If the trend line is above the goal line, then the intervention is working. If the student's growth is above the minimum desired growth, then the team can consider the possibility of moving the student down in tier. A general guideline to consider is that a student should demonstrate three consecutive data points above the goal line and have other sources of data documenting that the originally identified problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame'enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance is not commensurate with measured skill level, it is expected that the team engage in individual problem solving to identify possible explanations.

If the trend line is near the goal line and the student's performance on grade level standards is improving, then the intervention is considered effective and should be continued. If the trend line is near the goal line and the student's performance on grade level standards is not improving, it would be necessary to reconsider the hypothesis about why the problem is occurring.

Uncertain Growth at Tier 2 and 3: If the trend line is below the goal line and performance on grade level standards is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be placed on the graph. A new phase of intervention begins and eight data points are needed to determine the effectiveness of the new intervention plan.

It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.

Insufficient Growth at Tier 2: If Tier 2 supports are determined to be inadequate and the student's growth is below the goal line, he or she may require more intensive supports at Tier 3. For this to occur, the PLC/Grade/Content team must be certain that prior interventions have been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information. If implemented with sufficiency and integrity, the PLC/grade/content team may adjust Tier 2 supports or refer the student to the SPS Team for consideration of Tier 3 supports. The referral to the SPS Team is made by submitting the Tier 3 SPS Team Meeting Referral Form to the assistant principal.

Insufficient Growth at Tier 3: If Tier 3 supports are determined to be inadequate and the student's growth is below the goal line, the SPS Team should work to re-evaluate the plan and adjust one or more of the following:

- focus on a different and/or more foundational skill
- change the intervention
- change time of the intervention
- change the interventionist

- increase frequency.

The SPS Team should continue to problem solve and adjust plans for Tier 3 students for at least 16-20 weeks (if directly placed in Tier 3), or 8-10 weeks (if received 8-10 weeks of prior Tier 2 support). If progress monitoring data has been collected consistently during those intervention periods, and the student still does not show sufficient growth, it is then appropriate for the SPS Team to refer the student for a formal evaluation for Exceptional Student Education Services (refer to Section 8) through the resource specialist.

Tier 2 Decision Rules		
Performance Level	**Rate of Improvement**	**Decision**
3 Consecutive PM Data Points at or above the goal per intervention	**Sufficient Growth**	**Move to Tier 1:** Discontinue or fade out Tier 2 intervention
3 Consecutive PM Data Points at the goal per intervention	**Sufficient Growth**	**Stay in Tier 2:** Maintain the current Tier 2 intervention for another cycle
4 Consecutive PM Data Points below the goal per intervention	**Insufficient Growth**	**Move to Tier 3:** PLC/grade/content team may adjust Tier 2 supports or refer the student to the SPS Team for Tier 3 intervention
Tier 3 Decision Rules		
Performance Level	**Rate of Improvement**	**Decision**
3 Consecutive PM Data Points at or above the goal per intervention	**Sufficient Growth**	**Move to Tier 2:** Revise plan to reflect Tier 2 intervention and implement for another intervention cycle
3 Consecutive PM Data Points at or below the goal per intervention	**Sufficient Growth**	**Stay in Tier 3:** Maintain the current Tier 3 intervention for another cycle
	Uncertain Growth	**Stay in Tier 3:** Revise the current Tier 3 intervention and implement for another intervention cycle
4 Consecutive PM Data Points below the goal per intervention	**Insufficient Growth**	**Consider Special Ed Referral:** Review criteria and schedule referral meeting with team and parents

Summary of Minimum Requirements before Changing Tiers:
- Daily Tier 1 (core) instruction
- 8-10 weeks of research-based intervention
- Intervention logs completed
- Consistent progress monitoring
- Fidelity checks completed with 80% integrity
- Monthly team meetings with rate of improvement calculated (Appendix D.1)
- Documentation of parent communication of student progress
- One intervention change (if showing uncertain progress)

Section 6: Behavior and Mental Health

Positive Behavior Intervention and Supports

Within the MTSS framework, Okeechobee County School Board (OCSB) will utilize and implement Positive Behavior Interventions and Supports (PBIS) as well as mental health screening. The PBIS framework aims to establish systems and processes within a school, at the organizational level, that delivers and sustains evidence-based practices. PBIS is not a packaged curriculum, scripted intervention, or manualized strategy. It is to serve as a framework to efficiently guide teachers, support staff, and administrators through the behavior support process so they can more effectively serve students who may present with challenging behaviors. The identifying feature that makes PBIS so unique is the tiered system of behavioral supports it provides for all students. It is a mechanism that works cohesively with the overall MTSS framework and provides support that is designed for both General Education students and students receiving Exceptional Student Educational (ESE) services. Together with PBIS, OCSB will offer school-wide instruction of social and emotional learning curriculums, consistent, clear, and practiced expectations and rules, and evidenced-based interventions. These interventions will be used to solve problems identified through performance data across all tiers. These strategies will promote a safe and nurturing school environment and positive mental health and well-being.

It is important to remember that it is not required that each student "progress through each tier". The tiers are fluid, and the goal is for students to remain (or return) to Tier 1 for the most success. Different situations and life events can cause a student to need more intensive interventions for periods of time (i.e., parent divorce, illness, natural disaster, academic difficulties, and mental health disorder). This could result in a student moving into Tier 2 or even Tier 3. However, as intervention is delivered with fidelity, this student can move back to Tier 1 levels of support to ensure equity in access to core instruction and the least restrictive environment possible for the student's success.

Selecting Target Behaviors: All 3 tiers rely on the identification of clear target behaviors. These behaviors become more specific to the needs of the student and the behavior(s) they present as s/he progresses through the tiered system. The team should focus on selecting the behavior that most impedes the learning process and aim to clearly define the behavior in a way that allows anyone to accurately identify the behavior, regardless of their history with the student. Additionally, the team should be selecting meaningful replacement skills that provide the student with the tools and coping skills to manage the behavior concerns. These replacement skills should always be related to the function of the detrimental or unwanted behavior and why it is happening. The four main functions that maintain behaviors are:

- Escape/Avoidance: The individual behaves in order to get out of doing something he/she does not want to do.
- Attention Seeking: The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.
- Seeking Access to Materials: The individual behaves in order to get a preferred item or participate in an enjoyable activity.
- Sensory Stimulation: The individual behaves in a specific way because it feels good to them or to get away from something they find painful or unpleasant.

Appendix E.1: MTSS Elementary Behavior and Mental Health Chart
Appendix E.2: MTSS Secondary Behavior and Mental Health Chart

District PBIS Tier Plan				
	Interventions	**Teams**	**Data**	**Fidelity Tools**
Tier 1 Differentiated Core Instruction and Supports *80-90% of student population*	● PBIS Team established and meet regularly (with administrator in attendance) to review performance data ● PBIS Reward System Established ● School-wide rules and expectations posted in common areas and classrooms ● Lesson plans to reinforce rules and expectations	● PBIS Team ● Grade Level ● Content Team ● All Faculty and Staff ● Parents and Students	● Discipline Data (shared with staff monthly) ● Attendance ● Faculty/ Family Surveys ● School-Climate Surveys (faculty, student, parent) ● Universal Screener	● PBIS Forms and Evaluations (Benchmarks of Quality, PIC Forms, End of Year Evaluation) ● Walk- Throughs ● Consistent Meeting times and dates (PBIS Coach) ● Branching Minds Platform
Tier 2 Intensive and Targeted Interventions *~10% student population*	● Function- Based Interventions ● Check-in Check-out ● Small groups led by members of Mental Health and Behavior Supports Dept., guidance counselors, and/or community agency therapists	● PBIS Team ● Grade Level Content Team ● Psychologist ● Behavior Interventionist ● Parents and Students	● Discipline Data (usually 2 or more ODRs)* ● Restraint Data ● OSS/ISS Data ● Progress Monitoring Tools ● Universal Screener ● Crisis Calls	● Direct Observations ● Fidelity Checklists for prescribed interventions ● PBIS forms as mentioned in Tier 1 ● Progress Monitoring bi-weekly ● Branching Minds Platform
Tier 3 Individualized Supports *1-5% of student population* Students who have had crisis episodes	● Create and complete Functional Behavioral Assessment (FBA) ● Create Behavior Intervention Plan (BIP) ● Individualized approaches and needs provided ● Tier 1 and Tier 2 Supports Continue	● School Problem-solving Team (SPS Team) ● Psychologist ● Behavior Interventionist ● Parents and Students	● Data based on BIP Targets ● Restraint Data ● OSS/ISS data ● Progress Monitoring Tools ● Tier 1 and Tier 2 Data ● Universal Screener	● Direct Observations ● Fidelity Checklists specific to BIP ● PBIS forms as mentioned in Tier 1 ● Progress Monitoring weekly ● Branching Minds Platform

It is important to note that the PBIS Team should not wait for more than 2 office discipline referrals (ODRs), OSS/ISS, restraints, or crisis calls to occur within a 9-week period. Rather, the team should be using these types of data as a warning system that proactively identifies students who may require additional supports.

