

2600 – North County Charter School Safety and Security

A. Releasing a Student from School

The organization is concerned about the safety of our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult, and that adult's name is entered into the Student Information System as an approved contact. In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

B. Relations with Law Enforcement Authorities

It is the organization's policy to cooperate fully with law enforcement agencies in promoting the welfare of students, staff and the community. In accordance with Florida law, an Indian River County Sheriff's Deputy, or designated School Resource Deputy (SRD) will be present on campus from the time gates open and close for the regular school day session.

Child Abuse, Molestation, Neglect

The organization considers the welfare of students to be of paramount concern in its responsibilities. Therefore, all organization employees and volunteers are directed to take whatever action may be necessary as required by Chapter 39, and 827 F.S. and all statutes and laws of the state of Florida as regards to all instances of suspected child abuse, molestation and child neglect. We are a reporting agency, and not an investigatory entity. Therefore, NCCS administration and staff will not discuss reports made to law enforcement or the Department of Children & Families with any individual that may be the subject of, or reason for the report.

Any employee of the organization or volunteer who has reasonable cause to suspect child abuse shall immediately make an oral report to the Department of Children and Families Abuse and Neglect Hotline. A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083. Further, a person who does make a report of suspected abuse in good faith has immunity from civil and criminal liability pursuant to § 39.203, F.S. The person making the call shall notify the Principal, or designee immediately. Any person who reports should keep a record of the date and time they made the report, whom they spoke to and the general information they provided to the Abuse Hotline. The school Principal should maintain records of the report but these should not be placed in a student cumulative folder.

The report shall be made under the following circumstances: When there is reasonable cause to suspect that child abuse or maltreatment has been inflicted through willful or negligent acts which result in neglect, malnutrition, sexual abuse, physical injury, or mental injury. Neglect is a failure to provide sustenance, clothing, shelter or medical condition. Abuse or maltreatment may also include aiding, abetting, counseling, hiring or procuring a child to perform or participate in any photographic motion picture, exhibition show, representation or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or masochistic abuse involving a child as defined by law.

Interviews, Interrogations and/or Removal from School by Law Enforcement, and Department of Children and Families Investigations

Law enforcement interview, interrogation or removals - The school has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The school administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials.

When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal, or designee will be present and the interview will be conducted in private. Additionally, unless the parent or legal guardian is the subject of law enforcement investigation, a reasonable effort will be made by the administration to notify the parent/guardian of law enforcement's request, or conduct of interviews on campus or during school-sponsored activities.

Removal of Student from School by Law Enforcement - Before a student at school is arrested or taken into custody by law enforcement or other legally authorized person, the school Principal, or designee will verify the official's authority to take custody of the student. The school Principal, or designee will also make a reasonable attempt to notify the student's parent/guardian that the student is being removed from school.

Department of Children & Families Investigations or Removals-The school Principal, or designee will not be present for DCF interviews related to neglect or abuse investigations; however, the Principal or designee will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school before providing time, space and access to the student(s). Further, the SRD will be notified when DCF officials arrive or request to use school time and/or facilities to conduct interviews, so that the SRD may check/verify if the circumstance has any possible crime associated with it.

Reporting Violent Behavior

The organization requires school administrators to report acts of school violence to teachers and other employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. School administrators will also disclose to appropriate staff members portions of any student's individualized education program that is related to past or potentially future violent behavior. Violent behavior and the phrase acts of school violence are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus, or while involved in school activities.

In addition, the school Principal or designee will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses which are committed on school property, including school buses, or while involved in school activities.

C. Searches by School Personnel

In accordance with the state and federal law, should a school administrator have reasonable suspicion that a crime or violation of school rules has occurred; the administrator has the authority to conduct an appropriate search. In cases where an immediate action may be necessary to secure a dangerous item, such as a fire arm, a knife, or harmful substance, any staff member may secure a student's property immediately, and restrain an individual to accomplish an immediate search.

Reasonable suspicion is defined to mean that the person initiating the search has a well-founded suspicion -- based on objective facts that can be articulated -- of either criminal activity, threat or a violation of school rules. Reasonable suspicion is more than a mere hunch or supposition.

If reasonable suspicion exists, and if the administration can justify the search at its inception, a reasonable search can be conducted to prove or disapprove the stated suspicion.

School property, such as student lockers, desks, computers or other devices may be searched by school administrators or staff who have a reasonable suspicion that they contain dangerous items, drugs, alcohol, or other materials that violate school rules, or that may pose a danger to the health or safety of students and school employees. In addition, the board authorizes the use of trained dogs to sniff lockers or other school

property to assist in the detection of the presence of drugs, explosives, and other contraband. The board does not need reasonable suspicion to utilize drug sniffing dogs.

Students or student property may be searched based on reasonable suspicion of a violation of school rules, policy or state law. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, preferably both the individual conducting the search and the witness will be of the same gender as the student. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances. No employee shall perform a strip search of any student, where undergarments would be revealed, or removed. Law enforcement should be contacted, and the student should be kept under very close surveillance, if it is felt that an additional search might be necessary to secure a dangerous item on campus.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted, when it is reasonable and prudent to do so.

D. Non-Employee Access to NCCS Facilities

Normal School Day (Including Before and After Care Program-7AM to 6PM)-Non-Employees who are visitors to the school may not enter the campus until properly admitted through the main office by showing a proper ID (e.g. FL Driver's License) that may be successfully run through a check with the Raptor System. A visitor pass sticker will be issued, and the visitor must wear it prominently displayed on their chest in plain sight for the duration of the visit. If the office is not open (normal hours are 8AM to 4:30PM), or the office is not manned by an individual who can properly use the Raptor system, visitors may not be admitted onto the premises, with the following exceptions:

1-An employee meets the visitor at the front gate, escorts and maintains physical proximity to the visitor during the entire visit until they depart (e.g. A parent conference before or after school or a Before or After Care Parent).

****IMPORTANT: At NO TIME shall such visitors be allowed to supervise, or be left alone with any student, unless it is their own child. Approved volunteers with proper fingerprinting/background check authorization may be granted supervisory responsibilities under certain conditions, under the auspices of an employee.***

After School Events-Non-Employees attending events after school hours shall be expected to adhere to the following expectations:

Visitors who are spectators attending after school events such as drama productions, student demonstrations, academic fairs, graduations/celebrations, or orientation-type events may be admitted onto campus under the supervision of administration and/or appropriate approved staff; however, will be required to enter their name onto a sign-in list to verify and record their attendance. ***At no time shall they be allowed to supervise or be alone with any student other than their own child(ren).***

Visitors who are allowed to chaperone or help as a volunteer at a special event such as a dance, or student activity shall be placed on a list approved in advance by the administration, and shall meet one or more of the following criteria:

1. Possess valid and up to date fingerprinting/background check and be on the school's current approved volunteer list; OR

2. Be scanned through raptor and provided a proper visitor pass by an approved employee. Visitors who are not fingerprinted and who are not on the approved volunteer list MAY NOT be placed solely in charge of any student or group of students. An administrator or school employee must be present, and hold the supervisory responsibility. A volunteer may never be in charge of a visitor working with students, other than their own child(ren).

****IMPORTANT: All chaperones and volunteers for any event must be on an approved (by administration) list prior to the start of an after school activity. Once the list is approved, NO OTHER ADDITIONS to the list may be made without permission granted by an administrator, and no other visitor will be allowed through the school's gate to be on campus. Parents, or designees picking up children MUST wait outside the main gate when picking up their child. They will not be allowed through the gate.***

****IMPORTANT: Any chaperone or visitor that violates school policies or safety rules (e.g. using tobacco products on campus, participating in an unsafe act or removing a student from the supervision of authorized personnel), or who enters the premises under the influence of alcohol or drugs, will immediately be removed from campus, reported to law enforcement and likely be legally trespassed by the Indian River Sheriff's Department upon request for such action by the Director/Principal, and for an indefinite period of time.***

Last, in keeping with generally established protocols for qualifying to volunteer at NCCS, any regular visitor performing a re-occurring role is to be properly placed formally on the volunteer list once vetted and approved by administration. This includes classroom volunteers, cafeteria volunteers, playground volunteers, field trip chaperones and other roles approved by the Director/Principal.

Adopted: May, 2023

Updated: March 11, 2024 (To Add Part D)

**North County Charter School, Inc.
Board of Directors Regular Meeting
Monday, March 11, 2024, @ 6:00PM (Board Room, Bldg. 5)**

AGENDA

- I. **Call to order/Attendance:** President, Mrs. Simchick
- II. **Pledge of Allegiance/Invocation:** Vice President, Mr. Tyson
- III. **Approve/Amend today's agenda:**
- IV. **Citizen/Parent input/concerns:**
- V. **Consent Agenda:**
 - A. **To approve the minutes of February 14, 2024 Regular Board Meeting-**Recommend Approval by Mrs. Simchick and Mr. Potter
- VI. **Action Agenda:**
 - A. **To accept and approve nomination(s) for new NCCS Board member(s)-**Mrs. Simchick will have a nomination for the Board's consideration
 - B. **To approve an update to NCCS Safety & Security Policy 2600 (added Section D-Non-Employee Access) and Procedural Form Related to Volunteers and Chaperones at NCCS Events-**Recommend Approval by Mr. Potter, the NCCS Safety Committee and Mrs. Simchick
 - C. **To approve NCCS Comprehensive Evidence-Based Reading Plan (CERP) and Appendix A-Multi-Tiered System of Supports (MTSS)-**Recommend Approval by Mr. Potter, Mrs. Irons and Mrs. Holton
 - D. **To approve the December and January financials for submission to SDIRC-**Recommend approval by Mr. Potter and Mrs. Bakos
- VII. **Reports:**
 - A. **Parent Involvement Committee:** Mrs. Le / Other (Mrs. Irons if necessary)
 - B. **Business & Finance Manager:** Mrs. Bakos
 - C. **Director-Principal:** Mr. Potter
- VIII. **Board Member Matters: None.**
- IX. **Adjournment:**



NCCS Multi-Tiered System of Supports

Manual

2023-2024

Multi-Tiered System of Supports Manual

Section 1 Introduction

Our Multi-Tiered System of Supports Goals

Section 2 Instructional Support Model

The MTSS Framework

Standard Treatment/Problem-Solving Protocols in MTSS

Section 3 Fidelity

Section 4 Teams, Staff Roles, and Responsibilities

The School Leadership Team

Professional Learning Teams or Grade/Content Teams

School Problem-Solving Team

Team Meeting Management

Staff Roles and Responsibilities

Section 5

Academic Implementation

Assessing Tier 1 Academic Health and the Need for Intervention

Our Universal Screening Plan

Our Tier 2 and 3 Support Plan

Progress Monitoring Plan

Our

Section 6

Behavior and Mental Health

Behavior Intervention and Supports

Our Tier Plan

Our Behavior and Mental Health Screening Plan

Our Progress Monitoring Plan

Section 7

Special Considerations

Considerations for MTSS Support of English Language Learners

Responsibility to Identify At-Risk Students

Referring for Comprehensive Evaluation to Determine ESE Eligibility

An Overview of the MTSS Approach

The Six Domains of a Multi-Tiered System of Supports

Appendices

Appendix A Behavior & Mental Health Charts (DRAFT Samples)

Appendix B References

Section 1-Introduction

North County Charter School

Our Purpose:

Our core purpose is to demonstrate that students can learn at high levels, through an academically rigorous and innovative curriculum that incorporates the development of good character.

Our Values Related to Student Support:

Every student deserves an appropriate and responsive tiered system of supports that will allow them to fully access the instructional program to achieve academic success and develop character traits and habits of mind and work that will benefit them through life.

Our Multi-Tiered System of Supports Goals

NCCS is committed to organizing the existing educational system as a Multi-Tiered System of Supports (MTSS). A MTSS provides the school with a framework with strong evidence of success by which we are better able to meet the academic, social-emotional, and behavioral needs of EVERY student. MTSS consists of a process that uses high quality evidence-based instruction coupled with standards based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to be successful. As a result of our commitment to developing an effective support system for all students, we have partnered with **Branching Minds** as our primary tool for understanding why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively.

Our goal for our students: The MTSS framework allows students to be known, respected, and supported across the diversity of their learning needs, so they may achieve success in their academics, personal relationships, and lives.

Our goal for our educators: Educators see this MTSS framework as a way to support all students more effectively, more easily, and more efficiently. We aim to streamline the collection and documentation of observations and student data - as well as the planning and reporting process required for differentiation and intervention, so we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success in a framework that provides support in a shared responsibility model.

This method of educating children embodies the following beliefs:

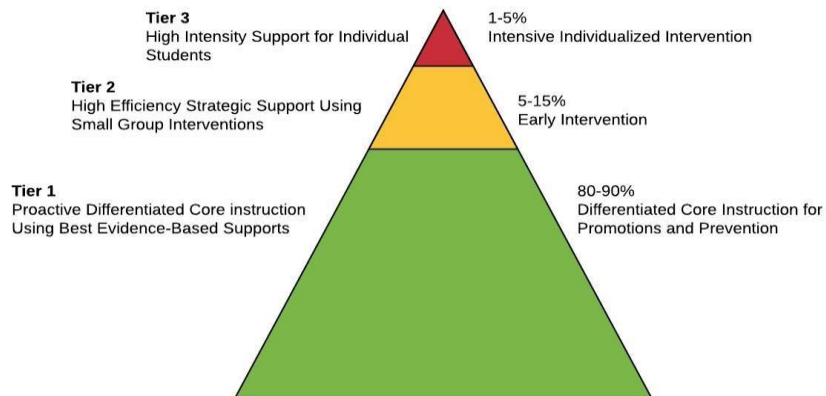
- We can effectively teach all children in a way that encourages them to reach their fullest potential.
- All available resources provided by the school are accessible to teach all children to provide an equitable learning environment that is fluid, responsive, and matched to student needs.
- Early interventions are more productive and better for the child.

- A multi-tier model of service delivery is necessary to overcome the wide range of difficulties that exist in our heterogeneous population.
- A problem-solving method needs to be used to make decisions within the multi-tier model.
- Frequent progress monitoring is required to assess both learning rate and level of performance.
- Data is required to determine which interventions to implement and whether or not the interventions are working.
- An integration of general education, remediation, and special education will provide the best outcomes for children.

An Overview of the MTSS Approach

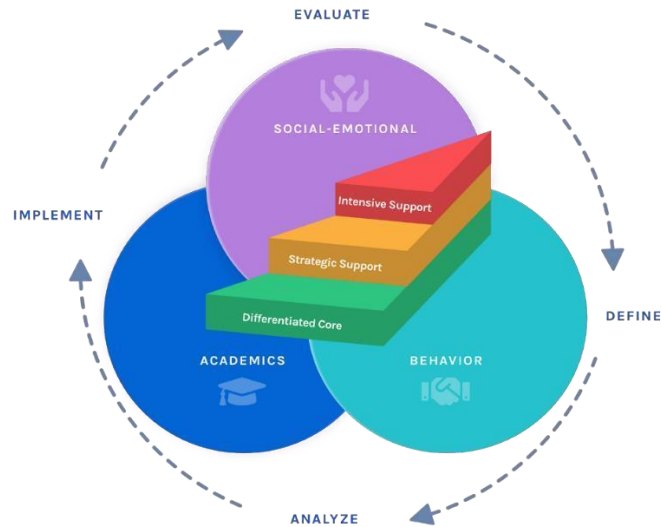
Multi-Tiered System of Supports (MTSS) - What & Why: A Multi-Tiered System of Supports is a collaborative, evidence-based, approach to differentiating and personalizing instruction and intervention, across academics, social-emotional development, and behavior for all students—so that EVERY student can achieve academic and life success. MTSS is one of the most effective ways to provide an equitable educational experience, because it leverages collective knowledge and expertise to help teachers understand their learners’ needs and make informed and strategic decisions that best support them.

MTSS begins with teachers assessing the skills of everyone in the class to proactively identify who may need additional topic support (e.g., reading, math, and behavior). Students then receive support (research-based, targeted instruction or intervention) matched both to their skills and level of need. Those students’ progress is monitored closely to ensure that the additional support is helping. If the achievement gap has resolved, the additional support in that area is no longer required; if it does not improve, then the level of personalization increases. This practice allows for early interventions that are more productive and better for the child.



