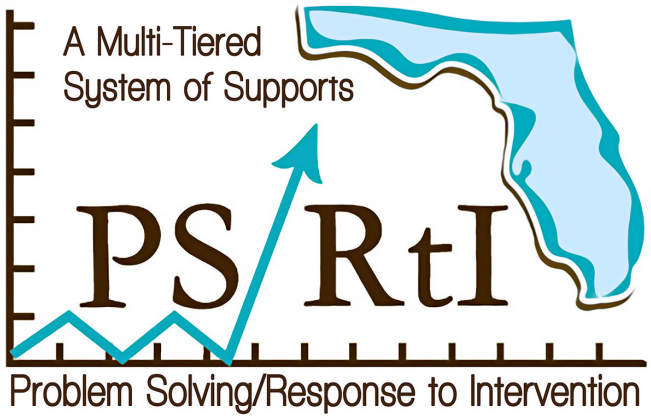
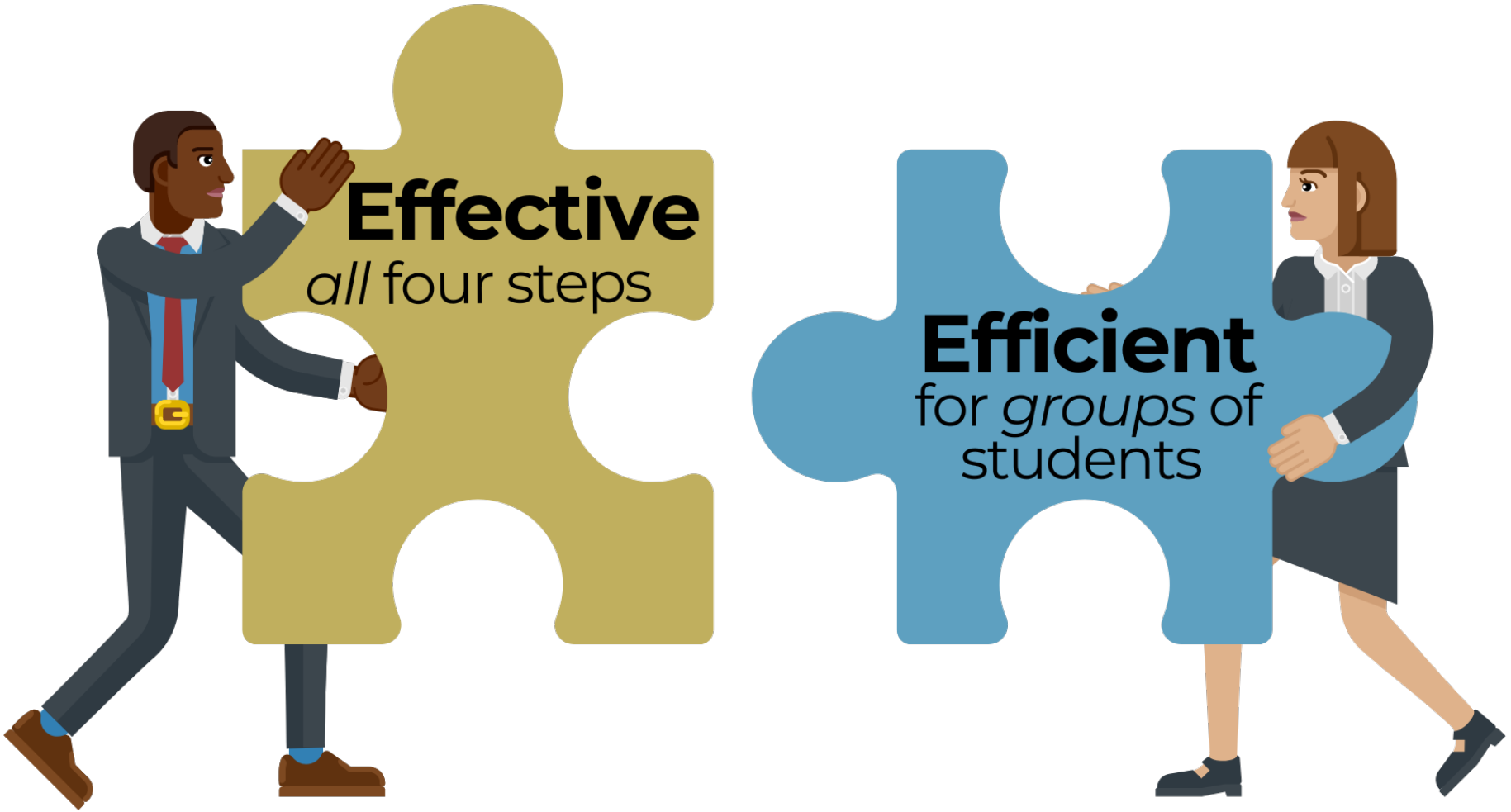


Regional Literacy Institute

Florida PS/RtI Project, June 2025

Tier 2 Problem Solving to Improve Student Outcomes

Essentials for successful problem solving at Tier 2



Objectives

Participants will:

- Understand the importance of Tier 2 as part of an effective MTSS
- Know how to identify students in need of Tier 2 intervention
- Understand problem analysis at Tier 2 and how it informs intervention design
- Understand the characteristics of Tier 2 interventions
- Know how to determine if Tier 2 interventions are effective

