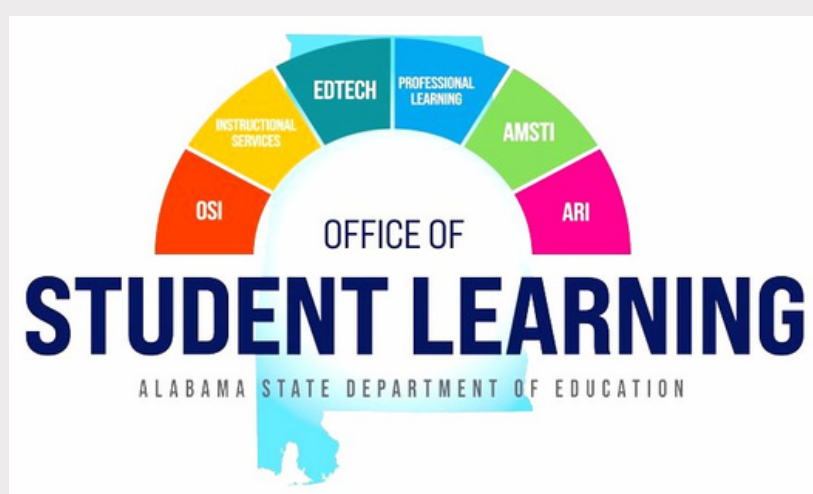


# PST Problem Solving Team

## At-A-Glance



AL-MTSS is not a replacement for RTI or Positive Behavior Support (PBS), but rather an expanded framework that encompasses both. With a broader scope and a forward-thinking approach, AL-MTSS builds on the tiered model to provide proactive, comprehensive supports. It targets the entire system to address the physical, mental health, life skills, behavioral, and academic needs of all students. Additionally, AL-MTSS aims to improve school climate, foster educator professional development, and enhance family and community engagement. This collaborative approach engages all stakeholder groups, working together to ensure student success.



**We are  
Better  
TOGETHER**



### Problem Solving Team (PST)

The purpose of the PST is to address barriers to optimal learning and growth for students by identifying the problems that emerge as interferences to student success, then developing solutions for those interferences.

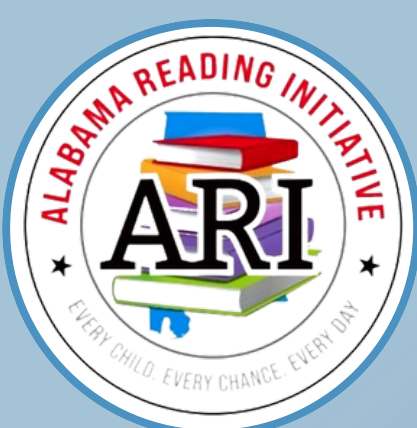
### PST Members

When leadership responsibilities are shared, the result is a more collaborative, comprehensive, and self-reflective decision-making process because more people are committed to Every Child, Every Chance, Every Day. Decisions regarding instruction and intervention should be made by a diverse group of educators who share a common goal.



### PST Meeting Frequency

This team meets monthly to review the data provided by the grade level/content area PLC for students whose needs are not being met by the grade level/content interventions.

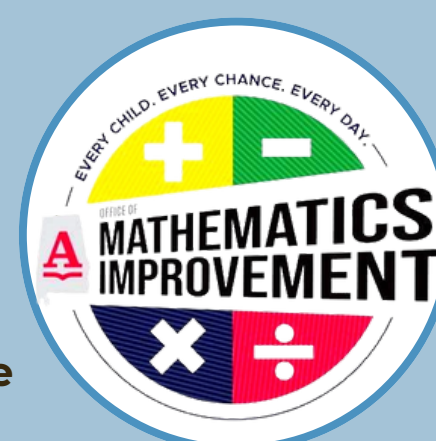


The Alabama Literacy Act and Student Reading Improvement Plans (SRIPs) play a critical role in supporting K-3 students with deficits in foundational reading skills. SRIPs document the identification of reading deficiencies and outline a targeted plan of action to meet each student's specific needs. An SRIP remains active until the student no longer exhibits a reading deficiency, meaning it can be updated and applied to students beyond third grade as necessary.



