

## **Guidance for Multi-Tier System of Supports (MTSS)/ Response to Instruction/ Intervention (RtI)**

The following details should be included:

- identify the school-based MTSS Leadership Team;
- describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions) and how the team integrates school teams to organize/coordinate MTSS efforts;
- describe the role the school-based MTSS Leadership Team will have in the development and implementation of the school improvement plan and a description of how the MTSS Problem-Solving process is used in developing and implementing the SIP;
- describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior; and
- describe how the school-based MTSS Leadership Team will align functions(e.g., meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support and
- describe the plan to train staff on MTSS.

## **Guidance for Literacy Leadership Team (LLT)**

The following details should be included:

- identify the school-based LLT;
- describe how the school-based LLT functions (e.g., meeting processes and roles/functions); and
- major initiatives of the LLT this year.

## **Guiding questions for Reading**

- Based on 2012 FCAT 2.0 data, what percentage of students scored at Achievement Level 3?
- Based on 2012 Florida Alternate Assessment (FAA) data, what percentage of students scored at Levels 4, 5, or 6?
- Based on 2012 FCAT 2.0 data, what percentage of students scored at Achievement Levels 4 or 5?
- Based on 2012 FAA data, what percentage of students scored at Level 7 or above?
- Based on a comparison of 2011 FCAT 2.0 data and 2012 FCAT 2.0 data, what was the percentage point increase or decrease of students maintaining Achievement Levels 3, 4, 5?
- Based on a comparison of 2011 FAA data and 2012 FAA data, what was the percentage point increase or decrease of students maintaining Levels 4, 5, 6?
- What are the anticipated barriers to increasing the percentage of students maintaining Achievement Level 3 or moving to Achievement Levels 4 or 5 on the 2013 FCAT 2.0?
- What are the anticipated barriers to increasing the percentage of students maintaining Level 4, 5, 6 or moving to Levels 7, 8 or 9 on the 2013 FAA?
- For students scoring Achievement Levels 1 or 2 (FCAT 2.0), what strategies will be implemented to provide remediation and increase achievement to Level 3?

- For students scoring Levels 1, 2, or 3 (FAA), what strategies will be implemented to provide remediation and increase achievement to Level 4, 5, 6?
- For students scoring Achievement Level 3 (FCAT 2.0), what strategies will be implemented to maintain satisfactory progress and/or increase to Achievement Levels 4 or 5?
- For students scoring Levels 4, 5, or 6 (FAA), what strategies will be implemented to maintain satisfactory progress and/or increase to Levels 7, 8, or 9?
- For students scoring at Achievement Levels 4 or 5 (FCAT 2.0), what strategies will be implemented to maintain above satisfactory progress and provide enrichment?
- For students scoring at Levels 7, 8, or 9 (FAA), what strategies will be implemented to maintain above satisfactory progress and provide enrichment?
- What percentage of students made learning gains?
- What was the percentage point increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain satisfactory progress for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percentage point increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AMO 2 targets?
- What are the anticipated barriers to increasing the number of subgroups meeting AMO 2 targets?
- What strategies will be used to ensure students meet AMO 2 targets?
- What clusters/strands, by grade level, showed a decrease in making satisfactory progress?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase students making satisfactory progress for these clusters/strands?
- How will school level leadership ensure that student reading placement meets the criteria of the Student Reading Placement chart  
[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)? (as outlined in State Board Rule 6A-6.054,  
<http://www.justreadflorida.com/docs/6A-6-054.pdf> )
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?

- How often will the teachers and School-Based Leadership Team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RtI Tier 3 intensive intervention?

### **Guiding questions for Comprehensive English Language Learning Assessment (CELLA)**

- Based on the 2012 CELLA data, what percentage of students were proficient in Oral Skills (listening and speaking)?
- Based on the 2012 CELLA data, what percentage of students were proficient in Reading?
- Based on the 2012 CELLA data, what percentage of students were proficient in Writing?
- What are the anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in Oral skills (listening and speaking), Reading, and Writing on the 2013 CELLA?
- What strategies will be implemented to increase and maintain English language proficiency for these students?

