# Plattsburgh City School District

# Response to Intervention Plan

## September 2024-June 2027

Board Approved:  May 2024

# Response to Intervention Plan

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|---|---|---|
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**Plattsburgh City School District Mission Statement**

Our mission is to educate each student of the Plattsburgh City School District by creating challenging, supportive, and interactive learning that advances intellectual, physical, social, and cultural development.

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# SECTION 1: INTRODUCTION

## District Goals of RtI

**Vision for RtI Plan:**

To provide a district-wide process for prevention, early intervention services and appropriate instructional programming to ensure academic and behavioral progress and success for all students. The district-wide process will include frequent and repeated assessment of student performance (academic and behavioral), data-based decision making, and the use of multi-tiered, research-based intervention.

**Mission Statement for RtI Plan:**

The RtI model will provide high-quality instruction and appropriate academic and behavioral interventions to meet the needs of each individual student. Teachers and support staff will monitor the rate at which students learn and the level at which they perform. Teachers and support staff will use student performance data to make decisions about instruction, academic and behavioral goals, and other critical educational decisions across general and remedial education. This data will also guide decisions regarding eligibility for special education programs and services and accommodations under 504 regulations.

**RtI General Goals:**

- Improve student achievement (academic/behavioral/social)
- Provide research-based interventions to all students
- Be proactive rather than reactive
- Make decisions based on the use of student data
- Improve communication for all stakeholders
- Provide teachers support through resources and training
- Decrease number of special education and 504 referrals

**RtI Academic Goals:**

- Increase the number of students that meet or exceed state/local standards
- Utilize multiple measures to document student growth over time
- Increase graduation rate

- Decrease the dropout rate
- Continue to identify, implement and progress monitor tiered academic interventions
- Execute research validated intervention in a systemic manner for students in grades K-12.

**RtI Behavioral Goals:**

- Teach and reteach expectations to all students when needed in gradesK-12.
- Improve school climate
- Improve on task behavior
- Improve attendance rate
- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions
- Execute research validated intervention in a systemic manner for students in grades K-12.
- Continue to identify, implement and progress monitor tiered behavioral interventions

## Response to Intervention Defined

**What is Response to Intervention (RtI)?**

Response to Intervention is the practice of providing research-based instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying student response data to important educational decisions.

**How Response to Intervention works?**

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor performance on learning outcomes through universal screening of core content and identified behavioral indicators, monitoring student progress, and providing evidence-based interventions, while adjusting the intensity and nature of those interventions depending on a student's responsiveness.

**Universal screening** means all students are involved in an initial assessment of knowledge and skills and social/emotional/behavioral functioning, rather than simply assessing students who appear to be struggling in early stages of instruction.

**Progress monitoring** can be understood as the ongoing, formative assessment of a student's academic and social/emotional/behavioral development. Progress monitoring allows an instructional team to identify student needs and tailor instruction based upon knowledge of student skills. When used as part of a tiered instructional process, progress monitoring can provide the information by which informed decisions can be made about the student's development and need for movement from tier to tier.

**Evidence-based intervention** refers to preferential use of interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems. This is an approach which tries to specify the way in which professionals or other decision-makers should make decisions by identifying such evidence that there may be for a practice and rating it according to how scientifically sound it may be. Its goal is to eliminate unsound or excessively risky practices in favor of those that have better outcomes. The intensity of interventions is subject to a three-tier system that is implemented based upon a student's need. This tiered system is developed and implemented within layers of intervention responding to student needs. Each tier provides more intense intervention aimed at remediating academic and behavioral difficulties.

## Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that require schools to establish an RtI policy and procedures for students in grades K-4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations, it set forth minimum requirements for using an RtI process to determine a student's response to research-based intervention.

*Minimum Requirements.* The Regents policy framework for RtI:

1. Defines RtI to minimally include:
    - **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness,

phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.

- **The application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
    - amount and nature of student performance data that will be collected and the general education services that will be provided;
    - strategies for increasing the student's rate of learning; and
    - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
    - criteria for determining the levels of intervention to be provided to students;
    - types of interventions;
    - amount and nature of student performance data to be collected; and

- manner and frequency for progress monitoring.

*[8 NYCRR section 100.2(ii)]*

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model. *[8 NYCRR section 100.2(ii)*]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012**, **that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading**. *[8 NYCRR section 200.4(j)]*

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

# SECTION 2:

# RtI AS A THREE-TIERED PREVENTION FRAMEWORK

RtI serves as a three-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Plattsburgh City School District, a three-tiered model is used. Further information for each tier is located below and specific visual representations follow.

## Tier One

Tier One is considered the primary level of intervention at Plattsburgh City School District and always takes place in the general education classroom. Tier One involves appropriate instruction delivered to all students in the general education class which is delivered by qualified personnel. The Pathways in this document detail the nature of Tier One at Plattsburgh City School District in terms of core program, intervention, frequency, duration, and grade level.

## Tier Two

Within the Plattsburgh City School District, Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of, core instruction students receive in Tier One. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student.

**Considerations of Tier Two Intervention/Instruction for English Language Learners:**
Indicate what considerations or program options are made relative to the Tier Two supplemental instruction for students whose first language is not English. In this section you may want to list specific strategies or programs your district uses to ensure ELLs are provided appropriate, culturally responsive instruction relative to Tier Two.

## Tier Three

Tier Three is designed for those students who have been unresponsive to Tier Two intervention or who demonstrate such significant needs warranting intensive instruction or

intervention. These students are generally seen daily in small group instruction involving explicit instruction based on diagnostic/task analyzed areas of weakness.

**Considerations of Tier Three Intervention/Instruction for English Language Learners:** Indicate what considerations or program options are made relative to the Tier Three supplemental instruction for students whose first language is not English. In this section you may want to list specific strategies or programs your district uses to ensure ELLs are provided appropriate, culturally responsive instruction relative to Tier Three.

## RtI AS A COMPREHENSIVE INTEGRATED THREE-TIERED (Ci3T) MODEL OF PREVENTION

RtI serves as a prevention framework/model with increasing levels of instructional support. Within the Plattsburgh City School District, a three-tiered model is used. The pathways presented in the Ci3T Visual Representation section provides an illustration of the district's RtI model.

The Plattsburgh City School District has transitioned to the Comprehensive Three-Tiered Model of Prevention because we recognize our need for one organized district-wide system in which students experience similar vocabulary for school improvement, consistent academic/behavioral/social expectations and skill sets. A system like this provides efficiency, effectiveness and accountability to our work with students. At this time Plattsburgh City School District has completed eight solid years of implementing the Ci3T system. The District has introduced this system to Literacy, Math and SEL using planned implementation to ensure fidelity.

# SECTION 3: IMPLEMENTATION OF Ci3T PROCESS FOR PLATTSBURGH CITY SCHOOL DISTRICT

## Tier One General Education

General Education teachers will use scientifically researched–based reading, mathematics and behavioral/social skills interventions/programs in their classroom. Professional development activities will be provided for staff with emphasis on scientifically based interventions.

**Step 1. Benchmarking**

EasyCBM probes in reading and math in the elementary and middle school will be administered to all students in the fall, winter and spring. Upon completion, 8th grade students with deficit or emerging results will continue to be benchmarked in that content area at the high school.

Students in grades K-11 will be screened for internalizing and externalizing risk factors using a research-based screening tool. Screening will occur in the fall and spring.

The intent is not to limit the number of children receiving intervention and monitoring, but to ensure adequate resources to provide such services for those most in need.

**Step 2. Modification of General Education Program**

Classroom teachers will supplement the general educational program with interventions through such means as but not limited to differentiated instruction, student-centered activities and other group or individual instructional methods in order to increase student progress.

