

**Hendry County Schools
MTSS Handbook
2018-2019**

District Response and Support for School Based Intervention Activities

Activity	Tier/Audience	Responsibility
Review student data at the school, classroom, and individual level <ul style="list-style-type: none"> • Administration of schools' diagnostic or universal screening tool (iReady, STAR, Study Island, Benchmark Assessments, Available Behavior Data, or other as appropriate) 	Tier1/ All students, teachers	Student Support Team Members/MTSS Team
Note Students on 'Watch List" <ul style="list-style-type: none"> • Levels 1 & 2 on state assessments • Students with EWS indicators such as: Retained, Absent, ODR's, Failing Grades, Multiple School Changes, ect. 	Tier 1/ All students and teachers	Student Support Team Members/MTSS Team
Review of school-wide data at least quarterly (Progress Monitoring) <ul style="list-style-type: none"> • All academic subjects • Attendance • Discipline • Social/Emotional 	Tier 1/ All students and teachers	Student Support Team Members/MTSS Team
After quarterly school-wide data review the Student Support team will determine which students need increasing levels of support for success. Quarterly Reviews will occur through the entire school year.	Tier 1/All students, teachers	Student Support Team Members/MTSS Team
Student support team meets and uses the problem solving model to identify specific areas of need and possible intervention. This team includes the parent and the primary teacher of the individual student.	Tier 2 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
Intervention will be implemented with fidelity and progress monitoring/data review will occur no later than every two weeks. Data is shared with the parent via meeting, phone, email or letter.	Tier 2 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
After a reasonable amount of data collection, to be determined by the SST, a meeting will to held to review data, review appropriateness of intervention and fidelity of implementation.	Tier 2 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
Using approved decision rules, the SST will determine the next course of action and complete the appropriate documentation.	Tier 2 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
If the SST determines that Tier 3 supports are needed the team will use the problem solving model to identify specific areas of need and possible intervention.	Tier 3 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
Intervention will be implemented with fidelity and progress monitoring/data review will occur no later than every two weeks. Data is shared with the parent via meeting, phone, email or letter.	Tier 3 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
Using approved decision rules, the SST will determine the next course of action and complete the appropriate documentation.	Tier 3 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist
If the Tier 3 intervention was implemented with fidelity, but was not successful, or if the level of support required for success cannot be sustained in General Education the SST should pursue possible eligibility under IDEA.	Tier 3 student and Support Team	Student Support Team Members/MTSS Team including parent and interventionist

MTSS/Rtl Tier I Data Review Process

Expectations:

- Every teacher must be part of a data review team. The team may consist of a grade level, a department, a cross-curricular team, or other grouping as determined by the school. Special Area teachers such as Art, Music, PE, etc. should be included as determined by the school.
- Teams must meet quarterly for schoolwide data review

Data to be reviewed:

State assessment data is reviewed at the beginning of each year. Data is available through from multiple data sources. The following chart indicates ongoing data that should be reviewed throughout the year. Other data may be reviewed as well.

Elementary: Discovery Ed. STAR Reading, School Based Data (Report Card/Progress Report Attendance, Discipline), CKLA, iReady, Teacher classroom data, other available data

Middle: iReady, School Based Data, Teacher classroom data, other available data

High: School Based Data, Teacher classroom data, and other available data

Outline of Quarterly Data Meetings

Data Meeting #1: Review available data on incoming students

- Create initial "Watch List" based on criteria listed above.
- Review information on any student already in the Rtl process.
- Initiate Tier I Intervention Plans as necessary on students with multiple risk factors.
- Contact parents. The conversation with the parents should be **positive**. As you note concern, indicate "**This is how we want to help your student get off to a good start.**"
- Implement Tier I interventions through differentiation in the classroom.
- Progress Monitor student growth/success with the intervention

Data Meeting #2:

- Review "Watch List"
- Review available data.