Access Session Materials

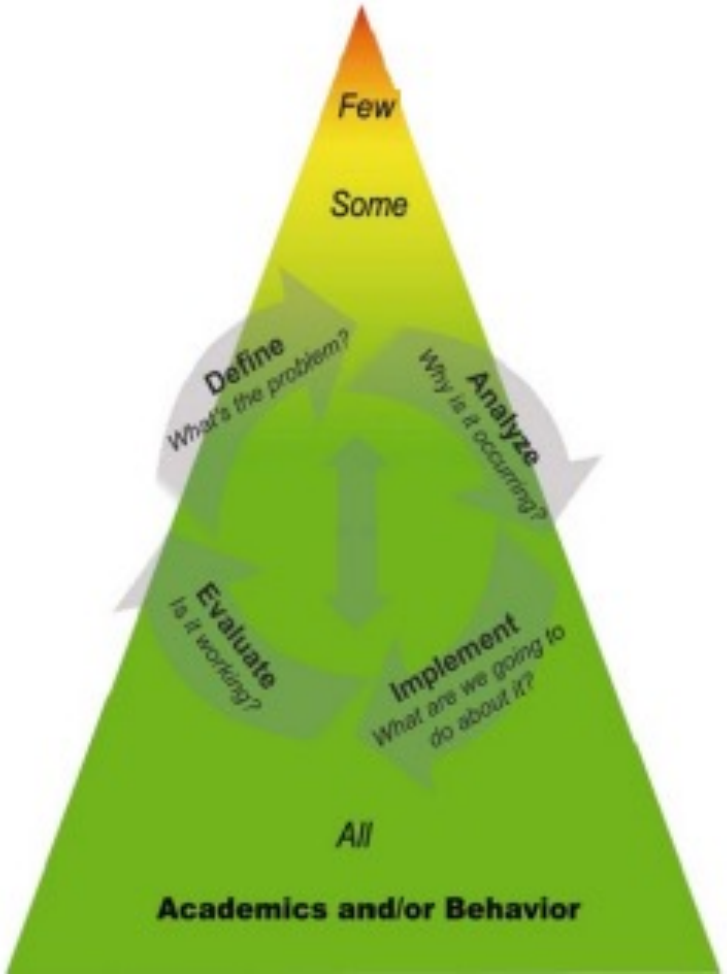
https://bit.ly/2025RLITier2

Tier 2

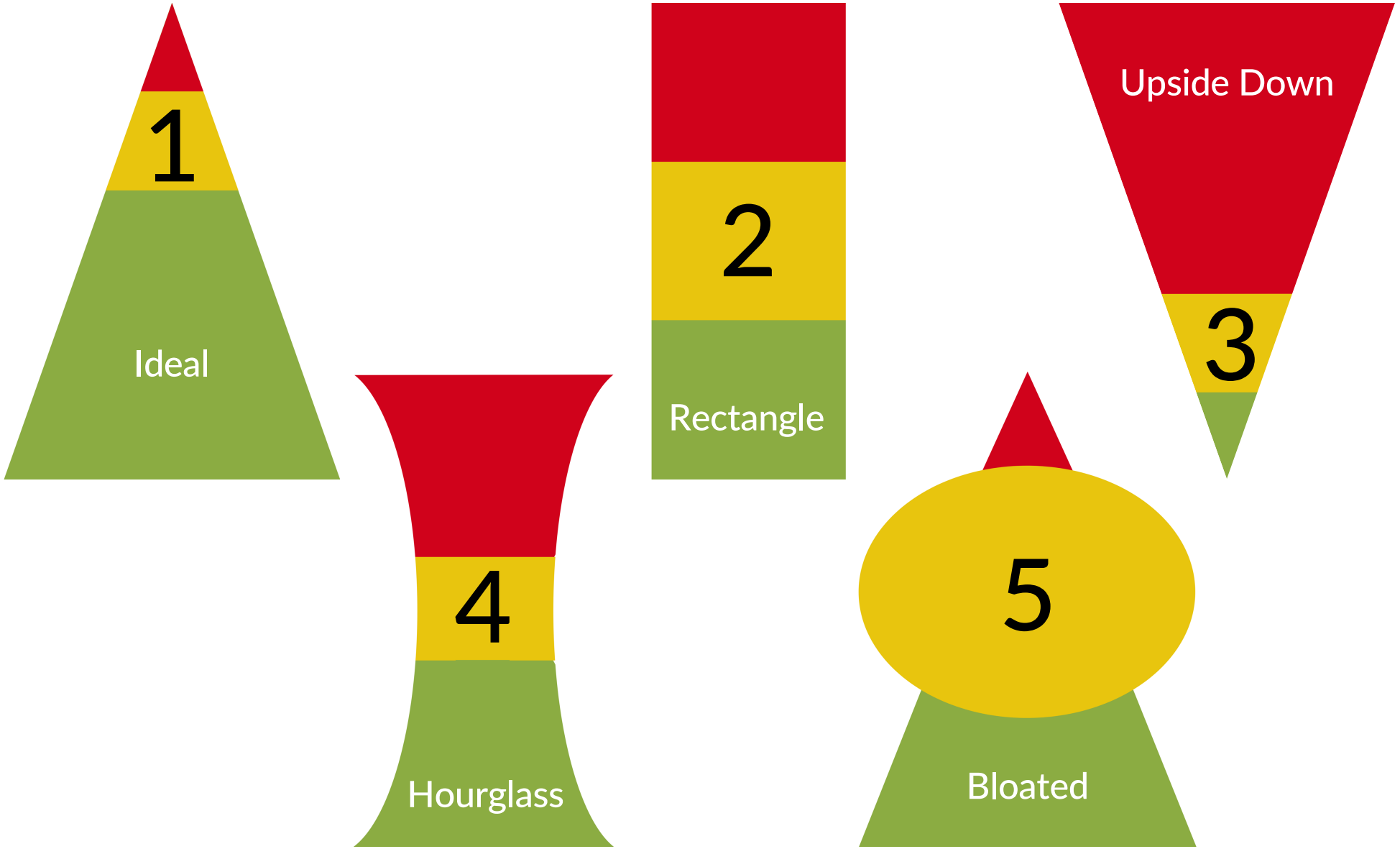
Tier 3: Intensive, Individualized, Interventions.
Individual or small group interventions.

Tier 2: Supplemental, Targeted, Strategic Interventions & Supports.
More targeted interventions and supplemental support in addition to the core curriculum and school-wide positive behavior program.

Tier 1: Core Instruction & Supports.
General instruction and support provided to all students in all settings.



Tier 2: Part of “System”



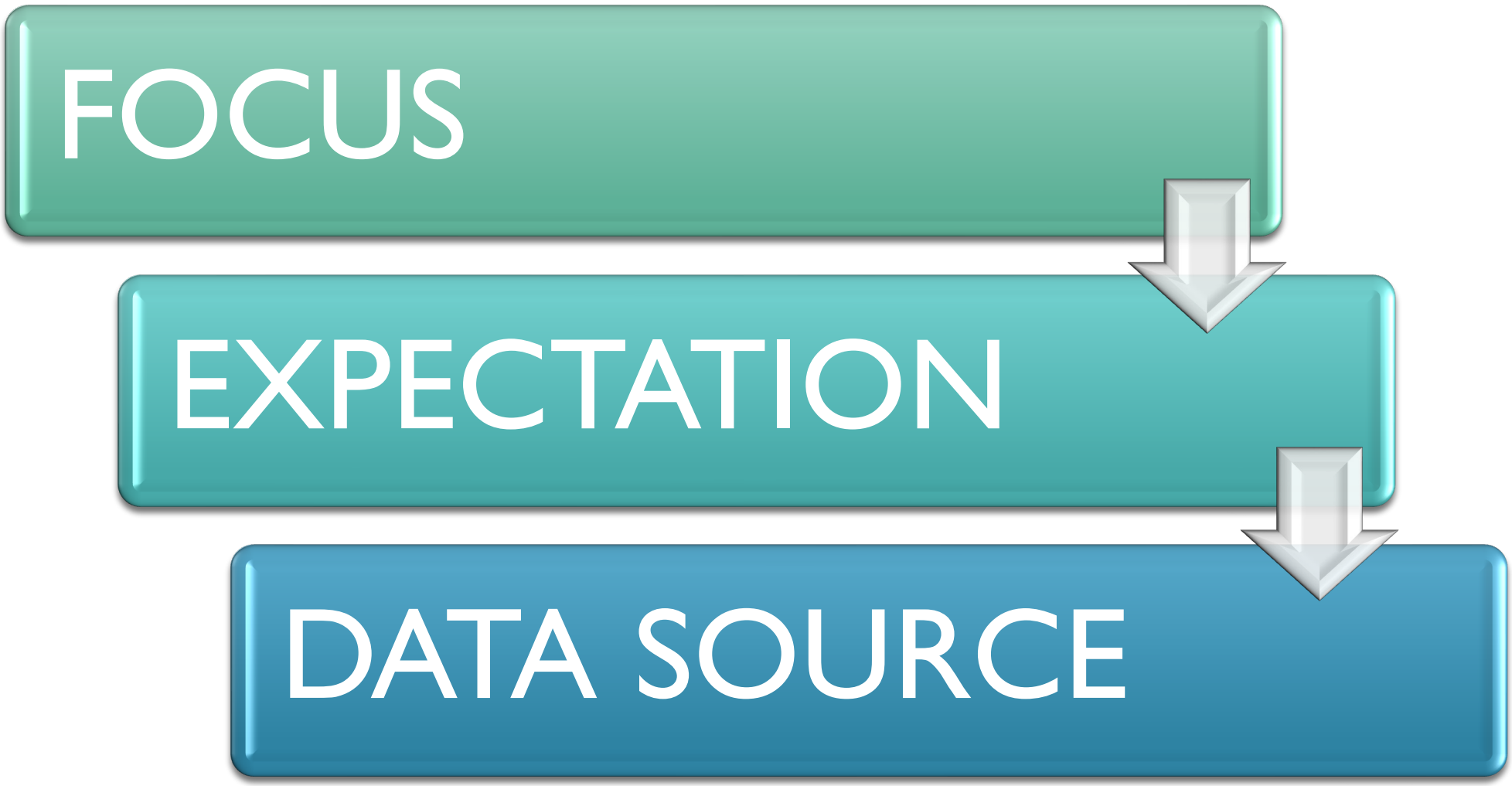
Effective Tier 2 is:

Targeted

Timely

Efficient

Preparing for Problem Solving



Sunnyville High School

- Professional Learning Community (PLC) (includes both general and ESE teachers)
- Focus is 9th grade English
- PM2 FAST ELA Reading data
- Look out for STOP