MTSS is not new. There are thousands of research-backed interventions to choose from, tons of best practices to keep in mind, and so many data points to inform our data driven decision making. The district has ensured through our partnership with Branching Minds that a library of researched-based interventions are available to all, in order to streamline the choices and implementation of these

practices. There is tremendous evidence supporting the power of an effective MTSS framework to improve student outcomes for struggling learners, but there is also solidly convincing research that it improves student outcomes for ALL learners.

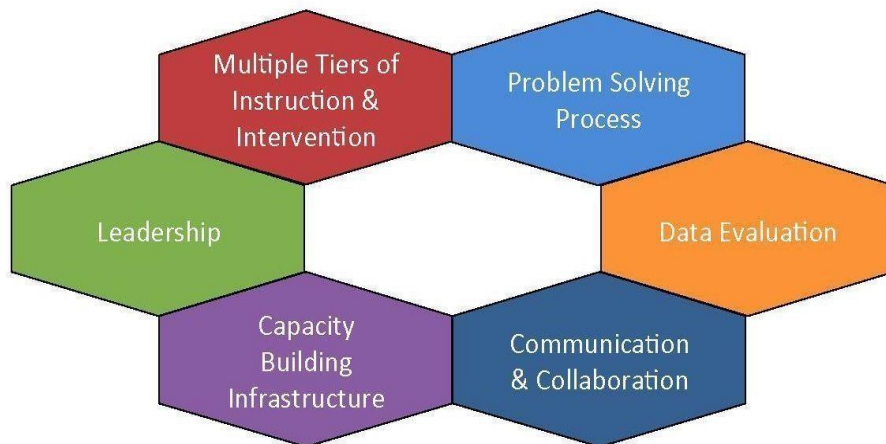


At the center of a Multi-Tier System of Supports is the triangle that represents the different levels of instructional support and intervention. In order to support varied levels of instruction and intervention effectively, staff and students need to operate within an aligned system of support that includes a strong evidence-based core curriculum that is routinely differentiated in order to meet the needs of at least 80% of students, instructional decision making, as well as, universal screening, progress monitoring and a comprehensive assessment system. In order for all of these components to function in an effective, efficient, and student-centered manner, there needs to be a strong infrastructure support throughout a building or a district. Supports will include but not be limited to leadership, resources, training, funding, and time for implementation of interventions. The cyclical problem-solving process needs to be examined through collaborative leadership and shared data-driven decision making. MTSS emphasizes the existence of the network of infrastructure support and decision making that is essential for student, school, and district success.

It is our hope that this manual, and our partnership with Branching Minds, will enable us to support all of our students at NCCS, from those in general education to special education to the gifted learners, as well as those who move fluidly across all, by making the work of MTSS easy, efficient, effective, and thereby, equitable.

The Six Domains of a Multi-Tiered System of Supports

The **critical elements** of a multi-tiered system of support are organized into six domains. These are the foundational elements of MTSS that will guide Okeechobee County School District to Achieve Excellence. The domains include:



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

- **Leadership:** Leadership is key to successful implementation of any large-scale innovation. The MTSS Coordinator, Principal/Director, Assistant Principal, and School Leadership Team Staff, such as ESE and Intervention Teachers are critical to implementing MTSS. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The Board and Administration also support the implementation of MTSS by communicating purpose to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.
- **Capacity/Infrastructure:** School-wide capacity and infrastructure are required in order to implement and sustain MTSS. Educators are respected as diverse life-long learners. This capacity and infrastructure includes ongoing professional development and coaching with an emphasis on evidence-based best practices, data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.
- **Communication and Collaboration:** The partnership between family, school and the community is integral to the success of students within the MTSS model. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.
- **Data-Based Problem Solving:** The use of data-based problem solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem solving to address barriers to school wide implementation of MTSS. While

several models for data-based problem solving exist, the four-step problem solving approach evaluated in this instrument includes:

1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidencebased strategies to attain the goals, and 4) evaluating the effectiveness of the plan and making modifications as needed.

- **Three-Tiered Instructional/Intervention Model:** The three-tiered instructional/ intervention model is another critical element of MTSS implementation. Beyond the core curriculum, there is a need to match students' instruction/intervention to the level and intensity of their need. The levels of support provided to students are based on increasing levels of student needs, which is organized through a tiered framework. In a typical system, Tier 1 includes the instruction all students get, or whole class core instruction. Core curriculum and instructional approaches must have a high probability of success for most students (80%). Implementation of core curriculum must be verifiably implemented with fidelity. Tier 2 includes additional instruction or intervention provided to students not meeting essential benchmarks. It is whole class core instruction + additional targeted instruction (often in small group). Tier 3 includes intensive, small-group or individual interventions for students showing significant barriers to learning the skills required for school success. Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention. It is important to consider both academic and socialemotional/behavioral instruction and interventions when examining this domain.
- **Data-Evaluation:** Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do effective data-based problem solving, school staff need to have access to training that ensures proper skills and the understanding of goal-oriented and purposeful data analysis. There are 3 types of assessments, which vary in administration and use: formative assessments, universal screenings, and progress monitoring. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, information on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation. All assessments must be quantifiable, objective, and based on best practices.

Section 2-Instructional Support Model The MTSS Framework

Universal screening of all students occurs at least three times per year (e.g., beginning, middle, and near the end of the school year) within both the academic and behavior/mental health domains. The data obtained from these universal screenings must identify which students are proficient in the target skill, which students are developing the skill, and which are deficient in the skill. The data are then utilized to make decisions about how to create instructional change so that all students reach proficiency and determine which students need more intensive interventions.

Students move through the tiers based on the level of instructional support required for continued success. A student is described as a student receiving Tier 1, Tier 2, or Tier 3 services, **not** a Tier 2 student. It is possible that a student may be receiving services in more than one tier, for example Tier 2 in reading and Tier 3 in behavior. Rather than a linear support system, **MTSS is fluid**. For example, at a Tier 2 level, data may indicate a need for support to increase to a Tier 3 level, and when mastery is established and shown via assessment results, that student returns to core instruction (Tier 1) with its usual support. Therefore, a student with Tier 2 supports may move forward to receive more intensive Tier 3 services or backward to receive less intensive Tier 1 services. Sometimes a student exhibits such a significant deficit in a skill it warrants immediate Tier 3 interventions rather than initially starting with Tier 2 interventions.

A Synopsis of MTSS at NCCS:

	Tier 1	Tier 2	Tier 3
Focus of Tier Support:	Designed for all students, with ongoing differentiation: Focus on alignment of instruction and instructional resources to core curriculum/FL BEST.	Small group problem solving: Targeted interventions for students not mastering expectations, in addition to core instruction.	Individualized problem solving: Intensive and strategic interventions, in addition to core instruction & Tier 2. Focus on specific skills.
Population Supported:	All students (100%)	Some Students (less than 15%)	Few Students (3-5%)
Assessments Used:	Universal screenings and benchmarks: NWEA, FL FAST (3-5), FL STAR (K-2), PLT Developed “Common” Formative Assessments (CFAs).	Academic progress monitoring occurs at least once every two weeks, via CFAs/Other as determined by the TEAM. Weekly with Behavior Progress Monitoring Sheet	Academic progress monitoring occurs weekly or as appropriate for the targeted skill area, using AmiraAI, Read-180, CFAs or Other as determined by the TEAM. Daily With Behavior Progress Monitoring Sheet
Curriculum and	School core curriculum	Research-based	Research-based

Intervention Supports:	delivered by the classroom teacher(s) at grade level rigor.	curriculum, evidencebased strategies, Tier 2 supports (curated by Branching Minds) or locally developed.	curriculum, evidencebased strategies, Tier 3 Supports (curated by Branching Minds) or locally developed.
Amount of Time Allotted:	<p>ELA: 120 mpd K-5 (min)</p> <p>Math: 90 mpd K-5 (min)</p> <p>Behavior/Character/Health: Daily Leader in Me Mini Lessons</p> <p>Mental</p>	<p>In addition to instruction at Tier 1:</p> <p>ELA and Math: 30 minute sessions, as needed based on CFA performance</p> <p>Grades K-5: As appropriate for targeted behavioral/mental health skills...at least weekly check in with Psychologist, Counselor or Other IAW plan.</p>	<p>In addition to instruction at Tier 1:</p> <p>ELA and Math: 30 minute pull out daily, or 150 mpw</p> <p>Grades K-5: Daily Behavior / Mental Hlth or Safety Plan Monitoring Sheet with formal check in check out protocol with Psychologist, Counselor or Other IAW plan.</p>
Group Size:	Whole class and small group IAW classroom teacher’s daily lesson plan.	Small Groups: 3-5 students preferred for academic, to more individualized in behavior/mental health	Direct Support: ideally one-on-one, or 2-3 students max for academics; 1-1 for behavior/mental health
Location:	General education classroom	General education classroom, or Math/Reading Lab with Interventionist(s)	Push in or pull out IAW IEP for ESE. For gen ed, this will be pull out on a daily basis.
Personnel:	Classroom teacher	Classroom teachers on the GL Team or Title I Interventionist assisting the GL Team	ESE Teacher, OR Title I or Other Interventionist Teacher(s)
Implementation of Plans/Cycles:	On going	Each cycle is equal to a 9-week (quarterly) marking period (4 cycles per year)	Each cycle is equal to a 9-week (quarterly) Marking period (4 cycles per year)

Tier 1: At Tier 1, **all** students receive research-based core curriculum instruction and school-wide behavioral expectations. When implemented, the majority of students (80-90%) will respond and achieve established benchmarks as evidenced by data from multiple sources at the school, grade, and class levels. Instruction at Tier 1 should be explicit, differentiated, and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential. Features of high quality, research-based instruction include:

- **Standards-Based Curriculum:** A core curriculum based upon the state standards, or Florida BEST in ELA and Math.
- **Systematic Explicit Instruction:** Skills are taught from less to more complex using direct, clear, and concise instructional language.
- **Differentiated Instruction:** Students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.
- **Flexible Grouping:** A combination of whole group and small group instruction allows teachers to create fluid groups that meet the needs of all students.
- **Active Student Engagement:** Ensure all students are actively involved during instruction and are not passive recipients. This can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.
- **Classroom Behavior Strategies:** The school will proactively and explicitly teach the expected behaviors and routines. Frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior shall be provided.

According to research, a solid Tier 1 should be sufficient to help **80%+** of students meet or exceed grade level expectations as measured by a standardized summative assessment. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, a supplemental curriculum, differentiation strategies (multisensory learning), use of flexible grouping, and maximizing active student engagement).

Tier 2: If Tier 1 is successful, only (5-15%) of students should need Tier 2. It is targeted to specific skills and is supplemental to Tier 1. It is for students that are identified through universal screenings as at-risk due to poor progress in the Tier 1 level. The student's rate of progress during the implementation of interventions is monitored, and is judged against both the goals articulated in the state standards, and is compared to the progress of other students at the same age or grade level or with similar cultural and linguistic diversity (AYP subgroups). Characteristics of Tier 2 interventions must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded and ideally occurring in the smallest groups possible, preferably approximately three to five students.

Tier 3: Students who have not demonstrated progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of two to three students or a larger group broken into groups of three to five students), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). According to research, about 35% of students will require this level of intensive support.

Tier 3 intervention plans include more than what occurs during intervention time. They also include strategies for maximizing student outcomes during core instruction or Tier 1, as well as supports at home or in the community.

Standard Treatment / Problem-Solving Protocols in MTSS

A Standard Treatment Protocol (STP) is when all students struggling with a similar area receive the same support plan, such as a Tier 2 intervention to improve performance on a learning standard. A Problem-Solving Protocol (PSP) is when a student receives an individual plan designed for their specific needs. Branching Minds (BrM) uses a combined approach (STP-PS) using elements from both protocols to drive the decisions made in the MTSS system. This includes the four steps of the Problemsolving Process:

1. **Problem Identification** (“Who and what are we concerned about?”): The difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
2. **Problem Analysis** (“Why do we think the problem is occurring?”): Multiple sources of data are used (e.g. formative and summative assessments, attendance data, the BrM Insight Surveys, etc.) to generate possible cause(s) of the problem.
3. **Plan Implementation** (“What can we do about it?”): Using the BrM platform, an intervention plan is developed collaboratively and implemented. The plan contains learning goals, support activities that are research-based strategies from the BrM library that maximize likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation** (“Was our support successful?”): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If positive impact is not evident, the problem-solving process begins again.

It is critical to understand that MTSS is based on the premise: the earlier we can identify a problem, analyze it so we can best understand our learners’ needs, implement a plan providing each student the level of support they need using research-based interventions matched to their specific challenges, and monitor frequently for fidelity and effectiveness, then we can help our students achieve success more easily, more quickly, and more commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

Section 3-Fidelity Fidelity

Multi-Tiered Systems of Support cannot be successful without fidelity. Fidelity is the implementation of a program, system or intervention exactly as designed, so that it is aligned with research and ensures the largest possible positive outcome. In order for an outcome to be attributed to a plan, it is necessary to know if the plan was implemented at all, and then implemented as planned on a consistent basis. When plans, methods, or programs are implemented as planned, outcomes and data are established as being reliable and valid. In order for schools to establish accountability for student outcomes, it is critical to evaluate and document fidelity of implementation.

Fidelity checks throughout all tiers of MTSS is necessary to ensure effectiveness of the MTSS system. Without fidelity checks, decisions can be based on data that is no longer reliable as an outcome of the process. To ensure valid and reliable data upon which to base educational decisions at the individual and system level, fidelity checks are absolutely essential. The continued full implementation of the MTSS system, of prevention and intervention activities, and of assessment is dependent upon adherence to the plan - implementation fidelity.

In the MTSS framework, the following activities must be assessed on an ongoing basis to document fidelity:

MTSS Fidelity Type	Guiding Questions?	How?	By Whom?
MTSS Implementation Fidelity	<ul style="list-style-type: none"> Are all team members implementing MTSS accurately, timely, and with fidelity? 	<ul style="list-style-type: none"> Direct Observation Documented Self-Reporting 	<ul style="list-style-type: none"> ESE/Intervention Personnel Principal Assistant Principal
Prevention Fidelity (Tier 1: Core Instruction and Positive Behavior Intervention Supports)	<ul style="list-style-type: none"> Are all students working with grade-level materials and standards? Are teachers well supported in implementing adopted programs and supplemental materials? Is content for students appropriately paced? 	<ul style="list-style-type: none"> Direct Observation Documented Self-Reporting Universal Screening Data Behavioral Data 	<ul style="list-style-type: none"> Principal Assistant Principal

	<ul style="list-style-type: none"> • Is there evidence of differentiated instruction? • Is small group, level instruction provided? 		
Intervention Fidelity (Tier 2 & Tier 3, Small Group & Individual)	<ul style="list-style-type: none"> • Is the intervention plan implemented with integrity? • Assistant principal signs off on integrity of instruction and intervention across tiers. Has progress monitoring occurred accurately & in a timely manner? 	<ul style="list-style-type: none"> • Direct observation documented within Branching Minds • Fidelity check within Branching Minds Platform (time & integrity) • Documented Self-Reporting • Behavior Rating Scales 	<ul style="list-style-type: none"> • Assistant Principal • ESE Teacher • Interventionists • Psychologist • MTSS SPS TEAM
Progress Monitoring Fidelity	<ul style="list-style-type: none"> • Does the progress monitoring match the intervention? • Does the progress monitoring assessment meet grade level expectations? • Based on guidelines, is the progress monitoring completed within the appropriate timelines? 	<ul style="list-style-type: none"> • Peer review during grade level/content meetings. • Monthly progress monitoring review with Assistant Principal 	<ul style="list-style-type: none"> • Assistant Principal • ESE Teacher • Interventionists • Psychologist • MTSS SPS Team

Evaluating Effectiveness of Tier 2 and 3 Plans:

Grade level PLT teams take responsibility for evaluating progress of students requiring support at Tier 2. Bi-weekly fidelity checks will be completed by the MTSS Coordinator for all students receiving Tier 2

support. If a student is provided support at Tier 3, the MTSS Coordinator will be responsible for weekly fidelity checks and that the data measures are being properly entered into Branching Minds. The School Problem-Solving Team conducts monthly data review and manages the student’s Tier 3 plan for any stagnating Tier 3 students.

Was the intervention delivered with fidelity?