### **Guiding Questions for Mathematics**

- Based on 2012 FCAT 2.0 data, what percentage of students scored at Achievement Level 3?
- Based on 2012 Florida Alternate Assessment (FAA) data, what percentage of students scored at Levels 4, 5, or 6?
- Based on 2012 FCAT 2.0 data, what percentage of students scored at Achievement Levels 4 or 5?
- Based on 2012 FAA data, what percentage of students scored at Level 7 or above?
- Based on a comparison of 2011 FCAT 2.0 data and 2012 FCAT 2.0 data, what was the percentage point increase or decrease of students maintaining Achievement Levels 3, 4, 5?
- Based on a comparison of 2011 FAA data and 2012 FAA data, what was the percentage point increase or decrease of students maintaining Levels 4, 5, 6?
- What are the anticipated barriers to increasing the percentage of students maintaining Achievement Level 3 or moving to Achievement Levels 4 or 5 on the 2013 FCAT 2.0?
- What are the anticipated barriers to increasing the percentage of students maintaining Level 4, 5, 6 or moving to Levels 7, 8 or 9 on the 2013 FAA?

- For students scoring Achievement Levels 1 or 2 (FCAT 2.0), what strategies will be implemented to provide remediation and increase achievement to Level 3?
- For students scoring Levels 1, 2, or 3 (FAA), what strategies will be implemented to provide remediation and increase achievement to Level 4, 5, 6?
- For students scoring Achievement Level 3 (FCAT 2.0), what strategies will be implemented to maintain satisfactory progress and/or increase to Achievement Levels 4 or 5?
- For students scoring Levels 4, 5, or 6 (FAA), what strategies will be implemented to maintain satisfactory progress and/or increase to Levels 7, 8, or 9?
- For students scoring at Achievement Levels 4 or 5 (FCAT 2.0), what strategies will be implemented to maintain above satisfactory progress and provide enrichment?
- For students scoring at Levels 7, 8, or 9 (FAA), what strategies will be implemented to maintain above satisfactory progress and provide enrichment?
- What percentage of students made learning gains?
- What was the percentage point increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain satisfactory progress for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percentage point increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AMO 2 targets?
- What are the anticipated barriers to increasing the number of subgroups making AMO 2 targets?
- What strategies will be used to ensure students make AMO 2 targets?
- What clusters/strands, by grade level, showed a decrease in students making satisfactory progress?
- How will the Instructional Focus Calendar be created to address area(s) of improvement?
- How will focus lessons be developed and revised to increase students making satisfactory progress for these clusters/strands?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will the teachers and School-Based Leadership Team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?

- How will the Problem-solving Model and progress monitoring be utilized to strengthen Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RtI Tier 3 intensive intervention?

### **Guiding Questions for Science**

- Based on 2012 data, what percentage of students scored at Achievement Level 3?
- Based on 2012 FAA data what percentage of students scored at Level 4, 5, and 6
- Based on 2012 data, what percentage of students scored at Achievement Levels 4 or 5?
- Based in the 2012 FAA data, what percentage of students scored at Level 7, 8, or 9?
- What are the anticipated barriers for students scoring at Achievement Level 3 or above satisfactory progress to Achievement Levels 4 or 5 on the 2013 FCAT 2.0?
- What are the anticipated barriers for students scoring at Levels 4, 5, or 6 or above satisfactory progress to Levels 7, 8, or 9 on the 2013 FAA?
- What are the anticipated barriers to the students achieving a passing score on the Biology End of Course (EOC) Exam?
- What benchmarks/strands, by grade level, showed students not making satisfactory progress?
- How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
- How will focus lessons be developed and revised to increase and maintain satisfactory progress for these benchmarks/strands?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will the teachers and School-Based Leadership Team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RtI Tier 3 intensive intervention?

### **Guiding Questions for Writing**

- Based on 2012 FCAT data, what percentage of students scored at Achievement Level 3.0 or higher?
- Based on the 2012 FAA data, what percentage of students scored at Levels 4, 5, or 6?
- What are the anticipated barriers to students achieving Level 4.0 or higher on the 2013 FCAT 2.0?
- What are the anticipated barriers to student achieving Level 7 or higher on the 2013 FAA?
- What strategies will be used to ensure students achieve satisfactory progress on the 2013 Writing FCAT 2.0?
- What strategies will be used to ensure students achieve satisfactory progress on the 2013 Writing FAA?
- What types of writing (narrative, expository, persuasive), by grade level, showed a decrease in writing scores?
- How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?
- How will focus lessons be developed and revised to increase and maintain writing scores?
- In addition to the Baseline and Mid-Year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the School-Based Leadership Team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RtI Tier 3 intensive intervention?