Tier One academic/behavioral interventions will be carried out in the general education classroom by educators. School personnel will inform parents of concerns and remedial strategies being used in the classroom.

As Ci3T annual Systems Test are completed, Tier 1 intervention offerings will be tweaked based on district-wide adequate yearly progress growth.

**Step 3. Monitoring Responsiveness to General Education**

At-risk students are progress monitored using grade level appropriate multiple measures. This data is charted to identify student achievement levels and academic progress. This data is mandatory for students who are being considered for the next tier of interventions by the teacher and/or staff member.

## Tier Two Interventions

**Step 4. Benchmarking and Screening Data Review /Universal Data Team Review/Referral to Child Study Team**

Tier Two academic/behavioral interventions increase the intensity, frequency and possibly the intervention attempted. The size of the group may vary based on available resources in addition to the requirements of the interventions being attempted. These interventions may be carried out in the classroom or in an intervention room. The RtI process must be documented by the Data/Universal or CST Team. Prior to the Team meeting, the team may need to gather additional data from such means as teacher interview, parent interview and classroom observation. Treatment fidelity will be monitored by the Data/Universal Team.

**Step 5. Monitoring Tier Two Interventions - Response To Diagnostic Treatment**

The Data Team (including the classroom teacher) will determine which team members will monitor student progress with the administration of progress monitoring using in-program assessments and a measurement probe in the deficit areas.

If a student is making inadequate progress, the Data Team will evaluate the adequacy of the current intervention plan. After evaluating the intervention plan, the provider may either attempt a different intervention plan or provide the “5 mores” that are to be implemented at a Tier Two intensity level for an additional period of time determined by the Data Team. The Provider/Data Team will inform the parent of the current rate of progress and either the plan to change the Tier Two intervention or implement a more intensive Tier Three intervention.

## Tier Three Interventions

**Step 6: Tier Three More Intensive Diagnostic Intervention**

Tier Three academic/behavioral interventions increase the intensity and frequency and possibly the intervention/program. Forty to ninety minutes per day in the area of deficiency.

This Tier could involve continuation of an intervention in Tier Two that showed progress but not at the rate necessary to close the achievement gap, or it could add to or replace a Tier Two intervention. Thus, the intensity of the treatment would be increased, or a new intervention could be introduced because of a lack of response. The group size will be reviewed and every attempt will be made to keep Tier Three individualized. What differentiates Tier Three from Tier Two is the intensity and frequency of the intervention, as well as, external involvement of outside agencies.

**Step 7: Tier Three Monitoring Response to Diagnostic Treatment**

The Data Team/Provider will monitor student progress with the administration of progress monitoring using in-program assessments and a measurement probe in the deficit areas. The Data Team will reconvene monthly to review student progress and determine effectiveness.

**Step 8: Consideration for Special Education Services**

Tier Three non-responders will be referred by the district to receive an individual evaluation that addresses all of the eligibility determination, evaluation, and procedural safeguards specified in IDEA and the need for special education services. If the referral is determined to be appropriate by the Child Study Team, the referral will be submitted to the Committee on Special Education for consent to evaluate. Parent consent must be obtained before the team can proceed with the evaluation. Once the evaluation is completed, the Committee on Special Education will meet to review the information gathered, determine eligibility if needed, determine educational programming and write the IEP (Individual Educational Plan).

## Link Between RtI and Specific Learning Disability Eligibility Determination

**Components of Eligibility**:

In RtI, eligibility determination for special education services occurs when a student's response to both core instructional and supplemental interventions does not result in a movement toward achieving benchmarks and peer performance levels. In addition, a student may be considered for special education if her/his response to intensive interventions produces a meaningful growth rate (toward the attainment of proficiency in a given area), but that growth rate requires significant and ongoing resources beyond general education to maintain. The integrity of both core and supplemental interventions must be assured prior to determining that a student has a disability. This assurance is accomplished through collection and use of student performance data. Eligibility determination can be made using the convergence of data from multiple sources to document each of the following four eligibility criteria:

1. Level Differences, such as large performance differences compared to peers and benchmark expectations in relevant domains of behavior. Standards of comparison may include national, district or area normative data, grade-level benchmarks and/or developmental norms.

2. Rate of Learning Differences, such as large differences in rate of learning compared to peers and trajectories toward benchmarks when provided with high-quality interventions implemented over a significant period. This determination is based on the frequent assessment of the student's progress in response to a carefully implemented, scientifically-based instruction.

3. Documented Adverse Impact on education and need for special education. The student's performance problem must have a demonstrable adverse impact on his or her education and the student must demonstrate the need for specially designed instruction (special education) to make or maintain meaningful progress. To determine adverse impact, the RtI team examines and documents student's performance problem(s), and performance and progress in the school curriculum.

4. Exclusion Factors: (1) rule out sensory impairments and absence of instructional opportunities; and (2) depending on SEA disability categories, rule out an intellectual disability,

emotional-behavioral disorders and speech/language and other disabilities as the primary cause of the significant achievement deficiency.

*Identifying that the learning problem is not a result of other disabilities.
*Identifying that the disability is not the result of a "lack of appropriate instruction in reading, including the essential components of reading instruction," "lack of instruction in math," or "limited English proficiency" (20 U.S.C. 1414(b) (5) (A-C).

It is understood that there are some students who may not be eligible for special education who may nonetheless continue to need an array of support services in general education to make meaningful progress.

# SECTION 4: DATA-BASED DECISION MAKING

A key component of an Ci3T framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress. See Data Review Processes that follow with visual representation.

## Determining Initial Risk Status - Filtration Systems

To determine which students may be at-risk, the Plattsburgh City School District uses a systemic filtration system, incorporating multiple measures and teacher feedback. Filtration Processes can be found in the visual representations.

## Determining Student Response to Intervention

Another key decision made by the Data Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Plattsburgh City School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the Data Team can make an informed decision about a student's response to intervention.

# SECTION 5: PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with…" the specific structure and components of the RtI process selected by the school district.

Professional/Staff Development is critical to successful implementation of any school wide systems change and movement toward improvement. Accountability for positive outcomes for all students is a shared responsibility of all school personnel. Plattsburgh City School District will commit and provide staff development opportunities for multiple years to help with the implementation of Response to Intervention process in all district buildings.

• Plattsburgh City School District will offer opportunities for professional development throughout the year both through in-district training and out of district (upon approval/availability) workshops in the area of Response to Intervention;

• Plattsburgh City School District will provide continuing, job-embedded professional development that addresses relevant areas essential to effective implementation of the Response to Intervention process;

• Plattsburgh City School District will offer continuing opportunities to parents, as well as educators, to help maximize the achievement of all students.

NOTE: Ci3T is an initiative that must utilize a number of staff. Professional development should be available to all providers. Some of these providers may be classroom teachers, Ci3T providers, special education teachers, speech teachers, OT, PT, school psychologists, child advocates/counselors and teaching assistants.

# SECTION 6: PARENTAL INVOLVEMENT

Plattsburgh City School District is committed to creating a positive home-school connection with the parents/guardians of students.