1. Review intervention delivery for sufficient dosage:

Before determining if the intervention was effective, it is important to first check that it was delivered for the intended amount of time and by a qualified staff member. Additionally, the intervention must be a research-based activity that is directly applicable to the targeted skill. At NCCS, we verify the delivery of interventions by recording the sessions on Branching Minds. The Branching Minds platform then displays a status bar of how many minutes out of the intended amount of time the intervention was received. Any plans that were delivered below 80% of their intended dosage are considered not sufficiently administered.

2. Review intervention delivery for integrity:

Integrity is defined as the extent to which the intervention was delivered as intended. Schools must ensure that the instructional plan was implemented with integrity before determining if a student requires more intensive support. At NCCS, the MTSS Coordinator verifies the integrity of intervention delivery through direct observation and teacher self-report. When the delivery of intervention has been verified to be consistent with the intended delivery (outlined on the support description of Branching Minds), it can be documented in the notes section of the intervention session on Branching Minds. Monitoring integrity is not intended to be an evaluative process. Using data about integrity to evaluate a teacher’s ability to do his or her job is a misuse of data. Instead, monitoring integrity is intended to be an evaluation of adherence to the instructional plan, and integrity data should be used to judge the extent to which the actual instruction matched the intended instruction.

If the intervention is not delivered with sufficiency and/or integrity, then all other evaluation of Tier 2 and 3 stops and the school team works to improve integrity. It is neither ethical nor acceptable practice to judge a student’s growth when the fidelity of the intervention is not adequate.



Section 4-Teams, Staff Roles, & Responsibilities

The School MTSS Leadership Team

The School Leadership Team (SLT) is a school-based, problem-solving team; it is the engine that drives the MTSS system. The SLT meets at least monthly. The goal of SLT meetings is to understand the schoolwide health and wellness around MTSS in its entirety. The School Leadership Team is reviewing school level data (assessment scores, tier demographic distributions, tier movement, referral rates, etc.) to answer the question “Is this a healthy school?” by looking at improvement in student outcome measures since the last meeting and to understand if progress is positive, neutral (may make adjustments to Tier 1), or negative (evaluate the institution).

- The MTSS Coordinator will monitor the MTSS process to ensure that all components of the model are followed at each school site and will incorporate regular data chats with the SLT and include Branching Minds support, as needed.

The School Leadership Team is facilitated by the MTSS Coordinator. Members of the team include the Principal/Director, Assistant Principal, MTSS Coordinator/Resource Specialist, School Psychologist, ESE Teacher(s) and Intervention Teachers. Additional members can be added at the Team’s discretion. The SLT meets with a structured agenda to complete the following duties:

- review universal screening data
- review school-wide data, consider feedback and concerns from PLTs, make data-based decisions and determine the effectiveness of intervention plans
- provide input on professional development as it relates to the school’s MTSS system and Tier 1 needs
- provide input regarding school site intervention/enrichment schedule, curriculum, and/or course offerings
- support grade level PLTs in serving students during intervention blocks in collaboration with general education teachers
- discuss and communicate issues relevant to the MTSS process.

Professional Learning Community and Grade Level Professional Learning Teams

PLTs (grade/content teams) serve a critical role in problem solving at Tiers 1 and 2. PLTs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. They plan for grouping, content, and delivery of instruction at Tiers 1 and 2.

Additionally, PLTs identify students who are not responding successfully to core instruction and utilize differentiated instruction to support them. PLTs make data-based decisions to identify students in need of Tier 2 interventions. PLTs meet regularly for instructional planning, data review, intervention plan

adjustment, documentation within Branching Minds, and instructional decision making (e.g., student movement between tiers).

PLTs work with the SLT and School Problem-Solving (SPS) team to generate interventions based on individual problem solving when students are considered for, or already receive, Tier 3 support. Within the MTSS framework, it is recommended that classroom teachers manage students who are in Tiers 1 and 2 within the PLTs, while the SLT/SPS Teams manages students in Tier 3 who are stagnating or ready to decrease tier (a teacher familiar with the student is generally a part of the SPS Team).

The PLTs meet regularly, during dedicated daily planning time. The goal of these meetings is to discuss and problem solve for students not making sufficient progress, typically Tier 2 students and to check in on Tier 3 student progress as well. The team will evaluate the effectiveness of current Tier 2 and 3 plans and based on the growth/rate of improvement will make a decision for next steps utilizing the Tier Decision Rules. If needed, the team may refer a student for a SPS Team Meeting by submitting the Tier 3 School Problem-Solving Meeting Referral Form to the MTSS Coordinator.

School Problem-Solving Team

The School Problem-Solving Team (SPS Team) is responsible for the individualized deep dive problem solving for students not making sufficient progress as referred by the PLT/ Grade/Content Team (e.g., initiating Tier 3 intervention or stagnating Tier 3 students). The SPS Team duties include:

- make decisions about accepting referrals for most intensive supports at Tier 3
- hold problem-solving meetings (that include an invite extended to parents) for individual students
- monitoring the progress data of students with Tier 3 supports and re-implementing the problem-solving process as needed
- refer students for comprehensive special education evaluations when data indicate this step is warranted.

The MTSS Coordinator/Resource Specialist serves as the facilitator and site administrator. The site administrator designates the additional composition of the standing members of the SPS Team. SPS Team membership consists of both standing members who contribute expertise from their respective disciplines and those who may be invited to address a specific concern. In addition to the resource specialist, examples of additional standing members on the SPS Team include: administrators, general education teacher, school counselor, intervention teacher. When specific concerns need to be addressed other staff members will be invited (e.g., speech language pathologist, school psychologist, etc.). The SPS Team typically meets as needed but the schedule is dependent on the needs and size of the population of student's receiving Tier 3 services.

Team Meeting Management

It is very important to the success of Multi-Tiered System of Supports that teams are able to meet as scheduled and successfully complete their agenda. To implement efficient and productive team meetings members should be selected to serve in particular roles. The facilitator for the meeting is a standing role (i.e., always the same person). Teams may choose to make the recorder and time keeper standing roles or members can take turns in that role. The roles are as follows:

Facilitator

- Facilitators of the school PLC, PLTs and SPS Team serve as liaisons to the SLT
- Outlines the meeting agenda
- Establishes and maintains a supportive atmosphere
- Keeps the meeting goal oriented by following the agenda
- Pays special attention to group problem solving issues
- Attempts to elicit appropriate level of agreement during the process □ Helps resolve conflicts in the group

Recorder

- Keeps an accurate and concise record of the meeting within Branching Minds
- Asks for clarification about key information
- Assures all relevant information is obtained and recorded

Time Keeper

- Monitors how far a team has progressed given the guidelines in the agenda
- Prompts the team to remain focused on the issue at hand
- Helps the team come to closure when time is running out

Synopsis of School-Based Teams

	School MTSS Leadership Team (SLT)	School MTSS Problem Solving Team (SPS)	Professional Learning Team/Grade/Content Team (PLT)	Professional Learning Community/Guiding Coalition/Instructional Leadership Team (PLC)
Goal	School wide academic progress and student health and wellness	Problem solve and deep dive to develop Tier 3 plans for students who need them	Tier 1 support and identification and problem solving within Tier 2	To provide overall guidance to support school mission and purpose in implementing Learning by Doing and core curricular programs
Frequency	Monthly	As Needed	Weekly	Monthly
Facilitator	MTSS Coordinator/Resource Specialist	MTSS Coordinator/Resource Specialist	Grade Level/Content Teacher Leader	Principal/Director (with rotating facilitators)

Additional Members	<ul style="list-style-type: none"> • • Assistant Principal • School Counselor School • • Psychologist Principal/Director • Special Education Teacher Intervention Teachers 	<ul style="list-style-type: none"> • • Assistant Principal • School Counselor School • • Psychologist Principal/Director ESE Teacher or Intervention Teacher(s), depending Gen Ed Teacher Parent(s) (if available) 	<ul style="list-style-type: none"> • All grade level/content teachers • Intervention Teachers □ ESE Teacher □ Optional: Administrators <p>If providing intervention: Speech/Language Pathologists School Counselor or Psychologist</p>	<ul style="list-style-type: none"> • All Grade Level PLT Teacher Leaders • MTSS Coordinator/Resource Specialist • Assistant Principal
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Staff Roles and Responsibilities

Successful MTSS implementation requires well-defined procedures at the site level, in addition to clearly articulated roles and responsibilities. It is essential that school administrators identify and designate staff who will address the what, when, and how of MTSS implementation in order for positive student outcomes to be achieved.

Site Administrators: The Principal/Director provides leadership and commitment to MTSS at all three tiers. Administrators/Coordinators lead implementation, facilitate the various teams, participate on the teams, provide relevant and focused professional development linked to MTSS, and incorporate MTSS into the school improvement plan. Administrators/Coordinators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80 to 85 percent of the school population. Site administrators develop the master schedule to include blocks of time for intervention/enrichment. Site administrators monitor fidelity of instruction at both the core and intervention levels and consider the following:

1. Monitoring core instruction:

- Are all students working with grade-level materials and standards?
- Are teachers well supported in implementing adopted programs and items from the approved supplemental list?
- Is content for students appropriately paced?
- Does the movement through material attend to the developmental readiness of the student?
- Is there evidence of differentiated instruction?
- Is small-group, leveled instruction provided multiple days each week?

2. Monitoring MTSS Intervention Fidelity: (assigned to MTSS Coordinator/Resource Specialist)

- Is the intervention plan implemented with sufficient dosage and integrity?
- Is progress monitoring for all students receiving Tier 2 or 3 and IEP supports occurring as scheduled?
- Intervention plan goals are being achieved at the desired rate.

3. Establishing feedback system regarding instructional integrity:

- Make quality instruction a part of the annual goals for all teachers.
- Acknowledge staff members who are delivering quality instruction and support those who are not, to continually raise their level of performance.
- Each teacher is given specific feedback regarding impact of instruction/intervention on student learning through the observation and feedback system.

Additional Support Staff in an MTSS Framework: Under the leadership of the MTSS Coordinator, the School Leadership Team identifies key personnel to provide high-quality intervention and instruction, matches evidence-based instructional materials to student needs, and designs well-planned schedules to maximize the delivery of services within the three-tiered model. A critical resource in all schools is the highly qualified support staff, who lend expertise to supporting student success. Additional support staff

could include special education teachers, intervention teachers, speech and language pathologists, school psychologist or counselors, and volunteers.

However, teams must exercise judgment consistent with legal guidelines and school policy when determining how to allocate these teachers' time. Support staff, such as special education teachers, speech and language pathologists, must honor their responsibilities to provide the uniquely designed instruction delineated on students' Individual Education Plans where they exist.

Classroom Teachers: Classroom teachers are the front line of MTSS. General education teachers have the best opportunity to enhance instruction in their classrooms by providing standards-based and differentiated core instruction for all students. Whether it is meeting the needs of students who are gifted, students who are learning English, or students who have IEPs, regular classroom teachers have the greatest daily impact on learning. Classroom teachers know and understand intervention plans for groups and individuals, allowing for follow-up and additional supports in the regular classroom. General education teachers and/or core subject teachers participate in data collection—both school-wide screening and progress monitoring. With this knowledge, these teachers are best able to change or adapt instructional strategies based upon information gained through the data collection process. Whether directly responsible for data collection or not, teachers review all their students' data to understand performance levels and inform instruction. Classroom teachers work with their PLT/Grade/Content Team to identify and plan differentiated instruction within Tier 1 and plan interventions at Tier 2. If a student demonstrates a need for Tier 3 support, the team submits a referral to the SPS Team through the MTSS Coordinator/Resource Specialist. Within the SPS Team meeting, classroom teachers share/explain the data they have collected and collaborate to engage in and work within Branching Minds for individual problem-solving and parent communication/notification.

School Psychologist and/or Counselor: School counselors implement a comprehensive program that addresses the needs of all students. Through the review of data, school counselors assist in identifying struggling students and collaborate with other educators to provide appropriate interventions through the MTSS/Student Support Process. School counselors work collaboratively with other educators to remove systemic barriers for all students and implement intervention programs that assist in student success (The School Counselor & Multitiered Systems of Supports, adopted in 2008 and revised in 2018 by the American School Counselor Association). School counselors are both supporters of MTSS and providers of intervention. The role of school counselors include:

- regular attendance at SLT and SPS Team meetings
- aligning counseling and community resources
- deliver evidence-based counseling interventions across tiers
- monitoring of services provided to students at school by contracted counseling agencies and reporting back to the SLT and SPS Team

- follow-up on the transition of tiered intervention and support information on students who transfer between teachers or out of the school
- highlight specific data from needs assessments that demonstrate academic or behavioral/mental health issues identified by students, staff, and/or parents bringing to the SLT's attention issues of social justice and marginalized populations to connect the issues to the SLT's MTSS goals
- create and deliver specific counseling interventions based on the needs of underserved populations.

School Psychologist: School psychologists are valuable members of the School Problem-Solving Team (SPS Team). School psychologists possess expertise in assessment, understand and can interpret data for academic, social-emotional, and behavioral areas, and are considered mental health providers. School psychologists also possess knowledge about school systems, family systems, and community systems including, but not limited to:

- knowledge of school law, special education law, Section 504 law (including eligibility criteria)
- knowledge of school-wide practices to promote learning (multi-levels of support within schools for both academics and behavior)
- knowledge of the importance of fidelity (for core instruction, intervention, and systems implementation)
- knowledge of data-based decision making within school systems
- collaboration within the school system, with families, and within community systems (including physicians and mental health providers).

When problem solving for individual students, school psychologists know the importance of looking at all sources of data (instruction, curriculum, environment, learner) including fidelity, environmental factors, language acquisition, and diversity (cultural, linguistic, developmental characteristics, learning process). Using this knowledge, school psychologists advocate on behalf of students to ensure the proper interventions are implemented based on consideration of the above factors.

Resource Specialist: Resource specialists are valuable members of the School Problem-Solving Team (SPS Team). Resource specialists can provide:

- knowledge of federal and state laws related to exceptional student education (ESE), Multi-tiered Student Support (MTSS)
- knowledge of school and sponsoring district policies and procedures related to ESE and MTSS
- knowledge of student referral procedures for special assistance
- ability to provide professional development and guidance to parents, teachers, and other school personnel on Exceptional Student Education policies, procedures, rules, regulations and laws.
- knowledge of the problem-solving process and creating a multi-tiered system of supports.

The Resource specialist will play a key part in facilitating and monitoring the implementation of state and federal guidelines related to tiered intervention supports at Tier 3 as well as students being considered for Exceptional Student Education services.

Intervention Teachers: Intervention Teachers (e.g., reading or math) are valuable members of the School Leadership Team and as rotating members of the PLTs and SPS Team. They can provide:

- consultation and collaboration with classroom teachers regarding differentiated instruction for Tier 2 regroupings/RTI Time and direct pull out services at Tier 3
- provides expertise to teams regarding interventions and skill remediation
- inform teams of available academic programs and resources
- knowledge of academic universal screening tools and assist in data analysis
- provide on-site coaching and mentoring to staff members to better implement practices in the settings they are needed.

Parents: Parents know their child better than anyone and are invaluable sources of input into the problem-solving process. When an SPS Team, or any other team, meets to discuss an individual student the parent(s) **must** be invited to participate and be full partners in determining the support needs for their child. Reasonable attempts should be made to allow the parent to participate fully in meetings in which their individual child is to be discussed.

Throughout providing supports to students, parent should be informed of:

- what is MTSS
- the initiation of Tier 2 and 3 supports
- what interventions are to be provided, when, how, and by who
- what kind of data will be collected, when, and how
- what revisions have been made to the child's intervention plans, and • their child's progress.

Section 5-Academic Implementation

Assessing Tier 1 Academic Health and the Need for Intervention

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). It is similar to screening potential health problems by taking a child's temperature or monitoring their height and weight.

Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. A sufficient core is fundamental to the success of MTSS and

cannot be overlooked. Second, they are used to identify students who need additional support. Universal screening procedures generate objective information for parents and educators to proactively determine students whose needs are not being adequately addressed and increase efficiency of resource allocation.

Universal screeners often over-identify individuals as at-risk. Teams then compare universal screening results with multiple sources of data (e.g., benchmark data, formative assessments, etc.) to confirm or disconfirm at-risk status. The over identification of students using universal screening is planned and desired to prevent missing students who are in need.

