



Broward County Public Schools MTSS Best Practices 2017–2018 School Year



Guidance: For MTSS implementation to be successful, it is critical to establish leadership teams at each level of the system. The School-based Leadership Team (SBLT) must ensure effective use of data and information to make decisions, build systems that create the climate to support and encourage educators to problem solve at all levels and ensure appropriate fit of curriculum, instruction, and environment to enable student learning. These best practices are guidance for successful MTSS implementation.

Timeframe	Best Practice	Required Action	Guidance
1st Quarter - August/September/October 2017 Monitor quarterly at a minimum	<input type="checkbox"/> Principal communicates an urgent desire to implement MTSS and actively supports staff to build capacity and infrastructure with fidelity: <ol style="list-style-type: none"> 1. Ensure that academic, behavioral, and social-emotional instruction and supports are successful for 80-100% of students in the general education environment 2. Engage and inform parents and community about MTSS 	<ul style="list-style-type: none"> ▪ Evaluate core effectiveness ▪ Inventory core instruction, intervention, and progress monitoring materials and resources ▪ Identify school-wide/content area/grade-level systemic concern(s) and barrier(s); create MTSS/Rtl plan(s) to intervene and support learning; review plans and data quarterly ▪ Create student “watch list” distribute across all levels/content areas/tiers ▪ Use school-wide data to determine effectiveness and evaluate progress ▪ Adjust/modify plan based upon school-wide data and student evidence ▪ Monitor fidelity ▪ Identify patterns and trends ▪ Engage and inform parent(s)/guardian(s) <i>(Mandatory per state compliant mediation agreement)</i> ▪ Communicate to all stakeholders 	<p>MTSS materials and resources in Diversity, Prevention & Intervention SharePoint: https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/default.aspx</p> <p>Diversity, Prevention & Intervention, 754-321-1655</p> <p>MTSS Instructional Facilitator (MTSS Support Matrix)</p> <p>MTSS Implementation Components Ensuring Common Language and Understanding</p> <p>MTSS Implementing a MTSS for Behavior</p> <p>BASIS: http://www.broward.k12.fl.us/dwh/</p> <p>BASIS Rtl Manual and recorded sessions</p> <p>MTSS Universal (Tier 1) Inventory</p> <p>MTSS Standard Protocol Plan</p> <p>Individualized Intervention Plans</p> <p>Parent resources: http://www.florida-rti.org/parentResources/index.htm</p> <p>Parent requested evaluations: http://app.brainshark.com/browardschools/vu?pi=zHHz5uW1Zz7tVmz0</p>
	<input type="checkbox"/> Implement and align all School Improvement Plan components: <ol style="list-style-type: none"> 1. MTSS/Rtl Action Plan 2. School-wide Positive Behavior Plan (SPBP) 3. Attendance Plan 4. Family and Community Engagement Plan (FACE) 5. Title 1 Plan (if applicable) 		
	<input type="checkbox"/> Identify School-Based Leadership Team (SBLT) and Collaborative Problem-Solving Team (CPST): <ol style="list-style-type: none"> 1. Enter default CPST members in BASIS Rtl (Administration Tab) 		
	<input type="checkbox"/> Identify Rtl Contact and PBIS Contact (MTSS Point of Contact) for the 2017 – 2018 school year: <ol style="list-style-type: none"> 1. Enter in School Resource Locator http://agency.browardprevention.org/login.php Inform District MTSS Instructional Facilitator 		
	<input type="checkbox"/> Create MTSS/Rtl and CPST Meeting Calendar: <ol style="list-style-type: none"> 1. Enter in School Improvement Plan http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=3 2. Facilitate bi-monthly meetings at a minimum 		
	<input type="checkbox"/> Utilize BASIS and BASIS Rtl to: <ol style="list-style-type: none"> 1. Engage in data-based problem-solving (all tabs & indicators) across all levels, content areas and tiers 2. Record all supports, strategies, and plans 3. Upload relevant documents, data and supporting evidence 		
	<input type="checkbox"/> Utilize Leaps social and emotional learning/behavioral program: https://www.goleaps.com/browardfl		
	<input type="checkbox"/> Utilize Naviance college and career program: http://browardschools.com/naviance		
	<input type="checkbox"/> Provide parent(s)/guardian(s) MTSS resources: <ol style="list-style-type: none"> 1. In multiple formats print, website, social media, classroom distributions, PTA, Advisory and other appropriate methods and settings 		