• Parent Involvement will be characterized by consistent, organized, and meaningful two-way communication between school staff and parents with regard to student progress and related school activities;

• Plattsburgh City School District will provide information to parents about their children's needs, the interventions that are being used, who is delivering this instruction, and the academic progress expected for their child via Clear Track (or another District adopted platform);

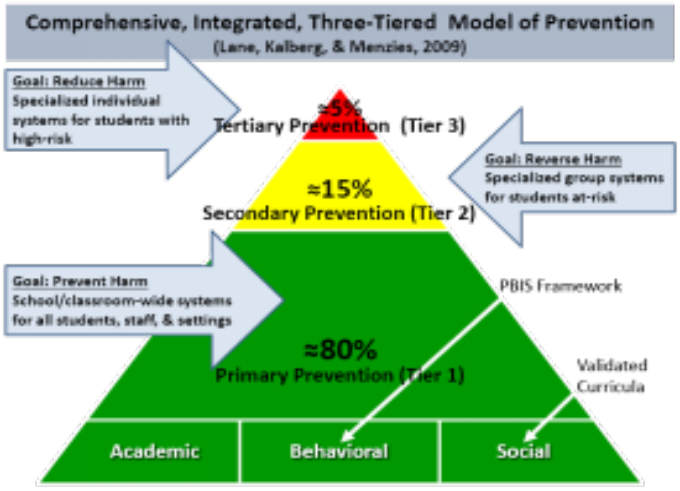
• Plattsburgh City School District staff members will strive to help parents feel welcome, important, and comfortable in the school setting.

# Ci3T Visual Representations

Including:

- Introduction of Ci3T
- Filtration Processes
- Pathways (ELA, Math and Behavioral)
- Data Review Processes

**Introduction of CI3T** - "CI3T models are data-informed, graduated systems of support constructed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations among school personnel (Lane, Kalberg, & Menzies, 2009). This model recognizes students' multifaceted needs and offers a structure for school-site leadership teams to consider students' multiple needs simultaneously in an integrated fashion. In this model, data from multiple sources such as academic screening tools, behavior screening tools, office discipline referrals, and attendance (absenteeism and tardiness) are monitored. These data are analyzed in conjunction with treatment integrity data of primary prevention efforts to accurately (a) assess responsiveness to the primary plan and (b) inform the introduction of additional supports for students needing more intensive assistance in an efficient, effective manner." (Lane, Oakes, & Menzies, 2014, p. 123).




- Note – This plan is a living document that will be implemented over time. Not all components of the plan have been created to date.

**Why CI3T for our District?** – The benefits of CI3T are numerous, but the most significant are: 1). Recognizes the relationship between academic, behavior and social skill sets, 2). Supports equal access to resources, 3). Supports communication between stakeholders,

4). Supports collaboration efforts and 5). Offers support to all students. Specific to Plattsburgh City School District, CI3T offers **<u>one</u>** organized district-wide system that our students experience with similar vocabulary for school improvement, consistent academic/behavioral/social expectations and skill sets. A system like this will bring efficiency, effectiveness and accountability to our work with students.

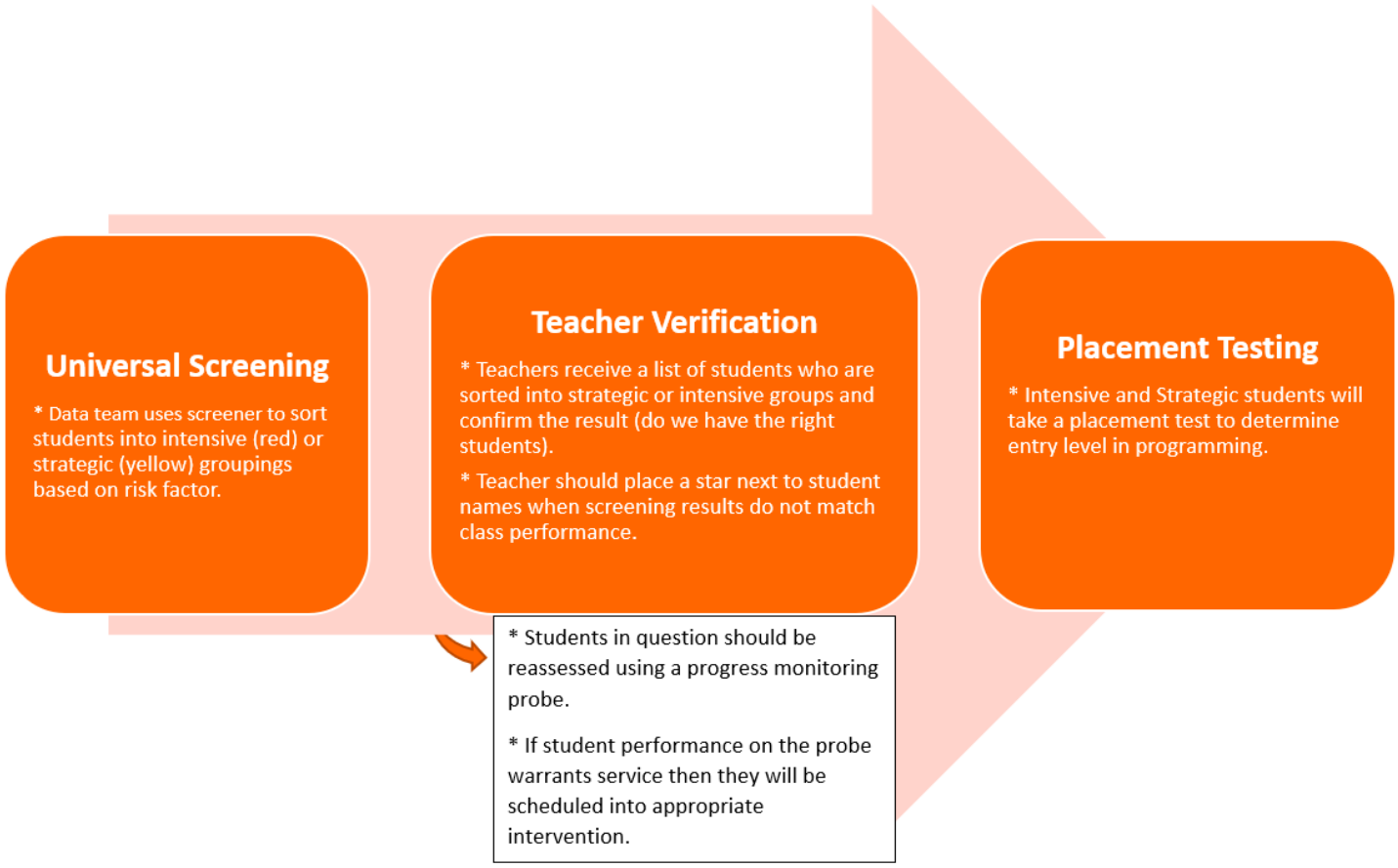
<table>
<tr><td colspan="3">Plattsburgh City School District's CI3T Plan – Roles and Responsibilities<br><br>Procedures for Teaching, Reinforcing and Monitoring</td></tr>
<tr><td colspan="2">Mission Statement</td><td>Educate all students and empower them to be responsible citizens and life-long learners in a changing world.</td></tr>
<tr><td colspan="2">Purpose Statement</td><td>Plattsburgh City School District strives to create a clear, consistent commitment and pathway to meet all students' academic, behavioral and social needs.</td></tr>
<tr><td colspan="2">District-wide Expectations</td><td>1. Respectfulness<br>2. Responsibility<br>3. Safety</td></tr>
<tr><td>Area I: Academic Responsibilities<br><br>Students:<br><br>• Arrive at school and leave school on time</td><td>Area II: Behavior Responsibilities<br><br>Students:<br><br>• Meet school-wide expectations stated in the expectation matrix</td><td>Area III:<br><br>Social Skills Responsibilities<br><br>Students:</td></tr>
</table>