Common Formative Assessment: A common formative assessment is a planned process in which assessment-elicited evidence of a student’s status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics (Popham, 2008). To build an effective system, Tier 1 instruction may look different depending on the predominant needs of the students. It is essential to examine the effectiveness of the core and ensure growth of all students.

Universal Screening Plan

The School Leadership Team meets regularly to review data from universal screenings and state assessments. The diagnostic assessments will serve as the school’s initial screener for math and literacy. Given the design, format, and content of the assessment, it will also serve as a means for us to benchmark performance at the student, classroom and school levels, and provide some early predictions as to student performance to the state standards and state assessments. It allows us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. The diagnostic assessment is an online assessment of literacy, math, and science. It will be administered to **all** students in grades K-12 three times during the year (fall, winter, and spring).

Kindergarten students will complete the state diagnostic assessment just as students in other grades. However, because many young children are still naturally developing specific skills in the first weeks and months of the kindergarten year, we want to be careful about over identifying young children for specific skill deficit intervention (ahead of natural progressions). Therefore, full implementation of the MTSS framework—identification for and provision of targeted interventions—will not begin until after the winter diagnostic administration for kindergarten students. This will allow kindergarten students an adequate opportunity to acquire skills that are needed to demonstrate mastery of grade-level content in the content areas of literacy and math. Academic interventions with kindergarten should be ongoing with students who demonstrate a need in literacy and math.

Universal Screening Tools

Reading	Math	Science
<ul style="list-style-type: none"> ● STAR (K-2) ● FAST (3-5) 	<ul style="list-style-type: none"> ● NWEA (3-5) ● STAR (K-2) ● FAST (3-5) 	<ul style="list-style-type: none"> □ NWEA (3-5)

Our Evaluation of Universal Screening Data:

Guiding Questions

1) *Are we sufficiently delivering Tier 1 instruction?* Core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students do not have their needs met, teams review the MTSS problem-solving steps and determine how to improve the core instruction so it benefits more students.

2) *Is the Tier 1 instruction supporting our students equitably?* The core instruction should be equitably supporting the diversity of our district. If a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations, we must evaluate the core as it relates to that demographic of students and problem solve for why it is not sufficiently meeting their needs before placing those students in Tier 2 or 3.

3) *Who needs Tier 2 and 3 support?* Please refer to the MTSS Placement Charts to determine which students are in need of Tier 2 or Tier 3 support. It should be noted that the diagnostic assessment performance as well as additional sources of data (past tier performance, benchmark data, formative assessments, etc.) should be utilized when making decisions regarding tier placement. The diagnostic assessment is intended to over-identify students needing support, so if other data suggest that the student is not at-risk, they do not need to receive Tier 2 or 3 level support.

Our Tier 2 and 3 Support Plan

NCSS advocates the use of a problem-solving model for identifying students requiring support at Tier 2 and Tier 3. The planned intervention engagement time, the selection of an evidenced-based intervention, and appropriate progress monitoring measure/schedule are systematized through the

problem-solving model and scaffolded through Branching Minds. The decision around which evidencedbased interventions constitute a plan is individualated through Branching Minds and based on problem solving. Below are the established parameters for group size, intervention engagement time, and progress monitoring frequency by tier:

Tier Level	Duration of Plan	Intervention Frequency & Duration	Progress Monitoring	Group Size
2	9 weeks on specific area of instructional need	60 minutes per week (OR two 30 minute sessions) OR As NEEDED based on CFA mastery data	Every Other Week Data Point Entered in Branching Minds	Small Group (1:1-10)
3	9 weeks on specific area of instructional need	150 minutes per week (five 30 minute daily sessions)	Weekly Data Point Entered in Branching Minds	Individual Small Group (1:1-3)

For the creation of Tier 3 plans, the team should also consider home and community variables from the parents’ perspective to complete problem analysis to pinpoint the specific nature of the student’s needs. Data collected during Problem Analysis is used to develop targeted individualized plans. School personnel, parents, and outside agencies (when applicable) determine who is responsible for addressing components of the intervention plan and is documented in Branching Minds. The Tier 3 plan is more than what occurs during the additional intervention time. Any instructional plan incorporates the student’s entire day and extra care must be taken to ensure coordination and collaboration between school personnel and families.

Families are sent Tier 3 notification letters including the plan details at the start of the intervention (print letter from Branching Minds). All intervention session details and progress monitoring documentation is entered and maintained on Branching Minds.

Our Progress Monitoring Plan

The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data shows students are progressing, interventions are maintained until students meet identified goals. When data shows students are not progressing, a change in intervention is necessary

(Fuchs, Compton, Fuchs & Davis, 2008). When changes are made to intervention plans based on data, intervention or phase lines should be placed on student graphs to indicate the change. Students receiving Tier 2 support should be assessed every other week, while students receiving Tier 3 support should be assessed weekly or as prescribed by the SPS or IEP Teams.

Schedule: As the severity of the identified problem and the intensity of school resources provided to address that problem increase, so should the frequency of progress monitoring. Although weekly has been established for the frequency of progress monitoring in Tier 3, the SPS Team may choose to prescribe frequency of progress monitoring outside of the established guidelines based on known growth rates for particular academic skills. For example, peer-reviewed research has shown reading comprehension skills increase at a slower rate than reading fluency skills; therefore, progress monitoring reading comprehension weekly, even at Tier 3, would not be efficient. The SPS Team may then prescribe progress monitoring of reading comprehension every two or three weeks. It is recommended the guidelines for Tier 2 progress monitoring be followed.

A student’s progress monitoring graph in Branching Minds will be shared with the student’s parent with report cards (4 x per year).

Person Responsible: Ideally, the individual implementing the intervention plan should administer the progress monitoring assessments, or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related to progress monitoring.

Schedule of Progress Monitoring for Academics			
Academics	Suggested Timeline	Instrument/Assessments Used	Person Responsible
Tier 1	Universal Screening: 3 times per year (beginning, middle, end) for all students	STAR/FAST/NWEA	Classroom Teachers

Tier 2	Monitor Progress: once every two weeks	CFA, NWEA “Screener” Tool, STAR/FAST if Timing Allows in the Cycle	Classroom Teachers or Interventionist Working With GL Team
Tier 3	Monitor Progress: Weekly or as prescribed by SPS or IEP team	Read 180, AmiraAI, CFA, NWEA “Screener” Tool, STAR/FAST if Timing Allows in the Cycle, Other as Prescribed by SPS or IEP Team	Classroom Teacher, Intervention Teacher, Paraprofessional, Instructional Coach

The school has approved the use of DIBELS, and other assessments, such as READ-180, NWEA, AmiraAI and iReady... as curriculum based measurement (CBM) tools. Other CBMs may be chosen with the approval of the principal and/or MTSS Leadership Team.

Evaluating Effectiveness of Tier 2 and 3 Plans: The district recommends that grade level teams take responsibility for evaluating the progress of students requiring support at Tier 2 and 3. The grade level team refers students to the SPS Team if:

- data suggests the need for initial placement into Tier 3 supports, or
- a student with Tier 3 supports appears to be stagnating and there is a need to go back to the SPS Team for additional student problem solving, instructional recommendations, and consideration of additional supports.

Guiding Questions

1) *Was the intervention delivered with fidelity?*

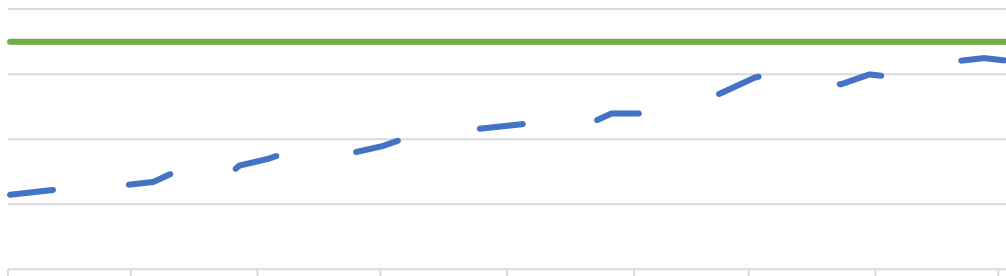
- a) Review Intervention Delivery for Sufficient Dosage
- b) Review Intervention Delivery for Integrity

2) *Is the student making sufficient progress?*

- a) Ensure the Validity of the Progress Monitoring Data: Academic progress monitoring data is considered *invalid and unusable* if:

- a valid and reliable curriculum-based measure was not used
- there are less than eight data points collected (four data points are sufficient to evaluate minor plan adjustments)
- more than one progress monitoring point is collected in the same week
- more than three weeks has elapsed between data points
- administration directions were not followed ● student was given multiple attempts/probes ● student was given extra practice time .

b) Review the Growth of the Student Reflected by Progress Monitoring Data: Before discussing this question, it is important to understand the components of a student’s progress monitoring graph. As seen in the figure below, the progress graph has a trend line, a goal, and a goal line (also referred to as an aim line). The goal is the target for a specified time frame, and the goal line illustrates the minimum acceptable growth over time needed in order to meet the goal (solid green line). A trend line represents the student’s pattern of growth (dashed blue line). The goal/aim line projects the student’s performance if no changes are made to the current plan (average growth demonstrated in dotted red line).



Number of Data Points: When examining a graph, a team should first ensure there are at least eight data points in a Tier 3 cycle. This does not mean, however, that school teams cannot examine student growth prior to having eight data points. Teams may want to examine a student’s progress after collecting four data points to determine if minor adjustments are necessary. It is normal for students’ scores to have some variability from week to week. Students may perform relatively higher or lower on a specific probe based on background knowledge, testing environment, or numerous other factors. Consequently, eight data points provide the most reliable and solid pattern of performance.

What is the student’s growth relative to the goal line? Student growth is documented using progress monitoring graphs on Branching Minds. When examining a student’s trend line relative to the goal line,

the question you should ask is, “Is the trend line (i.e., student’s performance) above, near, or below the goal line?”

- **Sufficient Growth at Tier 2 and 3:** If the trend line is above the goal line, then the intervention is working. If the student’s growth is above the minimum desired growth, then the team can consider the possibility of moving the student down in tier. A general guideline to consider is that a student should demonstrate three consecutive data points above the goal line and have other sources of data documenting that the originally identified problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame’enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance is not commensurate with measured skill level, it is expected that the team engage in individual problem solving to identify possible explanations.

If the trend line is near the goal line and the student’s performance on grade level standards is improving, then the intervention is considered effective and should be continued. If the trend line is near the goal line and the student’s performance on grade level standards is not improving, it would be necessary to reconsider the hypothesis about why the problem is occurring.

- **Uncertain Growth at Tier 2 and 3:** If the trend line is below the goal line and performance on grade level standards is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem analysis is also revisited to determine if the original hypothesis about the student’s problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be placed on the graph. A new phase of intervention begins and eight data points are needed to determine the effectiveness of the new intervention plan.

It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.

- **Insufficient Growth at Tier 2:** If Tier 2 supports are determined to be inadequate and the student’s growth is below the goal line, he or she may require more intensive supports at Tier 3. For this to occur, the PLT/Grade/Content team must be certain that prior interventions have been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information. If implemented with sufficiency and integrity, the

PLC/grade/content team may adjust Tier 2 supports or refer the student to the SPS Team for consideration of Tier 3 supports. The referral to the SPS Team is made by submitting the Tier 3 School Problem Solving Team Meeting Referral Form to the MTSS Coordinator.

- **Insufficient Growth at Tier 3:** If Tier 3 supports are determined to be inadequate and the student's growth is below the goal line, the SPS Team should work to re-evaluate the plan and adjust one or more of the following:
 - focus on a different and/or more foundational skill
 - change the intervention
 - change time of the intervention
 - change the interventionist ○ increase frequency.

The SPS Team should continue to problem solve and adjust plans for Tier 3 students for at least 18 weeks (2 cycles if directly placed in Tier 3), or 9 weeks (if received 9 weeks of prior Tier 2 support). If progress monitoring data has been collected consistently during those intervention periods, and the student still does not show sufficient growth, it is then appropriate for the SPS Team to refer the student for a formal evaluation for Exceptional Student Education Services through the Resource Specialist.

Summary of Minimum Requirements before Changing Tiers

- Daily Tier 1 (core) instruction
- 9 weeks of research-based intervention
- Intervention data points completed and entered into Branching Minds (Keep Backup)
- Consistent progress monitoring
- Fidelity checks completed with 80% integrity
- Monthly team meetings with rate of improvement assessed
- Documentation of parent communication of student progress for Tier 3 students ● One intervention change (if showing uncertain progress-strategy or level)

Tier 2 Decision Rules		
Performance Level	Growth/Rate of Improvement	Decision
3 Consecutive PM Data Points at or above the 40th Percentile	Sufficient Growth	Move to Tier 1: Discontinue or fade out Tier 2 intervention
PM Data Consistently Below 40th Percentile	Insufficient Growth	Stay in Tier 2: Maintain the current Tier 2 intervention for another cycle. At least two cycles, or more if determined appropriate by the SLT.

Tier 3 Decision Rules		
Performance Level	Growth/Rate of Improvement	Decision
5 Consecutive PM Data Points at or above the 25 th ile or a 9 Week Cycle Above Goal Line and Making Progress	Sufficient Growth	Move to Tier 2: Revise plan to reflect Tier 2 intervention and implement for at least one additional 9 week cycle
	Insufficient Growth	Stay in Tier 3: Maintain the current Tier 3 intervention for another cycle. Consider ESE Referral if failing at least two cycle (e.g. a Tier 2 and a Tier 3, or 2 cycles @ Tier 3).
PM Data Consistently Below 25th Percentile, or 9 Week Cycle Below Goal Line and Not Making Progress	Uncertain Growth	Stay in Tier 3: Revise the current Tier 3 intervention and implement for another intervention cycle, until sufficient change is notes. Consider ESE referral if sufficient data exists.

Section 6-Behavior and Mental Health

Behavior Intervention and Supports

Within the MTSS framework, NCCS will utilize and implement Behavior Interventions and Supports, Safety Plans, as well as mental health referral assistance, on a case by case basis. Behavioral supports it provides for *all* students. NCCS will also offer some school-wide instruction of social and emotional learning curriculums via Leader in Me and follow consistent, clear, and practiced expectations and rules, with targeted behavior modification strategies and plans. These interventions, inclusive of Tier 2 level Check In Check Out, on up to Tier 3 level and more intensive Behavior Intervention Plan (BIP)

development, will be used to solve problems identified through collection of disciplinary and other referrals. These strategies will promote a safe and nurturing school environment and positive mental health and well-being.

It is important to remember that it is not required that each student “progress through each tier”. The tiers are fluid, and the goal is for students to remain (or return) to Tier 1 for the most success. Different situations and life events can cause a student to need more intensive interventions for periods of time (i.e., parent divorce, illness, natural disaster, academic difficulties, and mental health disorder). This could result in a student moving into Tier 2 or even Tier 3. However, as intervention is delivered with fidelity, this student can move back to Tier 1 levels of support to ensure equity in access to core instruction and the least restrictive environment possible for the student’s success.

Selecting Target Behaviors: All 3 tiers rely on the identification of clear target behaviors. These behaviors become more specific to the needs of the student and the behavior(s) they present as s/he progresses through the tiered system. The team should focus on selecting the behavior that most impedes the learning process and aim to clearly define the behavior in a way that allows anyone to accurately identify the behavior, regardless of their history with the student. Additionally, the team should be selecting meaningful replacement skills that provide the student with the tools and coping skills to manage the behavior concerns. These replacement skills should always be related to the function of the detrimental or unwanted behavior and why it is happening.

The four main functions that maintain behaviors are:

- **Escape/Avoidance:** The individual behaves in order to get out of doing something he/she does not want to do.
- **Attention Seeking:** The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.
- **Seeking Access to Materials:** The individual behaves in order to get a preferred item or participate in an enjoyable activity.
- **Sensory Stimulation:** The individual behaves in a specific way because it feels good to them or to get away from something they find painful or unpleasant.

