Exceptional Student Education (ESE)
K-12 | SESSIONS 2,3,4
Tiered Instructional Planning for Students with Disabilities

2025 Bureau of Standards and Instructional Support
Professional Learning Series

Florida Department of Education
fldoe.org

Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning

Parking Lot

Pluses	Deltas
	
Parking Lot	
	

Norms

- ✓Take ownership of your learning experience
- ✓Contribute to a productive learning environment by being an active and engaged learner
- ✓Demonstrate open, honest and respectful communication among each other
- ✓Use technology only to enhance your learning

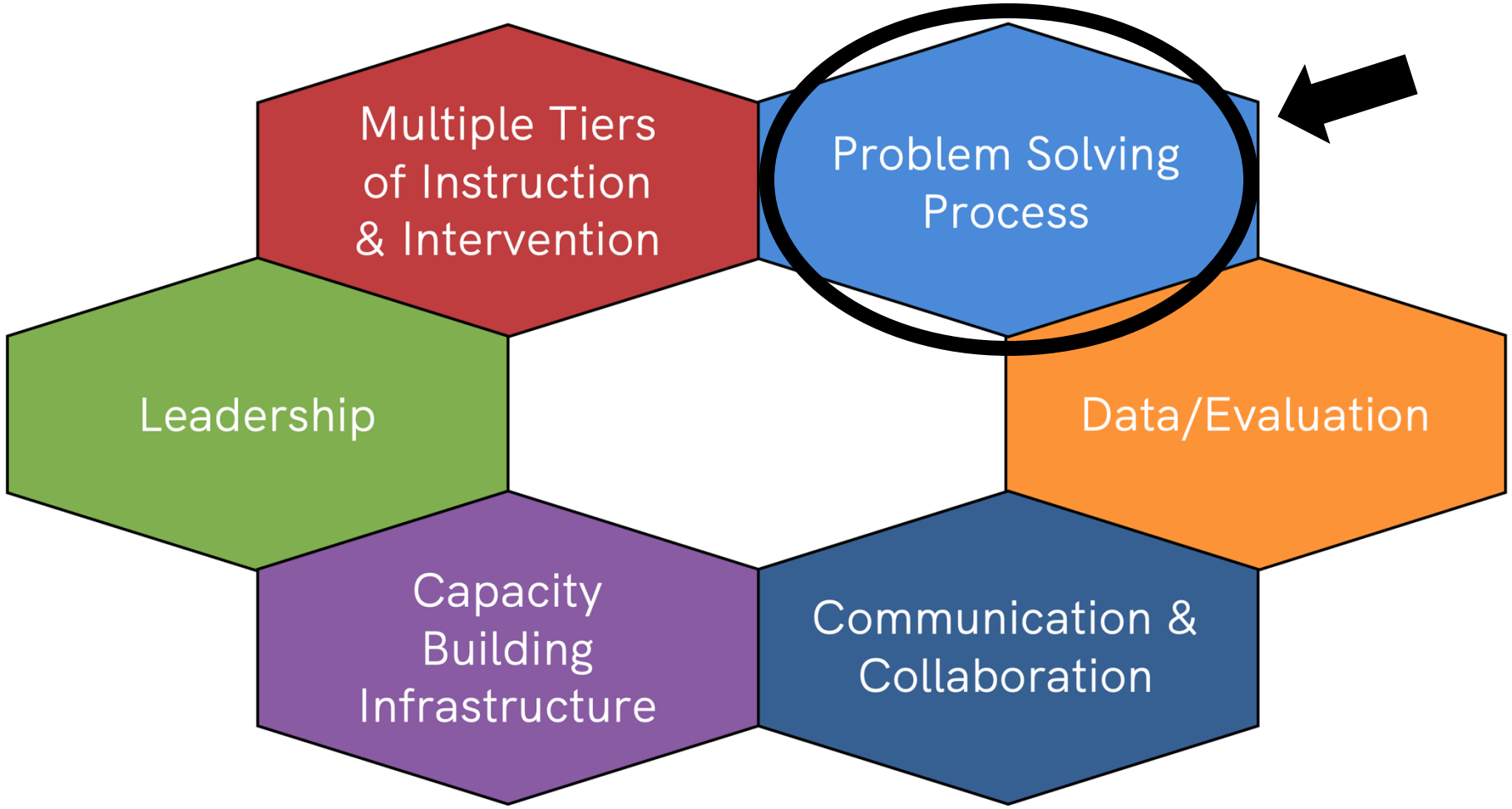
Access Session Materials

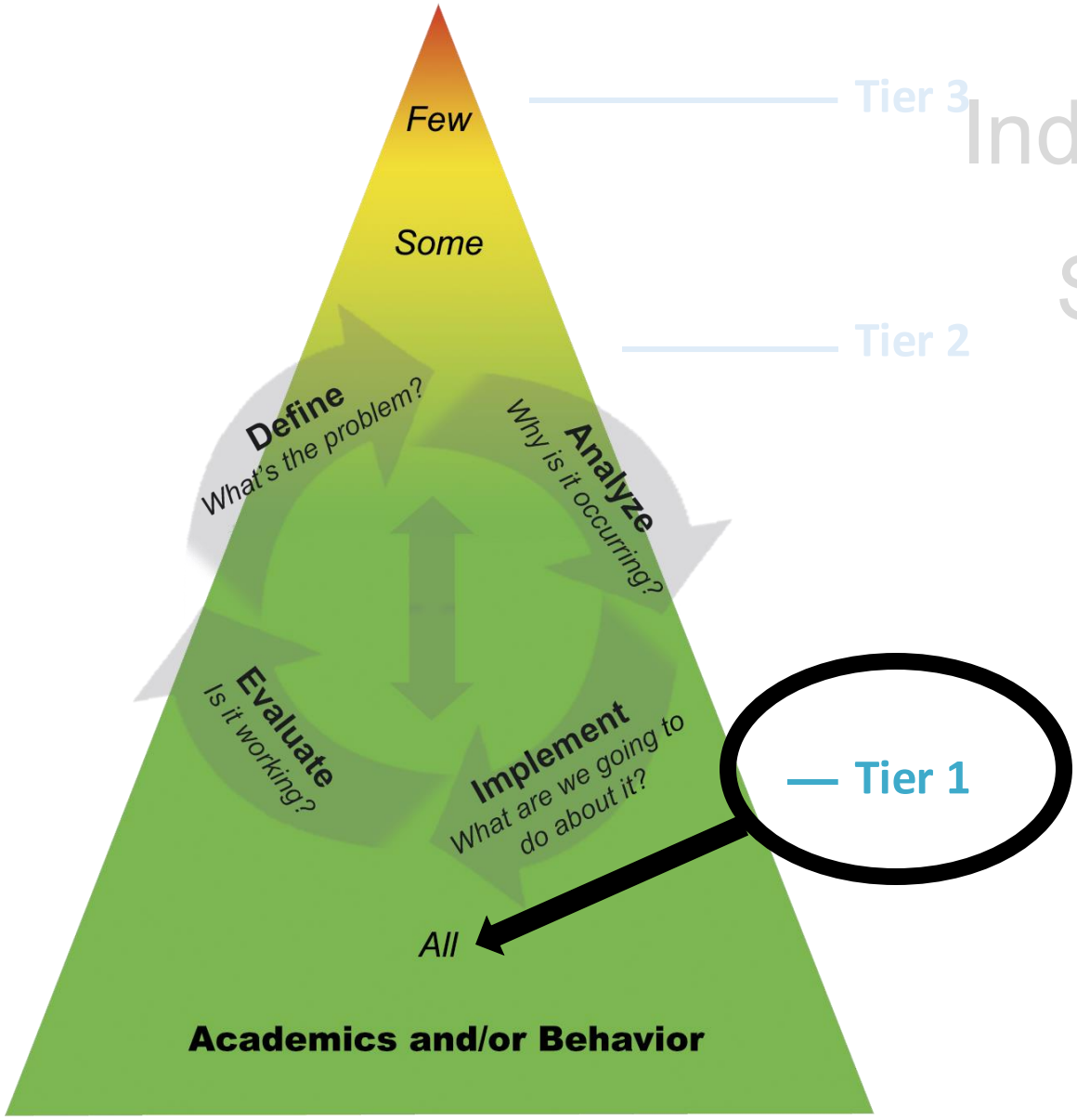
Professional Learning Objectives

Participants will know and understand:

- The four steps of data-based problem solving
- How the use of Tier 1 problem solving can help increase outcomes for students with high-incidence disabilities
- How to identify potential barriers to accessing standards-based instruction
- How problem analysis can inform comprehensive instructional planning
