

2025 BSIS Professional Learning Event

Tiered Instructional Planning for Students with Disabilities



Let's Practice!




Step 1: Problem Identification

- 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							Percent Level 3 or above	1. Number sense and Operations with Whole Numbers	2. Number Sense and Operations with Fractions	3. Geometric Reasoning, Measurement, and Data Analysis	4. Data Analysis and Probability	
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution									
State			134169		225 i	Percent	<div><div></div><div></div><div></div><div></div><div></div></div> <div>40%27%20%9%4%</div>	33%							
District			4742		239 i	Percent Count	<div><div></div><div></div><div></div><div></div><div></div></div> <div>20%18%24%22%17% 9488531.1K1K785</div>	62%							
School			459		243 i	Percent	<div><div></div><div></div><div></div><div></div><div></div></div> <div>14%14%22%27%22%</div>	73%							

- 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 	<div><div></div><div></div><div></div><div></div><div></div></div> <div>Percent75%13%4%8%</div>					



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 “X”) 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?
X	—

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
- X 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?



Step 3: Intervention Design

Complete the “Support” section of the Comprehensive Intervention Plan

Intervention plan developed for: All 7 th 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
<u>Who</u> is responsible? All 7 th grade math teachers	<u>Who</u> is responsible?	<u>Who</u> is responsible? Administrator	<u>Who</u> is responsible? All 7 th grade math teachers
<u>What</u> 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 7 th grade math team will gather formative data to make timely instructional decisions (i.e., corrective feedback, flexible grouping).	<u>What</u> will be done?	<u>What</u> will be done? Classroom observations will be conducted noting the occurrence of multi-sensory multiplication instruction.	<u>What</u> data will be collected and <u>when</u> ? PM3 FAST data in May 2025
<u>When</u> will it occur? Daily during Tier 1 instruction	<u>When</u> will it occur?	<u>When</u> will it occur? On dates specified in the District Pacing Guide	<u>How</u> will we decide if the plan is effective? The 7 th 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%
<u>Where</u> will it occur? Classroom	<u>Where</u> will it occur?	<u>How</u> will data be shared? The administration will upload observation data to the SharePoint folder.	

How might the
7th grade Math
teachers be
supported?



Step 4: Response to Intervention/Evaluation

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



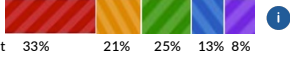

Goal statement: At least 50% of students with an SLD will score at/above level 3 as measured by FAST PM3.

Decision Rules:

Positive response: $\geq 50\%$

Questionable: 14%-49%

Poor: $\leq 13\%$

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	231 	 Percent 33% 21% 25% 13% 8%	46% 				

1. Was the students' response positive, questionable or poor?
2. What next steps would you recommend for the team?