| | | |
|---|---|---|
| • Participate actively in all instructional activities<br>• Produce quality work through best efforts<br>• Complete all classroom work on time<br>• Bring all necessary materials – come prepared | • Follow expectations outlined in the student handbook<br>• Take responsibility for your own actions and the impact they have on others<br>• Participate in the PBIS program | • Participate in school provided social skills curriculum<br>• Actively engage and apply lessons learned in social skills curriculum<br>• Meet school-wide expectations stated in the expectation matrix |
| **Area I: Academic Responsibilities**<br><br>**Staff:**<br><br>• Use district mandated curriculum, assessments and instructional resources in the classroom<br>• Provide feedback in a timely manner to students and parents<br>• Differentiate instruction to meet the needs of all students<br>• Use proactive strategies to support student engagement. Examples:<br>- Active supervision | **Area II: Behavior Responsibilities**<br><br>**Staff:**<br><br>• Implement PBIS with fidelity<br>• Teach and reteach expectations (September and January)<br>• Display and model school-wide expectations<br>• Have consistent expectations for each student<br>• Provide behavior specific praise and positive reinforcement to students who | **Area III:**<br><br>**Social Skills Responsibilities**<br><br>**Staff:**<br><br>• Teach/support the teaching of the social skills curriculum<br>• Model social skills expectations of students<br>• Provide universal reinforcers with behavior specific praise when students meet expectations<br>• Respect and value the uniqueness of each child and his/her family |

| | | |
|---|---|---|
| - Precorrection<br>- Instructional feedback<br>- Instructional choice<br>- Increase opportunities for student response<br>- Behavior specific praise<br>• Use school-wide data and District Placement Pathways to consider and guide students' Tier 2 and Tier 3 needs.<br>• Communicate with students and parents in a variety of ways<br>• Plan and implement effective lessons | display school-wide expectations during academic and transition times at a ratio of 5:1<br>• Demonstrate professional behavior and a positive attitude<br>• Foster a safe environment for all students<br>• Use a positive response to initial indicators of not meeting expectations:<br>- Praise students meeting expectations first<br>- Redirect students who are struggling<br>- Reteach expectations<br>- Recognize and reinforce changed behavior<br>• Use school-wide data and District Placement Pathways to consider and guide students' Tier 2 and Tier 3 needs. | • Communicate with students and parents in a variety of ways |

**District Placement Pathways** – Attached are the District Placement Pathways for Academics, Behavior and Social Skills that outline the universal screening tool, diagnosis criteria, focus/skill, intervention to be used, duration of intervention and progress monitoring tools. The pathways are district wide pathways that are mandated to be used in each schoo

# ELA - Filtration Process



# ELA Pathways

**Elementary Grades K-5 ELA Placement Pathway - updated 10/2023**

| Screening | Benchmark Assessment (KG receive Language Screener in Sept.) | | | | | |
|---|---|---|---|---|---|---|
| | INTENSIVE | STRATEGIC - Kindergarten strategic services for Phonics will begin in January | | | BENCHMARK | ABOVE Benchmark |
| Diagnosis: Criteria | At or Below 20th Percentile | 21st to 39th Percentile Yellow in ORF student given Phonics Screener. Failure = Phonics intervention. Passing = Fluency intervention | 21st to 39th Percentile | 21st to 39th Percentile | 40th to 74th Percentile | 75th Percentile and Above |
| | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **PHONICS** | **FLUENCY** | **COMPREHENSION** | **CORE CONTENT** | **CORE CONTENT PLUS** |
| Focus Skills | Five Big Ideas in Reading | Phonemic Awareness, Phonics and Advanced Phonics | Speed, accuracy, and proper expression | Language/Vocabulary and Comprehension Strategies | Core Content Aligned to Standards | Standards and Extension Opportunities |
| Intervention | Language for Learning (Kindergarten) Reading Mastery (Students in 4th and 5th that place below RM 3rd grade are Placed in Corrective Reading through Level B2, then place in Reading Mastery) Note - 6 Minute Solution can only be used for reteaching and practice outside of program session | Phonemic Awareness Heggerty (January start date), Phonics for Reading (grades 1-3), Advanced Phonics - Rewards (grades 4-6) | Read Naturally and 6 Minute Solution | Corrective Reading Comprehension (Grades 3-5) | Modified Reading Wonders and Guided Reading Groups | Modified Reading Wonders and Guided Reading Groups |
| Length of Time | Language for Learning (40 lessons minimum) Reading Mastery (90 Minutes Daily) | 30 Minutes, Five Days per Week | 30 Minutes, Five Days per Week | 30 Minutes, Five Days per Week | 90 Minutes Core Instruction (Guided Reading Groups and Re-Teaching occur in 90 Minute block) | 90 Minutes Core Instruction (Guided Reading Groups and additional occur in 90 Minute block) |
| Verify Progress | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-Program assessments | In-Program assessments |
| Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category) | | | | | |
| **Intensive Programming Options (see below)** | | | | | | |

| | | |
|---|---|---|
| All students who have been placed in Language for Learning and Reading Mastery and have not been successful even after receiving the typical remedies (5 mores, repeated programming, etc.) | **Option 1 - Language for Learning/Thinking or EdMark (45 minutes for each program)** if performance is at or below the 10th percentile on two consecutive benchmark assessments and have poor language skills (low cognition - for instance not successful in Reading Mastery and slow progress on Language for Learning despite multiple attempts) | **Option 2 - Language for Learning/Thinking and Barton Intervention** if performance is at or below the 10th percentile on two consecutive benchmark assessments (these students have been successful in Language for Learning and not successful in Reading Mastery) |
| **OR** | | |
| All students entering third-fifth grade and have not been successful in Reading Mastery K, RM 1 or | | |

## Stafford Middle School ELA Placement Pathway - updated 2/2022

| Screening | Benchmark Assessment | | | | | |
|---|---|---|---|---|---|---|
| | INTENSIVE | STRATEGIC | | | BENCHMARK | ABOVE Benchmark |
| Diagnosis: Criteria | At or Below 20th Percentile | 21st to 39th Percentile<br>Yellow in ORF student given Phonics Screener. Failure = Phonics intervention. Passing = Fluency intervention | 21st to 39th Percentile | 21st to 39th Percentile | 40th to 74th Percentile | 75th Percentile and Above |
| | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **PHONICS** | **FLUENCY** | **COMPREHENSION** | **CORE CONTENT** | **CORE CONTENT PLUS** |
| Focus Skills | Five Big Ideas in Reading | Advanced Phonics | Speed, accuracy, and proper expression | Language/Vocabulary and Comprehension Strategies | Core Content Aligned to Standards/Curriculum Maps | Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Intervention | Language! (see note below for possible options of other intensive programming) | Rewards | Read Naturally and CR Decoding as needed | Corrective Reading | Core Content Aligned to Standards/Curriculum Maps | Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Length of Time | 85 Minutes Daily (two class periods) as a replacement to Language Arts Class | 41 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | 41 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | 41 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | One Class Period | One Class Period |
| Verify Progress | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | Interim Assessments | Interim Assessments and Regents Exams |
| Identify Method to Verify | Benchmark Testing (percentage of students making adequate progress in each category) | | | | | |
| **Intensive Programming Considerations** All students complete Language! through Level C. Then evaluate students easyCBM performance on all three measures of Reading over the course of three benchmarking test | **Option 1 – Corrective Reading Decoding** if PRF performance is at or below the 10th percentile for 2 out of the 3 most recent benchmarks | **Option 2 – Corrective Reading Comprehension/Writing Intervention (**double period would translate into 1 period Corrective Reading Comprehension and 1 period writing intervention). If Comprehension and Vocabulary scores are at or below the 10th percentile for 2 out of the 3 most recent benchmarks | **Option 3 – Language! levels E/F** if PRF, Comprehension and Vocabulary scores all above the 10th percentile for 2 out of the 3 most recent benchmarks | | | |