- How ongoing progress monitoring can be used to guide instructional decisions toward the attainment of short- and long-term learning goals for students with disabilities
- Strategies and resources for students with high-incidence disabilities
- How to access and use the training materials, tools and resources (LiveBinders) to facilitate professional learning for educators in their districts.

Problem Solving in Context





Tier 3

Tier 2

Tier 1

Individual Student

Small Group

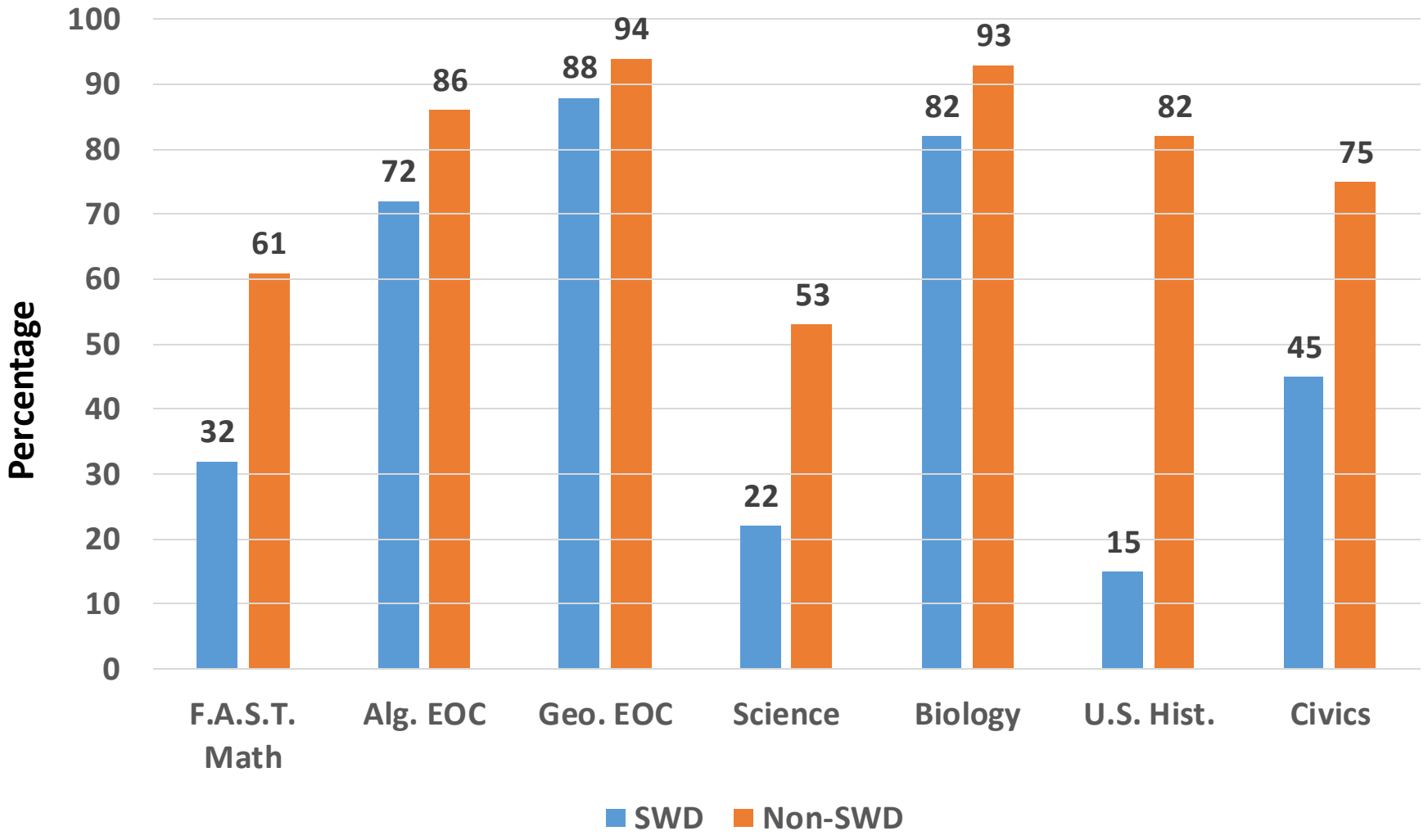
Classroom

Grade Level/ Subject Area

School

District

2024-2025 F.A.S.T. Results (Grades 6-8)



Edudata, 2025

Florida's MATH FORMULA FOR SUCCESS

5 + 5 + T1 + T2 + T3

5 CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION

- Horizontally and Vertically Aligned
- Balanced Instructional Approaches
- Student-Centered
- Instruction Informed by Assessment
- Implements Tiered Instruction

5 TYPES OF ASSESSMENTS

- Screening
- Progress Monitoring
- Diagnostic
- Formative
- Summative

T1 INSTRUCTION FOR ALL STUDENTS

- Systematic
- Scaffolded
- Differentiated
- Corrective Feedback
- Explicit
- Inquiry-Based