- Are most students making adequate progress toward benchmark? Based on what data? If not, what changes need to occur to facilitate this?
- Do any other students need a Tier I intervention Plan? Note: Unless you are teaching an intervention class, **no more than 20% of your student should require a Tier I Intervention Plan.** If you have significantly more than this not making adequate progress toward benchmark, please review Tier I instruction.
- Review Tier I Intervention Plans that were initiated at the first Data Meeting, along with Intervention Calendars and Progress Monitoring Data Charts.
- Student(s) making adequate progress toward benchmark - **discontinue Intervention Plan and/or continue to monitor;**
- Student(s) not making adequate progress toward benchmark -
 - Continue intervention for a longer period of time;
 - Alter intervention and monitor;
 - Data indicates student in need of more intensive intervention - **refer to Student Support Team.**
- Are there progress monitoring or tool needs that should be communicated to the administration?

Data Meeting #3:

- Repeat steps from Data Meeting #2.
- Important: Is any student in danger of retention or not passing credit courses at Secondary level?
- Students in danger of retention should be receiving increased intervention:
- Elementary: Request a Student Support Team - Students in danger of retention must be provided with Tier 2/Tier 3 interventions.
- Secondary: Communicate names and needs of students to administrator or designee.

Data Meeting #4:

- Repeat steps from Data Meeting #3
- Elementary: Finalize retention recommendations - pending test scores where applicable.
- Secondary: Administrators should be notified of any student in danger of failing a course.
- Flag students who need to be on the radar for the next year.

Please note that the Tier I Data Meetings do not specifically address the needs of students receiving Tier 2 and Tier 3 interventions, as these students are being monitored through the Student Support Team process.

TEACHER INFORMATION TO REVIEW

What is an intervention?

An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide an at-risk student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations.

An intervention is NOT:

- Simply completing a form - an intervention is what you do with the child;
- An assessment, such as a Functional Behavior Assessment, a classroom observation, or a psycho-educational evaluation;
- A change of seating or preferential seating
- A person - a person delivers an intervention, but simply putting a person's name as the intervention is not acceptable;
- Small group or any other instruction, including going over the same material again, the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning.
- Progress monitoring without targeted intervention
- Parental contact;
- Homework or peer buddies;
- Retention;
- In or out of school suspension or other discipline measures.

Teacher Problem Solving:

- When the teacher or parent recognizes a student problem or need, problem solving steps are initiated.
- Review the student's cumulative record and all other available data. This information is recorded on the Student Progress Profile form. Define the problem in behavioral/observable/measurable terms. Identify the student's strengths and areas of need. These are recorded on the Tier I Intervention Plan (SST1A, SST1B, and SST3). Begin collecting frequent progress monitoring data aligned to the problem definition to determine whether or not the student is responding to the curriculum and/or behavioral expectation of the classroom (5 data points for a baseline). Identify the replacement behavior(s)/academic skill(s) needed.
- Monitor data and schedule follow-up with parent. The teacher must not attempt to diagnose ESE identification (SLD, EBD, etc.) at this time. Communication with the parent must be documented on the Tier I Intervention Plan (SST 9). A parent should not be told, "I think your child has dyslexia or a learning disability".
- If the data confirms that the student is still performing below curricular expectations and that his/her rate of progress is not sufficiently closing the gap, request a Student Support Team Meeting.
- Interventions targeted to the identified behavior/skill gap(s) are implemented with fidelity and progress monitoring and documentation continues to occur until the teacher presents information to the Student Support Team.

Multi-Tiered System of Supports - Looking at the Tiers

Tier I (Universal) Intervention/Instruction - Tier 1 interventions are those available/provided to all students in the classroom. These may be research based, but are not necessarily prescriptive.

Tier 1- School-Wide, Universal Core Curriculum

- Deliver core curriculum to all students (Example: 90-minute reading block, daily class period)
- Assess ALL children three times per year
- Measure ALL student progress against grade level benchmarks. Core curriculum should be effective with at least 80% of all students.
- Begin with whole class instructional strategies
- Differentiate instruction as needed with flexible small groups and other differentiation strategies
- Monitor and assess student progress using authentic result measures

Tier Two Strategic Intervention (in addition to Tier I)

Tier II interventions are to be implemented when assessment data indicates that a student is not making adequate progress from universal instruction alone. They are generally smaller group interventions designed to meet the specific needs of a student and his/her peers with similar needs. These interventions MUST be evidence based strategies.