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Timeframe	Best Practice	Required Action	Guidance
1st Quarter - August/September/October 2017 Complete by October 20, 2017	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Retained students (data pull by District quarterly) Overage students (data pull by District quarterly) 	<ul style="list-style-type: none"> Engage and inform parent/guardian Record three (3) Universal (Tier 1) Supplement Supports & Strategies 	<p>MTSS materials and resources in Diversity, Prevention & Intervention SharePoint:</p> <p>MTSS Instructional Facilitator (MTSS Support Matrix)</p> <p>MTSS Implementation Components Ensuring Common Language and Understanding</p> <p>MTSS Implementing a MTSS for Behavior</p> <p>BASIS: http://www.broward.k12.fl.us/dwh/</p> <p>BASIS RtI Manual and recorded sessions</p> <p>MTSS Universal (Tier 1) Inventory</p> <p>MTSS Standard Protocol Plan</p> <p>Individualized Intervention Plans</p> <p>RtI parent letters</p> <p>ICEL x RIOT & Guiding Questions</p> <p>Universal (Tier 1) Problem-Solving Protocol</p> <p>Universal (Tier 1) Problem-Solving Guiding Questions</p>
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students in pending status (supports/interventions do not start over at the tier 1 level for these students) 	<ul style="list-style-type: none"> Complete CPS referral(s) in BASIS RtI Complete an initial meeting note(s) in BASIS RtI 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students who were referred for a comprehensive evaluation 	<ul style="list-style-type: none"> Design appropriate support(s) and plan(s) in BASIS RtI as determined by SBLT/CPST Identify appropriate agencies to coordinate support services 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students with three (3+) or more office discipline referrals Students with two (2+) or more suspensions (internal/external) 	<ul style="list-style-type: none"> Complete progress monitoring form(s) in BASIS RtI 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students failing one (1+) or more core courses (provide course recovery) Students off-track for graduation (engage community/non-traditional schools) 	<ul style="list-style-type: none"> Observe and document outcomes and fidelity in BASIS (upload as needed) Create student “watch list” distribute across all levels/content areas/tiers 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students with two (2+) PROMISE referrals (PROMISE incidents prepare BIC) 	<ul style="list-style-type: none"> Upload data and supporting evidence in BASIS RtI 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students identified as at-risk according to BASIS early warning system (EWS) indicator (priority RED indicator) 	<ul style="list-style-type: none"> Engage and inform parent(s)/guardian(s) (<i>Mandatory per state compliant mediation agreement</i>) 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students with five (5+) or more tardies (unexcused/excused) Students with five (5+) or more absences (unexcused/excused) Students who demonstrate chronic absenteeism (10% of the number of schools days) 	<ul style="list-style-type: none"> Notify parent(s)/guardian(s) in writing of CPS Team meetings/decisions Communicate progress/outcomes to parent(s)/guardian(s) in writing 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students being considered for behavior intervention programs (Behavior Intervention Program Handbook) http://browardstudentservices.com/behavior-intervention-services/ 	<ul style="list-style-type: none"> Communicate to all stakeholders 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students with scores below age/grade level expected performance on age/grade level assessment (BAS, FAIR, FSA) 		