Our Behavior Tier Plan

	Interventions & Strategies	Teams Involved	Performance Data	Fidelity Tools
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<p>Tier 1</p> <p>Differentiated Core Instruction and Supports</p> <p><i>80-90% of student population</i></p>	<ul style="list-style-type: none"> • SLT Team established and meet regularly (with administrator in attendance) to review performance data • Reward System Established on School Wide Basis (e.g. Character Focus Monthly) • School-wide rules and Expectations established and posted in common areas and classrooms • Lesson plans to reinforce rules and expectations 	<ul style="list-style-type: none"> • PLC/Guiding Coalition • SLT • PLT-Grade Level Content Team • All Faculty and Staff • Parents and Students 	<ul style="list-style-type: none"> • Discipline Data (shared with staff several times per year) • Attendance Data • Faculty/Family Surveys (e.g. Title 1 Annual) 	<ul style="list-style-type: none"> • Tiered Behavior/SEL Data Maintained in Branching Minds • Walk-Throughs <ul style="list-style-type: none"> • Administration Response to Disciplinary Referrals • FOCUS Data for More Significant or Serious Incidents • SESIR Reports • Safe Schools for Alex or FL DOE Ratings
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<p>Tier 2</p> <p>More Intensive and Targeted Interventions</p> <p><i>~10% student population</i></p>	<ul style="list-style-type: none"> ● Function- Based Interventions ● Check-in Checkout ● Small groups led by members of Mental Health and Behavior Supports Dept., guidance counselors, and/or community agency therapists 	<ul style="list-style-type: none"> ● PLC ● SLT ● PLT/Grade Level Content Team ● School Psychologist ● School Counselor ● Parents and Students 	<ul style="list-style-type: none"> ● Discipline Data (usually 3 or more ODRs)* ● Restraint Data ● OSS/ISS Data ● Progress Monitoring Tools ● Crisis Calls ● Threat Assessments 	<ul style="list-style-type: none"> ● Direct Observations ● Fidelity Checklists for prescribed interventions ● Progress Monitoring biweekly ● Branching Minds Platform Data
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<p>Tier 3</p> <p>Very Intensive Individualized Supports</p> <p><i>1-5% of student population</i></p> <p><i>(students not responding well at Tier 1 and/or Tier 2)</i></p> <p>Students who have had crisis episodes (crisis referral, Baker Act, restraint, etc.)</p>	<ul style="list-style-type: none"> ● Create and complete Functional Behavioral Assessment (FBA) ● Create Behavior Intervention Plan (BIP) ● Individualized approaches and needs provided ● Tier 1 and Tier 2 Supports Continue 	<ul style="list-style-type: none"> ● School Problemsolving Team (SPS Team) or IEP Team, as appropriate ● School Psychologist ● School Counselor ● Parents and Students 	<ul style="list-style-type: none"> ● Data based on BIP Targets ● Restraint Data ● OSS/ISS data ● Progress Monitoring Tools ● Tier 1 and Tier 2 Data ● SESIR Data ● Threat Assessment Data 	<ul style="list-style-type: none"> ● Direct Observations ● Fidelity Checklists specific to BIP ● Progress Monitoring weekly forms ● Branching Minds Platform Data
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*It is important to note that the SLT Team should not wait for more than 2 office discipline referrals (ODRs), OSS/ISS, restraints, or crisis calls to occur within a 9-week period. Rather, the team should be using these types of data as a *warning system* that *proactively* identifies students who may require additional supports.

The Tier 1 universal support system is the foundation that drives reinforcement practices and effective discipline strategies that shape successful, classroom-ready behaviors. It is designed to provide behavioral strategies, at the school-wide level and within individual classroom settings, which builds capacity for the school and teachers to operate in a way that manages behaviors effectively. Ultimately, these supports provide teachers with tools to maintain the structure necessary to effectively teach *any* student within their classroom. Additionally, when this tier is implemented with fidelity, those students who may require additional support at the second and third tiers are better identified. It is important to note, Tier 1 Supports are *always* embedded within Tiers 2 and 3 due to its foundational provision throughout the framework. Specifically, the principles that guide Tier 1 should be maintained as the core underpinning across all tiers.

Additional Components of the Tier 1 Support System

1. The school will implement consistent rules and behavioral expectations and enforce them. The school will implement the Leader in Me Leadership Program and have students develop personalized goals (Tier 1). A safe, clean and caring/responsive environment will be maintained.
2. NCCS will strive to include culturally responsive strategies when designing their intervention plans.

Our Behavior and Mental Health Plan

Monthly Safety and Threat Assessment Team meetings will be held, where referrals may be made by any team member. There is no universal screening guide per se for behavior and mental health; however, staff and parents may make referrals at any time. It is well understood that academics, behavior, and mental health are all connected. Keeping effective, differentiated, equitable instruction and supports in the classrooms will help promote student success.

The school will also utilize monthly School Leadership Team (SLT) meetings to review the school level data including Early Warning System data and current interventions in place. During this time, data from referrals and/or incidents will be discussed, and students of concern will be provided assistance. It is important to consider both Externalizing Behaviors (e.g., aggression, disrespect) and Internalizing Behaviors (e.g., anxious, sad, depressed) when considering appropriate response strategies.

Behavior/Mental Health Tiered Decision Rules		
Tier 1	Tier 2	Tier 3
Progress Monitored by teachers and PLT/Grade/Content Team and General School Community	Progress Monitored by an individual placed in charge of the Tier 2 plan, and also by PLT/Grade/Content Team and General School Community	Referred to School Problem Solving Team for a meeting to develop a Tier 3 level plan. Parents will be invited to participate in this process.

Our Evaluation of Data & Plans

Guiding questions

- 1) *Are we sufficiently delivering Tier 1 support to all students, including differentiated core instructional practices?* These differentiated core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students do not have their needs met, teams (SLT/PLC/PLT/Grade/Content Team) review the Tier 1 classroom and school-wide interventions and strategies and determine how to improve the core instruction so it benefits more students. In addition, incorporating social and emotional learning into the core instruction is imperative for creating wellness in the “whole child.” For example, with the high prevalence rate of anxiety in children (approximately 10-20%) (American Psychiatric Association, (2013), Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition), not sufficiently delivering Tier 1 instruction can exacerbate academic and behavioral difficulties.
- 2) *Is the Tier 1 instruction supporting our students equitably?* The core instruction should be equitably supporting the diversity of our district. If a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations, we must evaluate the core as it relates to that demographic of students and problem solve for why it is not sufficiently meeting their needs before placing those students in Tier 2 or 3.
- 3) *Who needs Tier 2 and 3 support?* As mentioned above, students will receive tiered supports based on intensity of need.

Our Progress Monitoring Plan

The purpose of monitoring progress is to determine the effectiveness of interventions or of an intervention plan on student success. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008).

Schedule:

As the severity of the student problem and the intensity of school resources provided to address that problem increase, so should the frequency of progress monitoring. Progress monitoring for students receiving Tier 2 and 3 support is completed weekly by responsible party on staff. The progress monitoring should be reviewed every other week for Tier 2, while data for students receiving Tier 3 support should be reviewed weekly. This includes a safety plan. A student in need of a safety plan should be considered Tier 3 and thus recorded as such in the Branching Minds Platform.

A student’s progress monitoring graph will be shared with the student’s parent every 9 weeks with report cards.

Person Responsible: Ideally, the individual implementing the interventions should complete the weekly progress monitoring assessments, or record behavior data in accordance with best practice. Teachers may be required to enter behavior ratings based on tracking tools included in Branching Minds. There

are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). The progress monitoring should be reviewed by the grade/content teams every other week for Tier 2, while data for students receiving Tier 3 support should be reviewed by the School Psychologist, School Counselor and MTSS Coordinator on a weekly basis.

Evaluating Effectiveness of Tier 2 and 3 Plans:

PLT/Grade Content teams take responsibility for evaluating progress of students requiring supports at Tier 2, and SPS and SLT teams work collaboratively with teachers and parents to evaluate students requiring more intensive supports at Tier 3. Therefore, individual teachers or grade level teams refer students to the SPS Team for additional student problem-solving, instructional recommendations, and consideration of Tier 3 supports. If provided supports at Tier 3, the SPS Team assigned monitors conduct weekly data review and manages the student's Tier 3 plan (e.g. Resource Specialist or School Psychologist).

Guiding Questions

1) *Was the intervention delivered with fidelity?*

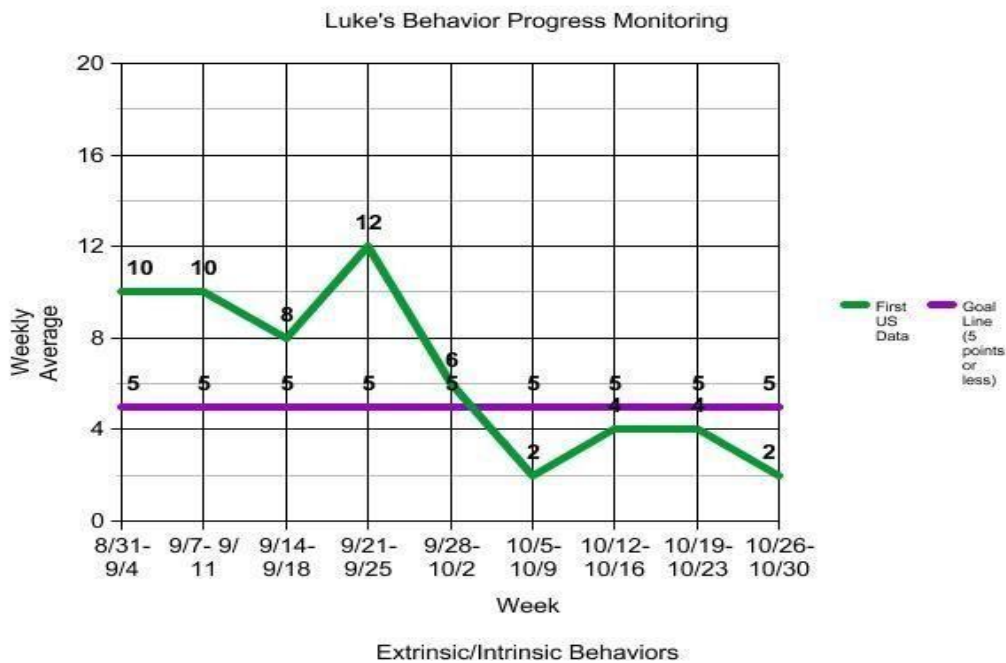
- a) Review intervention delivery for sufficient dosage
- b) Review intervention delivery for integrity

2) *Is the student making sufficient progress?*

a) Ensure the validity of the progress monitoring data: Behavior progress monitoring data is considered *invalid and unusable* if:

- valid and reliable evidenced-based interventions measure were not used
- the behaviors are not monitored weekly
- administration directions were not followed

b) Review the growth of the student reflected by progress monitoring data: Before discussing this question, it is important to understand the components of a student's progress monitoring data from a behavioral (mental) health perspective. Interventions such as small group counseling, check in/check out, safety planning, adherence to a BIP as well as academic measure are used. As seen in the figure below, the progress graph also has a goal line. As previously mentioned, the goal is to have the student return to Tier 1. Tier 1 for behavior and mental health is represented by 0 to 2 minor behavior referrals to the Assistant Principal. 3 to 5 would warrant consideration of Tier 2 planning and Tier 3. NCCS will customize a tracking form and point system that is similar to the example below.



Number of data points: When examining a graph, a team should first ensure there are weekly data points for nine weeks of behavior monitoring. This does not mean, however, that school teams cannot examine student growth prior to having nine data points. Teams may want to examine a student's progress after collecting four data points to determine if minor adjustments are necessary. It is normal for students' scores to have some variability from week to week. Student behaviors can vary weekly based on academic performance, mental health, and other precipitating factors. Consequently, nine data points provide the most reliable and solid pattern of behavior performance.

Sufficient Growth at Tier 2 and 3: If the trend line is below the goal line, then the intervention is working. If the student is responding positively to the intervention and the points are decreasing, then the team can consider the possibility of moving the student down in tier. A general guideline to consider is that a student should demonstrate four consecutive data points below the goal line and have other sources of data documenting that the originally identified problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame'enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance and behavioral success is not commensurate with measured skill level, it is expected that the PLT/Grade/Content Team (Tier 2) and SPS Team (Tier 3) engage in individual problem solving to identify possible explanations.

If the trend line is near the goal line and the student's performance on grade level standards, behavior, and overall mental health is improving, then the intervention is considered effective and should be continued. If the trend line is near the goal line and the student's performance on grade level standards, behavior, and overall mental health is not improving, it would be necessary to reconsider the hypothesis about why the problem is occurring.

Uncertain Growth at Tier 2 and 3: If the trend line is above the goal line and student success and growth is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem Analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be placed on the graph. A new phase of intervention begins and nine data points are needed to determine the effectiveness of the new intervention plan.

It is critical that teams understand that the goal of data review is to take charge of how successful an intervention plan is by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.

- **Insufficient Growth at Tier 2:** If Tier 2 supports are determined to be inadequate and the student's scores are above the goal line, he or she may require more intensive supports at Tier 3. For this to occur, the SPS Team must be certain that prior interventions have been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information. If implemented with sufficiency and integrity, the PLT/grade/content team may adjust Tier 2 supports or refer the student to the SPS Team for consideration of Tier 3 supports. The referral to the SPS Team is made by submitting the Tier 3 Referral to the MTSS Coordinator.

Insufficient Growth at Tier 3: If Tier 3 supports are determined to be inadequate and the student's scores are above the goal line, the SPS Team should work to re-evaluate the plan and adjust one or more of the following: ○ focus on a different and/or more foundational skill ○ change the intervention ○ change time of the intervention ○ change the interventionist ○ increase frequency

Teams should continue to problem solve and adjust plans for Tier 3 students for at least 18 weeks (2 cycles if directly placed in Tier 3), or 9 weeks (if received 9 weeks of prior to Tier 2 support). If progress monitoring data has been collected consistently during those intervention periods, and the student still does not show sufficient growth, it is then appropriate for the SPS Team to refer the student for a formal evaluation for Exceptional Student Education Services through the Resource Specialist.

Post-Intervention Progress

Performance Level	Growth/Rate of Improvement	Decision
One 9 Week Intervention Cycle With No Referrals or Significant Incidents	Sufficient Growth	Move to Tier 1: Discontinue or fade out Tier 2 intervention
Student Continues to Receive Minor Referrals During the Intervention Cycle, or Fail to Meet or Exceed Targeted Improvement	Insufficient Growth	Stay in Tier 2: Maintain the current Tier 2 intervention for another cycle
	Uncertain Growth	Stay in Tier 2: Revise the current Tier 2 intervention and implement for another intervention cycle
Student Receives Referrals Based on Serious or Significant Poor Behavior and Trend Data Drops from Starting Point...or Major Incident Occurs	Uncertain or Significantly Insufficient Growth	Move to Tier 3: Increase intervention intensity to reflect Tier 3 level supports and implement for another intervention cycle (likely FBA with BIP development)

Summary of Minimum Requirements before Changing Tiers:

- ✓ Daily Tier 1 (core) instruction
- ✓ 9 weeks of research-based intervention
- ✓ Intervention data points completed in Branching Minds (Keep Backup)

- ✓ Consistent progress monitoring
- ✓ Fidelity checks completed with 80% integrity
- ✓ Monthly team meetings held / student progress & disposition discussed
- ✓ Documentation of parent communication of student progress
- ✓ One intervention change (if showing no uncertain progress)

Section 8-Special Considerations Considerations

for MTSS Support of English Language Learners

The term English Language Learners (ELLs) refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language. Branching Minds takes students' ELL levels into account when collecting the Insight Survey, as well as recommending interventions and accommodations matched to their needs.

It is helpful to take into account the following considerations when supporting ELLs through an MTSS model:

- Teaching should be culturally responsive: The student's prior experiences should be considered, including home language background and socio-cultural background.
- Interplay of English Language Learning & Reading Instruction: Teachers should consider the relationship between a student's language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the first and second language.
- Interplay of English Language Learning & Math Instruction: Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are not necessarily universal.
- Additional Variables: Within problem solving, literacy and oracy (i.e., the ability to express oneself fluently and grammatically in speech) in both home and new languages, culture, and educational history are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- English Language Learning: Core instruction for all LEP/ELL students must always include English language learning as well.