## Plattsburgh High School ELA Placement Pathway - updated 2/2022

| | | | | | | |
|---|---|---|---|---|---|---|
| Screening | Benchmark Assessment 2017-2018 cohorts and beyond - 9th grade students who are in AIS, 9th grade Transfers into the District, and targeted 9th grade special education students | | | | | |
| | INTENSIVE | STRATEGIC | | | BENCHMARK | ABOVE Benchmark |
| Diagnosis: Criteria | At or Below 20th Percentile | 21st to 39th Percentile Yellow in ORF [illegible] | 21st to 39th Percentile | 21st to 39th Percentile | 40th to 74th Percentile | 75th Percentile and Above |
| | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **PHONICS** | **FLUENCY** | **COMPREHENSION** | **CORE CONTENT** | **CORE CONTENT PLUS** |
| Focus Skills | Five Big Ideas in Reading | Advanced Phonics | Speed, accuracy, and proper expression | Language/Vocabulary and Comprehension Strategies | Core Content Aligned to Standards/Curriculum Maps | Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Intervention | Language! (see note below for possible options of other intensive programming) | Rewards Secondary | Read Naturally and CR Decoding as needed | Corrective Reading | Core Content Aligned to Standards/Curriculum Maps | Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Length of Time | 80 Minutes Daily (two class periods) as a replacement to Language Arts Class | 40 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | 40 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | 40 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week | One Class Period | One Class Period |
| Verify Progress | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | Interim Assessments | Interim Assessments and Regents Exams |
| Identify Method to Verify | Benchmark Testing (percentage of students making adequate progress in each category) | | | | | |
| **Intensive Programming Considerations** - All students complete Language! through Level C. Then evaluate students easyCBM performance on all three measures of Reading over the course of three benchmarking test intervals. | **Option 1 - Corrective Reading Decoding** if PRF performance is at or below the 10th percentile for 2 out of the 3 most recent benchmarks | **Option 2 - Corrective Reading Comprehension/Writing Intervention** (double period would translate into 1 period Corrective Reading Comprehension and 1 period writing intervention). If Comprehension and Vocabulary scores are at or below the 10th percentile for 2 out of the 3 most recent benchmarks | **Option 3 - Language! levels E/F** if PRF, Comprehension and Vocabulary scores all above the 10th percentile for 2 out of the 3 most recent benchmarks | | | |

# Data Review/Progress Monitoring

## Ci3T Data Meeting Focus Questions

Date: _____

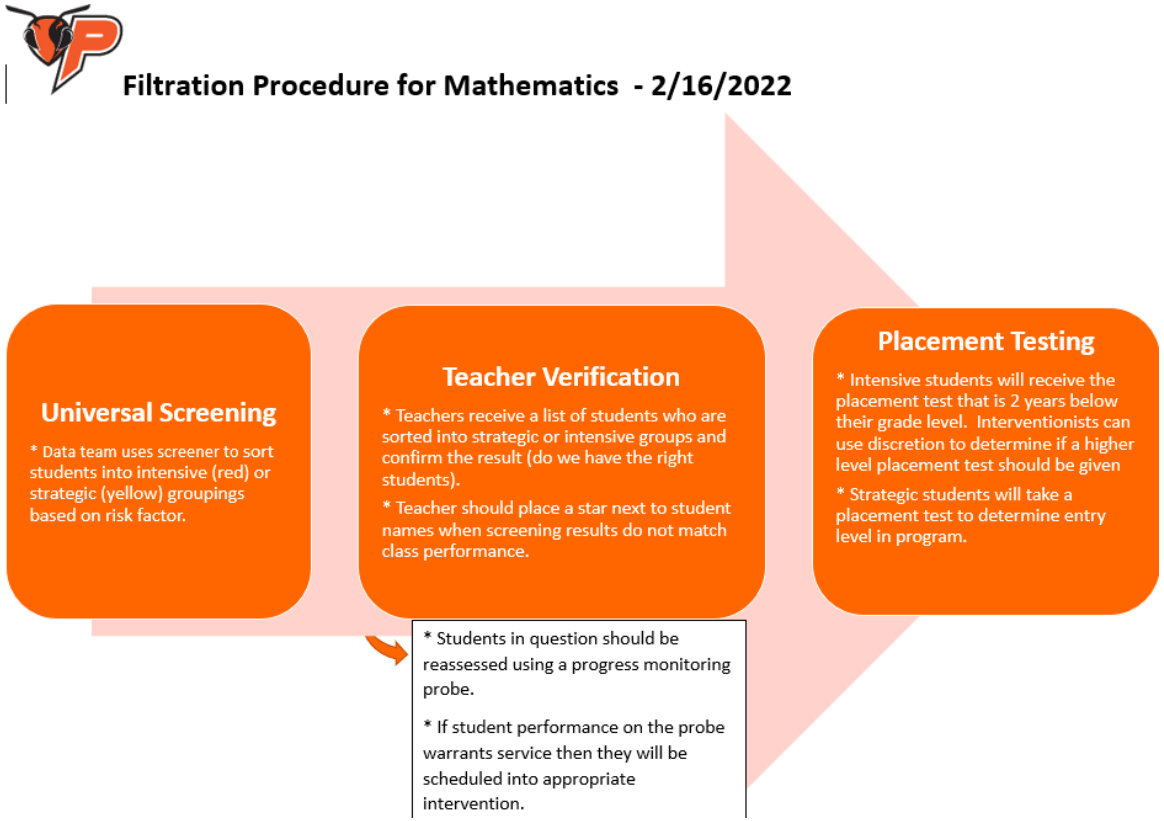
| | | | | | |
|---|---|---|---|---|---|
| 1. | **Pacing:** The group is within three lessons of the anticipated target lesson? | **YES:** | Proceed to question #2A | | |
| | | **NO:** | Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal. | | |
| 2A. | **In-Program Assessments: (Group)** The majority (80% or more) of the group is passing the in-program assessments? | **YES:** | Proceed to question #2B | | |
| | | **NO:** | Identify why the majority of the group is not passing and create a group level action plan. Consider the following: | | |
| | | | a) Is the group in the correct research validated intervention aligned to their learning deficits | YES: ☐ | NO: ☐ |
| | | | b) The majority of the students in the group are placed at the correct level (based on placement testing recommendations) of the intervention. If in doubt, revisit placement decisions. | YES: ☐ | NO: ☐ |
| | | | c) The intervention is being carried out/taught with fidelity? Identify the verification method (i.e., intervention look fors form, program specific fidelity tools, walk-throughs, etc.) | YES: ☐ | NO: ☐ |
| | | | d) Remedies such as re-teaching and pre-teaching, double dosing (i.e., more explicit and direct teaching, more modeling, more practice, more feedback, more time) is provided when the group does not pass in-program assessments. | YES: ☐ | NO: ☐ |
| 2B. | **In-Program Assessments: (Individual students)** All individual students within the group are passing | **YES:** | Proceed to question #3A | | |
| | | **NO:** | Identify why individual students are not passing and create an individual student action plan. Consider the following: | | |
| | | | a) The individual students are correctly placed in this intervention? Is it aligned to their identified deficits? | YES: ☐ | NO: ☐ |
| | | | b) The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified? | YES: ☐ | NO: ☐ |
| | | | c) Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments? | YES: ☐ | NO: ☐ |
| | | | d) Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent? | YES: ☐ | NO: ☐ |
| | | | e) The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required? | YES: ☐ | NO: ☐ |