The Tier 1 universal support system is the foundation that drives reinforcement practices and effective discipline strategies that shape successful, classroom-ready behaviors. It is designed to provide behavioral strategies, at the school-wide level and within individual classroom settings, which builds capacity for the school and teachers to operate in a way that manages behaviors effectively. Ultimately, these supports provide teachers with tools to maintain the structure necessary to effectively teach any student within their classroom. Additionally, when this tier is implemented with fidelity, those students who may require additional support at the second and third tiers are better identified. It is important to note, Tier 1 Supports are always embedded within Tiers 2 and 3 due to its foundational provision throughout the framework. Specifically, the principles that guide Tier 1 should be maintained as the core underpinning across all tiers.

Additional Components of the Tier 1 Support System

1. Each school will develop their own PBIS Implementation plan addressing the 10 Critical Elements (*Appendix E.3*). The link attached describes how to measure the elements.

2. Schools will complete Tier 1 Evaluations as requested by the Florida PBIS Project in the fall, spring and at the end of the school year. The evaluations serve as a fidelity check and guide the implementation and action planning process.

3. School teams strive to include culturally responsive strategies when designing their PBIS Implementation plans.

Behavior and Mental Health Universal Screening Plan

The Universal Screener Tier Rubric (and worksheet) will serve as the district's universal screening guide for behavior and mental health. Using this guide, we will be screening students throughout the year, and will use the tier system as a way of monitoring progress and implementing appropriate interventions. It will allow us to set goals, communicate expectations (with students, staff, and families) and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. Academics, behavior, and mental health are all connected. Keeping effective, differentiated, equitable instruction and supports in the classrooms will help promote student success.

Up to three times per year, the school principals will initiate a School Leadership Team meeting to review the school level data including Early Warning System data and current interventions in place. During this time, data from Grade/Content Team Meetings will be discussed, and students of concern will be listed on the Universal Screener Worksheet. There are two categories on the worksheet, Externalizing Behaviors (e.g., aggression, disrespect) and Internalizing Behaviors (e.g., anxious, sad, depressed). The students will be scored on behaviors inside of each category (see worksheet below) and the points will be totaled. Each behavior on the Externalizing side will receive one point if it is noticed "sometimes" and two points if it is noticed "frequently". Each behavior on the Internalizing side will be given two points if it is noticed "sometimes" and four points if it is noticed "frequently". The Internalizing behaviors are given more points due to the fact that these are more likely to be fewer and not as noticed as the Externalizing behaviors. With more points given, it will be less likely that a student will be missed due to only exhibiting Internalizing behaviors.

Any students on Tier 1 (<6 points) or Tier 2 (6-15 points which includes six points in any category) will continue to be progress monitored by teachers and the Grade/Content Team. These students will be given interventions to help manage their behaviors and mental health wellness based on the tier and their individual situations. Students on Tier 3 (10 points in internalizing or 16+ points total) will be referred to the School Problem-Solving Team for a meeting to discuss interventions and a plan.

Appendix E.4: Behavior/Mental Health Universal Screener Tier Rubric
Appendix E.5: Behavior/Mental Health Universal Screener Worksheet

Behavior & Mental Health Universal Screening Decision Rules		
Tier 1	Tier 2	Tier 3
<6 points Progress Monitored by teachers and Grade/Content Team Community	**6-15 points** (includes 6 points in any category) Progress Monitored by teachers and Grade/Content Team Community	**10 points** (internalizing or 16+ points total) Referred to School Problem Solving Team for a meeting

Evaluation of Screening Data Guiding Questions:

1) *Are we sufficiently delivering Tier 1 PBIS, including differentiated core instructional practices?* These differentiated core instructional practices should meet the needs of at least 80% of the students. If

fewer than 80% of students do not have their needs met, teams (PBIS and Grade/Content Team) review the PBIS Tier 1 interventions and strategies and determine how to improve the core instruction so it benefits more students. In addition, incorporating social and emotional learning into the core instruction is imperative for creating wellness in the "whole child." For example, with the high prevalence rate of anxiety in children (approximately 10-20%) (American Psychiatric Association, (2013), Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition), not sufficiently delivering Tier 1 instruction can exacerbate academic and behavioral difficulties.

2) *Is the Tier 1 instruction supporting our students equitably?* The core instruction should be equitably supporting the diversity of our district. If a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations, we must evaluate the core as it relates to that demographic of students and problem solve for why it is not sufficiently meeting their needs before placing those students in Tier 2 or 3.

3) *Who needs Tier 2 and 3 support?* As mentioned above, students will receive tiered supports based on their point totals.

Our Progress Monitoring Plan

The purpose of monitoring progress is to determine the effectiveness of interventions or of an intervention plan on student success. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008).

Appendix E.6: Elementary: Mental Health and Behavior Progress Monitoring Sheet
Middle School: Mental Health and Behavior Progress Monitoring Sheet
High School: Mental Health and Behavior Progress Monitoring Sheet

Schedule: As the severity of the student problem and the intensity of school resources provided to address that problem increase, so should the frequency of progress monitoring. Progress monitoring for students receiving Tier 2 and 3 support is completed weekly. The progress monitoring should be reviewed every other week for Tier 2, while data for students receiving Tier 3 support should be reviewed weekly. A student's progress monitoring graph will be shared with the student's parent every 4 ½ weeks with progress reports and report cards.

Person Responsible: Ideally, the teacher or team implementing the interventions should complete the weekly progress monitoring assessments, or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). The progress monitoring should be reviewed by the grade/content teams every other week for Tier 2, while data for students receiving Tier 3 support should be reviewed by the SPS Team weekly.

Evaluating Effectiveness of Tier 2 and 3 Plans: The district recommends that Grade Content teams take responsibility for evaluating progress of students requiring supports at Tier 2, and SPS and PBIS Teams work collaboratively with teachers and parents to evaluate students requiring more intensive supports at Tier 3. Therefore, individual teachers or grade level teams refer students to the SPS Team for additional student problem-solving, instructional recommendations, and consideration of Tier 3 supports. If provided supports at Tier 3, the SPS Team conducts bi-weekly data review and manages the student's Tier 3 plan.

Guiding Questions:

1) *Was the intervention delivered with fidelity?*

a) Review intervention delivery for sufficient dosage
b) Review intervention delivery for integrity

2) Is the student making sufficient progress?

a) Ensure the validity of the progress monitoring data: Behavior progress monitoring data is considered invalid and unusable if:
- valid and reliable evidenced-based interventions measure were not used
- the behaviors are not monitored weekly
- administration directions were not followed

b) Review the growth of the student reflected by progress monitoring data: Before discussing this question, it is important to understand the components of a student's progress monitoring data from a behavioral (mental) health perspective. Interventions such as small group counseling, check in/check out, safety planning, adherence to a BIP as well as academic measure are used. As seen in the figure below, the progress graph also has a goal line. As previously mentioned, the goal is to have the student return to Tier 1. For OCSB, Tier 1 for behavior and mental health is represented by less than 6 points on the Universal Screener Worksheet and/or future progress monitoring.

Number of data points: When examining a graph, a team should first ensure there are weekly data points for nine weeks of behavior monitoring. This does not mean, however, that school teams cannot examine student growth prior to having nine data points. Teams may want to examine a student's progress after collecting four data points to determine if minor adjustments are necessary. It is normal for students' scores to have some variability from week to week. Student behaviors can vary weekly based on academic performance, mental health, and other precipitating factors. Consequently, nine data points provide the most reliable and solid pattern of behavior performance.