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2nd Quarter - November/December 2017 Complete by December 22, 2017 Continue to progress monitor/follow-up previous quarter Best Practices	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving with grade-level, content-area, and instructional staff to ensure: <ol style="list-style-type: none"> Determine effectiveness of all tiers of instruction, intervention, and support using school-wide data and student data/evidence Instructional staff analyze student data and design multiple tiers of instruction, intervention and support Review data on student needs, implementation fidelity of evidence-based practices to continuously inform professional development and coaching efforts on multi-tiered instruction and intervention Schedules/plans provides adequate time for multiple tiers of instruction, intervention support, and collaboration 	<ul style="list-style-type: none"> Engage and inform parent/guardian Record three (3) Universal (Tier 1) Supplement Supports & Strategies in BASIS Rtl Complete CPS referral(s) in BASIS Rtl Complete an initial meeting note(s) in BASIS Rtl 	MTSS materials and resources in Diversity, Prevention & Intervention SharePoint: MTSS Instructional Facilitator (MTSS Support Matrix) MTSS Implementation Components Ensuring Common Language and Understanding MTSS Implementing a MTSS for Behavior
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, to ensure: <ol style="list-style-type: none"> Plans are aligned to Universal (Tier 1) academic, behavioral, and social-emotional plans curriculum and instruction Targeted (Tier II)/Intensive (Tier III) academic, behavioral, and social-emotional plans and supports are being implemented with fidelity Complete progress monitoring forms upload relevant data and evidence 	<ul style="list-style-type: none"> Design appropriate support(s) and plan(s) in BASIS Rtl as determined by SBLT/CPST Identify appropriate agencies to coordinate support services 	BASIS: http://www.broward.k12.fl.us/dwh/
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students' whose interims and/or report cards indicate, performing below grade/age appropriate level academically, behaviorally, and social emotionally (mandatory recording in BASIS) Students' whose interims and/or report cards indicate, not meeting promotion criteria (mandatory recording in BASIS) Students have an individualized intervention plan (mandatory recording in BASIS) 	<ul style="list-style-type: none"> Complete progress monitoring form(s) in BASIS Rtl Observe and document outcomes and fidelity in BASIS Rtl (upload as needed) 	BASIS Rtl Manual and recorded sessions MTSS Universal (Tier 1) Inventory MTSS Standard Protocol Plan
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students in Pending status Students in Hold status Students in In-progress status 	<ul style="list-style-type: none"> Create student "watch list" distribute across all levels/content areas/tiers Upload data and supporting evidence in BASIS Rtl 	Individualized Intervention Plans Rtl parent letters ICEL x RIOT & Guiding Questions
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students with All Fs (data pull by District quarterly) 	<ul style="list-style-type: none"> Engage and inform parent(s)/guardian(s) (<i>Mandatory per state compliant mediation agreement</i>) 	Universal (Tier 1) Problem-Solving Protocol
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Retained students (data pull by District quarterly) Overage students (data pull by District quarterly) 	<ul style="list-style-type: none"> Notify parent(s)/guardian(s) in writing of CPS Team meetings/decisions Communicate progress/outcomes to parent(s)/guardian(s) in writing 	Universal (Tier 1) Problem-Solving Guiding Questions Parent Request Technical Assistance Paper
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all: <ol style="list-style-type: none"> Students who were referred for a full individual evaluation (ESEL) 	<ul style="list-style-type: none"> Communicate to all stakeholders 	https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/ESS/ layouts/15/DocIdRedir.aspx?ID=V5NWJ2DNG5FE-312122722-428



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2nd Quarter – November/December 2017