STEP 1: Problem Identification

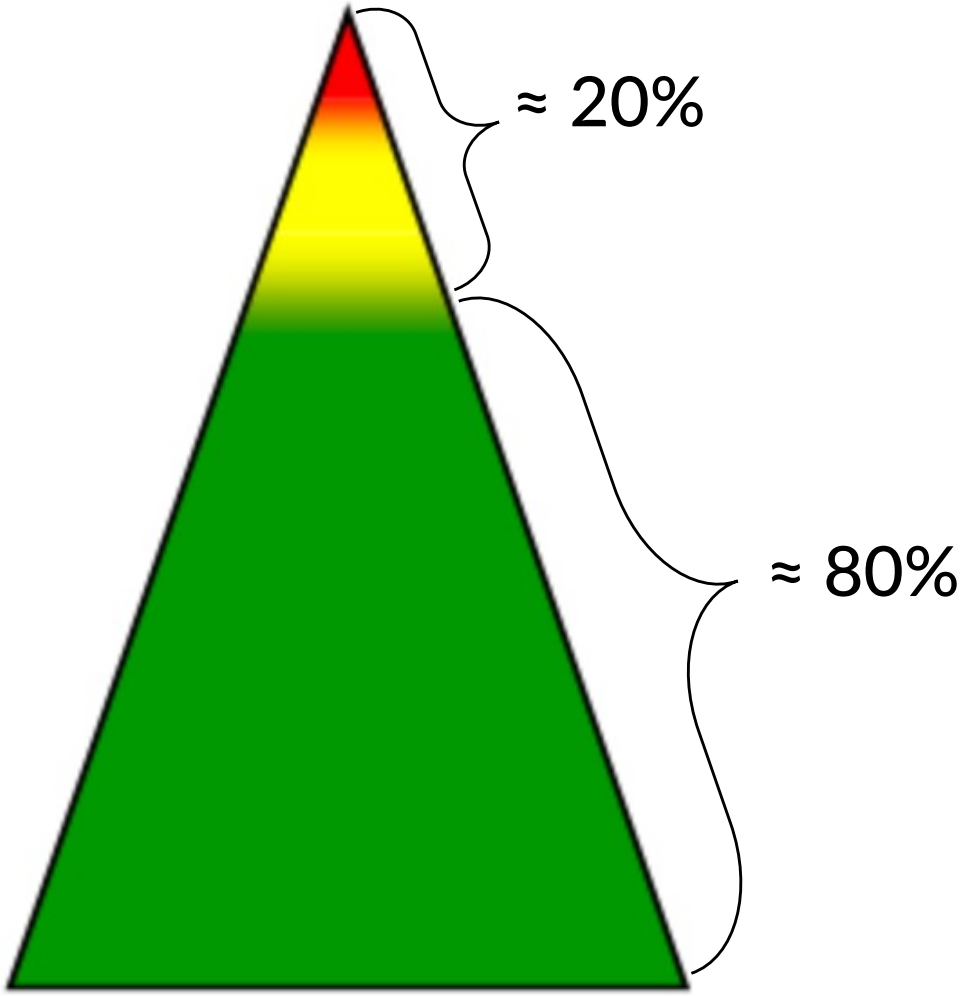
Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

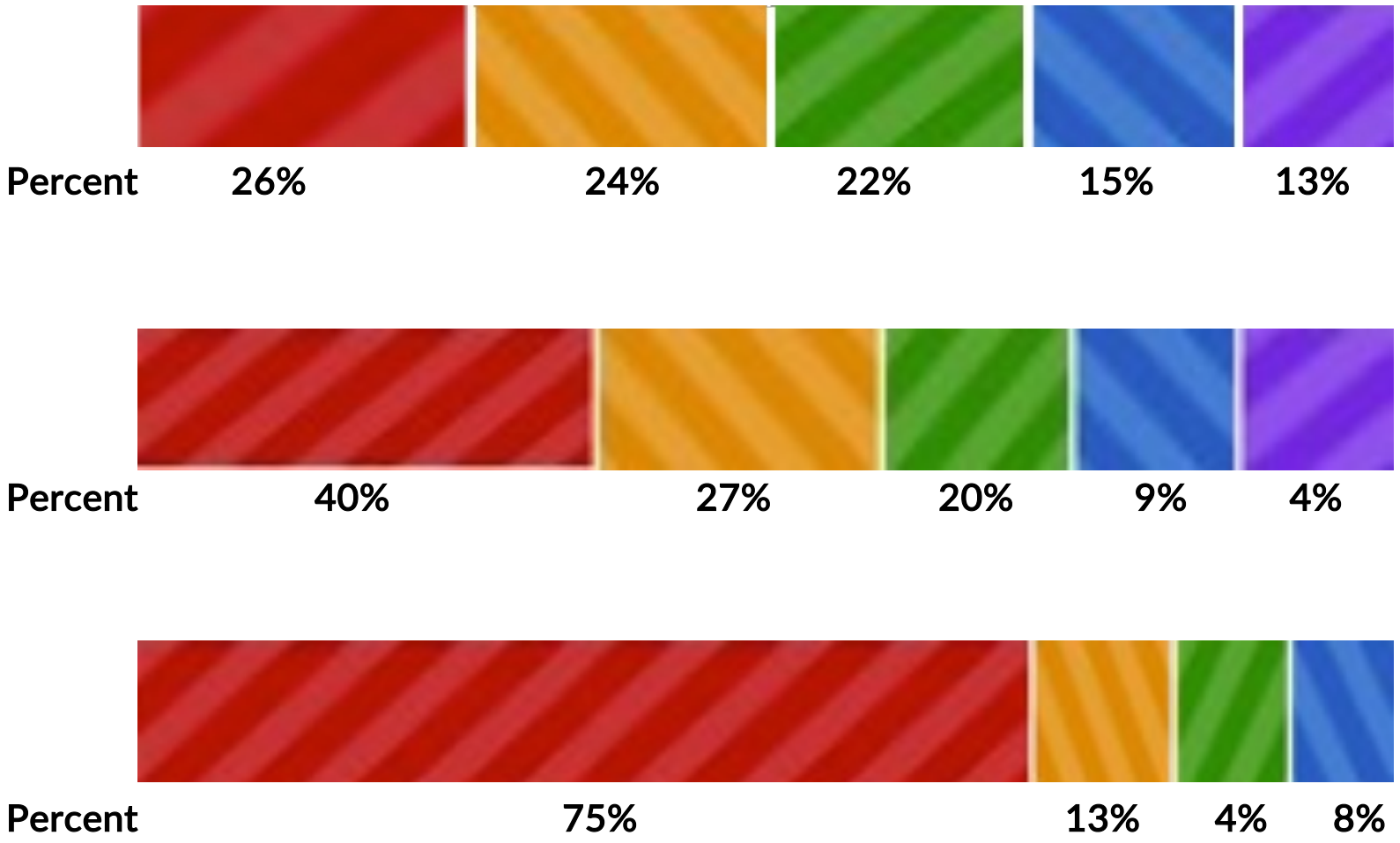
Step 3: Instructional/Intervention Design
What are we going to do?

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

Well-Functioning System



What if your data look like…



STEP 1: Problem Identification

2025 Regional Literacy Institute: Tier 2 Problem Solving Vignette

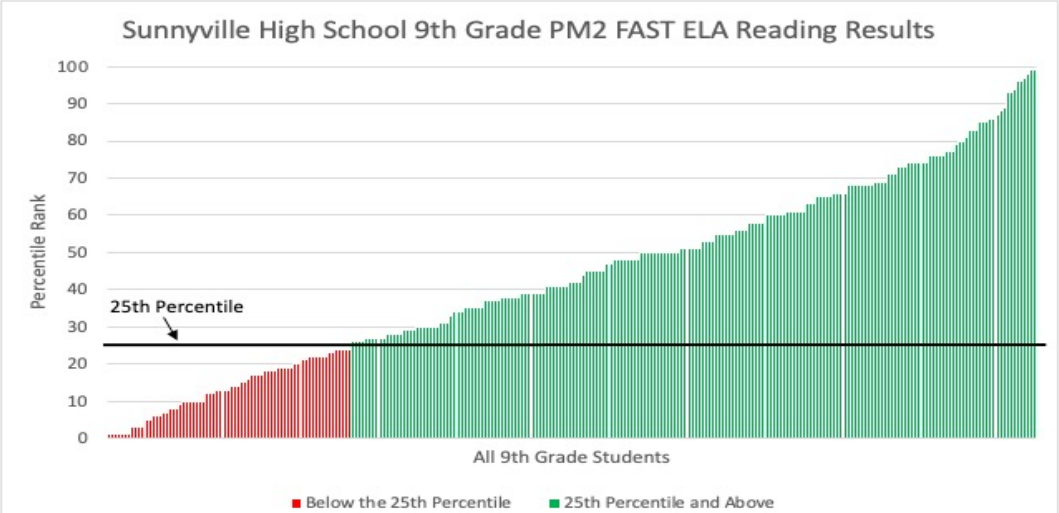
Step 1 – Problem Identification

QUESTION: *Which students are in need of supplemental intervention?*

Sunnyville High School's 9th grade English PLC established the criteria for Tier 2 intervention as, "students scoring below the 25th percentile on PM2 FAST ELA Reading."

Total number of 9th grade students: 287

Number of students below the 25th percentile: 75



1. What percent of Sunnyville's 9th grade students scored below the 25th percentile on FAST ELA Reading? What other sources of data would be helpful to identify students who may benefit from supplemental intervention?

STOP

Review & Respond

STEP 1 Discussion

- What was the PLC working to identify?
- What was the criteria that they established for Tier 2?
- How did you respond to the questions in the handout?

STEP 2: Problem Analysis

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

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

Step 2: Problem Analysis
Why is the problem occurring?