Luke's Behavior Progress Monitoring
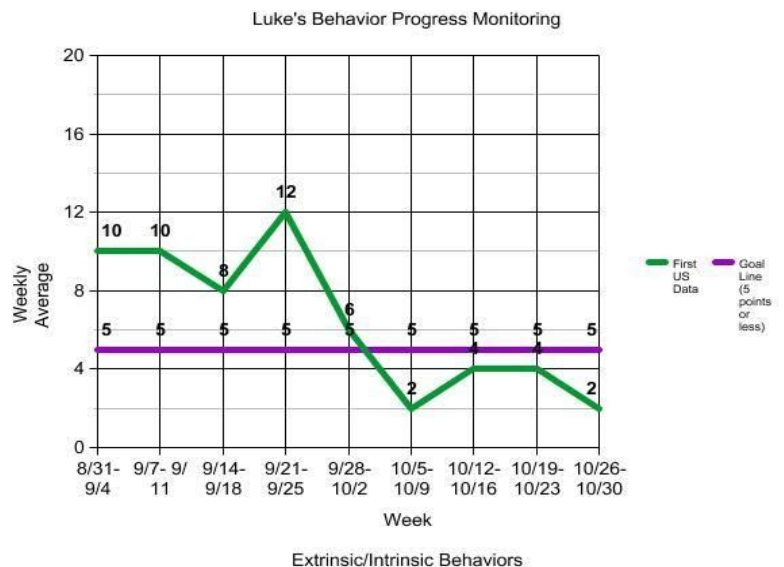
Sufficient Growth at Tier 2 and 3: If the trend line is below the goal line, then the intervention is working. If the student is responding positively to the intervention and the points are decreasing, then the team can consider the possibility of moving the student down in tier. A general guideline to consider is that a student should demonstrate four consecutive data points below the goal line and have other sources of data documenting that the originally identified problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame'enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance and behavioral success is not commensurate with measured skill level, it is expected that the PLC/Grade/Content Team (Tier 2) and SPS Team (Tier 3) engage in individual problem solving to identify possible explanations.

If the trend line is near the goal line and the student's performance on grade level standards, behavior, and overall mental health is improving, then the intervention is considered effective and should be continued. If the trend line is near the goal line and the student's performance on grade level standards, behavior, and overall mental health is not improving, it would be necessary to reconsider the hypothesis about why the problem is occurring.

Uncertain Growth at Tier 2 and 3: If the trend line is above the goal line and student success and growth is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem Analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be placed on the graph. A new phase of intervention begins and nine data points are needed to determine the effectiveness of the new intervention plan.

It is critical that teams understand that the goal of data review is to take charge of how successful an intervention plan is by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.

Insufficient Growth at Tier 2: If Tier 2 supports are determined to be inadequate and the student's scores are above the goal line, he or she may require more intensive supports at Tier 3. For this to occur, the SPS Team must be certain that prior interventions have been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information. If implemented with sufficiency and integrity, the PLC/grade/content team may adjust Tier 2 supports or refer the student to the SPS Team for consideration of Tier 3 supports. The referral to the SPS Team is made by submitting the Tier 3 School Problem Solving Team Meeting Referral Form to the assistant principal.

Insufficient Growth at Tier 3: If Tier 3 supports are determined to be inadequate and the student's scores are above the goal line, the SPS Team should work to re-evaluate the plan and adjust one or more of the following:

- focus on a different and/or more foundational skill
- change the intervention
- change time of the intervention
- change the interventionist
- increase frequency

Teams should continue to problem solve and adjust plans for Tier 3 students for at least 16-20 weeks (if directly placed in Tier 3), or 8-10 weeks (if received 8-10 weeks of prior to Tier 2 support). If progress monitoring data has been collected consistently during those intervention periods, and the student still does not show sufficient growth, it is then appropriate for the SPS Team to refer the student for a formal evaluation for Exceptional Student Education Services (refer to Section 8) through the resource specialist.

Post Mental Health & Behavior Intervention Progress		
Performance Level	**Rate of Improvement**	**Decision**
<6 points	**Sufficient Growth**	**Move to Tier 1:** Discontinue or fade out Tier 2 intervention

On the Mental Health and Behavior Progress Monitoring Sheet		
6-15 points (includes 6 points in any category) On the Mental Health and Behavior Progress Monitoring Sheet	**Sufficient Growth**	**Stay in Tier 2:** Maintain the current Tier 2 intervention for another cycle
	Uncertain Growth	**Stay in Tier 2:** Revise the current Tier 2 intervention and implement for another intervention cycle
10 points (internalizing or 16+ points total) On the Mental Health and Behavior Progress Monitoring Sheet	**Uncertain or Insufficient Growth**	**Move to Tier 3:** Increase intervention intensity to reflect Tier 3 level supports and implement for another intervention cycle

Summary of Minimum Requirements before Changing Tiers:

- Daily Tier 1 (core) instruction
- 8-10 weeks of research-based intervention
- Intervention logs completed
- Consistent progress monitoring
- Fidelity checks completed with 80% integrity
- Monthly team meetings with ROI calculated
- Documentation of parent communication of student progress
- One intervention change (if showing uncertain progress)

Section 7: Special Considerations

Considerations for MTSS Support of English Language Learners

The term English Language Learners (ELLs) refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language. Branching Minds takes students' ELL levels into account when collecting the Insight Survey, as well as recommending interventions and accommodations matched to their needs.

It is helpful to consider the following when supporting ELLs through an MTSS model:
- Teaching should be culturally responsive: The student's prior experiences should be considered, including home language background and socio-cultural background.
- Interplay of English Language Learning & Reading Instruction: Teachers should consider the relationship between a student's language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the first and second language.
- Interplay of English Language Learning & Math Instruction: Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are not necessarily universal.
- Additional Variables: Within problem solving, literacy and oracy (i.e., the ability to express oneself fluently and grammatically in speech) in both home and new languages, culture, and educational history are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- English Language Learning: Core instruction for all LEP/ELL students must always include English language learning as well.
- Matching Instruction to Student Need: Differentiated instruction should be used for ALL students; however, differentiated instruction for ELLs should consider the student's level of English proficiency and prior educational experiences in addressing cultural and linguistic differences. When determining appropriate instruction/intervention, the following list applies to all levels of ELL students:
  - Consider the amount of ELL instruction the student received in the past and in the present.
  - If applicable, consider the amount and type of home language instruction in the past and in the present.
  - Ensure that the language used for intervention matches the language used for core instruction.
  - Consider the impact of language and culture on instruction and learning.
  - Contact the family for guidance and feedback.
  - Ensure that certified ELL teachers serve on the team.
- Assessment: In order to better understand the needs of LEP/ELL students, consider the following:
  - Home Language Questionnaire: identify if a language other than English is spoken at home
  - Interview: To assess the relationship between their 2+ languages and the extent of formal education the student received in any other language
  - Initial ELL Placement State Assessment: Identify initial placement within the ELL program based on interview results and identified level of proficiency

○ ELL State Assessment: End of the year assessment to determine next year's placement and current proficiency level.
○ Monitor: Proficient students who have exited the ELL program based on ELL State Assessment scores

Responsibility to Identify At-Risk Students

Schools have the responsibility of identifying students in need of intervention. Although universal screening measures (i.e., iReady, Early Warning System, and Behavior/Mental Health Universal Screener) should identify most children in need of supports, there are warning signs the universal screening measures are not designed to target. There are a number of warning signs that a student is at-risk and needs to be considered for Tier 2 or 3 interventions. Not one of these warning signs alone would necessarily indicate a student is at-risk, but when the student has several warning signs action is warranted. These warning signs include, but are not limited to:

- parent reporting concerns
- despite doing well on universal screening assessments, failing or noticeably declining grades and failing multiple subjects or not earning credits
- poor or noticeably declining progress on standardized assessments
- previous retentions
- numerous or increasing disciplinary referrals
- number of minor classroom incidents
- consistent inattention or lack of focus/concentration
- truancy problems or increased absences
- student stands out from peers socially or with consistent "odd" behaviors or language patterns
- information that the child has been hospitalized
- information that the child has received a DSM diagnosis (ADHD, ODD, OCD, etc.)
- information that the child is taking medication
- information that the child is seeing an outside counselor, therapist, etc.
- private evaluator suggests the need for supports.

Referring for an Evaluation to Determine ESE Eligibility

IDEIA 2004 has made the MTSS framework described in this manual (or other similar multi-tiered models) a required pre-referral activity for all ESE referrals, except for gifted, homebound/hospitalized, and prior to entry to kindergarten. Current Florida law has made the development of interventions through problem solving and collection and interpretation of universal screening and on-going progress monitoring data a significant part of the eligibility criteria for specific learning disabilities (SLD), language impairments (LI), and emotional and behavioral disabilities (EBD).