Complete by December 22, 2017

Continue to progress monitor/follow-up previous quarter Best Practices

<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students with two (2+) or more office discipline referrals 2. Students with two (2+) or more suspensions (internal/external) 	<ul style="list-style-type: none"> ▪ Complete progress monitoring form(s) in BASIS prior to individualized intervention plan(s) end date 	<p>MTSS materials and resources in Diversity, Prevention & Intervention SharePoint:</p> <p>MTSS Instructional Facilitator (MTSS Support Matrix)</p> <p>MTSS Implementation Components Ensuring Common Language and Understanding</p> <p>Implementing a MTSS for Behavior</p> <p>BASIS: http://www.broward.k12.fl.us/dwh/</p> <p>BASIS RtI Manual and recorded sessions</p> <p>MTSS Universal (Tier 1) Inventory</p> <p>MTSS Standard Protocol Plan</p> <p>Individualized Intervention Plans</p> <p>RtI parent letters</p> <p>ICEL x RIOT & Guiding Questions</p> <p>Universal (Tier 1) Problem-Solving Protocol</p> <p>Universal (Tier 1) Problem-Solving Guiding Questions</p>
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students who demonstrate risk for not meeting promotion criteria 2. Create an individualized intervention plan (mandatory recording in BASIS) 	<ul style="list-style-type: none"> ▪ Review “watch list” students progress monitoring/outcome data and student evidence ▪ Collect evidence of learning (or lack thereof) 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students failing one (1+) or more courses (provide course recovery) 2. Students off-track for graduation (engage community/non-traditional schools) 	<ul style="list-style-type: none"> ▪ Record three (3) Universal (Tier 1) Supplement Supports & Strategies in BASIS in RtI ▪ Complete CPS referral(s) in BASIS in RtI 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate transition plan(s) and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students with two (2+) PROMISE referrals, refer to BIC 2. Students with PROMISE referrals in pending status 	<ul style="list-style-type: none"> ▪ Complete an initial meeting note(s) in BASIS in RtI ▪ Design appropriate support(s) and plan(s) in BASIS as determined by SBLT/CPS 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students identified as at-risk according to BASIS RtI early warning system (EWS) indicators (priority RED indicator) 	<ul style="list-style-type: none"> ▪ Identify appropriate agencies to coordinate support services 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students with five (5+) or more tardies (unexcused/excused) 2. Students with five (5+) or more absences (unexcused/excused) 3. Students who demonstrate chronic absenteeism (10% of the number of schools days) 	<ul style="list-style-type: none"> ▪ Observe and document outcomes and fidelity in BASIS (upload as needed) ▪ Create student “watch list” distribute across all grade/content/class level 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students being considered for behavior intervention programs (Behavior Intervention Program Handbook) http://browardstudentservices.com/behavior-intervention-services/ 	<ul style="list-style-type: none"> ▪ Upload data and supporting evidence in BASIS in RtI ▪ Engage and inform parent(s)/guardian(s) (Mandatory per state compliant mediation agreement) 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all:</p> <ol style="list-style-type: none"> 1. Students with scores below age/grade level expected performance on age/grade level assessment (BAS, FAIR, Formative Assessments, Portfolios) 	<ul style="list-style-type: none"> ▪ Notify parent(s)/guardian(s) in writing of CPS Team meetings/decisions 	
<p><input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving with grade-level, content-area, and instructional staff to verify:</p> <ol style="list-style-type: none"> 1. Review core data reports (Pinnacle, Attendance, Discipline) 2. Review plans for students off-track for graduation and failing to meet promotion criteria 	<ul style="list-style-type: none"> ▪ Communicate progress/outcomes to parent(s)/guardian(s) in writing ▪ Based upon patterns and trends in data, make Tier I instructional adjustments ▪ Communicate to all stakeholders 	