3A and 3B: Done only at Benchmark Reviews in Fall, Winter and Spring

| | | | | | |
|---|---|---|---|---|---|
| 3A. | **Out of Program Assessments (**CBM's, Fastbridge, etc.**) (Group)** The majority (80% or more) of the instructional group is on or above the anticipated aimline (consider the three most recent data points) | **YES:** | Proceed to question 3B. | | |
| | | **NO:** | Identify why the majority of the group is not on or above the anticipated aimline and create a group level action plan. Consider the following reasons and remedies: | | |
| | | | a) The aimline is appropriate and aligned to the instructional level of the group and level of intervention (for example: if the group is placed in Reading Mastery first grade, the progress monitoring probes should be at the first grade level and aligned to the pacing goal of the intervention). | YES: ☐ | NO: ☐ |
| | | | b) The majority of the instructional group is below the aimline aligned to the instructional level of the group and aligned to the level of intervention?<br><br>If no: Add additional opportunities for student to generalize skills being taught in the intervention lessons, such as, more opportunities to re-read the stories, add additional fluency building opportunities using appropriate and similar level reading to those in the intervention. | YES: ☐ | NO: ☐ |
| 3B. | **Out of Program Assessments (**CBM's, Fastbridge, etc.**) (Individual students)** All individual students are on the aimline of the out-of-program progress monitoring? | **YES:** | Continue intervention as currently designed. No adjustments are warranted at this time. | | |
| | | **NO:** | Add additional opportunities for the specific student(s) to build fluency and generalize the skills being targeted in the intervention lessons, such as, re-reading stories, adding additional but similar practice materials, Six Minute Solution, Read Naturally, etc. | | |

Note: If an individual student's performance does not improve after the above adjustments are made, consider placing the student in a lower level, or slower paced intervention group. If the student continues to be unsuccessful, a comprehensive evaluation for special education could be considered by a multi disciplinary team.

## Math – Filtration Process



**Math Pathways**

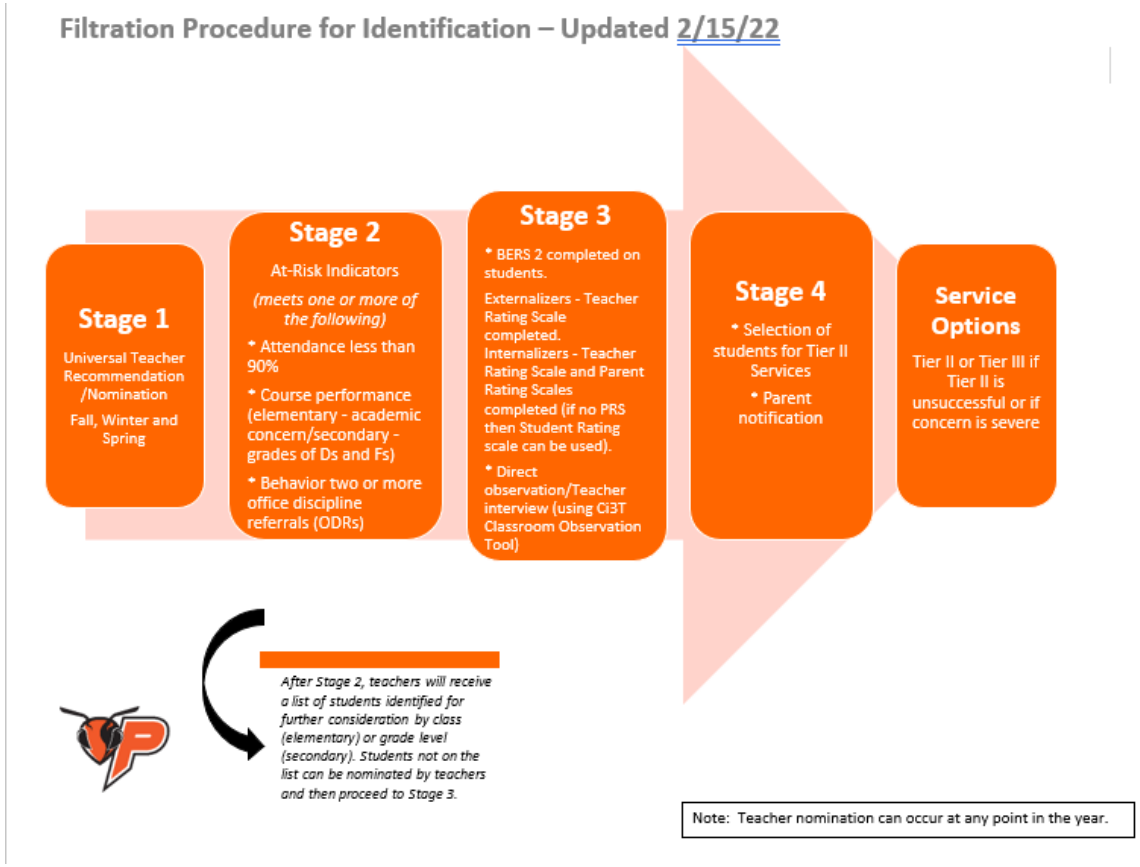
| Elementary Grades K-5 Math Placement Pathway - 8/10/23 | | | | |
|---|---|---|---|---|
| Screening Filtration System | Benchmark Assessment. Filtration - Teacher verification - classroom scores and skill sets are consistent with screening results. Rescreen using the Benchmark Progress Monitoring Probe if recommended by Data Team. | | | |
| | INTENSIVE | STRATEGIC | BENCHMARK | ABOVE Benchmark |
| Diagnosis: Criteria | At or Below 20th Percentile | 21st to 39th Percentile | 40th to 74th Percentile | 75th Percentile and Above |
| | ↓ | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **TARGETED (according to skill analysis)** | **CORE CONTENT** | **CORE CONTENT PLUS** |
| Intervention | Connecting Math Concepts K and grade 1 students may start by using WNF at teacher discretion. Students at or above grade 2 not making progress in CMC A within the first 40 lessonsmay use WNF once data team and provider have discussed the change. | K & Grade 1 Whole Number Foundations, Grade 2-5 V-Math | My Math Common Core Standards | My Math Common Core Standards |
| Length of Time | 60 Minutes Daily | 30 Minutes, Five Days per Week in addition to 60 minute Core Instruction | 60 Minutes Core Instruction | 60 Minutes Core Instruction |
| Verify Progress | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | In-Program assessments | In-Program assessments |
| Identify Method to Verify | Benchmark Testing (percentage of students making adequate progress in each category) | | | |

| Stafford Middle School Math Placement Pathway - 3/11/20 | | | | |
|---|---|---|---|---|
| Screening Filtration System | Benchmark Assessment. Filtration - Teacher verification - classroom scores and skill sets are consistent with screening results. Rescreen using the Benchmark Progress Monitoring Probe if recommended by Data Team. | | | |
| | INTENSIVE | STRATEGIC | BENCHMARK | ABOVE Benchmark |
| Diagnosis: Criteria | At or Below 20th Percentile | 21st to 39th Percentile | 40th to 74th Percentile | 75th Percentile and Above |
| | ↓ | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **TARGETED (according to skill analysis)** | **CORE CONTENT** | **CORE CONTENT PLUS** |
| Intervention | Connecting Math Concepts | V-Math | Core Content Aligned to Standards/Curriculum Maps | Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Length of Time | Two 41 Minute Periods Daily as a replacement to Math Class | 41 Minutes in addition to Core Math Class (one class period), Five Days per Week | One Class Period | One Class Period |
| Verify Progress | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | Interim Assessments | Interim Assessments and Regents Exams |
| Identify Method to Verify | Benchmark Testing (percentage of students making adequate progress in each category) | | | |