Through the School Problem-Solving Team (SPS Team), a referral for exceptional student education will be determined when the data (i.e., progress monitoring, fidelity checks, intervention logs, parent letters, rate of improvement, gap analysis) indicate that Tier 3 support for a student in kindergarten through grade 12 meets one of the following criteria: **(A)** The team determines the student's response to intervention data indicate that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources; or **(B)** The team determines the student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, individualized, evidence-based interventions; or **(C)** The nature or severity of the suspected area of eligibility warrants that an evaluation for possible ESE services may be immediately necessary.

Additionally, a referral for an ESE evaluation may be made when a parent requests an evaluation and there is documentation or evidence that the student may be a student with a disability and needs special education and related services. Prior to the SPS Team making a referral for an exceptional student evaluation due to a suspected SLD or LI, the following components of the MTSS framework should be met:

- Daily Tier 1 (core) instruction
- Weakest prerequisite skill targeted on instructional level for intervention
- 16-20 Weeks of Tier 3 research-based intervention (if directly placed in Tier 3) OR 8-10 weeks of research-based Tier 3 intervention (if student received 8-10 weeks of Tier 2 intervention prior to being moved to Tier 3)
- Intervention logs completed & student specific
- Progress monitoring (16-20 weekly consistent points)
- Fidelity checks completed with 80% integrity
- Bi-weekly SPS Team meetings with ROI calculated
- Documentation of parent communication of student progress
- Two changes in Intervention (if directly placed in Tier 3 Intervention) or one change during Tier 3 intervention if moved from Tier 2 to Tier 3
- GAP Analysis indicates that a student's progress is not sufficient for adequate growth
- Exclusionary factors (i.e., Vision/Hearing/Motor Disability, Intellectual Disability, Emotional Disability, Cultural/Environmental/Economic Factors, and Excessive Absenteeism) have been ruled out (Note: the evaluation may include additional assessments to rule out exclusionary factors)

If within the problem-solving process, the team suspects that a student may be evidencing a disability other than a SLD or LI, then the referral process for that disability must be followed. For more information, refer to the Special Programs and Procedures Manual (SP&P).

Evaluation Planning: Upon the determination of the SPS Team that criteria for making an ESE referral has been met or upon receipt of a parent request for evaluation, an Evaluation Planning meeting will be held within 30 calendar days to:

1. Determine if an evaluation is warranted
2. Determine the areas of suspected disability
3. Determine the necessary evaluation procedures
4. Obtain parent/guardian consent if an evaluation is warranted.

Any information obtained during the data collection and intervention period will be used as part of the eligibility determination following informed written parental consent. In cases in which obtaining consent for an ESE evaluation is warranted prior to tier 3 implementation and data collection, Tier 3 procedures will be implemented concurrently with the ESE eligibility evaluation. Parents must be invited to a meeting to discuss a referral for special education evaluation. Prior to the meeting, the student must have passed vision and hearing screenings. Team members involved in making a decision to refer for special education include: Parent/Guardian, Principal or other designee, Resource Specialist, Evaluation specialist(s) for suspected disabilities (i.e., school psychologist, SLP, teacher of the deaf or hard-of-hearing), Classroom teacher, Selected intervention/support team members.

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Note: Individuals are identified in the roles that they were fulfilling at the time the original work was being completed.

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Appendices

Appendix A: Curricular Resources & Assessments

Appendix A.1: Core Curricular and Intervention Resources

The following core curricular and intervention resources and programs are available in Okeechobee and have been customized on the Branching Minds support library so that they are recommended for use when appropriate.

Grade Level	Reading/ELA	Writing	Math	Behavior
K - 5	ReadyGEN iReady LAFS	ReadyGEN Top Score Writing	Ready Math iReady Acaletics	PBIS Second Step CHAMPS
6 - 8	Collections/HMS Exact Path	Collections/HMH	Discovery ED Exact Path	PBIS Second Step CHAMPS
9 - 12	Collections/HMS Exact Path	Collections/HMH	Illustrative Math Algebra Nation Exact Path	PBIS Purpose Prep CHAMPS

Appendix A.2: Assessments and Screeners

The following assessments are available in Okeechobee, and have been customized on the Branching Minds support library so that they are recommended for use when appropriate.

Grade Level	Reading/ELA	Writing	Math	Behavior
K - 5	FLKRS (K Only) ReadyGEN IReady Standards Mastery CBM	ReadyGEN Top Score Writing	Ready Math IReady Standards Mastery Easy CBM	PBIS FBA Universal Screeners
6 - 8	Common Unit Assessments (CUA) NWEA	District Writing (x3)	Common Unit Assessments (CUA) NWEA Pre-AP Checkpoints (Algebra 1)	PBIS FBA Universal Screeners
9 - 12	Common Unit Assessments (CUA) NWEA Pre-AP Checkpoints (English 1)	District Writing (x3)	Common Unit Assessments (CUA) NWEA Pre-AP Checkpoints (Algebra 1) USA Test Prep	PBIS FBA Universal Screeners

Appendix A.3: Curricular Resources and Support Programs

The following is a breakdown of the different curricular resources, support programs, and assessments with their intended use.

Curricular Resources	Grade Level	Topics	Intended Use
ReadyGEN	K – 5	ELA	Tier 1
ReadyGEN Scaffolded Strategies Handbook	K – 5	ELA	Tier 2 & Tier 3
iReady Lessons & Toolbox	K – 5	Reading & Math	Tier 1 (Tier 2 & 3 intervention)
LAFS	K – 5	ELA	Tier 1
Top Score Writing	K – 5	Writing	Tier 1
Ready Math	K – 5	Math	Tier 1
Acaletics	2 – 5	Math	Tier 1
Collections/HMS	6 – 12	ELA	Tier 1
Exact Path	6 – 12	ELA & Math	Tier 1 (Tier 2 & 3 intervention)
Algebra Nation	9 – 12	Math	Tier 1
Illustrative Math	8 – 12	Math	Tier 1
Discovery ED	6 – 8	Math	Tier 1
PBIS	K – 5	Behavior	Tier 1
PBIS Check-in/Check-out	K – 12	Behavior	Tier 2 & Tier 3
Second Step	K – 5	SEL	Tier 1
CHAMPS	K – 12	Behavior	Tier 1
Purpose Prep	9 - 12	SEL	Tier 1

Appendix B: Sample SPS Team Meeting Agenda

SPS Team Meeting Agenda
Initial Tier 3 Meeting or Stagnating Tier 3 Meeting
(Parents should be invited if discussing individual students)

Welcome ~2 min.
- State the purpose of the meeting (Facilitator)
- Introductions and Roles
- Agenda Overview (Facilitator)

Statement of Present Levels ~3 min.
- Review student strengths, talents, and successes (Teacher)
- Review previous MTSS Plan (Teacher)
- Review concerns addressed on MTSS Plan (Teacher)

Present Intervention Data ~3 min.
- Review current interventions and duration of the plan (Teacher)
- Present graph of data & provided parents a copy (Teacher)

Measure Response to Instruction/Interventions ~15 min.
- Evaluate academic/behavioral progress by comparing progress monitoring data collected to plan goals
- Determine if student progress indicates the potential to close the learning/behavioral gap
- Does it appear the root cause of the gap has been identified and is being addressed?

Determine Next Steps ~5 min.
- Make decisions for continuation, modification, or intensification based on student progress
- Determine if additional supports are necessary and plan accordingly

Conclusion ~2 min.
- Questions and confirm agreements
- Next meeting date
- Copies to parents
- Thank You!

Appendix C: Universal Screener Charts

Students who have FSA data available from the previous school year and scored level 3 or higher will not require Tier 2 or 3 academic intervention.