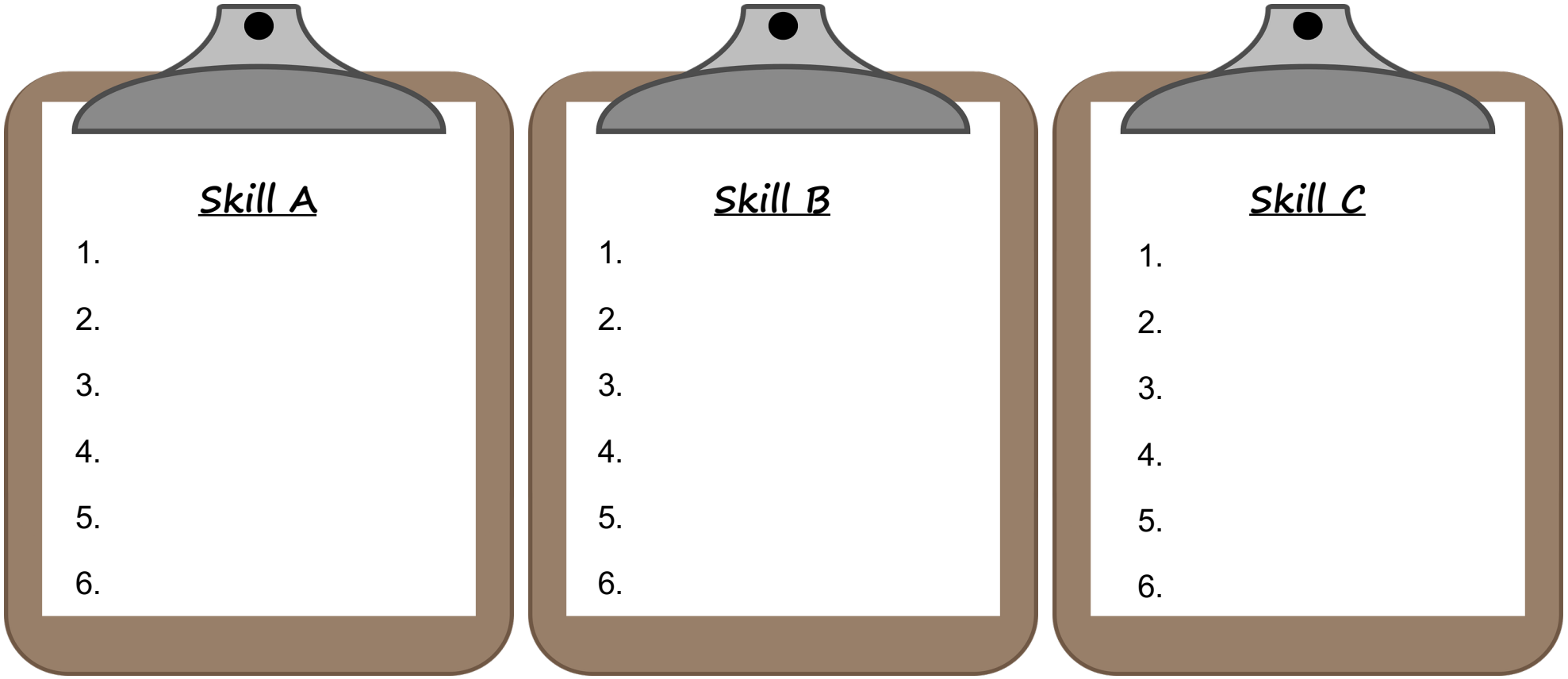
Step 3: Instructional/Intervention Design
What are we going to do?

Three Approaches to Tier 2

	STEP 1 Problem Identification	STEP 2 Problem Analysis	STEP 3 Intervention Design	STEP 4 Response to Intervention
Standard Treatment Protocol	UNIVERSAL SCREENING (Ensure sufficient Tier 1 + Identify students in need of Tier 2)	None	All students receive the same evidence-based intervention	Monitor approximately 2-4 times per month
Blended Standard Protocol		Use data to group students based on skill need	Students with similar skill needs receive the same evidence-based intervention	Monitor approximately 2-4 times per month
In-Depth Problem Solving		Further assess students to identify unique needs and group accordingly	Intervention is customized to match unique learning needs of the group	Monitor approximately 2 times per month

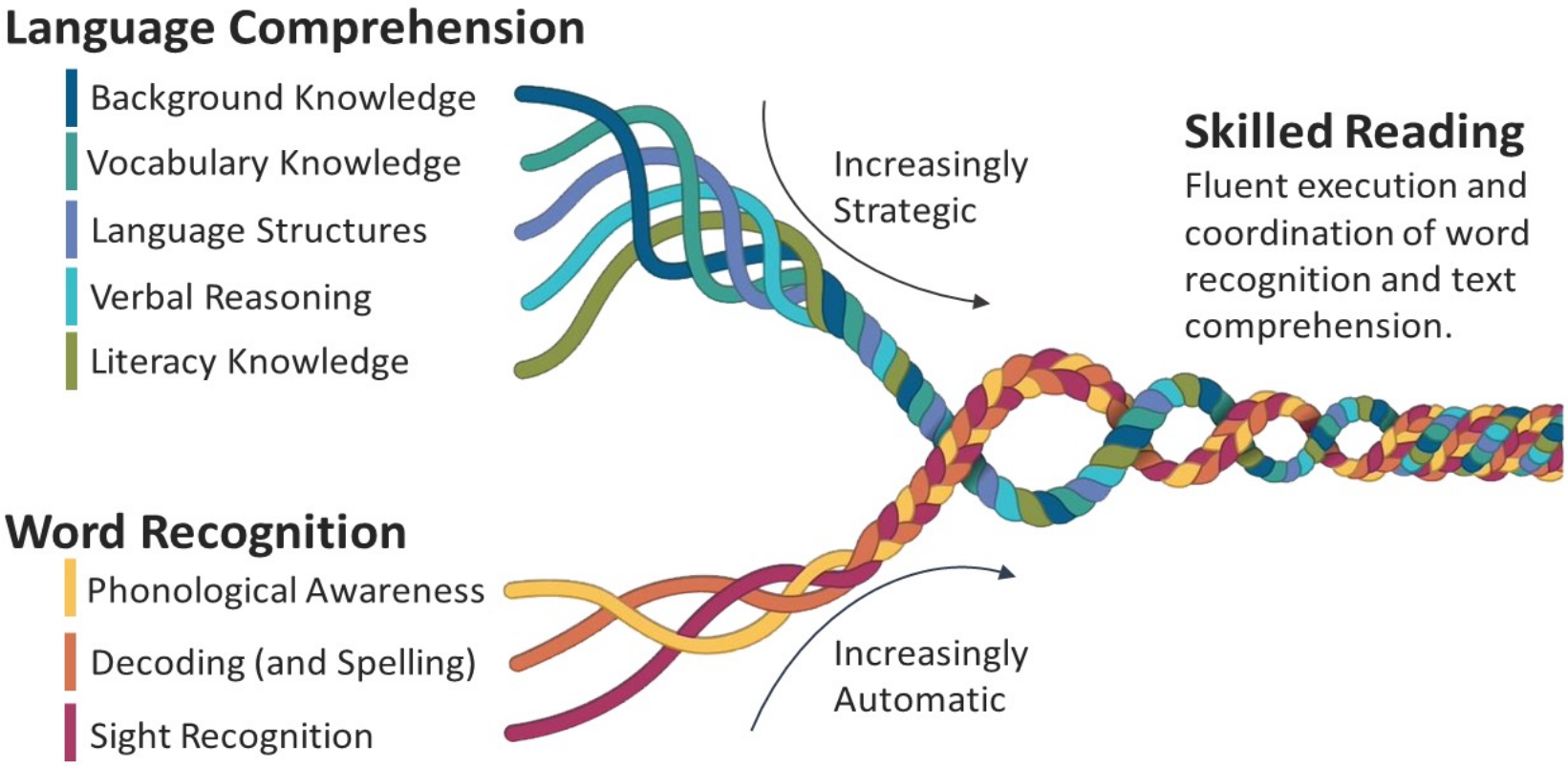
Common Skill Deficits

What are some common or high probability needs or skill deficits that 9th grade students have?



Targeting Gaps in Learning

The Reading Rope



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

Sunnyville 9th grade English PLC

- 75 9th graders below 25th percentile
- Used additional data sources to identify students who may benefit from Tier 2
- PLC reviews achievement levels by reporting category

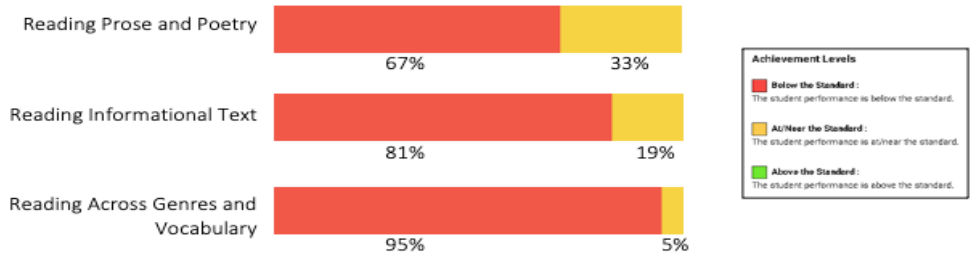
STEP 2: Problem Analysis

Step 2 – Problem Analysis

QUESTION: *Why are some students scoring below the 25th percentile on FAST?*

The PLC reviewed achievement level data for the three measured reporting categories (Reading Prose and Poetry, Reading Informational Text, and Reading Across Genres and Vocabulary) for the 75 students identified as needing Tier 2 intervention. The percent of students scoring within each achievement level is below.