Tier 2 - Strategic Interventions

- Students in general education classrooms who have not met benchmarks through whole class and differentiated instruction (10-15% of all students)
- Strategic Interventions do not replace classroom instruction but support classroom instruction by focusing on specific deficits
- Strategic Interventions should be conducted by the classroom teacher or other trained individual with groups of ten or fewer students.
- Interventions are targeted to the identified area of need. Interventions are highly interactive (both oral and written). Skills are directly applied. Attendance/delivery of intervention is documented.

If a significant number of students appear to be in need of Tier 2 instruction, the effectiveness of Tier I (core) instruction must be evaluated.

Tier Three Intensive Intervention (in addition to Tier 1 following Tier 2)

Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/ or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased and group size is decreased.

Tier 3 - Intensive Interventions

- Students in general education classroom who are consistently falling behind their aim line with whole class and strategic interventions (5-10% of students):
- Interventions are specifically matched to student needs through a task analysis of the learning or behavioral problem.
- Interventions should be conducted by a highly qualified teacher or trained professional in a small group (2-3 students or one-on-one tutoring).
- Interventions should consist of no less than 20-30 additional minutes, 5 days per week, in addition to Tier 1 instruction.
- Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time.
- Intervention programs are highly structured or scripted.

Guide to Defining the Problem

Student Support Team Process

READING

How is reading assessed in the teacher's class (i.e. assessment instrument, skills measured, how often)? _____

What is the student's reading level? _____

What is the expected reading level at this point in the school year? _____

Check areas that the student has NOT mastered for his/her current grade level

Early Literacy Skills/Phonological Awareness:

- o Book/print awareness (parts of book, directionality, follow along when listening to text read aloud, etc.)
- o Recognize/produce rhyming words
- o Syllables - count, blend, segment, delete syllables in compound words
- o Match/identify beginning sounds in words
- o Match/identify ending sounds in words
- o Blend sounds of one-syllable word (e.g. what word am I saying? /r/ /u/ /n/)
- o Segment sounds of one-syllable word (e.g. how many sounds do you hear in man?)
- o Manipulate sounds - delete, add, or substitute individual sounds to produce a new word

Decoding/Word Recognition:

- o Recognize and name upper and lower case letters of the alphabet
- o Recognize letter-sound association
- o Use letter-sound knowledge to decode one-syllable words when reading
- o Use structural analysis (e.g. syllables, prefixes, suffixes, root words) to decode multi-syllable words when reading.
- o Use context clues to decode
- o Self-monitoring decoding using multiple decoding strategies
- o Recognize high frequency sight words at grade-appropriate level
- o Grade appropriate development of oral vocabulary
- o Grade appropriate development of reading vocabulary and word meaning

Fluency:

- o Reads aloud grade-level text accurately
- o Uses appropriate phrasing, smoothness, and pace when reading text

Comprehension:

- o Retell (beginning, middle, end, characters, details, etc.)
- o Answer who, what, when, where, how questions
- o Predict what may happen next in stories
- o Summarize main idea
- o Cause and effect, problem/resolution
- o Draw conclusions
- o Make inferences
- o Use self-monitoring strategies for comprehension (e.g. reread, adjust reading speed, paraphrase, retell, etc.)
- o Understanding complex text

Guide to Defining the Problem

Student Support Team Process

Math

Check areas that the student has NOT mastered for his/her current grade level

Number Sense:

- o Rote Count
- o One-to-one correspondence
- o Read numbers
- o Write numbers
- o Representing numbers in multiple ways
- o Comparing and ordering numbers
- o Place value
- o Fractions

Computation:

- o Equality
- o Basic addition/subtraction/multiplication/division facts
- o Multi-digit addition/subtraction/multiplication/division facts
- o Estimation

Problem Solving:

- o Understanding of operation to be used
- o Understanding of steps involved in multi-step problem
- o Correctly computes solution using reasoning
- o Uses multiple strategies, including the use of a calculator
- o Reading to solve word problems

Other:

- o Geometry (2 dimensional/3 dimensional)
- o Measurement (linear/mass/capacity/area/perimeter/time/temperature/money)
- o Probability/data analysis
- o Algebra (patterning/properties)
- o Other: _____

Guide to Defining the Problem

Student Support Team Process

WRITING

Which area(s) has the student NOT mastered for his/her current grade level?