MTSS Tier Placement: FSA Learning Gains Scale Score Chart

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 3	240 – 254	255 - 269	270 - 284	285 - 292	293 - 299	300-314	315-329	330-360
	Grade 4	251 – 266	267 - 281	282 - 296	297 - 303	304 - 310	311-324	325-339	340-372
	Grade 5	257 – 272	273 - 288	289 - 303	304 - 312	313 - 320	321-335	336-351	352-385
	Grade 6	259 – 275	276 - 292	293 - 308	309 - 317	318 - 325	326-338	339-355	356-391
	Grade 7	267 – 283	284 - 300	301 - 317	318 - 325	326 - 332	333-345	346-359	360-397
	Grade 8	274 - 289	290 - 305	306 - 321	322 - 329	330 - 336	337-351	352-365	366-403
	Grade 9	276 - 293	294 - 310	311 - 327	328 - 335	336 - 342	343-354	355-369	370-407
	Grade 10	284 - 300	301 - 317	318 - 333	334 - 341	342 - 349	350-361	362-377	378-412
Math	Grade 3	240 - 254	255 - 269	270 - 284	285 - 290	291 - 296	297-310	311-326	327-360
	Grade 4	251 - 266	267 - 282	283 - 298	299 - 304	305 - 309	310-324	325-339	340-376
	Grade 5	256 - 272	273 - 289	290 - 305	306 - 312	313 - 319	320-333	334-349	350-388
	Grade 6	260 - 276	277 - 293	294 - 309	310 - 317	318 - 324	325-338	339-355	356-390
	Grade 7	269 - 284	285 - 300	301 - 315	316 - 322	323 - 329	330-345	346-359	360-391
	Grade 8	273 - 289	290 - 305	306 - 321	322 - 329	330 - 336	337-352	353-364	365-393
FSA EOC	Algebra 1	425 - 445	446 - 466	467 - 486	487 - 491	492 - 496	497-517	518-531	532-575
	Geometry	425 - 445	446 - 465	466 - 485	486 - 492	493 - 498	499-520	521-532	533-575

MTSS Tier Placement: FLKRS Scale Score Chart

Assessment		Tier 3	Tier 2	Tier 1
ELA FLKRS Assessment	Grade K	437 or below	438-496	497 or above

MTSS Tier Placement: iReady Scale Score Chart

Assessment		Tier 3 (3 + Below)		Tier 2 (2 Below)		Tier 1 (One Below)		(Early)		(Mid)		(Late +)	
		Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
ELA	Grade K	< 319	<12	319 - 332	12-25	333 - 361	26-67	362 - 395	68-92	396 - 423	93-98	424 +	99+
	Grade 1	< 357	<12	357 - 376	12-25	377 - 433	26-75	434 - 457	76-87	458 - 479	88-94	480 +	95+
	Grade 2	< 397	<10	397 - 418	10-18	419 - 488	19-65	489 - 512	66-82	513 - 536	83-94	537 +	94+
	Grade 3	< 419	<7	419 - 473	7-25	474 - 510	26-53	511 - 544	54-80	545 - 560	81-89	561 +	90+
	Grade 4	< 474	<15	474 - 495	15-25	496 - 556	26-71	557 - 578	72-85	579 - 602	86-95	603 +	95+
	Grade 5	< 496	<15	496 - 541	15-38	542 - 580	39-68	581 - 608	69-86	609 - 629	87-94	630 +	95+
Math	Grade K	< 322	<12	322 - 332	12-25	333 - 361	26-76	362 - 372	77-88	373 - 411	89-99	412 +	99+
	Grade 1	< 347	<12	347 - 360	12-25	361 - 401	26-83	402 - 412	84-92	413 - 454	93-99	455 +	99+
	Grade 2	< 373	<12	373 - 386	12-22	387 - 427	23-81	428 - 440	82-91	441 - 496	92-99	506 +	99+
	Grade 3	< 386	<8	387 - 412	8-26	413 - 448	27-76	449 - 463	77-93	464 - 506	94-99	507 +	99+
	Grade 4	< 413	<12	413 - 433	12-26	434 - 464	27-68	465 - 481	69-88	482 - 516	89-99	517 +	99+
	Grade 5	< 434	<14	434 - 449	14-24	450 - 479	25-64	480 - 497	65-86	498 - 526	87-99	527 +	99+

The table above outlines the tier placement for students in grades K-5 and is based on grade placement and percentile ranking on the iReady diagnostic assessment. The scale scores in the table that are used for tier placement identify grade level placement; therefore, they do not change throughout the school year since the student remains in the same grade. If a student's scale score does not improve from diagnostic 1 to diagnostic 2 then the interventions should be evaluated not the tier placement of that student. The colors and tier placements for each grade do not correlate with the tables and information provided on the iReady platform. This is especially true for grades K-2 since iReady does not identify students that are two or three grades below grade level.

MTSS Tier Placement: NWEA RIT Score Chart

FALL

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 6	100 - 174	175 - 188	189 - 200	201 - 205	206 - 211	212 - 219	220 - 229	230 - 350
	Grade 7	100 - 177	178 - 193	194 - 204	205 - 209	211 - 214	215 - 223	224 - 233	234 - 350
	Grade 8	100 - 178	179 - 194	195 - 205	206 - 211	212 - 215	216 - 225	226 - 235	236 - 350
Math	Grade 6	100 - 182	183 - 194	195 - 204	205 - 208	209 - 213	214 - 222	223 - 234	235 - 350
	Grade 7	100 - 186	187 - 197	198 - 207	208 - 212	213 - 216	217 - 227	228 - 237	238 - 350
	Grade 8	100 - 188	189 - 198	199 - 208	209 - 213	214 - 218	219 - 230	231 - 240	241 - 350

WINTER

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 6	100 - 181	182 - 193	194 - 204	205 - 209	210 - 215	216 - 222	223 - 231	232 - 350
	Grade 7	100 - 182	183 - 197	198 - 207	208 - 213	214 - 217	218 - 225	226 - 234	235 - 350
	Grade 8	100 - 183	184 - 198	199 - 208	209 - 214	215 - 218	219 - 227	228 - 236	237 - 350
Math	Grade 6	100 - 187	188 - 199	200 - 209	210 - 213	214 - 218	219 - 227	228 - 239	240 - 350
	Grade 7	100 - 189	190 - 200	201 - 210	211 - 215	216 - 219	220 - 231	232 - 241	242 - 350
	Grade 8	100 - 192	193 - 202	203 - 212	213 - 217	218 - 221	222 - 233	234 - 243	244 - 350

SPRING

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 6	100 - 184	185 - 196	197 - 206	207 - 211	212 - 216	217 - 223	224 - 232	233 - 350
	Grade 7	100 - 185	186 - 199	200 - 209	210 - 214	215 - 218	219 - 226	227 - 235	236 - 350
	Grade 8	100 - 186	187 - 200	201 - 210	211 - 215	216 - 219	220 - 228	229 - 237	238 - 350
Math	Grade 6	100 - 190	191 - 202	203 - 212	213 - 216	217 - 221	222 - 230	231 - 242	243 - 350
	Grade 7	100 - 192	192 - 203	204 - 213	214 - 218	219 - 222	223 - 234	235 - 244	245 - 350
	Grade 8	100 - 194	195 - 204	205 - 214	215 - 219	220 - 223	224 - 235	236 - 245	246 - 350

The table above outlines the tier placement for students in grades 6-8 and is based on the FSA score predictor from the NWEA platform. Since the RIT scores are used as a predictor for FSA performance the score after each assessment throughout the school year adjusts in order to accurately predict how each student will perform on the FSA assessment at the end of the year. The tier placement and scores correlate with the tables and information provided on the NWEA platform.

MTSS Tier Placement: NWEA Percentile Chart

Assessment		Tier 3	Tier 2	Tier 1		
		Lo	LoAvg	Avg	HiAvg	Hi
ELA	Grade 9	%ile < 21	%ile 21 - 40	%ile 41 - 60	%ile 61 - 80	%ile > 80
Math	Grade 10					

Appendix D: Intervention Documentation

Appendix D.1: Calculating Rate of Improvement

Rate of improvement (ROI) is also known as rate of progress or rate of growth. Expected and actual rate of improvement are abbreviated as EROI and AROI. EROI is a calculation of the rate in which a student will be expected to learn to close the gap to meet a benchmark. The AROI is a calculation taken during progress monitoring to indicate the actual rate in which the child is progressing. The EROI and AROI can be compared in making decisions as to whether the student is exhibiting a positive, neutral, or negative response to intervention.

Expected Rate of Improvement: To calculate the EROI the team needs to know 1.) the desired performance (i.e., benchmark) for the skill the intervention is targeting, 2.) the current performance based on the baseline established with the chosen progress monitoring tool, and 3.) the number of weeks the team plans on implementing the intervention. Depending on the size of the gap the student exhibits between desired and current performance, the team may consider <u>also</u> using short-term goals for desired performance. Use the following equation to calculate a goal for expected rate of improvement.

$$\frac{\text{Desired performance} - \text{Baseline level}}{\text{Number of weeks for intervention}}$$

For example: $\frac{70 \text{ wcpm} - 30 \text{ wcpm}}{16 \text{ weeks}}$ = 2.5 wcpm/week (wcpm: words correct per minute)

In this example, the goal for this student is to gain, on average, 2.5 wcpm each week to close the achievement gap and achieve the benchmark.