FAST PM2 ELA Reading by Performance Category for Students Identified for Tier2



1. How can these data help the team begin to understand the students' needs?
2. What high probability skills gaps may be contributing to high numbers of 9th grade students performing below the standard?
3. What other data could the PLC review to identify specific instructional needs and select a matched intervention?

STOP

Review & Respond

STEP 2: Problem Analysis

- Individual teachers reviewed data for their students
- Examined other assessments to determine barrier skills
- Compared findings with other PLC members for grouping

Intervention Grouping

Word Recognition

1. Kathryn Albertson (Izzo)
2. Tyler Hillard (Izzo)
3. Brianna Moncrief (March)
4. Omero Casillas (March)
5. Micki Nguyen (Greco)
6. Anna Timmons (Smith)

Vocabulary

1. Christine Masters (Greco)
2. Rick White (Greco)
3. Scott Gow (Greco)
4. Alena Tyson (March)
5. Chris Angus (March)
6. Jessica Griffen (Izzo)

Text Analysis

1. Eric Ramirez (Smith)
2. Joni Coffman (Smith)
3. Robert Smith (Greco)
4. Katie Stepler (March)
5. Weston Chavez (Izzo)
6. Meghan Davis (Izzo)

STEP 3: Instructional/ Intervention Design

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

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

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

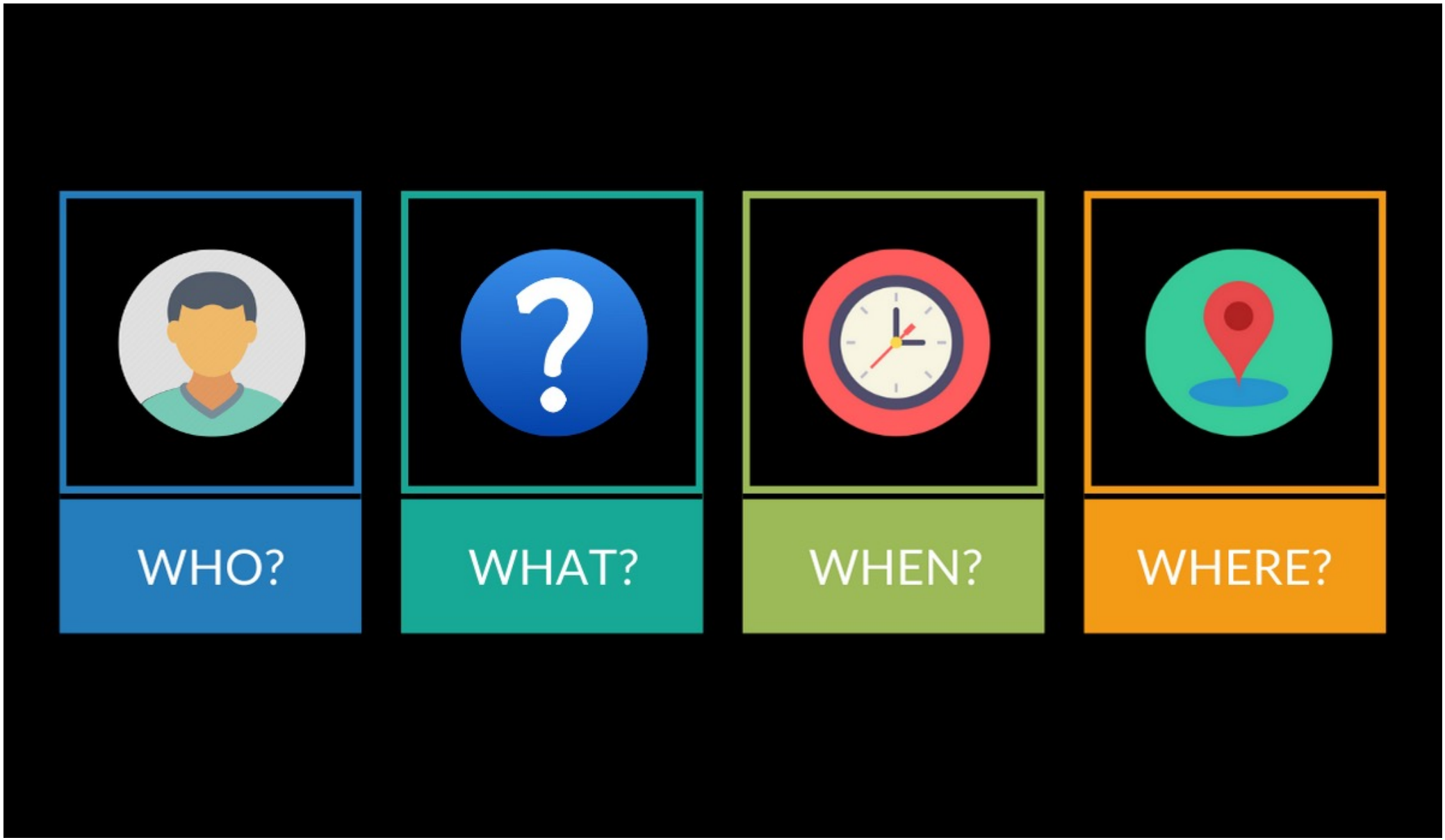
Characteristics of Tier 2

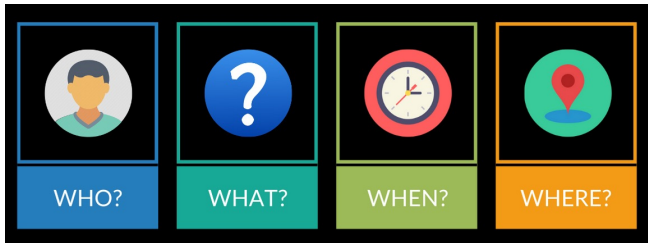
- Evidence based
- More time
- Narrow focus
- Teacher led
- Small group
- Increased progress monitoring

9-12 Resource Map: ELA

Skill Area	Progress Monitoring Tool	Intervention	Grade Levels	Support for Intervention
Phonological Awareness Phonics	Curriculum embedded assessments	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	9-12	Ms. March
Word Recognition Decoding Fluency	Curriculum embedded assessments ORF	Strategic Adolescent Reading Intervention (STARI)	9	Mrs. Day
		REWARDS	9-12	Mr. Shanahan
Vocabulary	Mastery measures	DISSECT Strategy	9-12	Mr. Greco
		BEST Strategy	9-12	Mrs. Day
Comprehension	Curriculum embedded assessments	Voyager Passport Reading Journeys	9-11	Mrs. Izzo
		READ 180	9-12	Mr. Greco

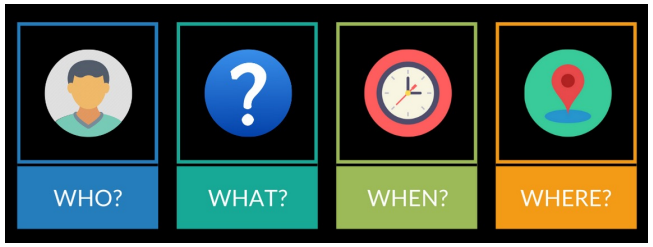
Detailed Plan for Intervention





Comprehensive Intervention Plan

Skill/Focus of Improvement:			
Goal (SMART): By , students will , as measured by .			
Intervention Plan	**Support Plan**	**Fidelity Documentation**	**Progress Monitoring Plan**
Who is responsible? What is the selected intervention? 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 =

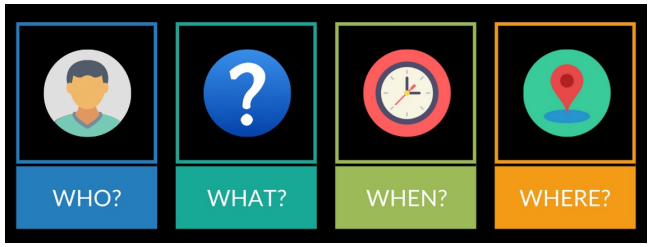


Plan for Intervention

Skill/Focus of Improvement:

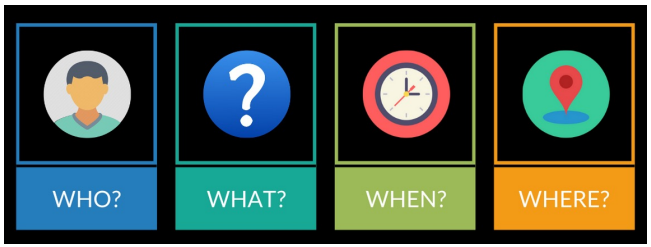
Goal (SMART): By , students will , as measured by .