Conventions:

- o Spelling
- o Punctuation D Capitalization
- o Grammar
- o Understands directionality of writing (e.g., left-to-right , top-to-bottom)

Content:

- o Orally expresses ideas in organized and coherent manner D
- o Uses drawings and/ or letter strings to express ideas
- o Idea development/ elaboration
- o Organization/sequence
- o Focus/remains on topic
- o Vocabulary/ word usage is grade appropriate
- o Sentence structure (varied length, complete sentences, sentence fluency, etc.)
- o Other area(s) of concern:

Guide to Defining the Problem

Student Support Team Process

Fine Motor

Personal Care Skills:

- o Student shows significant difficulties with feeding self or managing meal process as compared to peers
- o Student shows significant difficulties with hygiene skills such as toileting or washing hands as compared to peers
- o Student shows significant difficulties with managing clothing (putting on/off and fasteners) as compared to peers
- o Student has much difficulty with organization of materials (papers, notebooks, book bag, art materials, computer) or organization of self (assignments, managing schedule, following routine, transitions, set-up/dean-up, completing homework, being on time, etc.)

Student Role/Interaction Skills:

- o Student has significant difficulties managing fine motor skills and manipulatives in class (sharpening pencil, glue, coloring, scissors, writing utensils, math materials)
- o Student shows a poor grasp on writing utensils
- o Student shows poor finger/hand strength to open materials/packages age appropriately or use classroom materials.

Play:

- o Student has difficulty using toys/items for intended purpose D Student has difficulty engaging with other children to play D Student has small repertoire of play skills

Graphic Communication:

- o Student shows significant difficulties with handwriting as compared to peers:
- o Too little or too much pressure on paper
- o Switches writing hand
- o Poor spacing, alignment or letter formation
- o Messy work, erases or writes over a lot
- o Poor written organization/spatial planning
- o Student is slow with handwriting speed and has difficulty completing assignments as compared to peers
- o Student has difficulty with keyboarding as compared to peers.

Visual Perceptual/Ocular Motor:

- o Student has difficulty copying from the board or near source in timely manner
- o Displays frequent reversals in writing work for his age
- o Student has difficulty with reading, location information on a page, or word search
- o Student has much trouble sequencing and following a visual model (block designs, crafts, parquetry, etc.)

Sensory/Work Behaviors:

- o Student shows significant aversion to handling various textures
- o Student shows many self-stimulatory behaviors or is very ritualistic
- o Student shows great fear of movement activities/playground equipment
- o Student shows significant aversion to loud noises, visual stimulation
- o Student has much difficulty getting along with other children
- o Student shows much difficulty with transitions or routine

Guide to Defining the Problem

Student Support Team Process

Speech/Language

- o Student omits, substitutes, or distorts sounds in words
- o When speaking, student's speech is unintelligible
- o Other

Voice/Vocal Quality:

- o Student has unusual vocal quality (hoarse, harsh, breathy, nasal, high/low pitch) D
- o Student has difficulty using appropriate intensity/loudness (talks loudly or softly) D
- o Other

Fluency:

- o Student appears to stutter (speech has repetitions or prolongations)
- o Other

Expressive Language (Ability to verbally label/name language concepts):

- o Spoken vocabulary is delayed compared to peers
- o Student has difficulty using various language concepts
- o Spatial concepts/prepositions (e.g. on, under, behind)
- o Descriptive concepts/adjectives and adverbs (e.g. color words, long, rough, quickly)
- o Temporal concepts/time concepts (e.g. first, last, night)
- o Quantity concepts/number concepts (e.g. all, some, half, 1, 2, 3, 4)
- o Student has difficulty answering "wh" questions
- o Student uses incorrect grammar/syntax (e.g. she runned down the hall.)
- o Student has difficulty verbally relating experiences and stories in sequential order even when picture cues are available
- o Other
- o

Receptive Language/Listening Comprehension (Ability to identify and understand various language concepts)