- Matching Instruction to Student Need: Differentiated instruction should be used for ALL students; however, differentiated instruction for ELLs should consider the student’s level of English proficiency and prior educational experiences in addressing cultural and linguistic differences. When determining appropriate instruction/intervention, the following list applies to all levels of ELL students:
 - Consider the amount and type of ELL instruction the student received in the past and in the present.
 - If applicable, consider the amount and type of home language instruction in the past and in the present.
 - Ensure that the language(s) used for intervention matches the language(s) used for core instruction.
 - Consider the impact of language and culture on instruction and learning.
 - Contact the family for guidance and feedback.
 - Ensure that certified ELL teachers serve on the team.
- Assessment: In order to better understand the needs of LEP/ELL students, consider the following:
 - Home Language Questionnaire: To identify if a language other than English is spoken at home
 - Interview: To assess the relationship between their 2+ languages and the extent of formal education the student received in any other language
 - Initial ELL Placement State Assessment: Identify initial placement within the ELL program based on interview results and identified level of proficiency
 - ELL State Assessment: End of the year assessment to determine next year’s placement and current proficiency level.
 - Monitor: Proficient students who have exited the ELL program based on ELL State Assessment scores

Responsibility to Identify At-Risk Students

NCCS has the responsibility of identifying students in need of intervention. Although universal screening measures (i.e. Diagnostics, Early Warning System, Referral System, etc.) should identify most children in need of supports. There are a number of warning signs that a student is at-risk and needs to be considered for Tier 2 or 3 interventions. Not one of these warning signs alone would necessarily indicate a student is at-risk, but when the student has several warning signs action may be warranted. These warning signs include, but are not limited to:

- parent reporting concerns

- despite doing well on universal screening assessments, failing or noticeably declining grades and failing multiple subjects or not earning credits
- poor or noticeably declining progress on standardized assessments
- previous retentions
- numerous or increasing disciplinary referrals
- number of minor classroom incidents
- consistent inattention or lack of focus/concentration
- truancy problems or increased absences
- student stands out from peers socially or with consistent “odd” behaviors or language patterns
- information that the child has been hospitalized
- information that the child has received a DSM diagnosis (ADHD, ODD, OCD, etc.)
- information that the child is taking medication
- information that the child is seeing an outside counselor, therapist, etc. - private evaluator suggests the need for supports.

Referring for a Comprehensive Evaluation to Determine Exceptional Student Education Eligibility

IDEA 2004 has made the MTSS framework described in this manual (or other similar multi-tiered models) a required pre-referral activity for all ESE referrals, except for gifted, homebound/hospitalized, and prior to entry to kindergarten. Current Florida law has made the development of interventions through problem solving and collection and interpretation of universal screening and on-going progress monitoring data a significant part of the eligibility criteria for specific learning disabilities (SLD), language impairments (LI), and emotional and behavioral disabilities (EBD).

Through the School Problem-Solving Team (SPS Team), a referral for exceptional student education will be determined when the data (i.e., progress monitoring, fidelity checks, intervention logs, parent letters, rate of improvement or gap analysis) indicate that Tier 3 support for a student in kindergarten through grade 5 meets one of the following criteria:

- The team determines the student’s response to intervention data indicate that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources; or

- The team determines the student’s response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, individualized, evidence-based interventions; or
- The nature or severity of the suspected area of eligibility warrants that an evaluation for possible ESE services may be immediately necessary.

Additionally, a referral for an ESE evaluation may be made when a parent requests an evaluation and there is documentation or evidence that the student may be a student with a disability and needs special education and related services.

Prior to the SPS Team making a referral for an exceptional student evaluation due to a suspected SLD or LI, the following components of the MTSS framework should be met:

- ✓ Daily Tier 1 (core) instruction
- ✓ Weakest prerequisite skills targeted on instructional level for intervention
- ✓ At least 18 Weeks of Tier 3 research-based intervention (if directly placed in Tier 3) OR at least 9 weeks of research-based Tier 3 intervention (if student received at least 9 weeks of Tier 2 intervention prior to being moved to Tier 3)
- ✓ Intervention logs completed & student specific
- ✓ Progress monitoring (16-20 weekly consistent points)
- ✓ Fidelity checks completed with 80% integrity
- ✓ Monthly SPS Team meetings with discussions / review
- ✓ Documentation of parent communication of student progress
- ✓ Two changes in Intervention (if directly placed in Tier 3 Intervention) or one change during Tier 3 intervention if moved from Tier 2 to Tier 3
- ✓ GAP Analysis indicates that a student’s progress is not sufficient for adequate growth
- ✓ Exclusionary factors (i.e., Vision/Hearing/Motor Disability, Intellectual Disability, Emotional Disability, Cultural/Environmental/Economic Factors, and Excessive Absenteeism) have been ruled out (Note: the evaluation may include additional assessments to rule out exclusionary factors)

If within the problem-solving process, the team suspects that a student may be evidencing a disability other than a SLD or LI, then the referral process for that disability must be followed.

Evaluation Planning: Upon the determination of the SPS Team that criteria for making an ESE referral has been met or upon receipt of a parent request for evaluation, an Evaluation Planning meeting will be held within 30 calendar days to:

1. Determine if an evaluation is warranted

2. Determine the areas of suspected disability
3. Determine the necessary evaluation procedures
4. Obtain parent/guardian consent if an evaluation is warranted.

Any information obtained during the data collection and intervention period will be used as part of the eligibility determination following informed written parental consent. In cases in which obtaining consent for an ESE evaluation is warranted prior to tier 3 implementation and data collection, Tier 3 procedures will be implemented concurrently with the ESE eligibility evaluation. Parents **must** be invited to a meeting to discuss a referral for special education evaluation. Prior to the meeting, the student must have passed vision and hearing screenings. Team members involved in making a decision to refer for special education include:

- Parent/Guardian
- Principal or other designee
- Resource Specialist
- Evaluation specialist(s) for suspected disabilities (i.e., school psychologist, speech and language pathologist, teacher of the deaf or hard-of-hearing, and teacher of the visually impaired)
- Classroom teacher
- Selected intervention/support team members.

Contributors, 2023	
<p>Gregory Potter Principal/Director, NCCS</p> <p>April Holton MTSS Coordinator/Resource Specialist, NCCS</p> <p>Nicole Simon School Psychologist, NCCS</p> <p>Kerrian Irons Assistant Principal, NCCS</p>	

Appendix A: Elementary Behavior and Mental Health Chart

Tier 1

- * School-wide rewards
- * Teacher In-Class Rules/Expectations
- * Teacher In-Class Reward Systems
- * Student managing behavior with 0-2 minor office referrals

Tier 2

- * 3-5 office disciplinary referrals, not including bus rule violations
- * Grade-level PLT/content team writes intervention plan to help Student get back to Tier 1
- * Teacher notifies Parent, Guidance, Administration and other teachers of the Student intervention plan
- * Teacher progress monitors, based on intervention, daily using the Mental Health & Behavior Progress Monitoring Sheet
- * Grade-level content team reviews progress monitoring and intervention plan monthly
- * Student responds positively (5 or fewer average weekly points) to interventions for 9 weeks, move Student to Tier 1
- * If Student has some positive response (6 -15 average weekly points) to interventions for 9 weeks, remain at Tier 2
- * If student has little to no positive response (10 internalizing points or more or 16 or more total average weekly points) to interventions for 9 weeks, move to Tier 3

MTSS Elementary Behavior and Mental Health Chart Tier 3

- * 6+ office disciplinary referrals OR 1 or more SESIR referrals
- * SPST meets to complete FBA
- * Schedule meeting and invite parent to write intervention plan (including BIP - if Student was on Tier 2, update intervention plan)

*Teacher progress monitors, based on intervention, daily using the Mental Health & Behavior Progress

Elementary: Mental Health and Behavior Progress Monitoring Sheet

Name: _____

Area of Concern: Extrinsic Intrinsic Both

Target: _____

Intervention: _____

Extrinsic					Intrinsic					
	Date	Date	Date	Date	Date		Date	Date	Date	
Behavior						Behavior				
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		0 2 4	0 2 4	0 2 4	
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		0 2 4	0 2 4	0 2 4	
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		0 2 4	0 2 4	0 2 4	
<i>Weekly Total:</i>						<i>Week</i>				

Scoring Guidelines:

Extrinsic:
 0=never observed
 1=sometimes observed
 2=frequently observed

Intrinsic:
 0=never observed
 2=sometimes observed
 4=frequently observed

Monitoring Sheet

- *SPST reviews progress monitoring and intervention plan bi-weekly
- *If Student responds positively (6-15 average weekly points) to interventions for 9 weeks, move Student to Tier 2
- *If Student has some positive response (10 internalizing points or more or 16 or more total average weekly points) to interventions for 9 weeks, remain at Tier 3
- *If student has little to no positive response (point levels remain at Tier 3 level) to interventions for 9 weeks, SPST comes back together to problem solve and possibly refer student for ESE evaluation

APPENDIX B: References

Fuchs, D., Compton, D. L., Fuchs, L. S., & Davis, G. C. (2008). Responsiveness-to-intervention for preventing and identifying reading disabilities: A randomized control trial of the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal*.

Good, R. H., Simmons, D., Kame'enui, E., Kaminski, R. A., & Wallin, J. (2002). *Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade* (Technical Report No. 11). Eugene, OR: University of Oregon.

Hughes, C., & Dexter, D.D. (2008). *Field studies of Rtl programs*. Retrieved from January 1, 2009, from the Rtl Action Network website: <http://www.rtinetwork.org/Learn/Research/ar/FieldStudies>.

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K-12 Comprehensive Evidence-Based Reading Plan for NCCS

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education’s contact for the School’s K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your school.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Gregory Potter	Gregory.Potter@nccharter.org	(772) 749-1941
Data Element	Kerrian Irons	Kerrian.Irons@nccharter.org	(772) 749-1941
Third Grade Promotion	Gregory Potter	Gregory.Potter@nccharter.org	(772) 749-1941
Multi-Tiered System of Supports	April Holton	April.Holton@nccharter.org	(772) 749-1941
Other (Enter Responsibility)	Shannon Ramos	Shannon.Ramos@nccharter.org	(772) 749-1941

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district’s plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	0	0

Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidencebased reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be</i>	0	0
Reading Allocation Budget Item	Amount	FTE (where applicable)
<i>delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches	0	0
Intervention teachers	\$84,192.24	\$54,821.50
Scientifically researched and evidence-based supplemental instructional materials	\$13,728.47	\$1,127.33
Summer reading camps for grade 3 students	10,297.13	0
Secondary Expenses		
Literacy coaches	0	0
Intervention teachers	0	0
Scientifically researched and evidence-based supplemental instructional materials	0	0
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	0	0
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0	0
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0	0
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	0
Tutoring programs to accelerate literacy learning	\$8,770.33	0
Family engagement activities	\$123.76	0
Other – Please Describe		
	None	None
Sum of Expenditures	\$117,111.93	\$55,948.83

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST-STAR*)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	0	96	0	100
K	5	93	2	96
1	8	76	8	82
2	16	73	9	85
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	23	52	18	62
4	19	62	18	62
5	21	54	15	67
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

The school has formed a Guiding Coalition/Instructional Leadership Team that will act also as the School Literacy Leadership Team. It consists of the ESE Resource Specialist, Principal, Asst. Principal and certified teacher (Professional Learning Team) leaders from VPK through Grade 5. The (currently of 11 individuals), meets on a monthly basis. In addition, a number of these members serve on the school's MTSS Team that conducts regular problem-solving work to create and manage Reading Intervention Plans at the Tier 2 and 3 levels. The school presently does not have a Literacy Coach or a Media Specialist; however, it does have two Reading Intervention teachers working full-time at the school (K to 2 and 3 to 5). Parent volunteers assisted with leveling all books in the Media Center according to the Accelerated Reader criteria. These are accessible to all in the school for classroom and or Reading Challenge use.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The Principal is a member of the school's team, not a district team. The school's Team uses data from STAR, FAST, NWEA, DIBELS, AmiraAI, Sonday and Read 180 to make on-going decisions regarding student intervention needs for Tier 2 and Tier 3. The school has school-wide improvement goals, and each grade level PLT has grade level improvement goals, and each teacher has professional goals inclusive of "growth" targets in Reading for Spring and Winter. Data and specific plans are managed within a comprehensive MTSS software program called Branching Minds. The school uses four (4) nine (9) week quarters/marketing periods as "intervention periods" for the purpose of managing and reviewing student progress on their goals within their intervention plans.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	N/A	STAR Reading (VPK-2)-3x per year, FAST Reading (3-5)-3x per year, NWEA Reading (3-5)-3x per year, Common Formative Assessments (CFAs) (K-5)-3 to 5x per quarter.

Actions for continuous support and improvement	N/A	Develop intervention plans at Tier 2 or Tier 3 levels in accordance with the school's MTSS manual for screening and applying use of intervention programs/tools. Tier 3 students receive pull out instruction for 30 minutes at least 3 times per week using either Sonday, AmiraAI or the Read 180 Program (HMH) and all Tier 2 and Tier 3 receive reteaching on Common Formative Assessments associated with Essential ELA BEST standards.
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Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A

2. How are concerns communicated if it is determined that the school's K-5 CERP is not being implemented with fidelity?

The principal updates the Guiding Coalition, MTSS Team and School Board a minimum of three times per year on overall performance toward meeting one or more of the following (in accordance with FERPA): individual, grade level and/or school-wide targeted improvement goals for students making state defined learning gains and leveled proficiency achievement in accordance with STAR and FAST rating categories and NWEA "predictability" scores.

3. Describe what has been revised to improve literacy outcomes for students in the schools's K-5 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

This year, NCCS hired an additional Reading intervention teacher to focus solely within K to 2 for pull out instruction using the Sonday Reading System with all Tier 3 readers. In addition, the school purchased the Read 180 and AmiraAI programs for intervention through HMH. AmiraAI has been implemented as part of all Tier 3 plans K to 3, Sonday Reading System has been implemented K to 2 for all Tier 3 readers

and Read 180 has been implemented 3 to 5 for all Tier 3 readers. In addition, all Tier 2 and Tier 3 readers K to 5 have “Common Formative Assessment” intervention plans and progress monitors with data collected in Branching Minds. An 80% or higher mastery level has been established for passing CFAs. The goal is to exceed an 80% pass rate after reteaching interventions occur in the classroom, or within grade level teams with re-grouping.

4. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Administrators use the Board-adopted Florida Consortium of Public Charter Schools’ (FCPCS) evaluation model for classroom teachers. 34% of final evaluation is based on student achievement of either state defined learning gains as predicted by NWEA for grades 3 to 5, or by a locally devised percent met learning gain growth measure in proficiency for STAR Early Literacy for K, or Reading for grades 1 and 2. Administrators also in the past used the FL Literacy Walk Through Tool devised by the Department of Education, in conjunction with FCPCS walkthrough and formal observation and walkthrough forms and tools, but this year the focus is on the FL FEAPS. New teachers at NCCS (0 to 1 years of experience) receive at least two formal observations per year, at least two informal observations and multiple walkthroughs. More veteran teachers (2+ years of experience) receive at least one formal observation, one informal and several walkthroughs per year. Teachers are placed on improvement plans as needed. All NCCS teachers are members of Professional Learning Teams (PLTs) that have teacher team leaders who also serve on the school’s instructional leadership team called the Guiding Coalition. Administrators regularly attend PLT meetings to integrate into the valuable discussions and planning sequences to focus on growth and change for all students, regardless of where they are in the realm of proficiency. Administrators also observe all intervention teachers in the same manner as described above. All intervention and ESE teachers also have specific targeted improvement goals for the students they work with specifically. This way, they have to be in sync with classroom teachers in terms of the growth they are seeking for every child. They also attend weekly PLT planning sessions with their respective grade level assignments, using an inclusion model. All NCCS students, regardless of IEP or intervention status spend in excess of 80% of their instructional days in the regular classroom with support.

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

The MTSS Team meets on a regular schedule to update plans in Branching Minds, and teachers may make recommendations for intensifying or fading students, based on performance on their progress monitors associated with their intervention plans (at any time). This is fluid, yet with the

universal screenings conducted by the MTSS Leadership Team, no student will fall through the cracks in terms of receiving appropriate instructional response to what diagnostic data tells us. The MTSS Coordinator and Assistant Principal check Branching Minds on a weekly basis for fidelity across the board with respect to teacher input of required performance data on CFAs, Read 180, Sonday and AmiraAI. They provide weekly reminders to teachers and inform the Principal if they discover issues that need to be rectified. The Principal also regularly monitors Branching Minds for active and up to date intervention plans, associated Tier ratings and “To Do’s” related to progress monitoring data previously mentioned. Of note, for Sonday progress check-ins, the school is using DIBELS each MTSS period to monitor progress and adjust for student needs.