Actual Rate of Improvement: To calculate a student's AROI the team needs to know 1.) the student's current performance on progress monitoring, 2.) the baseline established indicating the student's performance prior to the intervention starting, and 3.) the number of weeks the intervention has actually been implemented. Use the following equation to calculate a goal for actual rate of improvement.
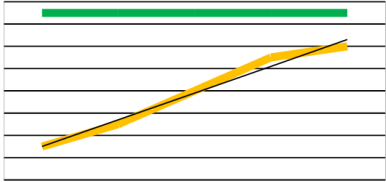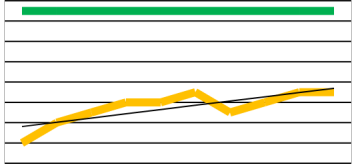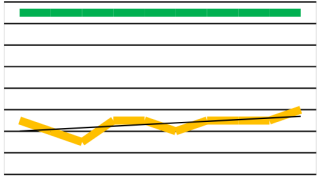
$$\frac{\text{Current performance} - \text{Baseline level}}{\text{Number of weeks intervention has occurred}}$$

So continuing with the example above, after eight weeks of intervention the team reviews a student's progress. The student's progress monitoring data now shows the child is reading 49 wcpm.
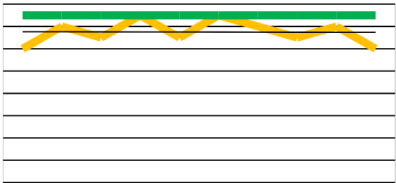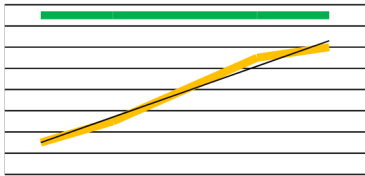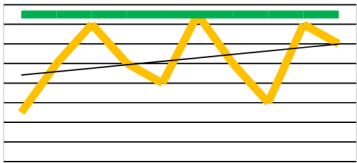
Therefore, $\frac{49 \text{ wcpm} - 30 \text{ wcpm}}{8 \text{ weeks}}$ = growth of 2.375 wcpm/week

With an AROI of 2.4 wcpm (it is fine to round) growth each week, this student is displaying a positive response to intervention at the time of review.

Appendix D.2: Response to Intervention and Considerations

	Positive Response: Gap is closing at a reasonable rate and can estimate a point when goal will be met • Continue intervention with current goal • Continue intervention with the goal increased • Fade intervention to determine if student has acquired functional independence
	Questionable Response: Gap slows or stops widening, but closure does not occur. Was the intervention implemented with fidelity? • If no, employee strategies to increase fidelity • If yes, increase the intensity of the current intervention
	Negative Response: Gap continues to widen with no significant change in rate. Was the intervention implemented with fidelity? • If no, employee strategies to increase fidelity • If yes, revisit the problem-solving process

When analyzing data, there are three measures that should be attended to:

	Level • Large versus small gap • May be close to benchmark, are strategic or intensive interventions needed? • What level of intensity is required to maintain benchmark level?
	Slope/Rate • Gap is closing in a reasonable amount of time • Slope is not fast enough to close gap in a reasonable amount of time • Gap is not closing at all
	Variability • Are progress monitoring probes administered all of equal difficulty? • Are progress monitoring probes administered in equal intervals? • Are there behavioral issues? – Motivation

Appendix E: Behavior and Mental Health Resources

Appendix E.1: MTSS Elementary Behavior and Mental Health Chart

Tier 1

✱ School-wide PBIS rewards
✱ Universal Mental Health and Behavior Screening up to 3x per Year
✱ Teacher In-Class Rules/Expectations
✱ Teacher In-Class Reward Systems
✱ Student managing behavior with 0 referrals

MENTAL HEALTH: (Use universal screener scoring guidelines)
✱ **Tier 1:** less than 6 points

Tier 2

✱ 1-2 local-level 3 referrals, not including bus rule violations
✱ Grade-level content team writes intervention plan to help Student get back to Tier 1
✱ Teacher notifies Parent, Guidance, Administration and other teachers of the Student intervention plan
✱ Teacher progress monitors, based on intervention, daily using the Mental Health & Behavior Progress Monitoring Sheet
✱ Grade-level content team reviews progress monitoring and intervention plan bi-weekly
✱ Student responds positively (5 or fewer average weekly points) to interventions for 9 weeks, move Student to Tier 1
✱ If Student has some positive response (6-15 average weekly points) to interventions for 9 weeks, remain at Tier 2
✱ If student has little to no positive response (10 internalizing points or more or 16 or more total average weekly points) to interventions for 9 weeks, move to Tier 3

MENTAL HEALTH: (Use universal screener scoring guidelines)
✱ **Tier 2:** 6-15 points which includes 6 points in any category

Tier 3

✱ 3 or more local level 3 referrals; OR 1 or more local level 1-2 referrals; OR 1 or more SESIR referrals
✱ SPST meets to complete FBA
✱ Schedule meeting and invite parent to write intervention plan (including BIP - if Student was on Tier 2, update intervention plan)
✱ Teacher progress monitors, based on intervention, daily using the Mental Health & Behavior Progress Monitoring Sheet
✱ SPST reviews progress monitoring and intervention plan weekly
✱ If Student responds positively (6-15 average weekly points) to interventions for 9 weeks, move Student to Tier 2
✱ If Student has some positive response (10 internalizing points or more or 16 or more total average weekly points) to interventions for 9 weeks, remain at Tier 3
✱ If student has little to no positive response (point levels remain at Tier 3 level) to interventions for 9 weeks, SPST comes back together to problem solve and possibly refer student for ESE evaluation

MENTAL HEALTH: (Use universal screener scoring guidelines)
✱ **Tier 3:** 10 points in internalizing or 16+ points total

Appendix E.2: MTSS Secondary Behavior and Mental Health Chart

Tier 1

* School-wide PBIS rewards
* Universal Mental Health and Behavior Screening up to 3x per Year
* Teacher In-Class Rules/Expectations
* Teacher In-Class Reward Systems
* Student managing behavior with 0-2 referrals

MENTAL HEALTH: (Use universal screener scoring guidelines)
* **Tier 1:** less than 6 points

Tier 2

* 3-5 local-level 3 referrals, not including bus rule violations or 3-5 suspension days (ISS or OSS)
* Grade-level content team writes intervention plan to help Student get back to Tier 1
* Teacher notifies Parent, Guidance, Administration and other teachers of the Student intervention plan
* Teacher progress monitors, based on intervention, daily using the Mental Health & Behavior Progress Monitoring Sheet
* Grade-level content team reviews progress monitoring and intervention plan bi-weekly
* Student responds positively (5 or fewer average weekly points) to interventions for 9 weeks, move Student to Tier 1
* If Student has some positive response (6-15 average weekly points) to interventions for 9 weeks, remain at Tier 2
* If student has little to no positive response (10 internalizing points or more or 16 or more total average weekly points) to interventions for 9 weeks, move to Tier 3

MENTAL HEALTH: (Use universal screener scoring guidelines)
* **Tier 2:** 6-15 points which includes 6 points in any category

Tier 3

* 6 or more local level referrals; OR 1 or more SESIR referrals; OR 6 or more suspension days (ISS or OSS)
* SPST meets to complete FBA
* Schedule meeting and invite parent to write intervention plan (including BIP - if Student was on Tier 2, update intervention plan)
* Teacher progress monitors, based on intervention, daily using the Mental Health & Behavior Progress Monitoring Sheet
* SPST reviews progress monitoring and intervention plan weekly
* If Student responds positively (6-15 average weekly points) to interventions for 9 weeks, move Student to Tier 2
* If Student has some positive response (10 internalizing points or more or 16 or more total average weekly points) to interventions for 9 weeks, remain at Tier 3
* If student has little to no positive response (point levels remain at Tier 3 level) to interventions for 9 weeks, SPST comes back together to problem solve and possibly refer student for ESE evaluation

MENTAL HEALTH: (Use universal screener scoring guidelines)
* **Tier 3:** 10 points in internalizing or 16+ points total

Appendix E.3: PBIS 10 Critical Elements

Okeechobee School District
PBIS Critical Elements

PBIS 10 Critical Elements

1 TEAMING
A behavior team with administrative participation is established and has a clear purpose and authority to manage the school-wide behavior curriculum at the Tier 1 level. This team meets at least quarterly.

2 FACULTY COMMITMENT
All staff are represented on the behavior team and are actively involved in the development and implementation of the School-wide Positive Behavior Plan (SPBP).

3 EXPECTATIONS
3-5 positively stated expectations apply to everyone on campus and are posted in prominent locations. These expectations are taught to students a minimum of three times a year in the same format as academic content.