## Plattsburgh High School Math Placement Pathway - 4/25/2023

| | | | | |
|---|---|---|---|---|
| Screening Filtration System | 2022-2023 PHS will implement intensive intervention. Benchmark Assessment and Filtration System (all incoming Freshman identified at SMS) students taking Pre-Algebra and those who failed Algebra 440 Part 1. Essentials for Algebra plus supplemental curriculum will provide 1 Math credit. **NOTE: Students who fail general 8th grade math and/or complete CMC programming and transition into general 8th grade math after December will be placed in Essentials for Algebra.** | | | |
| | INTENSIVE | STRATEGIC | BENCHMARK | ABOVE Benchmark |
| Diagnosis: Criteria | At or Below 20th Percentile | 21st to 39th Percentile | 40th to 74th Percentile | 75th Percentile and Above |
| | ↓ | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **TARGETED (according to skill analysis)** | **CORE CONTENT** | **CORE CONTENT PLUS** |
| Intervention | Connecting Math Concepts and Essentials for Algebra | Traditional AIS | Core Content Aligned to Standards/Curriculum Maps | Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration |
| Length of Time | CMC One Class Period Daily as a replacement to Math Class and 1.5 periods for Essentials for Algebra | One Class Period in addition to Core Math Class (one class period), Five Days per Week | One Class Period | One Class Period |
| Verify Progress | In-program assessments and benchmark progress monitoring | In-program assessments and benchmark progress monitoring | Interim Assessments | Interim Assessments and Regents Exams |
| Identify Method to Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category) | | | |

**SEL Filtration Process**



**SEL Pathways**

## Plattsburgh City School District Social Emotional/Behavior Placement Pathway Externalizing - Elementary - 2/15/22

| | | | |
|---|---|---|---|
| Screening | **Teacher Recommendation Nomination - this is the sorting mechanism.** Filtration system will also include students failing ELA or Math **and** having been absent 20% of the schools days in session. | | |
| | INTENSIVE (Tier 3) | STRATEGIC (Tier 2) | BENCHMARK (Tier 1) |
| Diagnosis: Criteria | Score of 9-21 | Score of 4-8 | Score of 0-3 |
| | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **EXTERNALIZING** | **UNIVERSAL** |
| Focus Skills | Be Respectful, Be Responsible and Be Safe Learning Stratgies Self Management Skills Social Skills | Be Respectful, Be Responsible and Be Safe Learning Stratgies Self Management Skills Social Skills | Be Respectful, Be Responsible and Be Safe Learning Stratgies Self Management Skills Social Skills |
| Intervention | Scheduled Exercise, Behavioral Momentum, CICO, Effective Instruction Delivery, Modify Environment, cheduled Breaks, Schduled Rewards, Reinforcement, Preteaching, Proximity Control, Reduce Task Demands, Self-Modeling, Self Monitoring, Visual Cues | CICO, Behavior Contract, Self Monitoring, Home Note System, Class Pass, Positive Peer Reporting | Explicit instruction of expectations, Developing/posting expectations, Universal recognition systems, classroom management plan, Communicating expectations to parents, Training, Flow chart of discipline, CDR/ODR data, 5 intervention response (see attached for specifics) |
| Length of Time | 9 weeks to several years | 9 weeks to several months | September-June - entire school year |
| Verify Progress | In-program assessments, attendance and SWIS | In-program assessments, attendance and SWIS | |
| Identify Method to Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category) | | |

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## Plattsburgh City School District Social Emotional/Behavior Placement Pathway
## Internalizing - Elementary - 2/15/22

| | | | |
|---|---|---|---|
| Screening | **Teacher Recommendation Nomination - this is the sorting mechanism.** Filtration system will also include students failing ELA or Math **and** having been absent 20% of the schools days in session. | | |
| | INTENSIVE (Tier 3) | STRATEGIC (Tier 2) | BENCHMARK (Tier 1) |
| Diagnosis: Criteria | Score of 4-15 | Score of 2-3 | Score of 0-1 |
| | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **INTERNALIZING** | **UNIVERSAL** |
| Focus Skills | Expectations - Be Respectful, Be Responsible and Be Safe Learning Strategies Self-management Skills Social Skills | Expectations - Be Respectful, Be Responsible and Be Safe Learning Strategies Self-management Skills Social Skills | Expectations - Be Respectful, Be Responsible and Be Safe Learning Strategies Self-management Skills Social Skills |
| Intervention | Scheduled Exercise, Behavioral Momentum, CICO, Effective Instruction Delivery, Modify Environment, scheduled Breaks, Scheduled Rewards, Reinforcement, Reteaching, Proximity Control, Reduce Task Demands, Self-Modeling, Self Monitoring, Visual Cues | CICO, Behavior Contract, Self Monitoring, Home Note System, Class Pass, Positive Peer Reporting | Explicit instruction of expectations, Developing/posting expectations, Universal recognition systems, classroom management plan, Communicating expectations to parents, Training, Flow chart of discipline, CDR/ODR data, 5 intervention response (see attached for specifics) |
| Length of Time | 9 weeks to several years | 9 weeks to several months | September-June - entire school year |
| Verify Progress | In-program assessments, attendance and SWIS | In-program assessments, attendance and SWIS | |
| Identify Method to Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category) | | |

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## Plattsburgh City School District Social Emotional/Behavior Placement Pathway Externalizing - Secondary - 2/15/22

| | | | |
|---|---|---|---|
| Screening | **Teacher Recommendation Nomination - this is the sorting mechanism.** Filtration system will also include students failing 2 or more classes **and** having been absent 20% of the schools days in session. | | |
| | INTENSIVE (Tier 3) | STRATEGIC (Tier 2) | BENCHMARK (Tier 1) |
| Diagnosis: Criteria | Score of 9-21 | Score of 4-8 | Score of 0-3 |
| | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **EXTERNALIZING** | **UNIVERSAL** |
| Focus Skills | Be Respectful, Be Responsible and Be Safe<br>Learning Strategies<br>Self Management Skills<br>Social Skills | Be Respectful, Be Responsible and Be Safe<br>Learning Strategies<br>Self Management Skills<br>Social Skills | Be Respectful, Be Responsible and Be Safe<br>Learning Strategies<br>Self Management Skills<br>Social Skills |
| Intervention | Scheduled Exercise, Behavioral Momentum, CICO, Effective Instruction Delivery, Modify Environment, scheduled Breaks, Scheduled Rewards, Reinforcement, Reteaching, Proximity Control, Reduce Task Demands, Self-Modeling, Self Monitoring, Visual Cues | CICO, Behavior Contract, Self Monitoring, Home Note System, Class Pass, Positive Peer Reporting | Explicit instruction of expectations, Developing/posting expectations, Universal recognition systems, classroom management plan, Communicating expectations to parents, Training, Flow chart of discipline, CDR/ODR data, 5 intervention response (see attached for specifics) |
| Length of Time | 9 weeks to several years | 9 weeks to several months | September-June - entire school year |
| Verify Progress | In-program assessments, attendance and SWIS | In-program assessments, attendance and SWIS | |
| Identify Method to Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category) | | |

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## Plattsburgh City School District Social Emotional/Behavior Placement Pathway Internalizing - Secondary - 2/15/22

| | | | |
|---|---|---|---|
| Screening | **Teacher Recommendation Nomination - this is the sorting mechanism.** Filtration system will also include students failing 2 or more classes **and** having been absent 20% of the schools days in session. | | |
| | INTENSIVE (Tier 3) | STRATEGIC (Tier 2) | BENCHMARK (Tier 1) |
| Diagnosis: Criteria | Score of 6-18 | Score of 4-5 | Score of 0-3 |
| | ↓ | ↓ | ↓ |
| Focus | **COMPREHENSIVE** | **INTERNALZIING** | **UNIVERSAL** |
| Focus Skills | Be Respectful, Be Responsible and Be Safe<br>Learning Stratgies<br>Self Management Skills<br>Social Skills | Be Respectful, Be Responsible and Be Safe<br>Learning Stratgies<br>Self Management Skills<br>Social Skills | Be Respectful, Be Responsible and Be Safe<br>Learning Strategies<br>Self Management Skills<br>Social Skills |
| Intervention | Scheduled Exercise, Behavioral Momentum, CICO, Effective Instruction Delivery, Modify Environment, scheduled Breaks, Scheduled Rewards, Reinforcement, Reteaching, Proximity Control, Reduce Task Demands, Self-Modeling, Self Monitoring, Visual Cues | CICO, Behavior Contract, Self Monitoring, Home Note System, Class Pass, Positive Peer Reporting | Explicit instruction of expectations, Developing/posting expectations, Universal recognition systems, classroom management plan, Communicating expectations to parents, Training, Flow chart of discipline, CDR/ODR data, 5 intervention response (see attached for specifics) |
| Length of Time | 9 weeks to several years | 9 weeks to several months | September-June - entire school year |
| Verify Progress | In-program assessments, attendance and SWIS | In-program assessments, attendance and SWIS | |
| Identify Method to Verify Effectiveness | Benchmark Testing (percentage of students making adequate progress in each category) | | |