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

SDIRC has not assigned literacy coaches to NCCS. NCCS has not had a coach historically, but has a strong desire and plan to add one, at least in conjunction with student intervention work. In the fall of 2024, the school will begin training an existing staff member to fulfill this important role, so that we can add organic professional development for enhancement of effective reading instruction at the school. As of this writing, a member of the current staff has agreed to seek Literacy Coach qualification, and the school will cover that cost of this training.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction; □
Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction; □
Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;

- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor’s degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. Is the district (school) using the Just Read, Florida! literacy coach model?

Yes/No

No

2. If no, please describe the evidence-based coach model the district is using.

There is no current coaching model in place. The school is working on a plan to implement the Just Read, Florida! Model in the 2024-25 school year.

3. How is the literacy coach model being communicated to principals?

N/A – The NCCS Director & Principal will work directly with the Literacy Coach to assume this new role in the fall of 2024, and implement the Just Read, Florida! Model.

4. How does the district support literacy coaches throughout the school year?

NCCS is not supported by SDIRC for literacy coaching. The school will support training and provide scheduled time for the Coach to conduct professional development with each of the 6 Professional Learning Teams at NCCS, from VPK to grade 5.

5. **How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?**

N/A – Presently, data analysis is conducted in PLT’s with support from interventionists (one for K-2 and one for 3-5). As the school does not yet have a literacy coach, administrators also assist in these efforts and teachers participate in professional development as suggested by administration, or as required (e.g. Seeking Reading Endorsements). In 2024-25, the school will implement the Just Read, Florida! Model and compensate an existing staff member to fulfill the role of Literacy Coach.

6. **How does the district monitor implementation of the coach model?**

N/A

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students’ ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction

with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy microcredential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida’s Formula for Success for all students including students with a disability and students who are English language learners.

NCCS has created three formal tiers of instruction (see MTSS Manual attached as Appendix A) for all students. SWD’s and ELL’s are fully integrated into the tiered response to instruction model formally, like all Gen Ed students, and the instruction is provided by ESE certified teachers. In addition, these students have customized plans in accordance with ESE and ELL regulatory requirements to address any specifically identified goals. Tier 1 and 2 interventions are generally provided in the classroom by the regular classroom teacher. Tier 3 interventions are provided by certified Reading Intervention Teachers on a pull out basis.

2. Describe your public school PreK program’s plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

NCCS operates a VPK Program for up to 30 students. For assessment, it uses the STAR early literacy 3x per year. The learning standards and curriculum utilized is Frog Street, which is the approved program through the Early Learning Coalition. The Program participates in formal evaluations by the ELC, adhering to instructional protocols and expectations.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasiexperimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Northwest Evaluation (NWEA)	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year
Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
(Reading and Language Usage)	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas

of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;

- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s (school’s) process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

*See MTSS Manual Appendix A, Section 5, Pages 25 to 34

2b. Describe the district’s (school’s) process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

*See MTSS Manual Appendix A, Section 5, Pgs. 25-34.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidencebased sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: All K to 5 students regardless of FAST or STAR score receive Tier 1 instruction.
THEN TIER 1 Only

<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. -Score a 3 or higher on FAST ELA for grades 3-5. -Score 40th percentile or higher on STAR Early Literacy (K) or 40th percentile or higher on STAR Reading (grades 1 & 2) -Score a predicted 3 or higher on NWEA Reading (grades 3 to 5)</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. -For grades 3-5, FAST PM 1, 2 and 3 are utilized. In addition, NWEA is used for the same and given 3x per year as well. -For grades K-2, the STAR PM 1, 2 and 3 are utilized.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? -The Professional Learning Teams design and implement Common Formative Assessments (CFAs) for ELA standards deemed “essential.” These must be passed with 80% or higher level of mastery. The school tracks the overall success rates for all grade levels and all students.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: -Level 2 performance on FAST for grades 3 to 5 or Level 1 performance on the same, as these students must also receive tier 2 instruction in the regular classroom. -Yellow or monitor status on STAR Early Literacy (K) or Reading (1st and 2nd), or Red level on the same, as these students must also receive tier 2 instruction in the regular classroom.</p>
<p>Beginning of year data</p>

IF: Student meets the following criteria at the beginning of the school year:
-anything already enumerated above related to Tier 2 screening for PM 1. In fact, the school already starts with levels bases on the prior spring scores, if available prior to fall diagnostic screenings.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.
-Common Formative Assessments are used, and they are “chunked” in accordance with the pace of instructional delivery. Re-teaching is conducted up to two more times, before recording the student’s final result for any CFA.

<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>-Students with IEPs or ELL plans are provided with specialized instruction via pull out with the ESE teacher in the resource room generally for 60 to 120 minutes per week, depending on student need. The following are used, depending upon student need: AmiraAI, iReady, Sonday, Read Naturally, ReadWorks</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>-This question does not appear to be appropriate for a Tier 1 or 2 student; only Tier 3. Thus, the answer is none, because these students do not have substantial reading deficiencies and do not require that level of support.</p>
<p>Number of times per week interventions are provided: -Four times per week in the regular classroom.</p>
<p>Number of minutes per intervention session: -30 minutes per intervention session.</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>-These are monitored by student performance on common formative assessments as previously described.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>-Performance data tracked weekly in Branching Minds is examined routinely by the teachers and the MTSS Team, including interventionists. The Guiding Coalition / Leadership Team and MTSS Team reviews/examines data on a regular basis, surveys staff on perceived and experienced effectiveness of the interventions, so that barriers are identified and ideas for solutions can be generated.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>-The following are considered: The entirety of a student's performance on CFAs, Level 1 or intensive ratings on PM1, 2 & 3 for STAR and FAST, Level 1 performance on NWEA Reading, and classroom grades.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>-The following are considered: The entirety of a student's performance on CFAs, Level 1 or intensive ratings on PM1, 2 & 3 for STAR and FAST, Level 1 performance on NWEA Reading, and classroom grades.</p>
<p style="text-align: center;">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>-A tier 3 reading student will receive Tier 1 instruction in the classroom with a certified teacher using HMH core materials for the grade level, aligned to FL BEST standards. In addition, the student will have a Tier 2 intervention and progress monitor for performance on CFAs developed by the grade level team. Last, the student, depending upon grade level will receive AmiraAI, Sonday or Read 180 pull out instruction for at least four 30 minute sessions per week 1 to 1, or small group with an interventionist (in addition to the Tier 1 and 2 components listed).</p>

<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. - These students receive all mentioned in the box above, and depending upon the IEP or ELL plan, the students may receive one or more of the following: AmiraAI, iReady, Sonday, Read Naturally, ReadWorks</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. -HMH and Sonday utilize multisensory tapping, clapping, picture cards, or singing strategies.</p>
<p>Number of times per week interventions are provided: -Four</p>
<p>Number of minutes per intervention session: -30</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. -Easy CBM, DIBELS (weekly), CFAs (bi-weekly) and monitoring of STAR, FAST performance (triannually)</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? -MTSS Problem-Solving Team reviews all plans three times per year; however, Tier 3 plans are reviewed on a monthly basis.</p>

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's (school's) plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

The school will offer a summer reading program for 3rd graders that have failed to score at least a level 2 on the PM3 FAST. The materials to be used will be NWEA diagnostic assessment and learning continuum, AmiraAI and/or a portfolio of Common Formative Assessments associated with the Essential Core BEST learning standards. Students scoring at an acceptable level on NWEA Reading or AmiraAI Reading will be promoted to the 4th grade. Students demonstrating 80% mastery of all ELA BEST standards on 80% of all CFAs for the grade level will be promoted to 4th grade.

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

No

3c. If yes, describe the district’s instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

N/A

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

NCCS teachers meet collaboratively twice per week in Professional Learning Communities to design instruction, and reflect on student outcomes. Beginning in the fall of 2023, they receive annual on-line training via HMH on use of all associated materials and resources. New teachers receive (Clinical Educator Certified) mentor assignments in collaboration with SDIRC, and support from the Reading interventionists on campus. Administration “Tiers” its teachers at levels 1, 2 and 3, depending on level of support needed, and respond accordingly with support and observation, feedback and evaluation of performance.

B. List the pathways that are available in your district for earning the Reading Endorsement.

NCCS teachers are provided opportunities to participate in SDIRC coursework to achieve their Reading endorsements.

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

NCCS provides weekly after school tutoring for one hour in Reading for any student in grades 3 through 5 that are designated as Tier 3, most intensive need. The AmiraAI Tutor is also made available to all Tier 3 readers in grades K to 3.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district’s plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The school currently uses AmiraAI and Accelerated Reader for Read at Home opportunities for students with substantial reading deficiencies. A myriad of other teacher-provided materials and suggestions/recommendations are also made, depending upon student individual needs.

North County Charter School, Inc.
Board of Directors Regular Meeting
Wednesday, February 14, 2024, @ 9:00AM (Board Room, Bldg. 5)
MINUTES

- I. **Call to order/Attendance:** President, Mrs. Simchick called the meeting to order at 9AM. Other members present: Sean Prescott and Brian Cook. Joel Tyson would join the meeting later at 9:20AM. Others present: Greg Potter, Director-Principal, Kerrian Irons, Assistant Principal, Jennifer Bakos, Business & Finance Manager and Maria Smith, Secretary.
- II. **Pledge of Allegiance/Invocation:** Mr. Potter led the group in the Pledge of Allegiance and Mrs. Simchick gave an invocation.
- III. **Approve/Amend today's agenda:** Brian Cook pointed out a typo on the Agenda, as it said 2023 instead of 2024. So noted.
- IV. **Citizen/Parent input/concerns:** Rachel Rayna shared that she had sent an email to Mrs. Simchick the evening prior and Mrs. Simchick stated that she had not seen it yet, but would be happy to speak to her after the meeting.
- V. **Consent Agenda:** Upon a motion by Mr. Cook and a second by Mr. Prescott, the Board unanimously passed items A through D below as a group, 3-0.
 - A. **To approve minutes of December 13, 2023 Regular Meeting-**Recommend Approval by Mrs. Simchick and Mr. Potter
 - B. **To approve granting Mrs. Samara Wooley a 6-month (Unpaid) Leave for mission work in Mexico-**Recommend Approval by Mr. Potter
 - C. **To approve transfer of Hali Lemieux to Long Term Sub in 4th Grade (for Mrs. Wooley)-**Recommend approval by Mr. Potter
 - D. **To approve hiring Dana Herring at Long Term Sub in the Cafeteria (for Ms. Lemieux)-**Recommend approval by Mr. Potter
- VI. **Action Agenda: **Mr. Tyson entered the meeting HERE at 9:20AM.**
 - A. **To approve re-submission of an addendum to the current charter contract to add 2 classes of 6th grade in 2024-2025, with specific request for the SDIRC Board of Directors to Take an Action on NCCS's Request.** Following a brief discussion, the Board took no action on this item, and thus a request for addendum to the current charter contract to add a 6th grade next year was not re-submitted. Mrs. Simchick shared that she had a conference with the SDIRC Superintendent scheduled for 4PM today in an attempt to fully understand the District's position on the matter. In the denial letter, the district cited three reasons for not supporting the original request.
 - B. **To hear a presentation and approve a pathway forward for NCCS to offer food service in 24-25.** Mrs. Bakos and Mr. Potter provided an update on the school's submission of a corrective action plan to the Department of Agriculture, and efforts to explore two alternative options for Food Service provision at NCCS (i.e. outside agency or SDIRC). Mrs. Simchick also entertained comments and questions from several members of the audience

present. Further updates will be provided once the school hears back from the Department of Agriculture. Generally, audience members present expressed concerns about the possibility of the school entering into an agreement with an outside agency, or the SDIRC, instead of running the program in-house, concerns for current employees and concerns related to the possibility that the school might no longer be able to provide free lunch and breakfast to all students in the future. The Board listened to all concerns expressed, and no action was taken on this item.

- C. To approve an update to policy 4800 to add part D on check signing allowing for one signature (instead of two) required for amounts not exceeding \$5,000-**Upon a motion by Mr. Cook and a second by Mr. Prescott, this policy update was approved unanimously, 4-0.
- D. To approve NSLP procurement policy 4900 to bring the school into compliance with the Department of Agriculture's procurement requirements (a key component of the submitted corrective action plan)-**Upon a motion by Mr. Cook and a second by Mr. Prescott, policy 4900 was approved unanimously, 4-0.
- E. To approve November & December financials for submission to SDIRC-**Only the November financials were ready for the meeting. Upon a motion by Mr. Cook and a second by Mr. Prescott, the November financials were approved for submission to SDIRC unanimously, 4-0

VII. Reports:

- A. Parent Involvement Committee:** Mrs. Le provided an update on recent activities to include: Teacher and Staff Appreciation Week, Orlando Science Center & Title I Science Night preparations, and plans to assist with the spring banner fundraiser.
- B. Business & Finance Manager:** Mrs. Bakos had nothing additional to share.
- C. Director-Principal:** Mr. Potter provided an update to winter testing data, showing a very positive data trend and prediction for improving the school's performance over the prior year. He also provided an update on recruiting efforts, shared a new informational brochure and plans for the school to host two orientation events (Feb 27 and Mar 5) for NEW families interested in having their children attend NCCS next year.

VIII. Board Member Matters:

- A. Mrs. Simchick:** Building 5 Dedication and recognition for Mr. Wilson. Mrs. Simchick shared that a recognition plaque had been ordered for Mr. Wilson, and Mr. Potter shared that the Building 5 dedication plaque for Mr. & Mrs. Miller had been installed on the front of Building 5 (covered). Mr. Miller will contact Mr. Potter when he and Mrs. Miller are feeling well enough to set a date and time for a small ceremony. More to come...
- B. Mr. Cook:** Process & timeline for admitting new Board members. Mrs. Simchick invited Susan Aguirre, current parent to talk briefly to the Board about her interest and qualifications to become an NCCS Board member. She presented highlights from her resume (provided) and expressed a strong desire to help support the continued success of the school. She agreed to conduct necessary required training and attend an up-coming orientation meeting. The Board will schedule an item to accept nominations from current members at its next meeting on March 11th.

IX. Adjournment: The meeting was adjourned at 10:55AM



Members:
Florida Institute of CPAs
American Institute of CPAs
Government Audit Quality Center

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Independent Accountants' Compilation Report

To the Board of Directors
North County Charter School, Inc.
Vero Beach, Florida

Management is responsible for the accompanying financial statements of each separate governmental fund information of North County Charter School, Inc. ("School"), which comprise the balance sheet (unaudited) as of December 31, 2023, and the related statement of revenue, expenditures, and changes in fund balance (unaudited), including information on budget vs. actual, for one month and the period then ended, included in the accompanying prescribed form in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the financial statements included in the accompanying form nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements included in the accompanying prescribed form.

Management has elected to omit substantially all of the disclosures, government-wide financial statements, and Management's Discussion and Analysis required in accordance with accounting principles generally accepted in the United States of America. If the omitted information were included in the financial statements, they might influence the user's conclusions about School's financial position and results of operations. Accordingly, the financial statements are not designed for those who are not informed about such matters.

The financial statements included in the accompanying prescribed form are presented in accordance with the requirements of the Indian River County School District, and are not intended to be a presentation in accordance with accounting principles generally accepted in the United States of America.

This report is intended solely for the information and use of North County Charter School, Inc. and Indian River County School District, and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,

King & Walker, CPAs

February 29, 2024
Tampa, Florida

North County Charter School, Inc. MSID No. 5003
Indian River County, Florida
Balance Sheet (Unaudited)
December 2023

	Accounts	General Fund	Special Revenue Fund	Debt Service	Capital Outlay	Total Governmental Funds
ASSETS						
Cash and cash equivalents	1110	\$ 2,854,002	\$ -	\$ -	\$ -	\$ 2,854,002
Accounts Receivable	1130	3,319				3,319
Due from Other Funds	1140	52,160				52,160
Deposits	1210					-
Due From Other Agencies	1220		38,949		13,211	52,160
Prepaid Expenses	1230					-
Other Current Assets	12XX					-
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Assets		\$ 2,909,481	\$ 38,949	\$ -	\$ 13,211	\$ 2,961,641
LIABILITIES AND FUND BALANCE						
Liabilities						
Accrued Salaries & Benefits	2110		\$ -	\$ -	\$ -	\$ -
Accounts Payable	2120	42,161				42,161
Due to Other Funds	2160		38,949		13,211	52,160
Payroll Deductions & Withholdings	2170					-
Other Current Liabilities	2200					-
Deferred Revenue	2630					-
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Liabilities		42,161	38,949	-	13,211	94,321
Fund Balance						
Nonspendable	2710	\$ -	\$ -	\$ -	\$ -	\$ -
Restricted	2720		-	-	-	-
Committed	2730					-
Assigned	2740					-
Unassigned	2750	2,867,320				2,867,320
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Fund Balance		2,867,320	-	-	-	2,867,320
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL LIABILITIES AND FUND BALANCE		\$ 2,909,481	\$ 38,949	\$ -	\$ 13,211	\$ 2,961,641

See Independent Accountants' Compilation Report.