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Timeframe	Best Practice	Required Action	Guidance
3rd Quarter – December/January/February/March 2017 – 2018 Complete by March 23, 2018 Continue to progress monitor/follow-up previous quarter Best Practices	<input type="checkbox"/> SBLT and/or CPS Team ensures instructional staff are continuously implementing , monitoring and evaluating: <ol style="list-style-type: none"> 1. Best Practices identified in quarter 1 2. Best Practices identified in quarter 2 3. Implementation fidelity (observe and verify) 	<ul style="list-style-type: none"> ▪ Complete progress monitoring form(s) in BASIS prior to individualized intervention plan(s) end date ▪ Review “watch list” students progress monitoring/outcome data and student evidence 	<p>MTSS materials and resources in Diversity, Prevention & Intervention SharePoint:</p> <p>MTSS Instructional Facilitator (MTSS Support Matrix)</p> <p>MTSS Implementation Components Ensuring Common Language and Understanding</p> <p>Implementing a MTSS for Behavior</p> <p>BASIS: http://www.broward.k12.fl.us/dwh/</p> <p>BASIS RtI Manual and recorded sessions</p> <p>MTSS Universal (Tier 1) Inventory</p> <p>MTSS Standard Protocol Plan</p> <p>Individualized Intervention Plans</p> <p>RtI parent letters</p> <p>ICEL x RIOT & Guiding Questions</p> <p>Universal (Tier 1) Problem-Solving Protocol</p> <p>Universal (Tier 1) Problem-Solving Guiding Questions</p>
	<input type="checkbox"/> Principal communicates an urgent desire to implement MTSS and actively supports staff to build capacity and infrastructure with fidelity: <ol style="list-style-type: none"> 1. Ensure academic, behavioral, and social-emotional instruction and supports are successful for 80-100% of students in the general education environment 2. Identify common/systemic area(s) of concern, the area of need at the classroom-level, grade-level, content-area and/or school-wide 	<ul style="list-style-type: none"> ▪ Collect evidence of learning (or lack thereof) ▪ Record three (3) Universal (Tier 1) Supplement Supports & Strategies in BASIS in RtI 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, review supports, strategies, plans and outcomes for all: <ol style="list-style-type: none"> 1. Analyze Universal (Tier 1) Supplemental Supports and Strategies data, make adjustments 2. Analyze school-wide RtI referral and plan data, make adjustments (Administrative view) 3. Analyze school-wide RtI outcome data, make adjustments (Administrative view) 4. Analyze school-wide discipline data, make adjustments (Behavior Dashboard) 	<ul style="list-style-type: none"> ▪ Complete CPS referral(s) in BASIS in RtI ▪ Complete an initial meeting note(s) in BASIS in RtI ▪ Design appropriate support(s) and plan(s) in BASIS as determined by SBLT/CPS ▪ Identify appropriate agencies to coordinate support services 	
	<input type="checkbox"/> SBLT and/or CPS Team ensures all School Improvement Plan components are being implemented and updated as needed: <ol style="list-style-type: none"> 1. Review/update MTSS/RtI Action Plan 2. Review/update School-wide Positive Behavior Plan (SPBP) 3. Review/update Attendance Plan 4. Review/update Family and Community Engagement Plan (FACE) 5. Review/update Title 1 Plan (if applicable) 	<ul style="list-style-type: none"> ▪ Observe and document outcomes and fidelity in BASIS RtI (upload as needed) ▪ Create student “watch list” distribute across all grade/content/class level 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving with grade-level, content-area, and instructional staff to verify: <ol style="list-style-type: none"> 1. Additional supports and/or individualized plans were created, implemented, monitored and recorded in BASIS for students who previously demonstrated risk in quarter 1 and quarter 2 2. Progress monitoring forms were completed indicating outcomes/decisions for students who previously demonstrated risk in quarter 1 and quarter 2 3. Parent(s)/Guardian(s) were informed, engaged and provided evidence of outcome/progress 4. Record all documentation and upload all supporting evidence in BASIS RtI 	<ul style="list-style-type: none"> ▪ Upload data and supporting evidence in BASIS in RtI ▪ Engage and inform parent(s)/guardian(s) (<i>Mandatory per state compliant mediation agreement</i>) ▪ Notify parent(s)/guardian(s) in writing of CPS Team meetings/decisions 	
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create/review appropriate plans and progress monitor for all: <ol style="list-style-type: none"> 1. Students in 3rd grade, 5th grade, and 8th grade who demonstrate risk for not meeting promotion criteria at the start of the 3rd quarter 2. Create mandatory individualized intervention plans and record in BASIS RtI 3. Complete progress monitoring form indicating outcomes/decisions in BASIS RtI 	<ul style="list-style-type: none"> ▪ Communicate progress/outcomes to parent(s)/guardian(s) in writing ▪ Based upon patterns and trends in data, make Tier I instructional adjustments ▪ Communicate to all stakeholders 	



