2025 BSIS Professional Learning Event
Tiered Instructional Planning for Students with Disabilities

Let's Practice!

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 Da	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%	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%	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% 13% 4% 8%	13%				

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?
✖	–

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?

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?

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, 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?