### **Guiding Questions for Attendance**

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardies (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?

- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

### **Guiding Questions for Suspension**

- What was the total number of in-school suspensions for 2011-2012?
- What was the total number of out-of school suspensions for 2011-2012?
- What was the total number of students suspended in school in 2011-2012?
- What was the total number of students suspended out of school in 2011-2012?
- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2012-2013?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2012-2013?

### **Guiding Questions for Dropout Prevention**

- What is the current dropout rate? What strategies and interventions will be utilized to decrease the dropout rate?
- What is the current graduation rate? What strategies and interventions will be utilized to increase the graduation rate?
- What is the total number of students retained at each grade level? What strategies and interventions will be utilized to decrease the retention rate?
- What data warning systems are currently in place to identify students at risk of being retained and/or dropping out of school?
- What school-wide activities, strategies, and/or interventions are in place to support students who are at risk of being retained and/or dropping out?
- How will barriers be addressed to prevent students from experiencing course failure, lack of credit attainment, and behavioral issues impacting student achievement?

### **Guiding Questions for Parent Involvement**

- Generally, what strategies or activities can be employed to increase parental involvement?
- How will the school correlate the parental involvement activities with student achievement?

### **Guiding Questions for CTE**

- Based on 2011-12 data how many CTE programs were offered and what were the enrollments in those programs?
- Are CTE courses offered sequentially and cohesively allowing students to complete a program or complete at least three credits in a program?
- How many CAPE academies will be registered for 2012-13? How many career-themed courses will be registered for 2012-13?
- How often do representatives from feeder middle schools and high school meet to discuss articulation related to CTE?
- Do all CTE teachers hold the appropriate teaching certification for the program they teach?

- What percentage of CTE teachers hold an industry certification for the program they teach (if applicable)?
- Have CTE teachers participated in professional development related to utilizing data to drive instruction?
- Are CTE teachers involved in lesson study?
- What percentage of CTE teachers have been trained in CAR-PD/NGCAR-PD and/or CATER/NGCATER?
- How many CTE programs have active Advisory Councils that meet on a regular basis? What are the anticipated barriers to establishing Advisory Councils?
- Do all CTE programs have safe, well equipped facilities with appropriate student/teacher ratios?
- How many chapters of Career and Technical Student Organizations (CTSOs) are established?
- Based on 2011-12 data how many CTE students earned an industry certification on the Industry Certification Funding List?
- Based on 2011-12 data what percentage of CTE students (seniors) qualified for the Gold Seal Vocational Scholars Award?
- Based on 2011-12 data what percentage of CTE students were enrolled in dual enrollment CTE courses for college credit?
- Do CTE students have the opportunity to participate in school-based enterprise, internships, externships, and/or on-the-job training?

### **Guided Questions for STEM**

- What STEM practices are currently in place on your campus?
- What is your plan for STEM for school year 2012-2013?

### **INSTRUCTIONAL SUPPORT**

- How will STEM be integrated in the focus calendar(s) to ensure standards are taught with rigor? (MATH, SCIENCE, CTE)
- How will the Lesson Study process be used to implement STEM practices in the classroom?
- How will you use the Coaching cycle to support the implementation of STEM practices in the classroom?

### **PATHWAYS**

- What articulation is in place for stakeholders about STEM in your school?
  - \*Parents
  - \*District
  - \*Partners (Local Community/Business/Higher Education, etc)
  - \*Feeder Patterns
- How many students are enrolled in upper level STEM courses?
- How will you ensure students have access to and enroll in upper level STEM courses?
- How often do representatives from feeder middle schools and high school meet to discuss articulation related to STEM?
- Based on 2011-12 data what percentage of students were enrolled in dual enrollment STEM courses for college credit?



- Based on 2011-12 data how many STEM, Level 3 Courses were offered and what were the enrollments in those courses?

PROFESSIONAL DEVELOPMENT

- What professional development is needed in the area of STEM?
- How does your school plan to meet the professional development needs in STEM?

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