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4th Quarter – March/April/May/June 2018 Complete by June 7, 2018 Continue to progress monitor/follow-up previous quarter Best Practices	<input type="checkbox"/> SBLT and/or CPS Team ensures instructional staff are continuously implementing , monitoring and evaluating: <ol style="list-style-type: none"> 1. Best Practices identified in quarter 1 2. Best Practices identified in quarter 2 3. Best Practices identified in quarter 3 4. Implementation fidelity (observe and verify) 	<ul style="list-style-type: none"> ▪ Complete progress monitoring form(s) in BASIS prior to individualized intervention plan(s) end date ▪ Review “watch list” students progress monitoring/outcome data and student evidence ▪ Collect evidence of learning (or lack thereof) ▪ Record three (3) Universal (Tier 1) Supplement Supports & Strategies in BASIS in RtI ▪ Complete CPS referral(s) in BASIS in RtI ▪ Complete an initial meeting note(s) in BASIS in RtI ▪ Design appropriate support(s) and plan(s) in BASIS as determined by SBLT/CPS ▪ Identify appropriate agencies to coordinate support services ▪ Observe and document outcomes and fidelity in BASIS RtI (upload as needed) ▪ Create student “watch list” distribute across all grade/content/class level ▪ Upload data and supporting evidence in BASIS in RtI ▪ Engage and inform parent(s)/guardian(s) <i>Mandatory per state compliant mediation agreement</i> ▪ Notify parent(s)/guardian(s) in writing of CPS Team meetings/decisions ▪ Communicate progress/outcomes to parent(s)/guardian(s) in writing ▪ Based upon patterns and trends in data, make Tier I instructional adjustments ▪ Communicate to all stakeholders 	MTSS materials and resources in Diversity, Prevention & Intervention SharePoint: MTSS Instructional Facilitator (MTSS Support Matrix) MTSS Implementation Components Ensuring Common Language and Understanding Implementing a MTSS for Behavior BASIS: http://www.broward.k12.fl.us/dwh/ BASIS RtI Manual and recorded sessions MTSS Universal (Tier 1) Inventory MTSS Standard Protocol Plan Individualized Intervention Plans RtI parent letters ICEL x RIOT & Guiding Questions Universal (Tier 1) Problem-Solving Protocol Universal (Tier 1) Problem-Solving Guiding Questions
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving with grade-level, content-area, and instructional staff: <ol style="list-style-type: none"> 1. Review core data reports (Pinnacle, Attendance, Discipline, BASIS RtI Administration) 2. Review plans for students off-track for graduation and failing to meet promotion criteria 		
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving with grade-level, content-area, and instructional staff to ensure: <ol style="list-style-type: none"> 1. Determine effectiveness of all tiers of instruction, intervention, and support using school-wide data, student data and student work evidence 2. Instructional staff analyze student data and design multiple tiers of instruction, intervention and support 3. Review data on student needs, implementation fidelity of evidence-based practices to continuously inform professional development and coaching efforts on multi-tiered instruction and intervention 4. Schedules/plans provides adequate time for multiple tiers of instruction, intervention support, and collaboration 		
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings with all instructional staff to engage in problem-solving and determine promotion outcomes for all: <ol style="list-style-type: none"> 1. Students not meeting promotion criteria review individualized intervention plans 2. Complete progress monitoring forms, include all supporting evidence indicating need for retention and identify supports for the 2018 – 2019 school year 3. Inform parent(s)/guardian(s) 		
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, create progress monitoring forms for all: <ol style="list-style-type: none"> 1. Students with in-progress Targeted (Tier 2) and Intensive (Tier 3) plans 2. Complete progress monitoring form, include all supporting evidence indicating transition needs in the 2018 – 2019 school year 3. Inform parent(s)/guardian(s) 		
	<input type="checkbox"/> SBLT and/or CPS Team schedule meetings to engage in problem-solving, analyze school-wide data, (export Excel files) disaggregate data, and plan for 2018 – 2019 school year: <ol style="list-style-type: none"> 1. BASIS RtI In-Progress and Hold status queues 2. BASIS risk factor tab, number of retention (Nbr Reten) indicator 3. BASIS risk factor tab, Early Warning System (EWS) indicator 4. BASIS attendance tab, unexcused indicator 5. BASIS discipline dashboard 		