



**MTSS/RtI Progress Monitoring Problem-Solving Meeting Agenda
2017 – 2018**

I. Welcome & Introduction Of Team Members, Roles And Responsibilities (3 minutes)*

- i. Lead (organizer): _____
- ii. Facilitator: _____
- iii. Recorder: _____
- iv. Timekeeper: _____
- v. Follow-up: _____

II. Purpose of the Meeting (2 minutes)*

- Summary Points - Past, Present, & Future

III. 4-Step Problem-Solving Process (15 minutes)*

i. Step 4 Progress Monitoring/Evaluation

- **Review Problem Identification, Problem Analysis and Intervention Design**
 - Ensure the child was provided appropriate, research-based instruction and supports in the general education setting AND intervention and supports designed by the CPST
 - Ensure parent(s)/guardian(s) were engaged and informed at appropriate intervals
 - Ensure data-based documentation of progress was collected and evaluated at intervals designed by the CPST, and the results were provided to the child's parents and other relevant stakeholders
 - Ensure fidelity of implementation and/or exclusionary factors are not impacting progress
 - Review CPS Referral, Initial Meeting Note, Progress Monitoring Note, support plan designed by CPST and implemented by interventionist
 - Review effectiveness of core/supplemental instruction and support and review data and supporting evidence (grade, class, small-group)
- **Evaluate support Plan Effectiveness**
 - Present (Interventionist) support plan progress monitoring data and all relevant supporting evidence
 - Evaluate progress toward meeting the goal, compare expected and actual rates of learning to established goal
 - Determine if progress toward closing the gap is positive, questionable, or poor
 - Determine if progress toward closing the gap with grade-level peers is positive, questionable, or poor
 - Review implementation data (fidelity worksheet/observation data)
 - Determine if support plan outcome based on data and supporting evidence
 - If **positive** continue to implement and document plan as designed **or** fade intervention to Tier 2 and continue progress monitoring
 - If **questionable or poor** intensify/modify new plan **or** continue to implement and document plan as designed (**must address fidelity of implementation and/or exclusionary factors**)
 - **Discontinue plan** core instruction and supplemental supports and strategies are effective, student met eligibility criteria, **or** fade intervention to Tier 1 and continue progress monitoring
 - Complete all areas of Progress Monitoring Note, upload data and supporting evidence, inform interventionist, parent(s)/guardian(s) and all relevant stakeholders
- **Determine Next Steps**
 - Schedule progress meeting/follow-up meeting
 - Return to the problem-solving process and **develop a new support plan (required)**
 - Communicate progress and outcome to parent(s)/guardian(s)

IV. Future Course of Actions (3 minutes)*

- Develop consensus/summary points of next steps
- Determine who else needs this information
- Determine who will communicate plan/action to interventionist/instructional staff
- Determine who will communicate plan/action to parent/guardian
- Determine who will communicate plan/action to student

*Utilize resources to guide problem-solving: MTSS Universal (Tier 1) Protocol, MTSS Universal (Tier 1) Guiding Questions, RIOT x ICEL Guiding Questions, MTSS Universal (Tier 1) Problem-and Solving Checklist. *Suggested time*