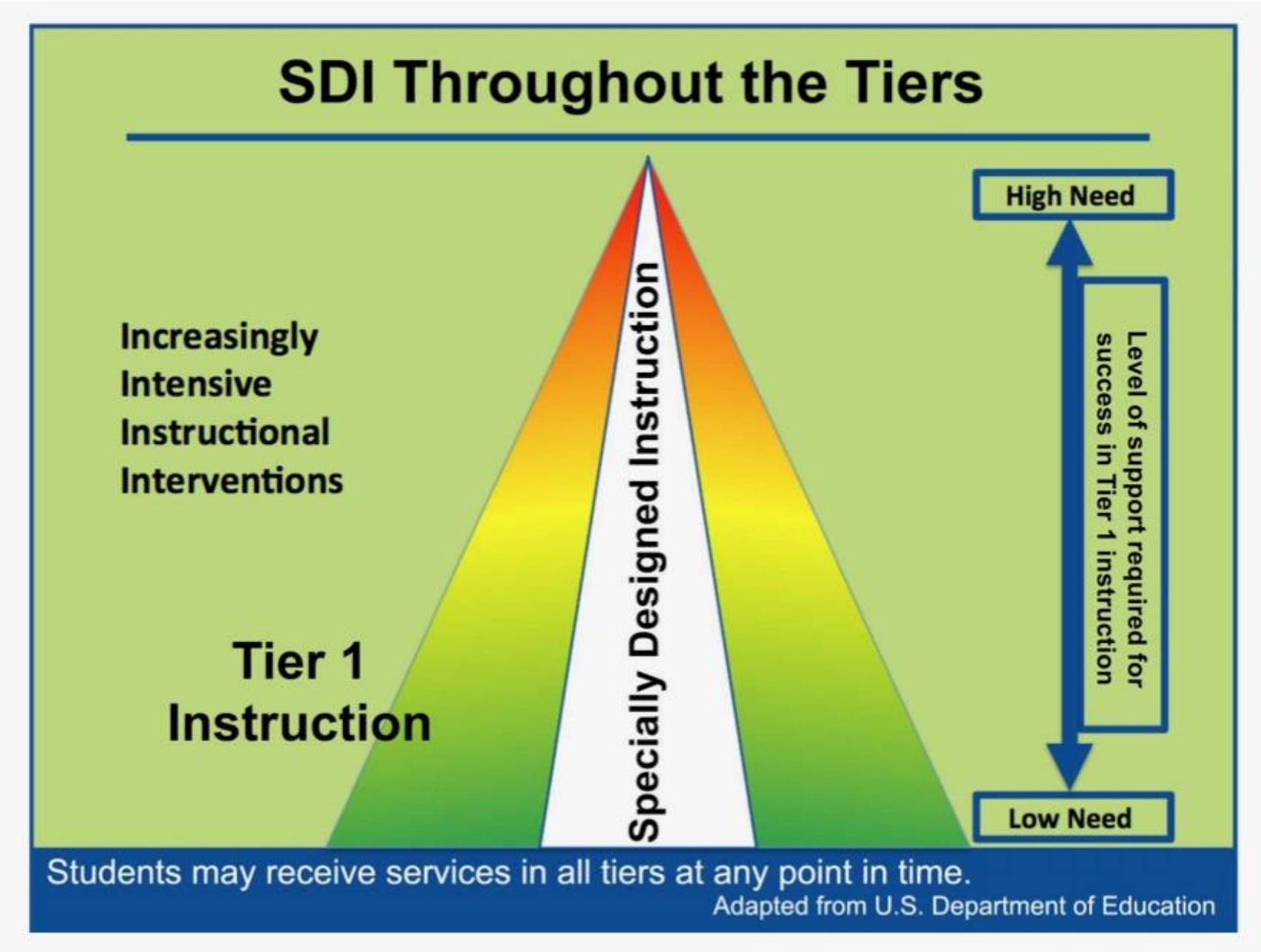
T2 SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT

- Systematic
- Small Group Scaffolded Instruction
- Multiple Differentiated Opportunities to Practice Targeted Skill(s)
- Corrective Feedback
- Explicit
- Frequent Progress Monitoring
- Occurs in Addition to Tier 1

T3 TARGETED FOR STUDENTS NEEDING INTENSIVE SUPPORT

- Systematic
- Small Group and/or One-One Scaffolded Instruction
- More Differentiated Guided Practice
- Immediate Corrective Feedback
- Explicit
- More Frequent Progress Monitoring
- Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (B1G-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.


SDI Throughout the Tiers
High Need
Level of support required for success in Tier 1 instruction
Low Need
Increasingly Intensive Instructional Interventions
Tier 1 Instruction
Specially Designed Instruction
Students may receive services in all tiers at any point in time.
Adapted from U.S. Department of Education

Elements of Infrastructure

Data System

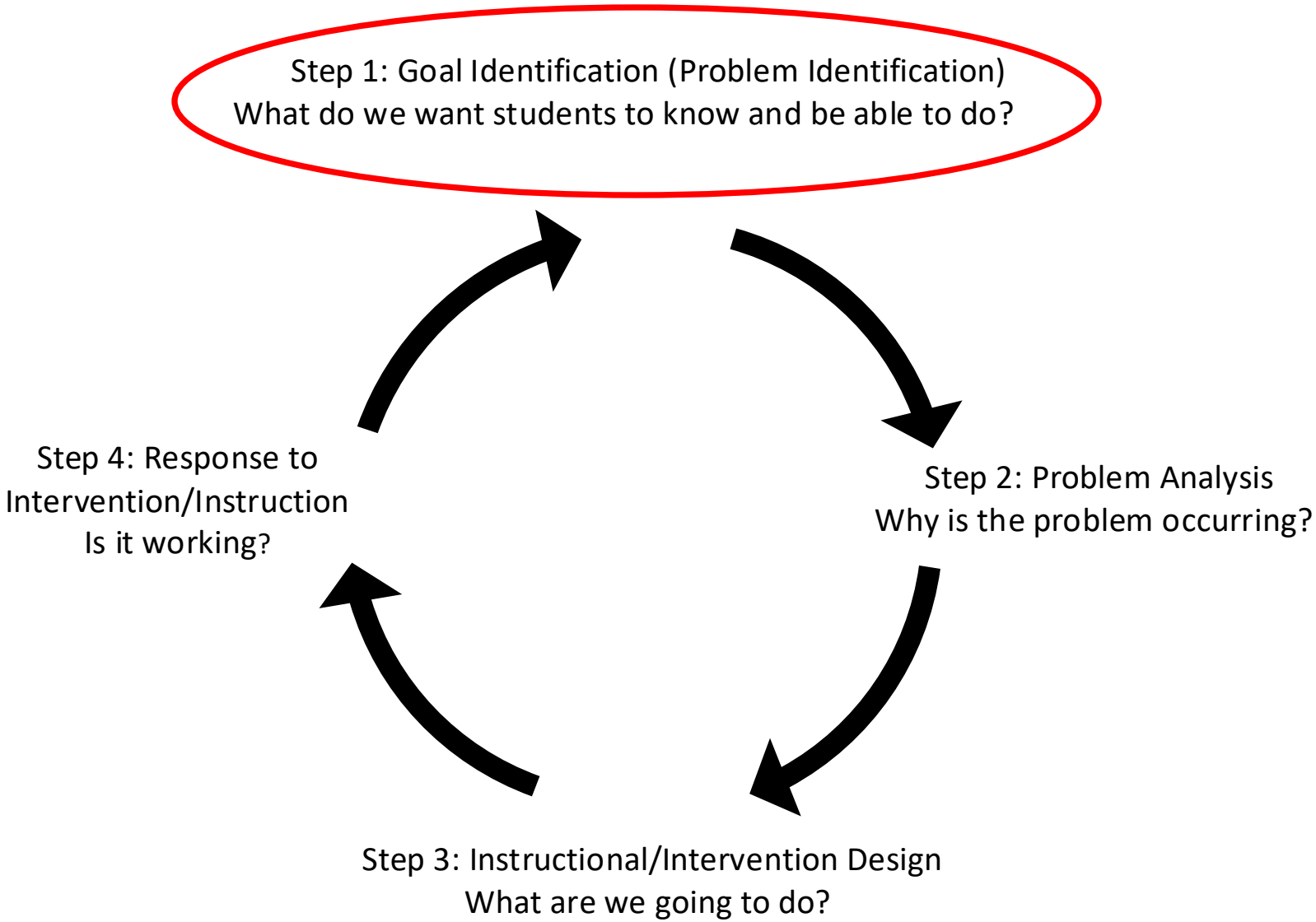
Teaming

Professional Learning

Schedules

Goal/Problem Identification

Problem Solving Process



Step 1: Goal Identification

(Problem Identification)

What do we want students to know and be able to do?