- o Student has difficulty identifying age appropriate objects/pictures compared to peers (vocabulary)
- o Student has difficulty identifying various language concepts:
- o Spatial concepts/prepositions (e.g. on, under, behind)
- o Descriptive concepts/adjectives and adverbs (e.g. color words, long, rough, quickly)
- o Temporal concepts/time concepts (e.g. first, last, night)
- o Quantity concepts/number concepts (e.g. all, some, half, 1, 2, 3, 4)
- o Student has difficulty following one, two, or three step directions (circle appropriate number)
- o Student has difficulty placing pictures of stories in sequential order
- o Other

Pragmatics (Ability to use language socially):

- o Student has difficulty making and sustaining friendships
- o Student has difficulty demonstrating and sharing his/her feelings
- o Student has difficulty interpreting body language
- o Student has difficulty detecting humor or sarcasm in the verbal expression of others
- o Student has difficulty with initiating, joining or maintaining a topic in conversation

Guide to Defining the Problem

Student Support Team Process

Behavior

Target the behavior (s) that appear to be interfering with the student's performance on a regular basis

{SELECT TOP 2 OR 3 BEHAVIORAL CONCERNS}

<input type="checkbox"/> Frequently argues with peers	<input type="checkbox"/> Does not adapt well to change
<input type="checkbox"/> Frequently argues with staff	<input type="checkbox"/> Overly shy, withdrawn
<input type="checkbox"/> Fails to finish things he/she begins	<input type="checkbox"/> Physically harms self
<input type="checkbox"/> Difficult concentrating	<input type="checkbox"/> Temper outbursts
<input type="checkbox"/> Poor Social skills	<input type="checkbox"/> Communication difficulties
<input type="checkbox"/> Cannot sit still, restless, overly active for age	<input type="checkbox"/> Often appears nervous or tense
<input type="checkbox"/> Clings to adult, very dependent	<input type="checkbox"/> Uses obscene language
<input type="checkbox"/> Cries often	<input type="checkbox"/> Sudden changes in mood, feelings
<input type="checkbox"/> Bullies others	<input type="checkbox"/> Difficulty following directions
<input type="checkbox"/> Physically aggressive to others	<input type="checkbox"/> Frequently avoids tasks
<input type="checkbox"/> Acts without thinking	<input type="checkbox"/> Refuses to talk
<input type="checkbox"/> Demands lots of attention from staff	<input type="checkbox"/> Does not show guilt after misbehaving
<input type="checkbox"/> Seeks attention from peers	<input type="checkbox"/> Consequences have little effect
<input type="checkbox"/> Destroys Property	<input type="checkbox"/> Breaks schools/classroom rules frequently
<input type="checkbox"/> Lacks organization, can't manage materials	<input type="checkbox"/> Bothers peers while they are working
<input type="checkbox"/> Seems fearful	<input type="checkbox"/> Avoids groups/peers
<input type="checkbox"/> Would rather be alone than with others	<input type="checkbox"/> Frequently makes careless mistakes on tasks
<input type="checkbox"/> Lying, cheating	<input type="checkbox"/> Repeats actions over and over
<input type="checkbox"/> Steals	<input type="checkbox"/> Picks nose, skin, or other body part
<input type="checkbox"/> Difficulty making/keeping friends	<input type="checkbox"/> Difficulty with transitions

From the list below, indicate antecedents (what happens before the behavior), setting (where behavior occurs) and consequences (what happens after the behavior).

Antecedents	Setting/Concurrent Event	Consequences
Behavior	Behavior	Behavior
Lack of social attention	Independent seat work	Behavior ignored
Demand/Request from	Group instructions	Teacher attention
Difficult tasks - does not understand	Crowded seating (lunch,	Peer attention
Transition (task)	Unstructured activity	Reprimand/warning
Transition (setting)	Unstructured setting	Teacher talks to student
Interruption in routine	Specific subject/task	Other staff talks to
Negative peer interaction	Transitional times	Time-Out
Classroom is noisy	En -route to/from school	Loss of privilege
Student is off-task, restless	Special Area (art, PE, music)	Penalty imposed
Consequences imposed	Other	Removed from class
Other		Sent to office

Accommodations and Modifications

Definitions:

Accommodations are changes to the way a child is expected to learn or how he or she is tested. Modifications are changes to what a child is expected to learn.