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



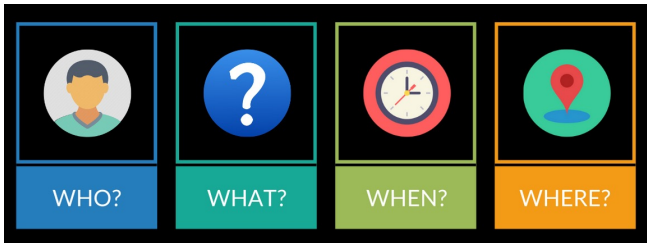
Plan for Support

Skill/Focus of Improvement:			
Goal (SMART): By , students will , as measured by .			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible? ← Who?	Who is responsible?	Who is responsible?
What is the selected intervention?	What will be done? ← What?	What will be done?	What data will be collected and when?
When will it occur?	When will it occur? ← When?	When will it occur?	When will team reconvene to evaluate progress?
Where will it occur?	Where will it occur? ← Where?	How will data be shared?	How will we decide if the plan is effective?
			Decision rules: Positive RtI = Questionable RtI = Poor RtI =



Plan for Fidelity

Skill/Focus of Improvement:			
Goal (SMART): By , students will , as measured by .			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible?	Who is responsible? ← Who?	Who is responsible?
What is the selected intervention?	What will be done?	What will be done? ← What?	What data will be collected and when?
When will it occur?	When will it occur?	When will it occur? ← When?	When will team reconvene to evaluate progress?
Where will it occur?	Where will it occur?	How will data be shared? ← How?	How will we decide if the plan is effective?
			Decision rules: Positive RtI = Questionable RtI = Poor RtI =



Plan for Progress Monitoring

Skill/Focus of Improvement:

Goal (SMART): By , students will , as measured by .

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

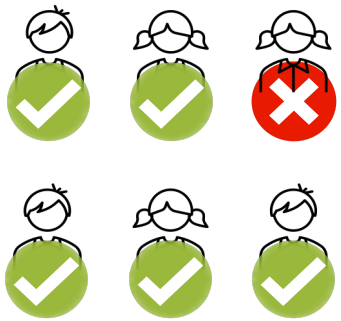
Who?

What?

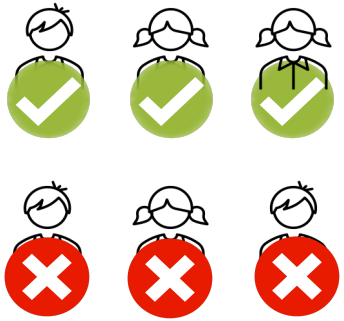
When?

How?

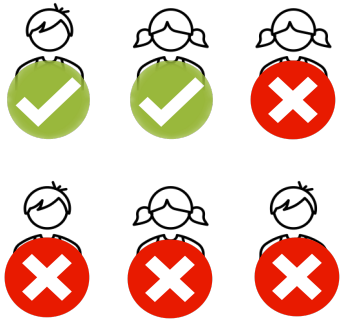
What if the response is…



Positive?

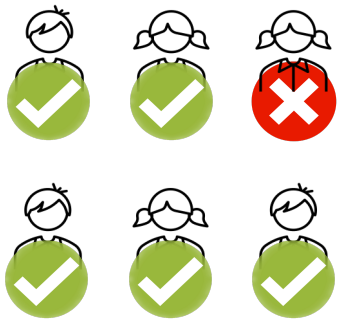


Questionable?



Poor?

Decision Rules – Positive RtI



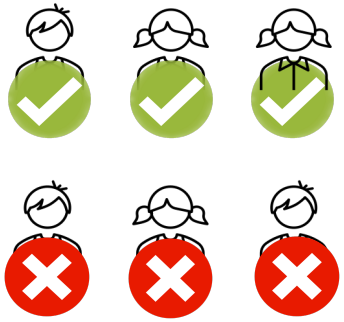
Positive?

Approximately 70% of students in the small group are improving at a rate that will enable them to reach the goal within the designated timeline.

Decision Rules –Questionable RtI

Positive?

Approximately 70% of students in the small group are improving at a rate that will enable them to reach the goal within the designated timeline.



Questionable?

Fewer than 70% of students in the small group are progressing at a rate that will allow them to reach the goal within the designated timeline.

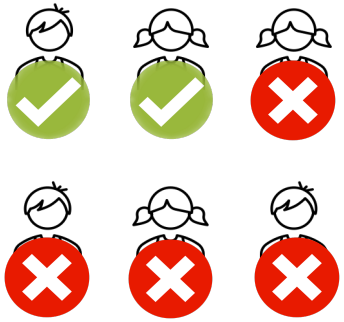
Decision Rules – Poor RtI

Positive?

Approximately 70% of students in the small group are improving at a rate that will enable them to reach the goal within the designated timeline.

Questionable?

Fewer than 70% of students in the small group are progressing at a rate that will enable them to reach the goal within the designated timeline.



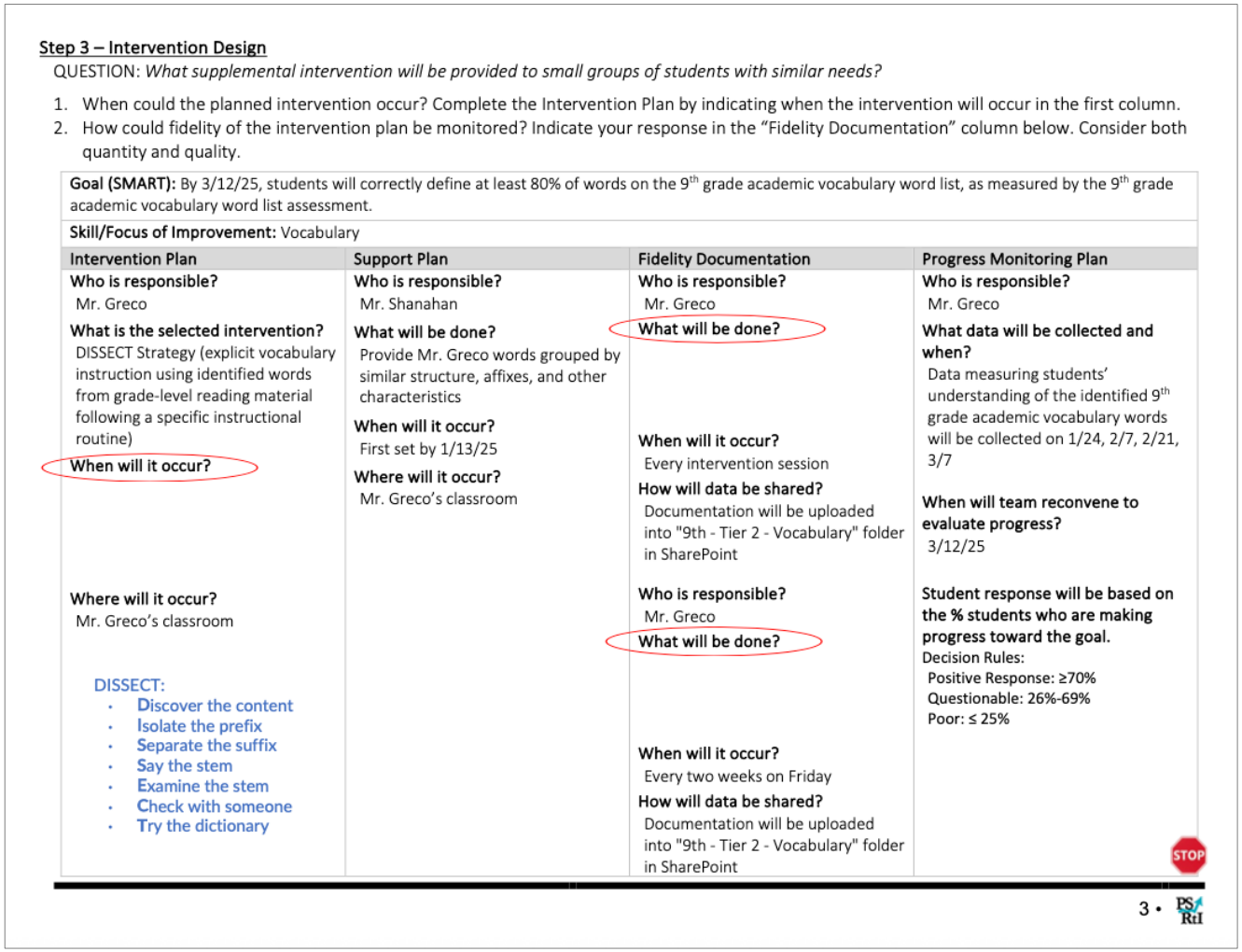
Poor?