North County Charter School, Inc. MSID No. 5003
Indian River County, Florida
Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
For Month Ending December 2023

FTE Projected 324
FTE Actual 324 100% of Projected

	Account Number	General Fund				Special Revenue			
		Month Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
Revenues									
FEDERAL SOURCES									
Federal Direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%
Federal Through State and Local	3230					10,206	262,084	194,188	135%
STATE SOURCES									
FEFP	3310	172,751	1,363,436	2,461,486	55%				
School Recognition	3361								
Charter School Capital Outlay	3397								
Other State Revenue	3399	7,389	32,705						
LOCAL SOURCES									
Local Capital Outlay	3413								
Interest	3430	9,957	61,365	100,000	61%				
Other Local Source Revenue	34XX	15,633	101,249	257,084	39%				
Total Revenues		<u>205,730</u>	<u>1,558,755</u>	<u>2,818,570</u>	<u>55%</u>	<u>10,206</u>	<u>262,084</u>	<u>194,188</u>	<u>135%</u>
Expenditures									
Current Expenditures									
Instruction	5000	161,413	899,707	1,435,067	63%		86,922	194,188	45%
Student Support Services	6100	7,637	43,168	122,972	35%	4,560	27,927		
Instructional Media Services	6200								
Curriculum Development	6300								
Instructional Staff Training	6400			11,475	0%				
Instructional Related Technology	6500			36,720	0%				
Board	7100	406	10,247	35,496	29%				
General Administration	7200	7,715	46,289	102,648	45%				
School Administration	7300	35,672	253,293	453,387	56%				
Facilities Acquisition & Construction	7400		644						
Fiscal Services	7500	2,680	23,579	36,720	64%				
Food Services	7600					15,475	115,247	293,025	39%
Central services	7700								
Student Transportation Services	7800			40,800	0%				
Operation of Plant	7900	9,977	138,296	345,073	40%	7,934	55,197		
Maintenance of Plant	8100	5,164	47,742	25,000	191%				
Administrative Technology Services	8200								
Community Services	9100	6,485	42,741	199,238	21%				
Debt Service	9200		-						
Total Expenditures		<u>237,149</u>	<u>1,505,706</u>	<u>2,844,596</u>	<u>53%</u>	<u>27,969</u>	<u>285,293</u>	<u>487,213</u>	<u>59%</u>
Excess (Deficiency) of Revenues Over Expenditures		<u>(31,419)</u>	<u>53,049</u>	<u>(26,026)</u>	<u>-204%</u>	<u>(17,763)</u>	<u>(23,209)</u>	<u>(293,025)</u>	<u>8%</u>
Other Financing Sources (Uses)									
Proceeds from Issuing Long-term Debt	3700								
Transfers In	3600					17,763	23,209	293,025	8%
Transfers Out	9700	(33,196)	(141,610)	(357,622)	40%				
Total Other Financing Sources (Uses)		<u>(33,196)</u>	<u>(141,610)</u>	<u>(357,622)</u>	<u>40%</u>	<u>17,763</u>	<u>23,209</u>	<u>293,025</u>	<u>8%</u>
Net Change in Fund Balances									
Fund balances, beginning		(64,615)	(88,561)	(383,648)	23%	-	-	-	-
Adjustments to beginning fund balance		2,931,935	2,955,881	2,955,881	100%	-	-	-	-
Fund Balances, Beginning as Restated		<u>2,931,935</u>	<u>2,955,881</u>	<u>2,955,881</u>	<u>100%</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balances, Ending		<u>\$ 2,867,320</u>	<u>\$ 2,867,320</u>	<u>\$ 2,572,233</u>	<u>111%</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>%</u>

See Independent Accountants' Compilation Report.

North County Charter School, Inc. MSID No. 5003
Indian River County, Florida
Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
For Month Ending December 2023

FTE Projected 324
FTE Actual 324 100% of Projected

	Account Number	Debt Service				Capital Outlay			
		Month Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
Revenues									
FEDERAL SOURCES									
Federal Direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%
Federal Through State and Local	3230								
STATE SOURCES									
FEFP	3310								
School Recognition	3361								
Charter School Capital Outlay	3397					13,211	78,490	174,520	45%
Other State Revenue	3399								
LOCAL SOURCES									
Local Capital Outlay	3413							88,133	0%
Interest	3430								
Other Local Source Revenue	34XX								
Total Revenues		<u>-</u>	<u>-</u>	<u>-</u>		<u>13,211</u>	<u>78,490</u>	<u>262,653</u>	<u>30%</u>
Expenditures									
Current Expenditures									
Instruction	5000								
Student Support Services	6100								
Instructional Media Services	6200								
Curriculum Development	6300								
Instructional Staff Training	6400								
Instructional Related Technology	6500								
Board	7100								
General Administration	7200								
School Administration	7300								
Facilities Acquisition & Construction	7400								
Fiscal Services	7500								
Food Services	7600								
Central services	7700								
Student Transportation Services	7800								
Operation of Plant	7900								
Maintenance of Plant	8100								
Administrative Technology Services	8200								
Community Services	9100								
Debt Service	9200	28,644	196,891	327,250	60%				
Total Expenditures		<u>28,644</u>	<u>196,891</u>	<u>327,250</u>	<u>60%</u>	<u>-</u>	<u>-</u>	<u>-</u>	
Excess (Deficiency) of Revenues Over Expenditures		<u>(28,644)</u>	<u>(196,891)</u>	<u>(327,250)</u>	<u>60%</u>	<u>13,211</u>	<u>78,490</u>	<u>262,653</u>	<u>30%</u>
Other Financing Sources (Uses)									
Proceeds from Issuing Long-term Debt	3700								
Transfers In	3600	28,644	196,891	327,250	60%				
Transfers Out	9700					(13,211)	(78,490)	(262,653)	30%
Total Other Financing Sources (Uses)		<u>28,644</u>	<u>196,891</u>	<u>327,250</u>	<u>60%</u>	<u>(13,211)</u>	<u>(78,490)</u>	<u>(262,653)</u>	<u>30%</u>
Net Change in Fund Balances									
Fund balances, beginning		-	-	-		-	-	-	
Adjustments to beginning fund balance									
Fund Balances, Beginning as Restated		<u>-</u>	<u>-</u>	<u>-</u>		<u>-</u>	<u>-</u>	<u>-</u>	
Fund Balances, Ending		<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>%</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>%</u>

See Independent Accountants' Compilation Report.

North County Charter School, Inc. MSID No. 5003
Indian River County, Florida
Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
For Month Ending December 2023

FTE Projected 324
FTE Actual 324 100% of Projected

	Account Number	Other Governmental Fund				Total Governmental Funds			
		Month Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
Revenues									
FEDERAL SOURCES									
Federal Direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%
Federal Through State and Local	3230	10,206	262,084	194,188		10,206	262,084	194,188	135%
STATE SOURCES									
FEFP	3310	172,751	1,363,436	2,461,486		172,751	1,363,436	2,461,486	55%
School Recognition	3361	-	-	-		-	-	-	
Charter School Capital Outlay	3397	13,211	78,490	174,520		13,211	78,490	174,520	45%
Other State Revenue	3399	7,389	32,705	-		7,389	32,705	-	
LOCAL SOURCES									
Local Capital Outlay	3413	-	-	88,133		-	-	88,133	0%
Interest	3430	9,957	61,365	100,000		9,957	61,365	100,000	61%
Other Local Source Revenue	34XX	15,633	101,249	257,084		15,633	101,249	257,084	39%
Total Revenues		-	-	-		229,147	1,899,329	3,275,411	58%
Expenditures									
Current Expenditures									
Instruction	5000	161,413	986,629	1,629,255		161,413	986,629	1,629,255	61%
Student Support Services	6100	12,197	71,095	122,972		12,197	71,095	122,972	58%
Instructional Media Services	6200	-	-	-		-	-	-	
Curriculum Development	6300	-	-	-		-	-	-	
Instructional Staff Training	6400	-	-	11,475		-	-	11,475	0%
Instructional Related Technology	6500	-	-	36,720		-	-	36,720	0%
Board	7100	406	10,247	35,496		406	10,247	35,496	29%
General Administration	7200	7,715	46,289	102,648		7,715	46,289	102,648	45%
School Administration	7300	35,672	253,293	453,387		35,672	253,293	453,387	56%
Facilities Acquisition & Construction	7400	-	644	-		-	644	-	
Fiscal Services	7500	2,680	23,579	36,720		2,680	23,579	36,720	64%
Food Services	7600	15,475	115,247	293,025		15,475	115,247	293,025	39%
Central services	7700	-	-	-		-	-	-	
Student Transportation Services	7800	-	-	40,800		-	-	40,800	0%
Operation of Plant	7900	17,911	193,493	345,073		17,911	193,493	345,073	56%
Maintenance of Plant	8100	5,164	47,742	25,000		5,164	47,742	25,000	191%
Administrative Technology Services	8200	-	-	-		-	-	-	
Community Services	9100	6,485	42,741	199,238		6,485	42,741	199,238	21%
Debt Service	9200	28,644	196,891	327,250		28,644	196,891	327,250	60%
Total Expenditures		-	-	-		293,762	1,987,890	3,659,059	54%
Excess (Deficiency) of Revenues Over Expenditures		-	-	-		(64,615)	(88,561)	(383,648)	23%
Other Financing Sources (Uses)									
Proceeds from Issuing Long-term Debt	3700	-	-	-		-	-	-	
Transfers In	3600	46,407	220,100	620,275		46,407	220,100	620,275	35%
Transfers Out	9700	(46,407)	(220,100)	(620,275)		(46,407)	(220,100)	(620,275)	35%
Total Other Financing Sources (Uses)		-	-	-		-	-	-	
Net Change in Fund Balances		-	-	-		(64,615)	(88,561)	(383,648)	23%
Fund balances, beginning		2,931,935	2,955,881	2,955,881		2,931,935	2,955,881	2,955,881	100%
Adjustments to beginning fund balance		-	-	-		-	-	-	
Fund Balances, Beginning as Restated		2,931,935	2,955,881	2,955,881		2,931,935	2,955,881	2,955,881	100%
Fund Balances, Ending		\$ -	\$ -	\$ -	%	\$ 2,867,320	\$ 2,867,320	\$ 2,572,233	111%

See Independent Accountants' Compilation Report.

March 11, 2024

To: NCCS Board of Directors

From: Gregory Potter

Re: Principal's Monthly Report

Good evening, all! We have had a very busy month! Here are a few highlights:

1. We started our new Robotics and Builder Club last Thursday night with 28 3rd through 5th graders! This group will meet every Thursday for the rest of the year.
2. I thank Mr. Cook for his work to secure a meeting with Piper Aircraft this Wednesday! We are looking for formal ways to partner with them, if possible. We will also be receiving "flight tracker" technology for use by our school.

****Vision:** Beginning next year, each grade level would begin to have an (annual) opportunity to focus on a theme centered around technology such as building/creating projects, robotics, aeronautics and/or space. Example: The Robotics Curriculum for True Robotics has just over 20 lessons that are aligned to National Science and Math standards. Incorporating this hands-on program into a grade level, such as 4th grade would augment and enrich the existing curriculum.

3. We will "soft launch" a communication program called "parent square" in May. It is an app and email resource for communications from classroom teachers, the school office, etc. It is highly functional and may be used with bus groups, clubs, etc...allowing instant messaging to all parents/guardians at any time and for any reason. It will also have a newsletter feature and other components. The charter Jr. High is using it with a high degree of success.
4. On April 10th, American Icon Brewery in Vero will host the 4 IRC charter schools at 6pm for our first annual IRC Charter School Trivia Challenge. 2nd Floor. This will be staff v staff for bragging rights!
5. Mrs. Bakos and I will be working on a DRAFT 2024-2025 Revenue and Expense Budget to Present at the April Regular Meeting. We'd like to move the entire process up a full month, so that the Board should be in a position to adopt a budget in May, instead of June. I anticipate that the group may wish to workshop the budget plan after the initial draft presentation, as there will likely be several important issues to discuss and decide upon.
6. I am happy to report that 97% of our kids are Tier 1 level behavior under our behavior program management process. The 3% (8 kids) have Tier 2 plans that they are working on, which means we are targeting certain behaviors for improvement. No students are at the most significant level of intervention, or Tier 3.
7. Current Enrollment: With VPK: 303 and Without VPK: 273 *Capacity: 362 w/o adding a 3rd 4th gr.

Some Key Events to Be Aware Of!

Saturday, April 13th-4th/5th District Track Meet at SRHS, 9 to Noon

Monday thru Friday, May 6-10 Teacher & Staff Appreciation Week...PIC is Planning Lots! 😊

Tuesday, May 21st, 6PM-VPK Graduation in the Auditorium

Thursday, May 23rd, 6PM-5th Grade Graduation in the Auditorium

Thursday, May 30th, AM-Time TBA-Patriotic Banner Parade in the Parking Lot/Parent Loop

Volunteer Information & Agreement Form

Welcome to North County Charter School, and THANK YOU for volunteering your valuable time to assist us! This form is intended to provide basic information regarding protocols and expectations designed to ensure a safe and productive experience during your visit. Please read the information on this form and indicate your understanding of its contents and agreement to uphold them by signing and dating the form at the bottom. This form must be signed on an annual basis at a minimum, once approved to volunteer on the NCCS campus. Thank you!

I understand and agree to the following:

1. I will bring a state approved ID, check in through the Raptor System and wear a visitor badge on my upper chest in a visible location at all times while on campus.
2. NCCS employees have the primary responsibility to supervise students on campus, and I will take direction from them in my voluntary role. I may only be assigned direct responsibility for assisting an individual, or small group if I have been fingerprinted and I am officially on the school's approved volunteer list. I cannot do this if I am not on the list and not in direct view of a staff member that is supervising. To attend any field trip as a chaperone, I must also be on the approved vetted list.
3. I will not take any student to a secluded location where I will be alone with any student.
4. I will only use bathrooms approved for use by adults on (or off) campus, and I will not ever use a bathroom when a student is present in the same bathroom.
5. If a student is misbehaving, I will not put hands on them other than to lightly guide a student to suggest proper movement. If the student resists being lightly guided, I will immediately cease physical contact. Further, if a student does not comply with my verbal requests to comply with a directive after no more than three attempts, I will secure assistance from a school employee.
6. I will not consume alcohol, use drugs, prescription pain medications or any other substance that might impair my judgement on any day that I volunteer at NCCS. If I am on any medications or substances that could impair my judgement, I will declare them to the Administration to allow them to make a decision as to whether I may volunteer or not.
7. If I am granted use of a key, or gate card while volunteering, I will return these to the office immediately before departing from campus.
8. I understand that I am being filmed in many locations about the campus, and that film evidence may be reviewed, recorded, shared or otherwise used by administration and/or law enforcement as necessary to review any action conducted by myself while on the NCCS campus.
9. I will always keep the safety and well-being of all students as paramount in guiding my actions and decisions while volunteering at NCCS.
10. I will immediately report any unsafe, or suspicious activity to an administrator in charge on campus, and I will not rely on others to relay my concerns if I have them.
11. I will not be on my cell phone distracted from my duties, or bring other family members onto the campus without permission of the administration. This will normally be denied, as the focus needs to remain on our kids.
12. If I violate any of the expectations enumerated herein, I may be asked to leave campus and I may lose additional opportunities to volunteer/chaperone, or be legally trespassed from campus, and/or face criminal complaint depending on the severity of the offense (e.g. violating items 5 or 6).

Printed Name: _____ Date: _____

Signature: _____