Expected vs. Current Levels at Tier 1

Is Tier 1 sufficient?

> ≅ 80% → YES

< ≅ 80% → NO

Sunnyville Middle School, 7th Grade

- Grade Level Professional Learning Community*
- Tier 1 Problem Solving
- F.A.S.T. PM2 Data
- Look out for STOP

* Includes both General and Exceptional Ed. Teachers

Let's Practice Step 1!

Review and Respond

Step 1: Problem Identification

1. As of PM2, what percent of 7th graders at Sunnyville Middle School scored Level 3 or above on FAST Mathematics?

PM2 Data

Roster	Teacher	Total	Total					1. Number sense and Operations with Whole N	2. Number Sense and Operations with Fraction	3. Geometric Reasoning, Measurement, and D	4. Data Analysis and Probability
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution	Percent Level 3 or above				
State			134169		225	Percent 40% 27% 20% 9% 4% Count 52.6K 366K 272K 12K 5.2K	33%				
District			4742		239	Percent 20% 18% 24% 22% 17% Count 948 853 1.1K 1K 785	62%				
School			459		243	Percent 14% 14% 22% 27% 22% Count 62 62 104 124 105	73%				

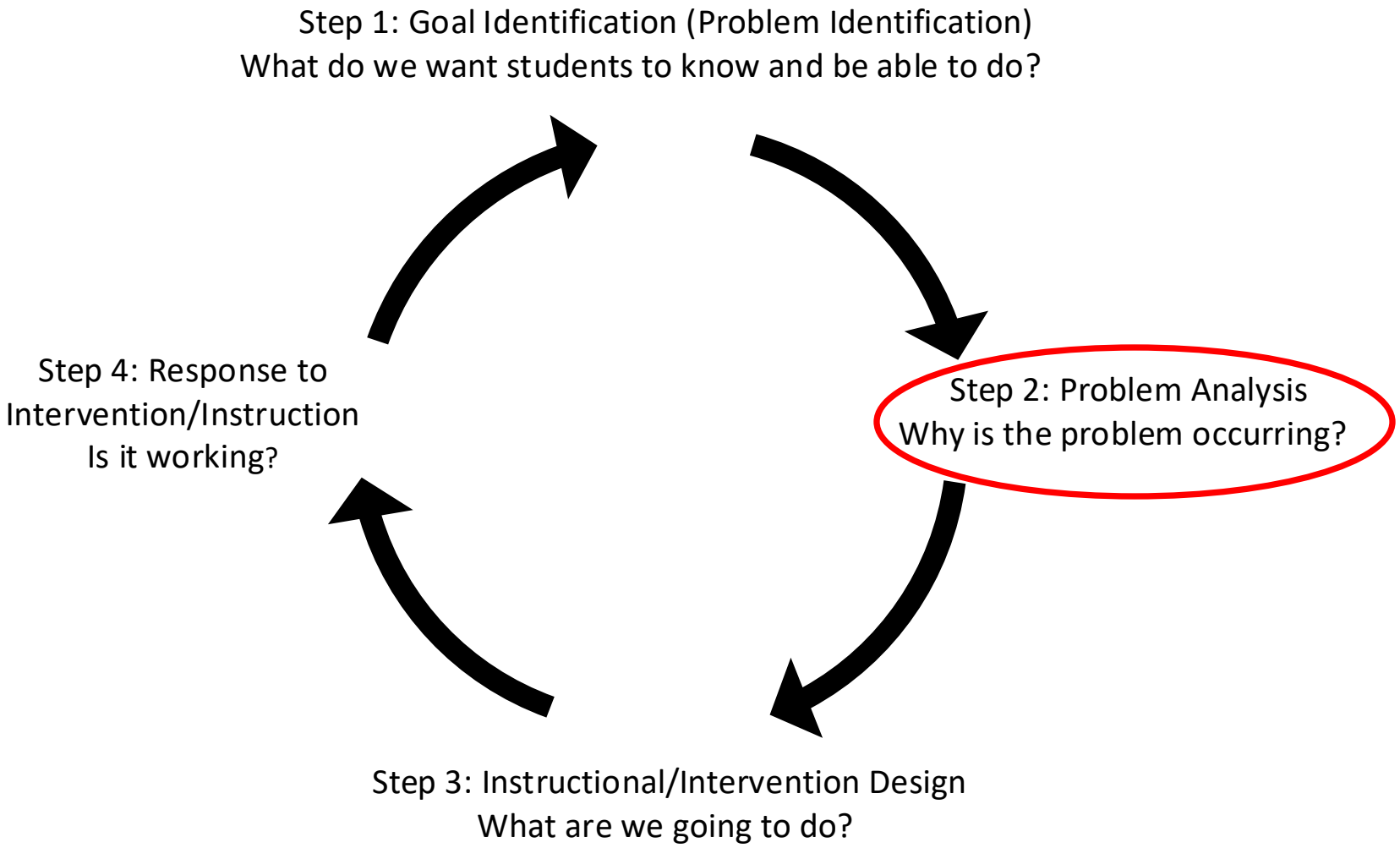
2. The 7th grade math PLC reviewed data for their students identified as having a Specific Learning Disability (SLD). Based on the data below, what percent of 7th grade students with an SLD scored Level 3 or above?

Breakdown		Total	Total					1. Number sense and Operations	2. Number Sense and Operations	3. Geometric Reasoning, Measure	4. Data Analysis and Probability
View Details	Primary Exceptionality		Student Count		Average Scale Score	Achievement Distribution	Percent Level 3 or above				
	K - Specific Learning Disability		24		215	Percent 75% Count 18 13% 4% 8% 3 1 2	13%				

STOP

Problem Solving Process

Problem Analysis



Step 2: Problem Analysis

Generate hypotheses

Gather information

What is a “Hypothesis?”

- Research-based
- Alterable
- Measurable
- Leads to intervention

Let's Practice Step 2!

Review and Respond

Step 2: Problem Analysis

The PLC reviewed data across the tested benchmarks and noticed that students with an SLD scored "Below the On Grade Standard" (indicated by an "✕") on test items relating to benchmark MA.7.NSO.2.1. The data also indicated that these items represented an "area of weakness" for the students (indicated by a "–"). The PLC confirmed this finding using data from other district and classroom assessments.

MA.7.NSO.2.1	
On Grade?	Weak or Strong?
✕	–

MA.7.NSO.2.1 - Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute values.

On Grade?