For the majority of students in the small group, the gap between expected and current levels is widening.

Sunnyville 9th grade PLC

- Students in need of Tier 2 grouped by need
- Vocabulary instruction one area of need
- Mr. Greco to lead a Tier 2 vocabulary group

STEP 3: Intervention Design



Step 3 – Intervention Design

QUESTION: *What supplemental intervention will be provided to small groups of students with similar needs?*

1. When could the planned intervention occur? Complete the Intervention Plan by indicating when the intervention will occur in the first column.
2. How could fidelity of the intervention plan be monitored? Indicate your response in the "Fidelity Documentation" column below. Consider both quantity and quality.

Goal (SMART): By 3/12/25, students will correctly define at least 80% of words on the 9th grade academic vocabulary word list, as measured by the 9th grade academic vocabulary word list assessment.

Skill/Focus of Improvement: Vocabulary

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? Mr. Greco **What is the selected intervention?** DISSECT Strategy (explicit vocabulary instruction using identified words from grade-level reading material following a specific instructional routine) **When will it occur?** **Where will it occur?** Mr. Greco's classroom DISSECT: • Discover the content • Isolate the prefix • Separate the suffix • Say the stem • Examine the stem • Check with someone • Try the dictionary	**Who is responsible?** Mr. Shanahan **What will be done?** Provide Mr. Greco words grouped by similar structure, affixes, and other characteristics **When will it occur?** First set by 1/13/25 **Where will it occur?** Mr. Greco's classroom	**Who is responsible?** Mr. Greco **What will be done?** **When will it occur?** Every intervention session **How will data be shared?** Documentation will be uploaded into "9th - Tier 2 - Vocabulary" folder in SharePoint **Who is responsible?** Mr. Greco **What will be done?** **When will it occur?** Every two weeks on Friday **How will data be shared?** Documentation will be uploaded into "9th - Tier 2 - Vocabulary" folder in SharePoint	**Who is responsible?** Mr. Greco **What data will be collected and when?** Data measuring students' understanding of the identified 9th grade academic vocabulary words will be collected on 1/24, 2/7, 2/21, 3/7 **When will team reconvene to evaluate progress?** 3/12/25 **Student response will be based on the % students who are making progress toward the goal.** Decision Rules: Positive Response: ≥70% Questionable: 26%-69% Poor: ≤ 25%

STOP

3 • PS RtI

Review & Respond

STEP 4: Response to Intervention

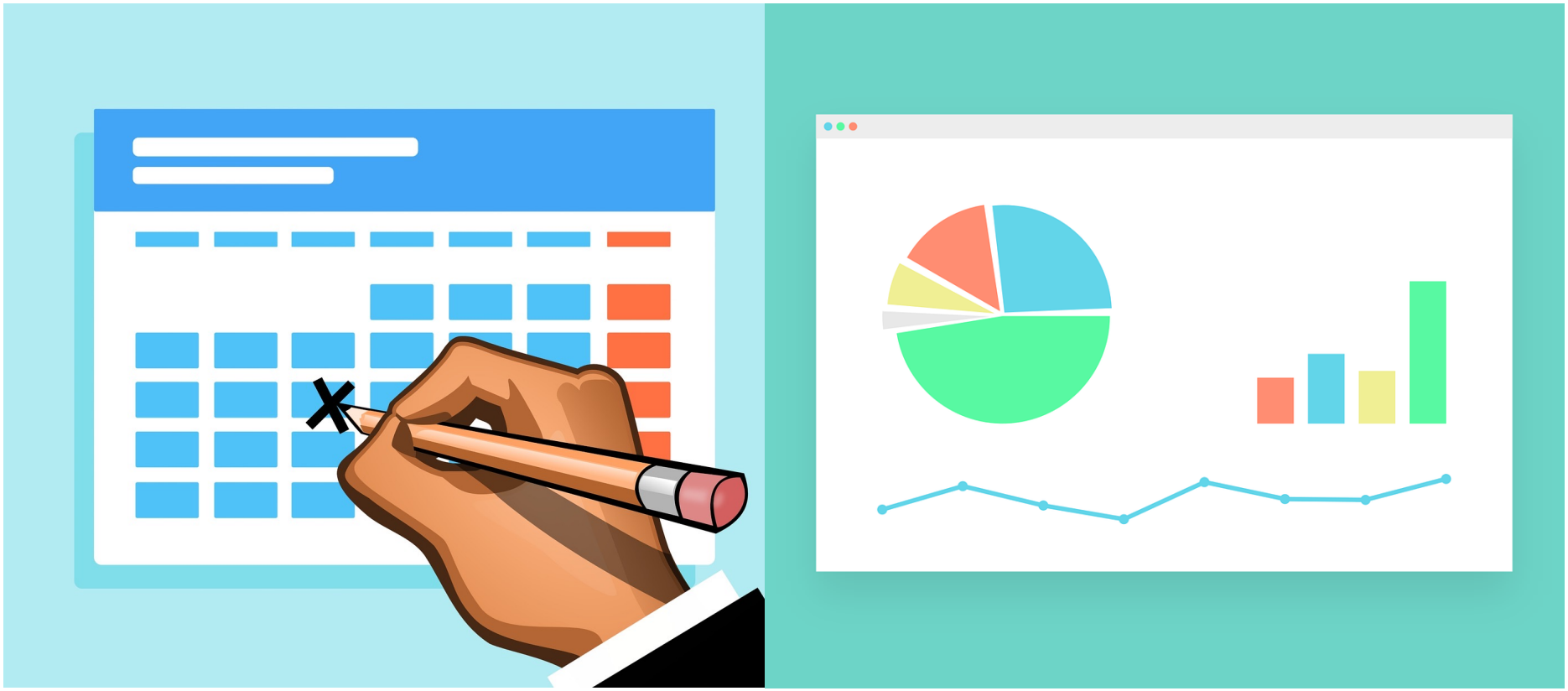
Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

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

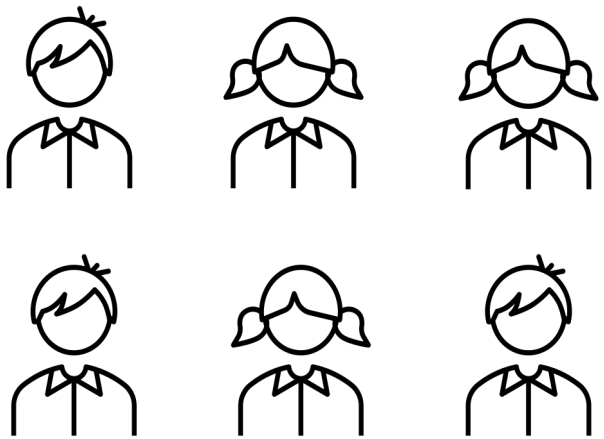
Step 2: Problem Analysis
Why is the problem occurring?

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

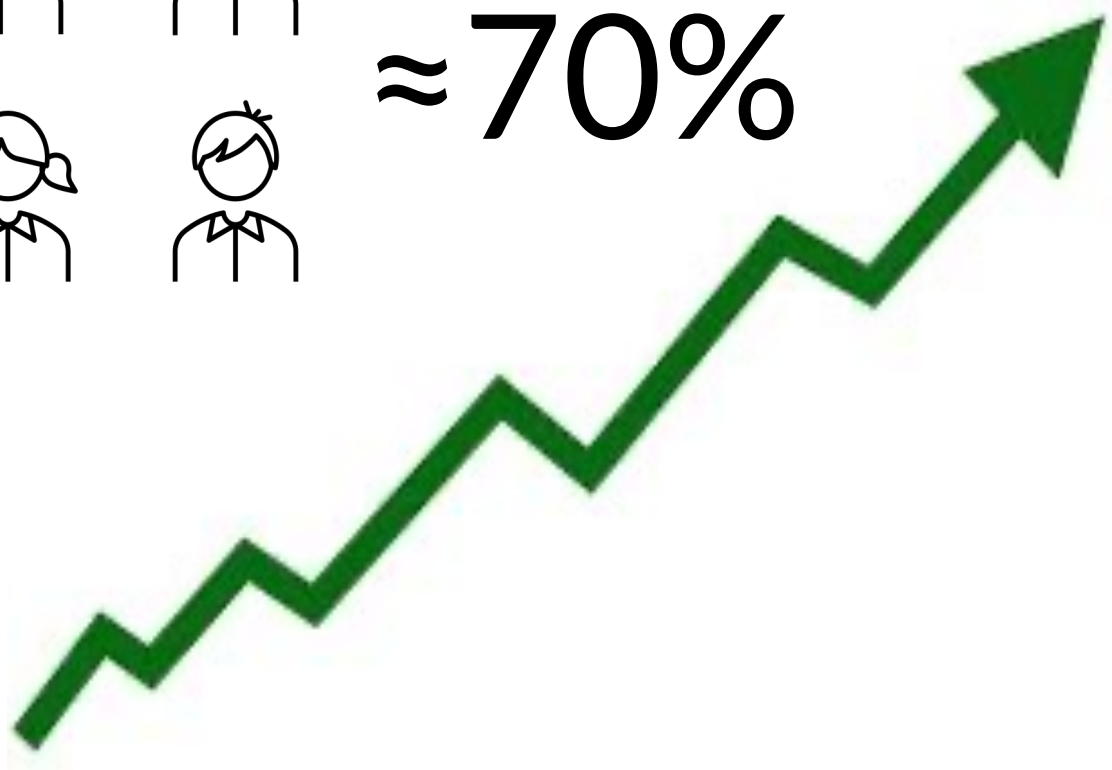
Is it Working?