Accommodations involve many kinds of techniques and support systems. Accommodations help students work around limitations related to their disability. Students who are blind may need to use braille textbooks or books-on-tape. Students who use wheelchairs may need a ramp or elevator to move independently in the school building. Students who are deaf or hard-of-hearing may need a sign language interpreter. Accommodations are really "whatever it takes" to make sure that students with a disability can participate as fully as possible in the general curriculum and ultimately earn a standard high school diploma. Accommodations can be provided for

- Instructional methods and materials
- Assignments and assessments
- Learning environment
- Time demands and scheduling
- Special communication systems

Goals for learning in school do not have to change when accommodations are used. Students with a disability can be challenged to meet the same requirements as students without disabilities. Most can take the same tests, pass the same kinds of courses, and earn the same high grades to graduate with a standard diploma.

Accommodations	Modifications
A strategy used to help a student with learning needs experience the same curriculum as his or her peers	A strategy used to help a student with significant learning needs experience the same curriculum as his or her peers
Has the same learning outcomes as his or her peers	Has different learning outcomes than his or her peers
Happens in the general education classroom	Happens in the general education classroom
Tools, materials, technology, visual aids, and timing are used to help the student access the curriculum so he/she can learn the same content as his or her peers	Tools, materials, technology, visual aids, and timing are used to help the student experience the curriculum but may not learn the same content as his or her peers
Grading is the same	Grading is different

Description of Multi-Tiered System of Support (MTSS) Tier II Purpose of Student Support Model (SSM) Tier II:

- Gather data about an area targeted for instruction/ intervention
- Develop/monitor new plans to increase performance in area(s) of concern
- Obtain help from other teachers
- Examine how targeted area(s) impairs student functioning

Description of SSM Tier II:

When the student learning problem is not resolved at the parent/teacher level or the targeted area is determined to be too significant to address at Rtl Tier I, additional resources are sought. At this point the teacher requests a meeting with the Student Support Team. This team engages in the problem-solving process by defining a student's performance profile, seeking additional diagnostic information, analyzing areas of concern, generating strategies to address concerns and monitoring fidelity of implementation and alignment of instructional strategies to the identified need. The Student Support Team may use the services of a resource teacher to generate additional information to help determine and meet the specific needs of the student.

Special Procedures at Middle School:

Students who score at Levels 1 and 2 on FCAT or below standard on other state assessment require intervention beyond normal classroom routine. While the Student Support Team process is not required to be started on each of these students, the following must occur:

- At the end of each nine weeks the administration and/or designee reviews the achievement of each of these students.
- When these students are failing subjects, a data review is conducted.
- A Student Support team meeting includes a review of these students, and the Reading/Intervention Coach provides support, additional diagnosis, etc. as applicable.
- Parents are contacted whenever a student is failing. This goes beyond sending a report card home.
- An Intervention Plan is generated when necessary, and parents are contacted as directed on the plan.
- Quarterly Data Conversations are held with Intensive Reading students during the Intensive Reading classes. These include having the students track their progress to their determined achievement goal. Intervention for math students is monitored in the classroom.
- Any student who is not on track for an on-time graduation is immediately placed in the Student Support Team Process.

Special Procedures at High School:

High school teachers maintain class lists on which they document the level of their students and the interventions being provided in their classrooms for these students. These lists are updated a minimum of three times per year and are turned in to the Assistant Principal for Curriculum for review. The Student Support Team, which is comprised of the School Counselor, the Assistant Principal for Curriculum, the Reading Coach and teachers as necessary meets a minimum of once per month to review Watch Lists and update data on students.