- ✓ Above the On Grade Standard
- ◒ At/Near the On Grade Standard
- ✕ Below the On Grade Standard
- ✱ Insufficient Information

Weak or Strong?

- \+ Area of Strengths
- = Performance is similar to performance on the test as a whole
- – Area of Weakness
- ✱ Insufficient Information

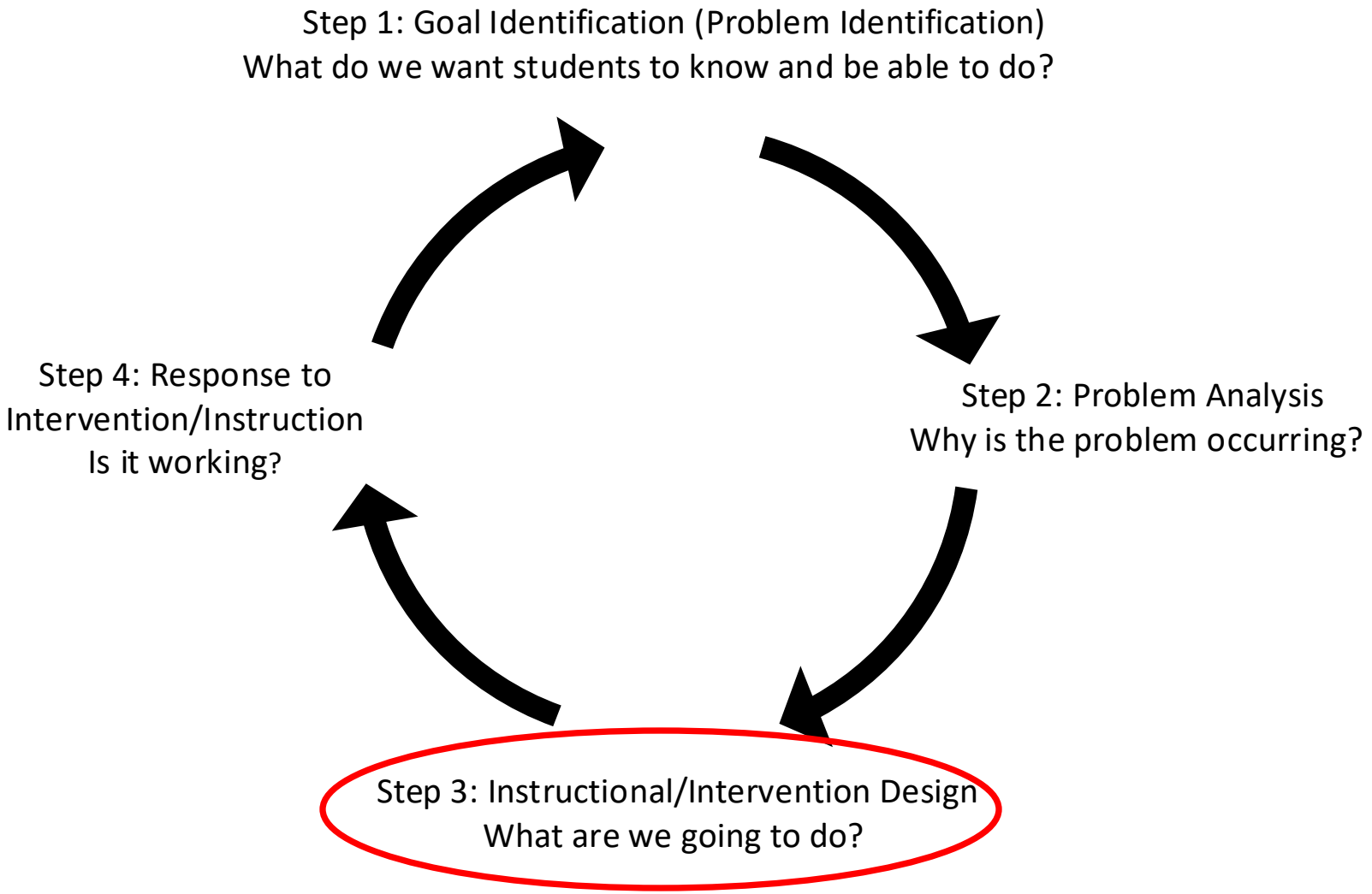
The PLC generated multiple educated guesses or "hypotheses" across the domains of instruction, curriculum, environment, and learner. Review the hypothesis below and respond to the questions that follow. (See next page for ICEL x RIOT Matrix.)

Hypothesis #1 (Instruction): A smaller percentage of 7th grade students with an SLD are not able to solve mathematical problems using multi-step order of operations with rational numbers because instruction is limited to one modality.

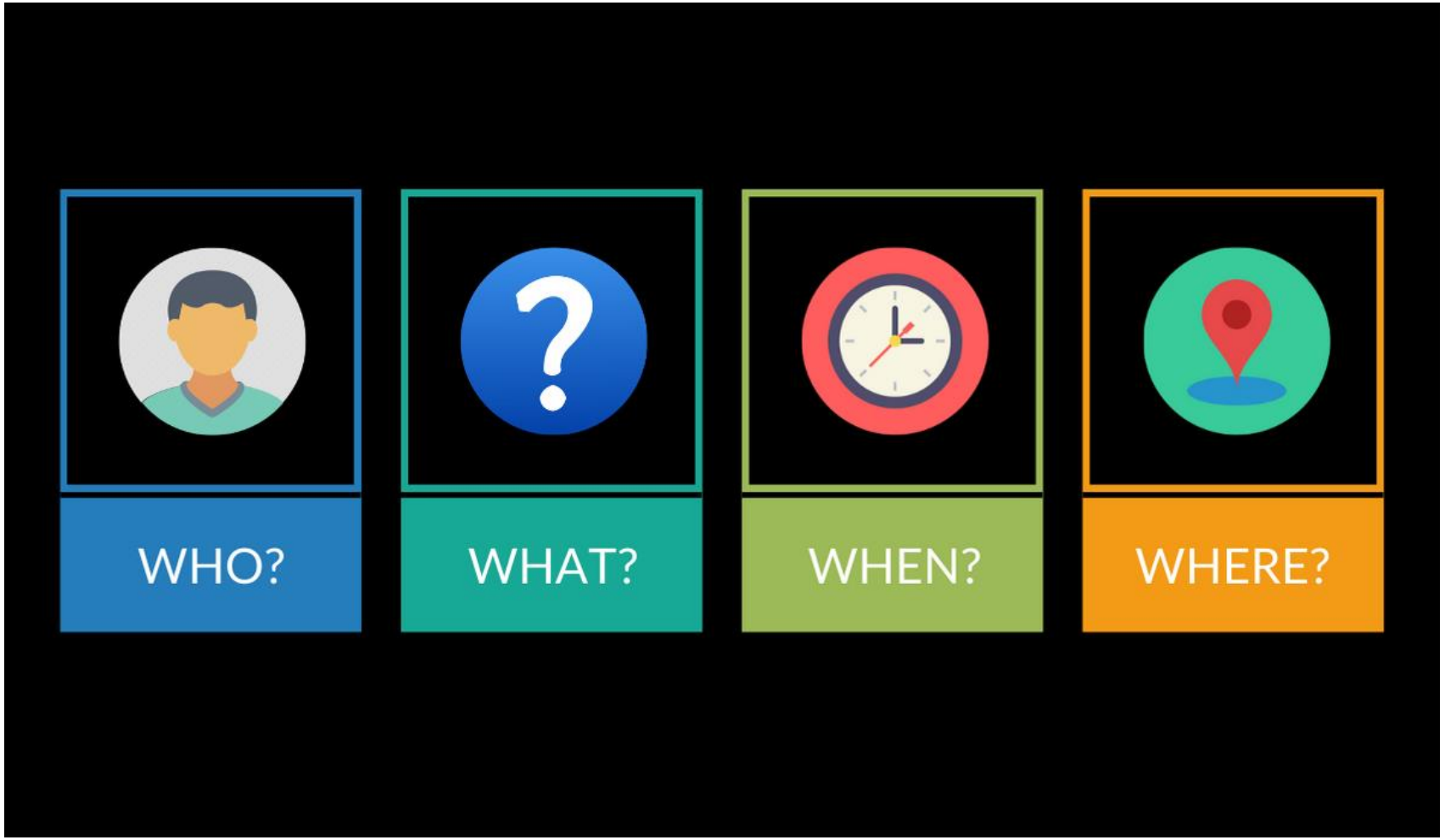
1. Which method(s) could they use to validate this idea? Review, Interview, Observe, or Test
2. What specifically will they need to find out in order to determine if the hypothesis is true?