Is The Group Making Sufficient Progress?



≈70%



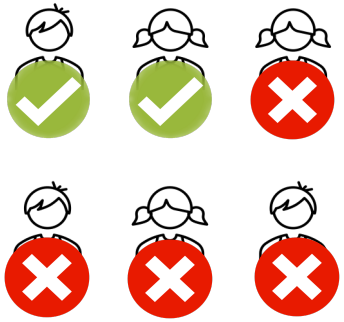
Determining Tier 2 RtI

How is the group responding?

Positive

Questionable

Poor



Positive

Gradually fade

Continue plan and/or increase goal

And

ID next steps for students not responding positively

Questionable

CHECK FIDELITY!

Fidelity is good

Increase intensity, monitor

Return to previous steps of problem solving

Fidelity is poor

Address fidelity

Poor

CHECK FIDELITY!

Fidelity is good

Fidelity is poor

Return to previous steps of problem solving

Address fidelity

Mr. Greco's Tier 2 Intervention Group

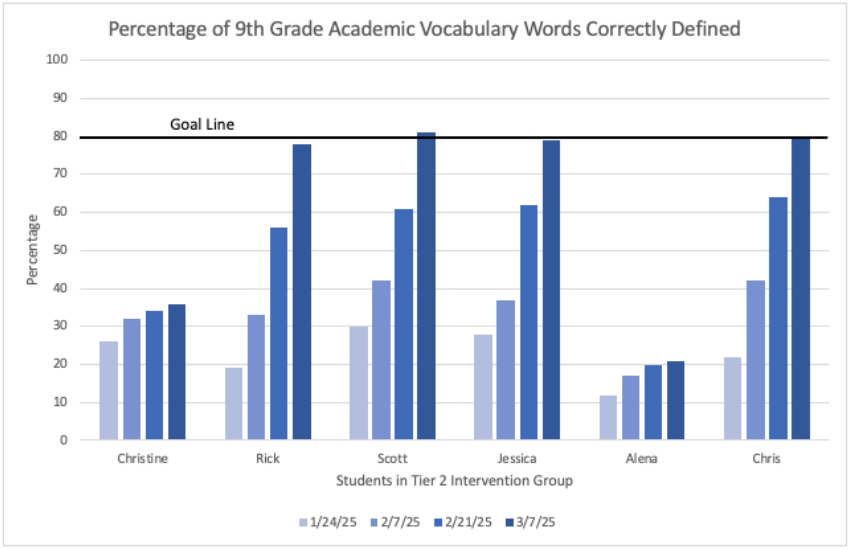
- The DISSECT Strategy
- Approximately 8 weeks
- Progress monitoring every two weeks

STEP 4: Response to Intervention

Step 4: Response To Intervention

QUESTION: *Is the intervention resulting in growth for all students within the group?*

The PLC found that 67% of the students in Mr. Greco's group made progress toward the goal (Goal: correctly define at least 80% of the words on the academic vocabulary word list, by the 3/12/25 assessment).



Was the students' response positive, questionable or poor?

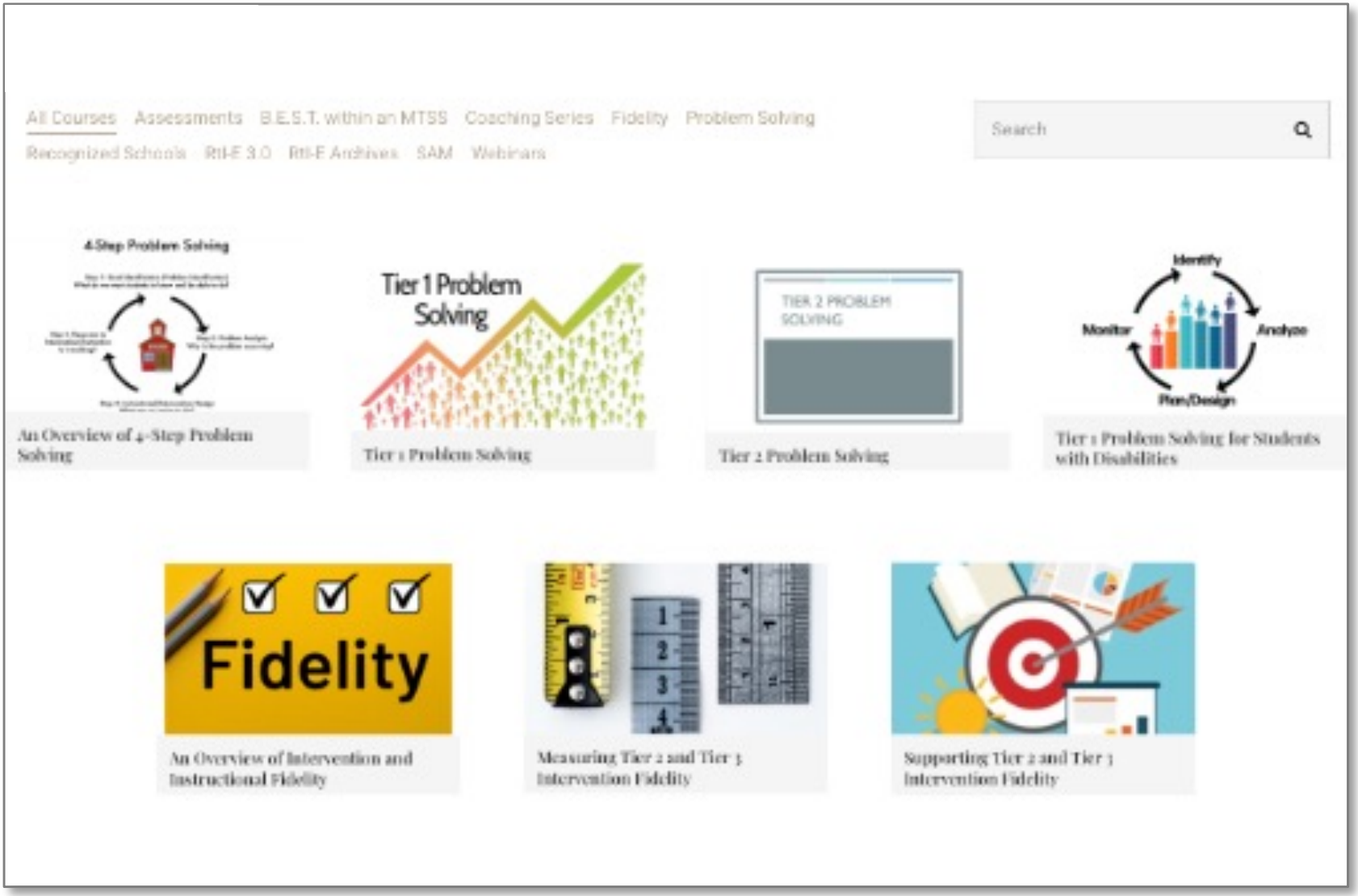
Decision Rules:

- Positive Response: ≥70%
- Questionable: 26%-69%
- Poor: ≤ 25%

Given the students response to the Tier 2 intervention, what would you recommend as next steps for the team?

Review & Respond

Thinkific Courses



Thank you, and please connect with us!

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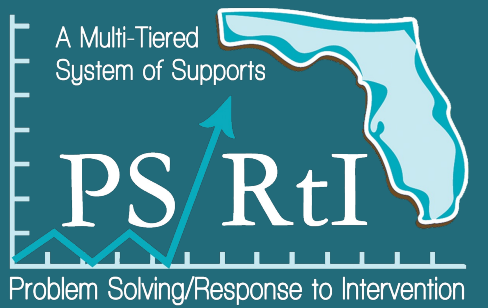
Florida PS/RtI Project

Problem Solving & Response to Intervention Project

A collaborative project between the Florida Department of Education and the University of South Florida