4 RULES
3-5 location-specific rules are posted in all common areas such as hallways and the cafeteria. These rules are taught to students a minimum of three times a year in the same format as academic content.

5 REWARD PROGRAMS
A school-wide motivation system is developed based on school data and is linked to the school-wide expectations and location-specific rules. All students have the opportunity to be rewarded for progressive positive behaviors.

6 EFFECTIVE DISCIPLINE PROCEDURES
The school has a discipline process with clearly defined distinctions between staff-managed misbehaviors and office discipline referrals. All staff know and consistently follow the discipline flow chart.

7 CLASSROOM SYSTEM
All classrooms implement a comprehensive evidence-based management plan. Expectations, rules, rewards and consequences are posted, taught, and followed by teachers.

8 DATA ENTRY/ ANALYSIS
Relevant behavior data (The Big 5) is collected and analyzed at least quarterly. Data outcomes, analysis, and resultant interventions are shared with all staff quarterly.

9 IMPLEMENTATION PLAN
The SPBP implementation plan is followed and provides the guidance for completing, documenting, submitting and implementing the School-wide Positive Behavior Plan.

10 EVALUATIONS
Staff implementation fidelity and student outcome data are analyzed quarterly and used to evaluate the implementation of the SPBP. The SPBP is modified as needed based on this data.

Inspired by the Broward County Public Schools – School Climate & Discipline Department
Developed for use in Okeechobee County Public Schools
PBIS 10 Critical Elements
Kincaid, D., Childs, K., & George, H. (2010). School-wide Benchmarks of Quality (Revised).
https://www.livebinders.com/play/play?id=2127037

Appendix E.4: Procedures to Complete Student Social/ Emotional Data Tool Grade/Department Level Team Nomination and Teacher Observation Worksheet

1. Based on the Mental Health Allocation Plan and in best practices with our Multi-Tiered System of Supports, the Universal Screening Process will occur up to three times per year.
2. To begin the Universal Screening process, the school Principals will initiate a School Leadership Team meeting (Principal, Resource Specialist, School Counselor, Gen Ed Team Leaders, and ESE Teacher) to review school level data including Early Warning System data and current interventions in place from Branching Minds. Instructional Coaches can be optional attendees to this meeting. During this time, data from the Grade/Content Team Meetings will be discussed, and students of concern will be listed on the Universal Screener Worksheet.
3. The goal of this meeting is to discuss and problem solve for students whom teachers are concerned about because the students are not making sufficient progress (typically Tier 2 and Tier 3 students).
4. At the School Leadership Meeting, the Universal Screener Worksheet will be filled out for students of concern using the following scale:
   - Externalizing Category –
     - o Behavior Noticed "Sometimes" = 1 point
     - o Behavior Noticed "Frequently" = 2 points
   - Internalizing Category -
     - o Behavior Noticed "Sometimes" = 2 points
     - o Behavior Noticed "Frequently" = 4 points
   - Points will be added for each column and totaled:

Behavior & Mental Health Universal Screening Decision Rules		
Tier 1	Tier 2	Tier 3
<6 points Progress Monitored by teachers and Grade/Content Team Community	6-15 points (includes 6 points in either category) Progress Monitored by teachers and Grade/Content Team Community	10 points (internalizing or 16+ points total) Referred to School Problem Solving Team for a meeting

5. Students on Tier 3 will be referred to the School Problem Solving Team (including a representative from the Mental Health and Behavior Supports department) to hold a meeting to discuss interventions and to develop a plan to promote progress and success.

6. The master lists will be kept by the Principal. Parent/guardian(s) of those students referred to the School Problem Solving Team will be contacted and a meeting will be set up by the ESE Resource Specialist. Any parent/guardian correspondence will be given to the school's school counselor and uploaded into the Branching Minds platform.

Appendix E.5: Sample of Behavior & Mental Health Universal Screening

Behavior & Mental Health Universal Screener

Externalizing: Sometimes – 1 pt. for each category; Frequently – 2 pts for each category

Internalizing: Sometimes – 2 pts for each category; Frequently – 4 pts for each category

School	Grade	Last Name	First Name	Manipulating Behaviors	Behaviors that resulted in	Oppositional/ Disrespect	Aggressive Behavior	SRSS – Ext. Total	Noticed Emotional Shift	Sad, Depressed, Unhappy	Anxious	Isolating Behavior	SRSS – Int. Total	SRSS – TOTAL	Notes

Appendix E.6: Sample Progress Monitoring Tools

Elementary: Mental Health and Behavior Progress Monitoring Sheet

Name:		Area of Concern: Extrinsic Intrinsic Both		
Target:			Week of:	
Intervention:				

Extrinsic **0** – Never Observed **1** – Sometimes Observed **2** – Frequently Observed					
Behavior	Date:	Date:	Date:	Date:	Date:
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
				Weekly Total:	

Intrinsic **0** – Never Observed **2** – Sometimes Observed **4** – Frequently Observed					
Behavior	Date:	Date:	Date:	Date:	Date:
	0 2 4	0 2 4	0 2 4	0 2 4	0 2 4
	0 2 4	0 2 4	0 2 4	0 2 4	0 2 4
	0 2 4	0 2 4	0 2 4	0 2 4	0 2 4
				Weekly Total:	

Middle School: Mental Health and Behavior Progress Monitoring Sheet

Name:	Area of Concern: Extrinsic Intrinsic Both
Target:	Week of:
Intervention:	

<table>
<tr><td colspan="6">Extrinsic
0 – Never Observed   1 – Sometimes Observed   2 – Frequently Observed</td></tr>
<tr><td>Behavior</td><td>Period</td><td>Period</td><td>Period</td><td>Period</td><td>Period</td></tr>
<tr><td></td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td></tr>
<tr><td></td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td></tr>
<tr><td></td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td><td>0 1 2</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Weekly Total:</td><td></td></tr>
<tr><td colspan="6">Intrinsic
0 – Never Observed   2 – Sometimes Observed   4 – Frequently Observed</td></tr>
<tr><td>Behavior</td><td>Period</td><td>Period</td><td>Period</td><td>Period</td><td>Period</td></tr>
<tr><td></td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td></tr>
<tr><td></td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td></tr>
<tr><td></td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td><td>0 2 4</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Weekly Total:</td><td></td></tr>
</table>

High School: Mental Health and Behavior Progress Monitoring Sheet

Name:	Area of Concern: Extrinsic Intrinsic Both
Target:	Week of:
Intervention:	

Extrinsic								
0 – Never Observed **1** – Sometimes Observed **2** – Frequently Observed								
Behavior	**Period:**	**Period:**	**Period:**	**Period:**	**Period:**	**Period:**	**Period:**
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
						Weekly Total:	

Intrinsic								
0 – Never Observed **2** – Sometimes Observed **4** – Frequently Observed								
Behavior	**Period:**	**Period:**	**Period:**	**Period:**	**Period:**	**Period:**	**Period:**
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
						Weekly Total:	

Appendix F: MTSS Implementation Rubrics

Appendix F.1: School MTSS System Implementation Rubric

This rubric serves as a tool for educators to determine growth towards a fully operational Multi-tiered Support System. It is not intended for teacher evaluation purposes.

Stage	Working Toward Implementation	Mostly Implemented	Fully Implemented
Identifying Students in Need of Support Academic and Behavior	Decisions about students receiving tiered intervention for academics or behavior are based on the following criteria		
	☐ Common assessment benchmark (academic & behavior) used to identify students' needs. ☐ Multiple stakeholder input ☐ Evidence of the impact of differentiation is present ☐ Adherence to established procedures for providing support; ☐ **1+ profile is created in BrM**	☐ Common assessment benchmark (academic & behavior) ☐ Multiple stakeholder input ☐ Adherence to established procedures; ☐ **>5 profiles created in BrM**	☐ Common assessment benchmark (academic & behavior) ☐ Multiple stakeholder input ☐ Student need is assessed at the school, grade and individual levels ☐ Adherence to established procedures; ☐ **>10 profiles created in BrM**
Key Components of MTSS	☐ Evidence based common curriculum identified and implemented for Tier 1 ☐ Universal screener(s) adopted for academics and behavior ☐ Educators have a shared language & understand protocols to 　☐ Differentiate instruction 　☐ Assess & monitor progress 　☐ Access collaborative support for students	☐ Core curriculum differentiated to meet student needs ☐ Universal screener used to tier students ☐ Progress is routinely monitored and reflected in intervention plans ☐ School wellness is monitored by instituting school, grade level (or department) and individual student meetings	☐ MTSS Management System (BrM) is used to provide research based intervention activities and lessons ☐ Quality of MTSS is evaluated routinely at school, grade/department and individual student level
BRM Platform	**All Staff:** ☐ Receive regular communication regarding implementation of MTSS and BrM **Admin & Problem-Solving Team:** ☐ Completed initial professional learning & have login instructions demonstrate proficiency with BrM Library, Student Page (profile, intervention plan, insight survey, to do list, supports, family communication, meeting notes, adding supports, assessments, scores and creating goals)	**All Staff:** ☐ Know how to log in to BrM ☐ Have access to online tutorials ☐ Documented intervention activity via To Do List ☐ Documents meeting notes and family communications **Admin & Problem-Solving Team** ☐ Continue identifying & providing professional learning ☐ Created student plans for academics and behavior ☐ Completed and requested insight survey ☐ Present at least 1 intervention plan to Support Team	**All Teachers & Administrators:** ☐ Participate fully in MTSS intervention planning, complete requested surveys and prove needed evidence/data to determine student learning in response to instruction ☐ Assure full documentation of support and impact on learning ☐ Use supports to tailor instruction for all students during core instruction ☐ Use data to adjust plans, as needed ☐ Use Family Communication templates

