

## SCREEN: *Benchmark Assessment for ALL Students*

Use results to engage in the 4 step problem solving process to determine needs at the core: Complete Tier 1 Decision Making Form (SB 87076)

## INSTRUCT: *Good Core Instruction for ALL Students*

Implement instructional strategies from your SIP and Tier 1 Form to support the different learning styles/levels of ALL students. Both MTSS-RTI and the Common Core Standards acknowledge the power of strong 'direct instruction' and recognize that ALL learners need to be held to high expectations.

Because differentiated instruction under Tier 1 requires identifying and grouping students to work on targeted skills, schools may wonder where differentiated instruction ends and intervention begins. **Interventions are reserved for students who continue to struggle with meeting grade level expectations despite direct "explicit" instruction and differentiated support at the core.**

## INTERVENE: *MTSS-RtI Blended Intervention Model for Elementary Schools:*

*(6A-6.0331 General Education Intervention Procedures), (6A-6.054 K-12 Student Reading Intervention Requirements)*

Teams engage in data sorts with multiple pieces of data for early identification of students to participate in enrichment, enhancement, and intervention groups. Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading must be given intensive reading instruction. A substantial deficiency in reading is defined by scoring a Level 1 or Level 2 on state assessments. Intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the 120 minute ELA block in a smaller group size. (i.e., school designated Intervention/enrichment block that lasts between 30 and 45 minutes.)

### Initial Data Sort

(Refer to grade specific Parameters for data sources)

#### **Tier 1 Enrichment Groups:**

Reserved for students above grade level expectations.

Provide extension and enrichment activities to accelerate core performance.

No PS/RtI documentation is required for this group of students.

#### **Tier 1 Enhancement Groups:**

Reserved for students at or slightly below grade level expectations.

Provide re-teaching of core concepts and strategies to enhance core performance.

No PS/RtI documentation is required for this group of students.

#### **Tier 2 Intervention Groups:**

Reserved for students below expectations who need targeted interventions for **90 minutes per week** to improve skill deficits.

Based on group profiles, students identified for Tier 2 support will need to be matched to district approved Tier 2 interventions following a standard protocol approach.

**(SB 87073 Required)**

#### **Tier 3 Intervention Groups:**

Reserved for students **significantly** below expectations who need targeted interventions for **150 minutes per week** to improve major skill deficits.

Tier 3 teams will engage in the 4-step problem solving process to determine deficits and provide immediate, intensive and targeted Tier 3 interventions.

#### **Monitoring Response to Instruction**

Good decisions are accomplished when teams review accurate and timely data from summative and formative assessments, universal screenings, English Language Proficiency Assessments and curriculum based measures.

#### **Validating the Need for Intervention**

When making instructional decisions for students, multiple sources of valid and reliable data must be considered. Data sources found within the grade specific **Triangulation Documents** will support teams in validating appropriateness of students' level of intervention support.

Monitor students' progress with core/grade level assessments to determine progress toward grade level benchmarks/standards. Response to Intervention (RtI) ongoing progress monitoring data (EasyCBM) are not necessary since these students are not identified as having a deficiency in reading.

#### **Monitoring Response to Intervention**

**Ongoing progress monitoring:** Assess progress with easyCBM probes to monitor small group and individual student response to intervention. Ensure ongoing progress monitoring probes are linked to students' identified needs (Refer to EasyCBM Growth Charts).

**Tier 2 Small group "response to intervention":** The **Grade Level PLC** reviews intervention group data every 6-8 weeks at an RtI Checkpoint PLC to determine GOOD, POOR, or QUESTIONABLE response to intervention based on progress towards individual SMART goals and grade level benchmarks/standards. The PLC will utilize the MTSS Intervention and Progress Monitoring Worksheet to plan for intervention and document students' progress monitoring data (SB 87073).

After universal screenings and/or other benchmark assessments are given, schedule additional opportunities (RtI Checkpoints) to review grade level data to ensure there are no students who are beginning to struggle with grade level expectations from the Enrichment and Enhancement groups. The RtI Checkpoint PLC is also used to determine which **students from your intervention groups** are beginning to make progress toward grade level expectations/benchmarks.

**Tier 3 Individual "response to intervention":** The **Tier 3 Team** reviews the student's data to determine GOOD, POOR, or QUESTIONABLE response to intervention based on their individual SMART goal and progress towards grade level benchmarks/standards. Individual student data and intervention effectiveness is documented and reviewed on the Tier 3 form (SB 87074).

Use the data to repeat this process.