For guidance on documenting and implementing SRIPs as part of the PST process, please scan the QR code to the left for the latest ARI instructions. Additionally, your ARI Regional Specialists are available to provide support with the SRIP process.

The Office of Mathematics Improvement (OMI) also recommends that conversations about mathematics data occur during the same PST/PLC meetings already in place. The meeting is the same, only the data changes, and the OMI Newsletter (right) and OMI Padlet are a wealth of resources for math-focused data discussions.



## DOCUMENTATION

Documenting Interventions and MTSS Student Plans, including SRIPs, takes place within the PowerSchool Student Analytics & Insights platform (formerly known as Unified Insights). Students receiving Tier III interventions in any academic, behavioral, or foundational wellness area should have an ALSDE PST Plan. For K-3 students who require an SRIP, this plan serves as their ALSDE PST Plan. For all other areas, only one plan is needed to document all the supports provided to the student, and the Updates Tab can be used to indicate deficits across multiple areas. A K-4 student could have an SRIP and a PST plan simultaneously.

If support is still needed beyond third grade or in additional content or performance areas, only updates to the existing plan are required. Tier II interventions should also be documented as they were prior to digitization, with the goal of transitioning all interventions into the platform over time.



The Alabama Math, Science, and Technology Initiative (AMSTI) is the Alabama Department of Education's Initiative to improve math and science teaching statewide. AMSTI Education Specialists are experts in content and teaching strategies and a valuable resource for enhancing instruction and engaging learners. The AMSTI page on the OSL Sway provides proficiency scales and ALCOS crosswalks to support the PST efforts when reviewing data and determining ways to strengthen performance.



**VISIT THE OSL SWAY FOR THE MOST CURRENT RESOURCES FROM ALL ALSDE AGENCIES**  
OSL SWAY



# PST

Where Do We Start?

What Does Our Data Say?

Questioning is a great way to determine the strength of your school's PST process. Creating opportunities for shared collaboration and discussions about data within a master schedule is the first step towards dynamic problem solving. Whether your PST process is developing, maintaining, renewing, or sustaining there is always room for improvement in ensuring Every Child. Every Chance. Every Day.

## Developing

- How do we keep our faculty, staff, and personnel trained and informed?
- How do we share student information?
- How do we communicate with our support team and families?
- How do we determine student needs?
- How do we identify and document progress?

## Maintenance

- Are we on track to meet our goals?
- How do we prioritize our efforts?
- How do we feel right now?

## Renewal

- Are we showing growth? In what area(s)?
- Have we accomplished our goals?
- Do our new faculty, staff, and students know about and exemplify our expectations?
- Who/what needs a boost?
- How do we KNOW all students' needs are being met equitably?

## Sustainability

- How will we maintain success?
- How will we continue to improve and grow?
- Have we established systems in which the success will continue if/when we experience turnover?



### Grade Level PLC

- Weekly data/planning meeting
- Monthly focus
- Review progress monitoring
- Review work samples and evidence

### Tier II PLC

- 2x monthly meeting
- Grade level PLC members plus any additional support (EL, Sped, etc.)
- Run concurrent with grade level

### Tier III PLC

- Monthly meeting: administrator, counselor, SLP, mental health coordinator, EL, behavior interventionist, etc.