Creating and Implementing Intervention Plans	☐ 1+ student identified for support and has a profile and intervention plan **Intervention Plans include:** ☐ Input from multiple stakeholders ☐ Documentation of family communication ☐ Clearly stated, measurable goals	☐ ≥ 25% students identified for support have profiles and active intervention plans **Intervention Plans include:** ☐ Meeting notes ☐ Logged intervention activities ☐ Progress monitoring data and goal acquisition	☐ ≥ 50+% students identified for support have profiles and active intervention plans **Intervention Plans include:** ☐ Document monitoring and adjusting beyond initial mastery ☐ Show evidence for advancing through tiers of support ☐ Incorporates successful interventions into Tier 1 practice
Monitoring Progress	☐ Common progress monitor tools are used for reading, math, and behavior	☐ Administration and analysis is at least monthly for all students with intervention plans ☐ Universal Screeners and progress monitoring tools are nationally normed assessments ☐ Additional data are considered	☐ Administration and analysis is at least monthly for all students ☐ Responsiveness to Tier 1/core instruction, Tier 2 or 3 is determined by valid/reliable benchmarks during Team Meetings ☐ Students are moved among tiers based on evidence and plans are routinely updated Changes share with family
Problems Solving Meeting Quality	☐ Universal screeners are used and discussed at each meeting for academics and behavior ☐ Stakeholder participation is reflective of student need ☐ Follow up meetings or communications occur following initial plan implementation	☐ Some data sources are discussed at each meeting and are used to determine intervention impact ☐ Students are moving among tiers based on evidence and plans are documented ☐ Efficiencies are created through data drive grouping of students	☐ Multiple data sources are discussed at each meeting and are used to determine intervention impact ☐ New activities chosen based on evidence of impact from prior intervention ☐ Procedures in place to assure assessment, intervention and meeting fidelity ☐ Students are moving among tiers based on evidence and plans are documented

Appendix F.2: Staff Development Plan and PD Calendar

The table below is designed to maximize the effectiveness of MTSS in Okeechobee County and to provide direction for our PD calendar. Staff development will be ongoing throughout the year and completed in phases, focusing on the mandated needs of grades K-12 beginning in the Fall of 2020. Staff development of key components will continue annually to support teachers, newly hired teachers and staff, and long-term substitute teachers.

Focus of Training	Introduction	Implementation	Review & Follow-Up
Key Concepts of MTSS	1. MTSS Committee use a 1/2 day in July to prep for July presentation at Leadership Team Day 2. July Leadership Team Day Distribute MTSS Handbook	1.Content/Grade teacher lead training 2. Grade level/content PLC meetings for K12	Original MTSS committee will meet annually to adjust the plan as needed
Understanding & Implementing Tiered Interventions (instructional, behavior, mental wellness)	Grade level and in-service times (August - December) All teachers trained on Branching Minds Platform	1. Grade level/Content meetings and In-service meetings 2. AP Fidelity Training	1. Ongoing training and support 2. New staff members trained in all interventions and the Branching Minds Platform
Differentiating Core Instruction	Will be designed by Instructional Coaches for all content areas	1. PLC's with coaches for grade/content teams (planning for explicit instruction using core curriculum)	Instructional coaches provide feedback on differentiated lesson/activity
Training & Application of Universal Screeners iReady (K-5) NWEA MAP (6-12) Mental Health	ALL teachers will be given an overview	ALL classroom teachers and key personnel: ● iReady: Curriculum Associates Personnel ● NWEA: Videos on platform and supports from instructional coaches ● Mental Health: Mental Health Department	Ongoing training and support as needed
Training & Application of Progress Monitoring Easy CBM (K-8) NWEA Map (6-12) (Map Skills)	ALL teachers will be given an overview	ALL classroom teachers and key personnel will be trained in the administration of the progress monitoring program and how to interpret the data it provides	1. Ongoing training and support as needed 2. New staff members trained in application and use of progress monitoring program 3. Use of progress monitoring program data to determine the interventions needed
School Problem-Solving Team		School Problem-solving Team training by School	Annually review procedures and duties for each team

Appendix G: Glossary & References

Appendix G.1: Glossary of Terms

Assessment: the process of measuring and documenting what students have learned.

Benchmark test: a short assessment (can be as short as 2-3 minutes) given at the beginning, middle, and end of year to establish baseline achievement data and progress.

Curriculum Based Measurement: known as CBM, a method of monitoring student progress through a curriculum. Uses short, formative assessments that are comprised of observation, summaries, on-going assessments and reviews that provide instructional feedback for the teacher to administer with the student.

Data - Based Decision Making: the process of planning for student success (academic and behavioral) with ongoing progress monitoring and analysis of data.

Data Management System: facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data, which automatically graphs data against student, classroom, school, district or national norms or targets.

Differentiated Instruction: a method of instruction that matches the specific strengths and needs of each learner.

Duration: the length of time over which a child receives an intervention (e.g., 15 weeks.)

Fidelity: the implementation of a program, system or intervention exactly as designed so that it is aligned with research and ensures the largest possible positive outcome.

Frequency: the number of times a child receives an intervention in a given period (e.g., daily, twice weekly.)

Gap Analysis: a tool for measuring the difference between the student's current level of performance and benchmark expectations.

Intensity: the length of time during which a child receives an intervention (e.g., 30 minutes.)

Interventions: instructional strategies and curricular components used to enhance student learning.

Multi-tiered intervention model: a continuum of instruction, where each tier provides increasingly intense interventions and levels of support in addition to previously provided instruction

Positive Behavior and Intervention Support: the proactive school-wide approach for teaching and improving socially acceptable behavior.

Progress monitoring: used to frequently check data for student progress towards success.

Research-Based Interventions: instructional strategies and curricular components that have been validated as effective by experimental design studies that: a) have been applied to a large study sample, b) show a direct correlation between the intervention and student progress, and c) have been reported in peer-reviewed journals

Systematic Explicit Instruction: skills are taught from less to more complex using direct, clear, and concise instructional language

School Problem-Solving Team: known as the SPS team, is a collaborative team that meets to evaluate student data, plan interventions and monitor student progress at the most intensive Tier 3 level

Universal Screening: the process of assessing all students to identify individuals who are at risk or in need of more individualized support

Appendix G.2: Acronym Reference

AROI	Actual Rate of Improvement
BIP	Behavior Intervention Plan
BrM	Branching Minds
CBM	Curriculum Based Measurement
CHAMPS	Conversation, Help, Activity, Movement, Participation, Success (a behavior management framework)
ELL	English Language Learner
EROI	Expected Rate of Improvement
ESE	Exceptional Student Education
ESOL	English to Speakers of Other Languages
FBA	Functional Behavior Assessment
FLKRS	Florida Kindergarten Readiness Screener
FLPBIS Project	Florida Positive Behavioral and Intervention Supports project
FSA	Florida Standards Assessments
ISS	In School Suspension
MTSS	Multi-Tiered System of Supports
NWEA	NorthWest Evaluation Association
ODR	Office Discipline Referral
OSS	Out of School Suspension
PBIS	Positive Behavioral Intervention and Supports
ROI	Rate of Improvement
RTI	Response To Intervention
SESIR	School Environmental Safety Incident Reporting
SLT	School Leadership Team
SPS Team	School Problem-Solving Team

Appendix G.3: References

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