Students who score at Levels 1 and 2 on FCAT Reading or other state assessments are deemed to be at risk. Schedules of these students are reviewed individually to assure that intervention needs are addressed, and each student's records are reviewed on a regular basis by the administrative data team, which includes a teacher representative. As a result of data review any of the following may happen:

- Assistant Principal, Guidance Counselor, or Reading Coach follows up with individual teachers to determine support needed for students.
- AP, GC, or RC directs designee to observe students in classes where they are having difficulty to determine if there are additional strategies that can be used to support.
- The AP, GC, or RC convenes a problem solving team meeting of teachers who share common students to determine ways to support.
- The AP, GC, or RC determines that a Student Support Team must be convened due to significant and ongoing difficulty demonstrated by a student.
- Additional more intensive support time may be scheduled for the student.

In the meantime, the Intensive Reading or Content Area Reading teacher is required to continue support for these students. This support may include devoting class time to assist students with content-area reading requirements if reading is determined to be a root cause of the achievement problems the student is experiencing. Student engagement must also be considered. In addition, the teacher(s) whose class the student is failing is required to make contact with the parent/guardian to assure that the parent/guardian is aware of the student's achievement status. This contact goes beyond sending the report card home.

Middle & High School:

Students who score at Levels 1 and 2 on FCAT or who fail EOC Algebra or Geometry are also deemed to be at risk. These students are monitored by math teachers, and their achievement is reviewed during monthly department meetings. The Assistant Principal for Curriculum must be made aware of any student who continues to experience ongoing difficulty, as evidenced by a grade below a "C", even with support and intervention in the classroom.

Parent contact is required in these cases as well.

Any student who does not score at or above the required graduation level on an EOC (End - of Course) exam or 10th grade FSA on his/her first retake must be placed on "watch" list. If after additional evaluation significant learning problems are evidenced, the Student Support Team process must begin on the student.

Tier II Activities:

1. Describe the Student's Performance Profile (provided on Student Progress Profile Form): During Tier II the Student Support Team reviews information such as vision, hearing, health, and attendance. Through discussion with the teacher and parent, the team further defines the student's performance profile. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological issue that may be impacting the problem. This process helps estimate the severity of the area(s) of concern.
2. Develop a Plan: The SST then works with the teacher to develop strategies that s/he can use to address the problem. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on research and knowledge of effective practices. Solutions should be feasible and acceptable to the teacher and able to be implemented with integrity. A Tier II Intervention Plan must include specific procedures and strategies, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, date(s) on which activities will occur, an observation for instructional fidelity and a time for the SST to review student progress.
3. Implement the Plan: The teacher and other responsible individuals implement the intervention. At this level, progress monitoring data aligned to the targeted intervention must be collected weekly. Data collection must be consistent enough so that a graph can be created from the data.
4. Evaluate Progress: If the student's performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the SST may decide to move to Tier III if:
 - An ongoing review indicates that sufficient change has not occurred;
 - Parents request involvement of additional resources;
 - The intensity of the required interventions are impacting the achievement of other students; or
 - The team desires assistance in gaining new knowledge regarding the identified area of concern. The following are indicators of when to consider moving from Tier II to Tier III:
 - Anytime the SST determines a need for more assistance to determine the appropriate resources for a student;
 - Anytime a "red flag" appears. See the sample list of red flags (indicators of a need for interventions) below.
 - If given the current plan, the student is not making anticipated progress toward benchmark, even with Tier II intervention. Teams are cautioned not wait to until problems become so severe that the situation negatively impacts the students and/ or teacher due to intensity of the intervention required.

Sample "Red Flags" for moving to Tier III:

- Student moves in from another district or area with interventions/ services provided in the past;
- Student moves in and appears to have had very different instruction or has significant gaps in learning;
- More specialized assessment data is needed to determine the cause of the problem;
- Student has been referred to the SST in the past a number of times and specific strategies have been provided;
- Student has had significant medical trauma or mental health concerns or issues;
- FCAT Level 1 for multiple years;
- Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance;
- Student does not meet grade level standards and benchmarks in more than one academic area;
- Student appears unable to successfully participate in any academic activities;
- Student is potentially harmful to self or others;
- Behavior consistently interferes with learning of self or others in the classroom, even with consistent Tier II intervention;
- Behavior significantly disrupts classroom functioning;
- Severe behavior problems have been seen over time
- A student who is not on track for an on-time graduation after a year in Intensive Remediation.