### District PLC

- Monthly meeting
- Curriculum lead, instructional leaders

≡ Let's ≡  
**START**



**shared norms and expectations**



**shared vision and outcomes**



**data and data discussions**



**planning**



**sustainability**



## QUESTIONS?

**Contact AL-MTSS**

**Education Specialists:**

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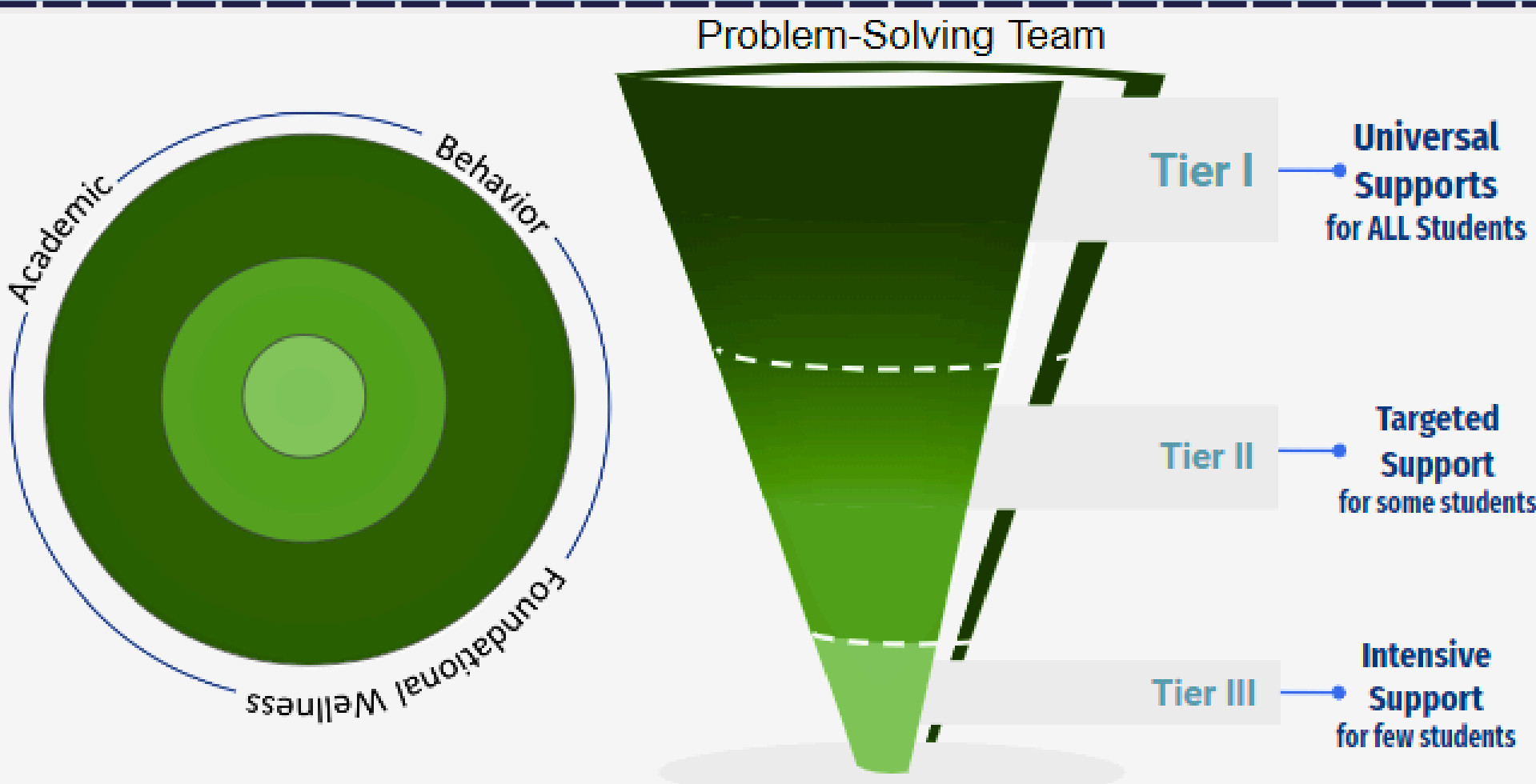
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TBA



## PROFESSIONAL LEARNING COMMUNITY (PLC)

A PLC is a collective collaborative group in which the members share common beliefs and goals towards continuous learning, improvement, and advancement for themselves and the systems they serve. PLCs meet consistently, intentionally, and their focused efforts are supported by resources such as data, text, experts, and professional development. Members of the PLC should be prepared for meetings beforehand by reviewing data and developing questions and talking points for the group. During the PLC, specific roles and responsibilities assigned to each participant aid in the progress and efficiency of the meeting so that the focus can be on the goals and outcomes. After a PLC meets, follow-up and expectations for turn around build sustainability.