Instructional/Intervention Design

Problem Solving Process



Step 3: Instructional/Intervention Design
What are we going to do?



Comprehensive Instructional/Intervention Plan

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? What will be done? When will it occur? Where will it occur?	Who is responsible? What will be done? When will it occur? Where will it occur?	Who is responsible? What will be done? When will it occur? How will data be shared?	Who is responsible? What data will be collected and when? When will team reconvene to evaluate progress? How will we decide if the plan is effective? Decision rules: Positive RtI = Questionable RtI = Poor RtI =

Let's Practice Step 3!

Review and Respond

Step 3: Intervention Design

Complete the "Support" section of the Comprehensive Intervention Plan

Intervention plan developed for: All 7th grade students **Content area/focus of improvement:** Math – Multi-step order of operations with rational numbers

Validated hypothesis: A smaller percentage of students with SLD are able to Solve mathematical problems using multi-step order of operations with rational numbers because instruction is limited to one modality.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? All 7th grade math teachers	Who is responsible?	Who is responsible? Administrator	Who is responsible? All 7th grade math teachers
What will be done? Order of operations instruction will consistently include multi-sensory strategies such as manipulatives (teacher modeling and student use), graphic organizers, videos, etc. The 7th grade math team will gather formative data to make timely instructional decisions (i.e., corrective feedback, flexible grouping).	What will be done?	What will be done? Classroom observations will be conducted noting the occurrence of multi-sensory multiplication instruction.	What data will be collected and when? PM3 FAST data in May 2025
When will it occur? Daily during Tier 1 instruction	When will it occur?	When will it occur? On dates specified in the District Pacing Guide	How will we decide if the plan is effective? The 7th grade math team will review PM3 data on 5/30 to determine student RtI based on % of students with an SLD scoring at or above level 3 on the PM3. RtI will be based on the following: Positive response: ≥50% Questionable: 14%-49% Poor: ≤13%
Where will it occur? Classroom	Where will it occur?	How will data be shared? The administration will upload observation data to the SharePoint folder.	

How might the 7th grade Math teachers be supported?

Strategies to Reduce High Probability Barriers

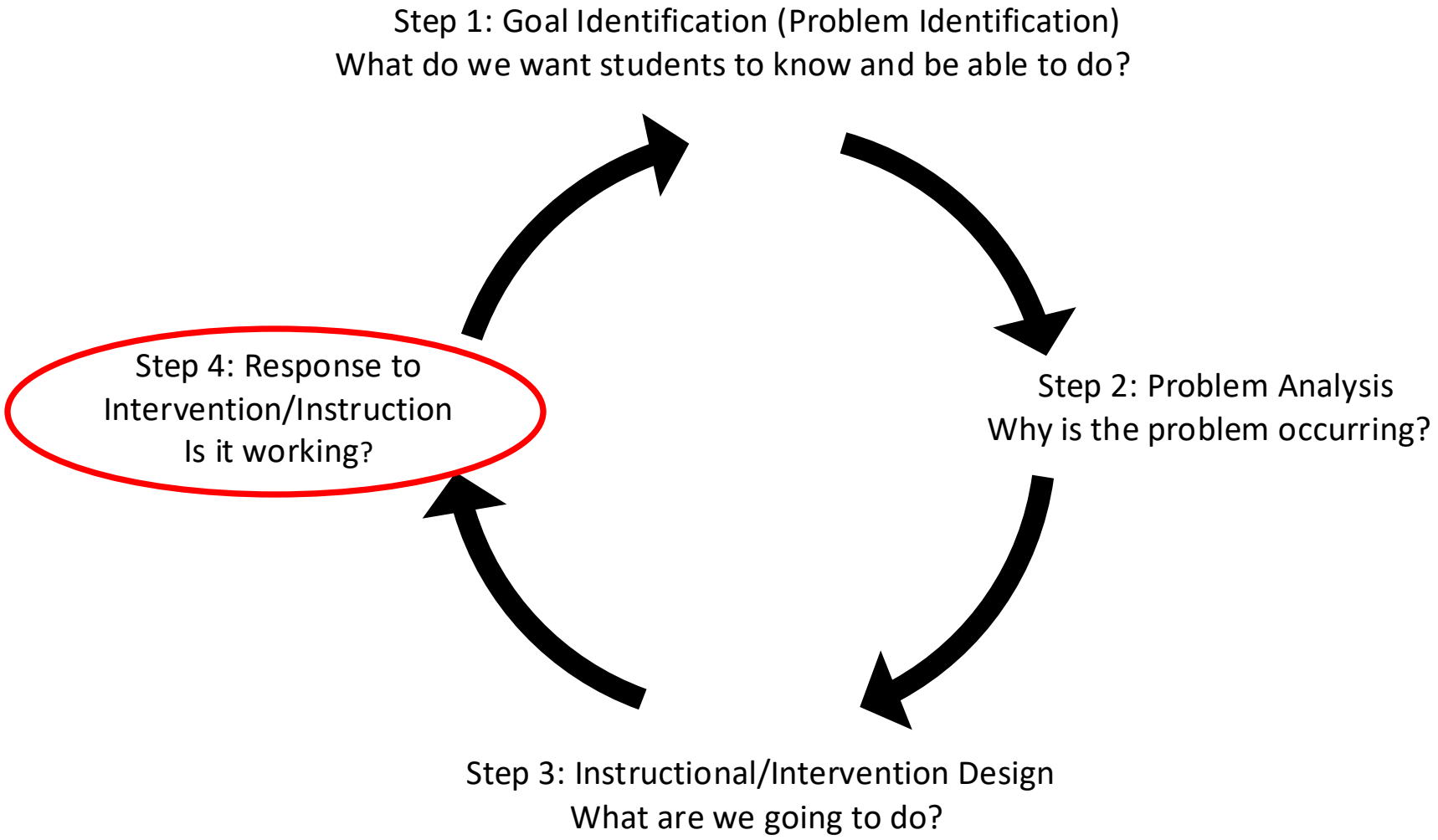
- Monitor SWDs progress frequently.
- Continue Tier 2 and/or Tier 3 support.
- Ensure collaboration and alignment.
- Adhere to UDL principles in the general education setting.
- Use of assistive technology and appropriate accommodations.
- Ensure effective, explicit, differentiated instruction in the general education setting.