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**Progress Monitoring Data Analysis**

## EasyCBM Progress Monitoring Guidelines – 8/2/2023

External Progress Monitoring is designed to demonstrate that a student is transferring skill sets learned within the programs. If our students are demonstrating movement in progress monitoring at a quicker rate than they are moving through the program this is a positive trend. It means they are successful with transference.

EasyCBM will be the platform that is used for external progress monitoring to supplement the in-program literacy assessments that are used in Tier 2 and 3 programming.

Easy CBM progress monitoring will occur monthly.

**Progress Monitoring Sequence** – A minimum of 3 data points are needed in order to create an aim line. Movement to the next sequenced probe requires meeting the cut score on 2 consecutive probes. For Core Replacement students, all probes within each grade level need to be given in the prescribed sequence below.

Once a student has met criteria per probe they can be immediately administered the next sequenced probe without having to wait until the following month. Example, Grade 1 student met PSF probe at the end of March – that same day can be given the Grade 1 WRF probe.

| Probe | Cut Score |
|---|---|
| **Grade level K Probes** | Phoneme Segmentation Fluency (PSF)– 39<br>Word Reading Fluency (WRF) - 11 |
| **Grade level 1 Probes** | Phoneme Segmentation Fluency (PSF)– 52<br>Word Reading Fluency (WRF) – 43<br>Passage Reading Fluency (PRF)- 53 |
| **Grade level 2 Probe** | Passage Reading Fluency (PRF)- 98 |
| **Grade level 3 Probe** | Passage Reading Fluency (PRF)- 110 |
| **Grade level 4 Probe** | Passage Reading Fluency (PRF)- 132 |
| **Grade level 5 Probe** | Passage Reading Fluency (PRF)- 163 |
| **Grade level 6 Probe** | Passage Reading Fluency (PRF)- 148 |
| **Grade level 7 Probe** | Passage Reading Fluency (PRF)- 157 |
| **Grade level 8 Probe** | Passage Reading Fluency (PRF)- 158 |
| **Grade 2 level Probe** | Proficient Reading Fluency (PROF)– 9 |
| **Grade 3 level Probe** | Proficient Reading Fluency (PROF)– 13 |
| **Grade 4 level Probe** | Proficient Reading Fluency (PROF)– 13 |
| **Grade 5 level Probe** | Proficient Reading Fluency (PROF)– 14 |
| **Grade 6 Probe** | Proficient Reading Fluency (PROF)– 13 |
| **Grade level 7 Probe** | Proficient Reading Fluency (PROF)– 11 |
| **Grade level 8 Probe** | Proficient Reading Fluency (PROF)– 12 |

Equates to the spring 50th percentile for each grade level probe

**Example**: A second grade student in Reading Mastery Level K would be progress monitored using Phoneme Segmentation Kindergarten probes until he/she reaches a score of 39 or higher on 2 out of 3 consecutive assessments (39 corresponds to a spring percentile score of 50). At that time phoneme segmentation skills are considered established. The student would then be progress monitored on WRF Kindergarten grade probes until he/she reaches a score of 11 on 2

consecutive assessments (11 corresponds to a spring 50th percentile). At that time WRF is considered established and the student would then be progress monitored using the PRF probes at the 1st grade level. Once mastered, the student would move to the 1st grade WRF and eventually PRF at the 1st grade level.

**Grade Level Probe Selection**

**Tier 2**

Progress monitor at the grade level of the student using Phoneme Segmentation, Word Reading Fluency, Passage Reading Fluency or Proficient Reading . In the event a student's skills are significantly below grade level back up one grade level (teacher discretion) for that skill's probe and establish an aim line for growth.

**Tier 3**

Progress monitor at the instructional level of the student using the prescribed probes noted above.

**Corrective Reading Decoding Grade Level Correlation for Core Replacement External PM**

- Decoding A: Nonreader to 60 wpm, 98% accuracy, reading at about a 2.5 grade level.
- Decoding B1: Poor reader to 90wpm, 98% accuracy, reading at about a 3.9 grade level.
- DecodingB2: Fragile reader to 120 wpm, 98% accuracy, reading at about a 4.9 grade level.
- Decoding C: Fair reader to over 150 mph, 98% accuracy, reading at about a 7.0 grade level.

## TIER I EasyCBM Progress Monitoring Guidelines – 7/17/2023

The reason the PCSD is using this tool is to monitor student progress as compared to all students throughout the nation. The purpose is to target any specific skills that a student is at risk of being deficit in and remediate them quickly and efficiently from foundational skills to more complex skills.

Easy CBM progress monitoring will occur once a month at a student's current grade level. Groups will be identified and created after the Fall and Winter benchmark administrations.

Selection of students receiving Easy CBM progress monitoring will occur with a review of the benchmark probes. The TIER I level includes a teacher's class list of students below the 50th percentile who **are receiving** McGraw-Hill/Secondary English who **are not receiving** strategic programming.

Use the chart below to identify the deficit skill that will be progress monitored. Intervention and progress monitoring should occur in the order listed at their grade level below. This involves starting with the most basic skills and when the child has achieved the 50th percentile it will include moving to the more complex skills.

**Progress Monitoring Sequence**

| Probe | Score |
|---|---|
| **Grade level K Probes** | Phoneme Segmentation Fluency (PSF) - **39**<br>Word Reading Fluency (WRF) - **11** |
| **Grade level 1 Probes** | Phoneme Segmentation Fluency (PSF)– **52**<br>Word Reading Fluency (WRF) – **43**<br>Passage Reading Fluency (PRF)- **53** |
| **Grade level 2 Probes** | Passage Reading Fluency (PRF)- **98**<br>Proficient Reading Fluency (PROF)– **9** |
| **Grade level 3 Probes** | Passage Reading Fluency (PRF)- **110**<br>Proficient Reading Fluency (PROF)– **13** |
| **Grade level 4 Probes** | Passage Reading Fluency (PRF)- **132**<br>Proficient Reading Fluency (PROF)– **13** |
| **Grade level 5 Probes** | Passage Reading Fluency (PRF)- **163**<br>Proficient Reading Fluency (PROF)– **14** |
| **Grade level 6 Probes** | Passage Reading Fluency (PRF)- **148**<br>Proficient Reading Fluency (PROF)– **13** |
| **Grade level 7 Probes** | Passage Reading Fluency (PRF)- **157**<br>Proficient Reading Fluency (PROF)– **11** |
| **Grade level 8 Probes** | Passage Reading Fluency (PRF)- **158**<br>Proficient Reading Fluency (PROF)– **12** |

The scores listed equate to the spring 50th percentile for each grade level probe

Individual teachers completing progress monitoring should decide if they need support from the Data Team to determine action based on results. Progress monitoring may be reviewed by the Data Team on a monthly basis. Teachers may be called in to problem solve when a student is not making adequate progress.