Strategies, Cont.

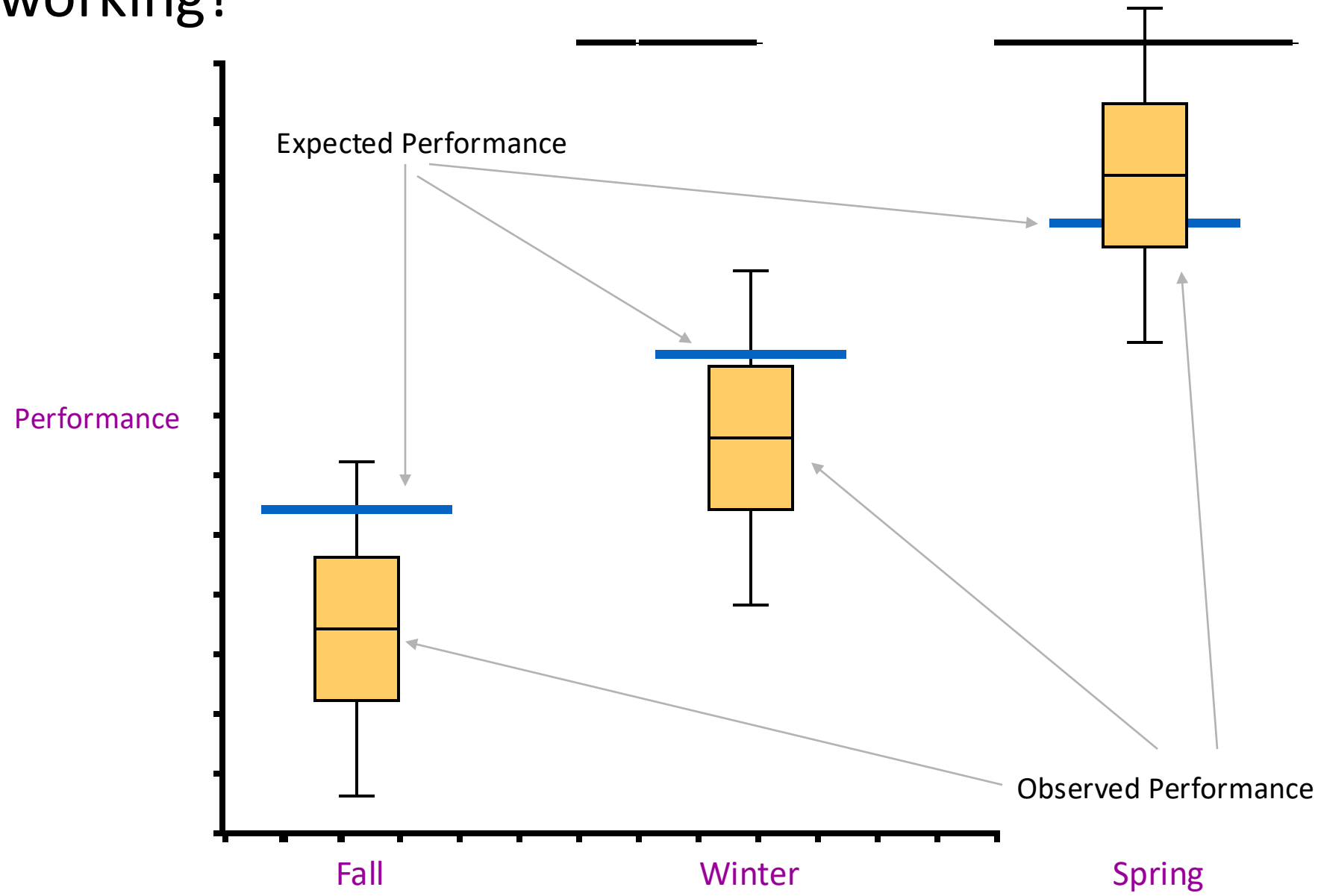
- Use multiple data sources to identify other factors that impact academic performance.
- Set high expectations for all students, including SWD, to master grade level standards.
- Adhere to problem solving and tiered support practices that identify what “enables learning” for students.

Response to Intervention/Instruction

Problem Solving Process

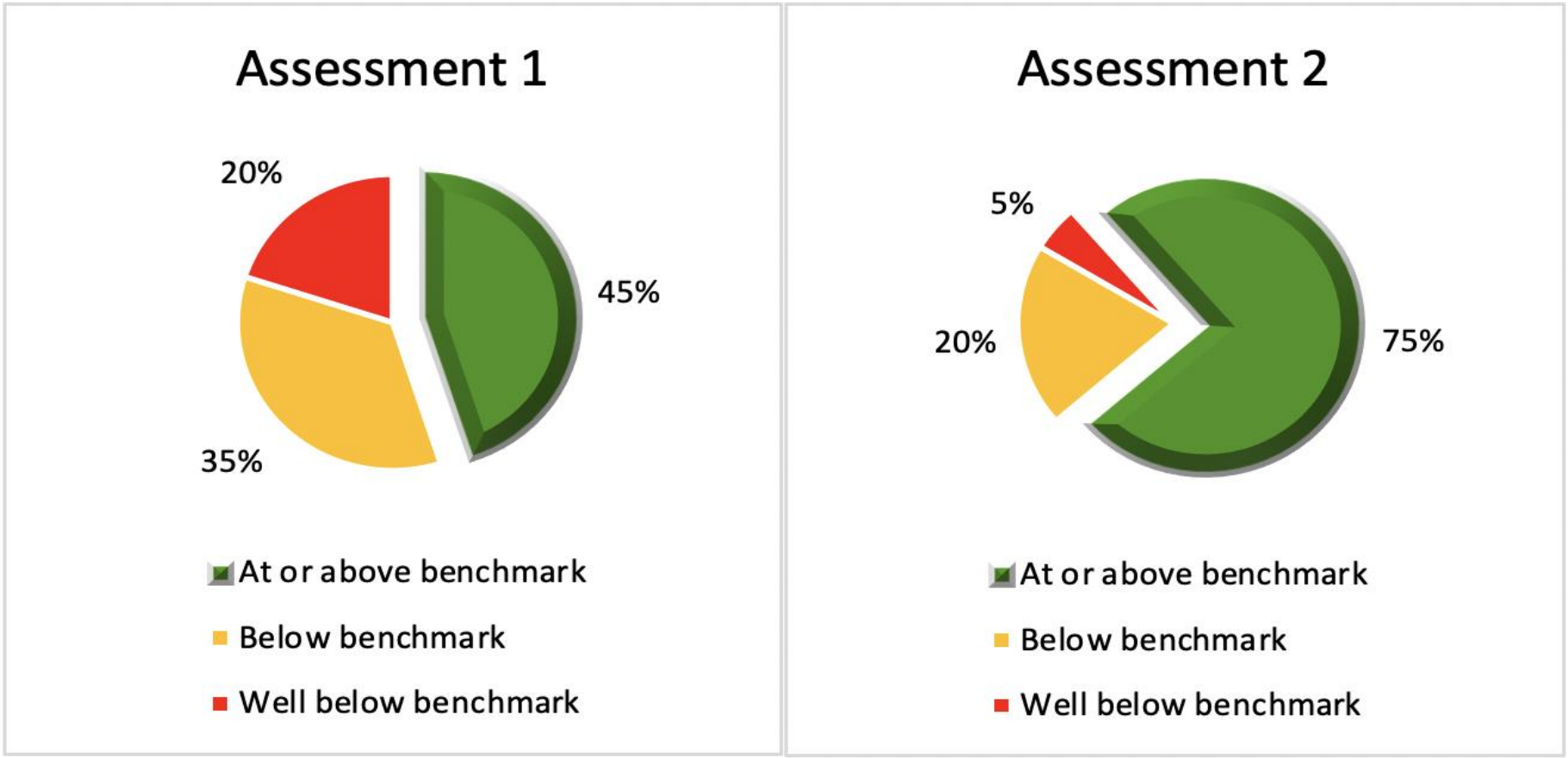


Step 4: Response to Intervention/Instruction
Is it working?



Example:
Is the plan working?

SWDs Data – Assessments 1 and 2



Let’s Practice Step 4!

Review and Respond

Step 4: Response to Intervention/Evaluation

Use the decision rules to determine the students’ response to intervention.

Goal statement: At least 50% of students with an SLD will score at/above level 3 as measured by FAST PM3.

Decision Rules:
Positive response: ≥50%
Questionable: 14%-49%
Poor: ≤13%

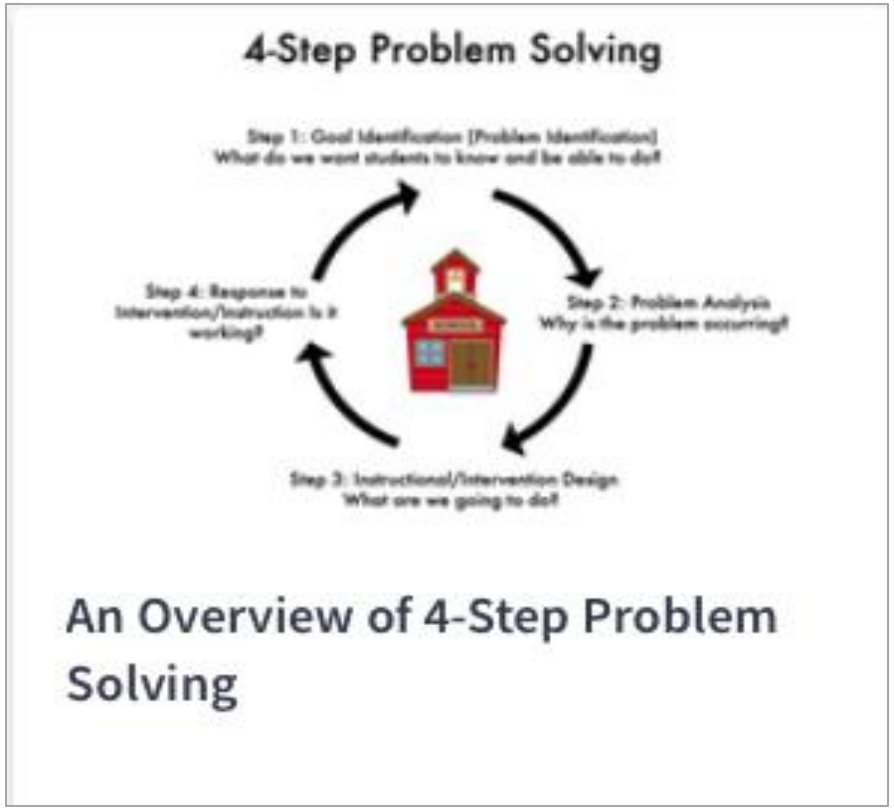
Breakdown		Total	Total				1. Number sense and Operations	2. Number Sense and Operations	3. Geometric Reasoning, Measur	4. Data Analysis and Probability
View Details	Primary Exceptionality	Total	Student Count	Average Scale Score	Achievement Distribution	Percent Level 3 or above				
	K - Specific Learning Disability		24	231	Percent 33% 21% 25% 13% 8 Count 8 5 6 3 2	46%				

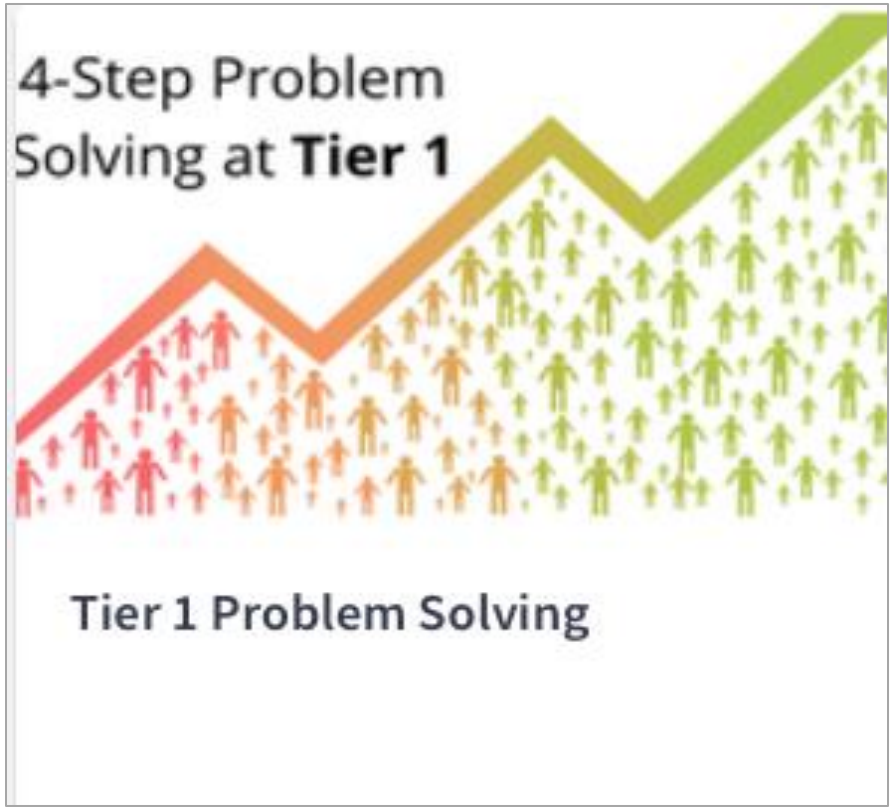
1. Was the students’ response positive, questionable or poor?

2. What next steps would you recommend for the team?

Questions?

Want to Learn More About Problem Solving?





https://floridarti.usf.edu/resources/pl_modules/index.html

BSIS Feedback Survey

Thank you…
And please connect with us!

Florida's Problem-Solving/Response to Intervention Project

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