

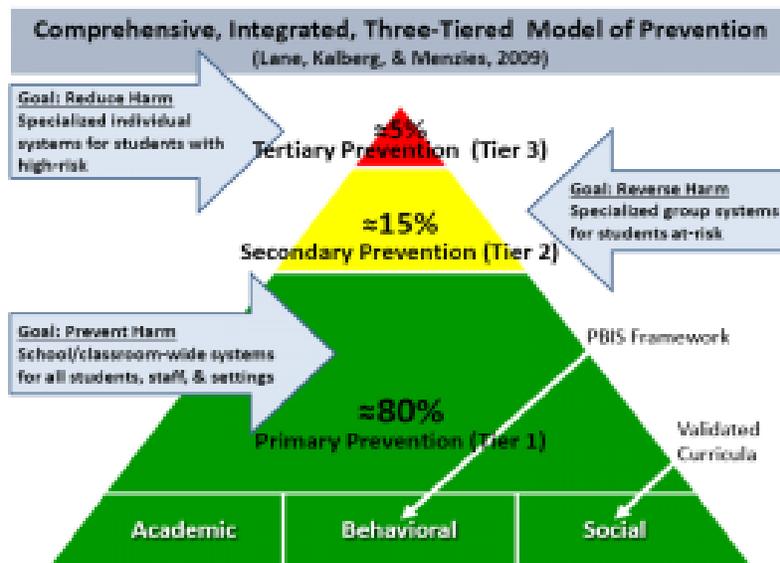
Plattsburgh City School District



Comprehensive Integrated Three Tiered Model of Prevention (CI3T)

Updated – 7/15/19

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 **one** 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.

Plattsburgh City School District’s CI3T Plan – Roles and Responsibilities Procedures for Teaching, Reinforcing and Monitoring		
Mission Statement		Educate all students and empower them to be responsible citizens and life-long learners in a changing world.
Purpose Statement		Plattsburgh City School District strives to create a clear, consistent commitment and pathway to meet all students’ academic, behavioral and social needs.
District-wide Expectations		<ol style="list-style-type: none"> 1. Respectfulness 2. Responsibility 3. Safety
<p>Area I: Academic Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> • Arrive at school and leave school on time • Participate actively in all instructional activities • Produce quality work through best efforts • Complete all classroom work on time • Bring all necessary materials – come prepared 	<p>Area II: Behavior Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> • Meet school-wide expectations stated in the expectation matrix • Follow expectations outlined in the student handbook • Take responsibility for your own actions and the impact they have on others • Participate in the PBIS program 	<p>Area III: Social Skills Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> • Participate in school provided social skills curriculum • Actively engage and apply lessons learned in social skills curriculum • Meet school-wide expectations stated in the expectation matrix
<p>Area I: Academic Responsibilities</p> <p>Staff:</p>	<p>Area II: Behavior Responsibilities</p> <p>Staff:</p>	<p>Area III: Social Skills Responsibilities</p> <p>Staff:</p>

<ul style="list-style-type: none"> • Use district mandated curriculum, assessments and instructional resources in the classroom • Provide feedback in a timely manner to students and parents • Differentiate instruction to meet the needs of all students • Use proactive strategies to support student engagement. Examples: <ul style="list-style-type: none"> - Active supervision - Precorrection - Instructional feedback - Instructional choice - Increase opportunities for student response - Behavior specific praise • 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 • Plan and implement effective lessons 	<ul style="list-style-type: none"> • Implement PBIS with fidelity • Teach and reteach expectations (September and January) • Display and model school-wide expectations • Have consistent expectations for each student • Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during academic and transition times at a ratio of 5:1 • Demonstrate professional behavior and a positive attitude • Foster a safe environment for all students • Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> - Praise students meeting expectations first - Redirect students who are struggling - Reteach expectations - Recognize and reinforce changed behavior • Use school-wide data and District Placement Pathways to consider and guide students' Tier 2 and Tier 3 needs. 	<ul style="list-style-type: none"> • Teach/support the teaching of the social skills curriculum • Model social skills expectations of students • Provide universal reinforcers with behavior specific praise when students meet expectations • Respect and value the uniqueness of each child and his/her family • Communicate with students and parents in a variety of ways
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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 school.

ELA - Filtration Process

Universal Screening

- * Data team uses screener to sort students into intensive (red) or strategic (yellow) groupings based on risk factor.

Teacher Verification

- * Teachers receive a list of students who are sorted into strategic or intensive groups and confirm the result (do we have the right students).
- * Teacher should place a star next to student names when screening results do not match class performance.

Placement Testing

- * Intensive and Strategic students will take a placement test to determine entry level in programming.

* Students in question should be reassessed using a progress monitoring probe.

* If student performance on the probe warrants service then they will be scheduled into appropriate intervention.

ELA - Pathways

Elementary Grades K-5 ELA Placement Pathway - updated 7/2019						
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	<u>Five Big Ideas in Reading</u>	Phonemic Awareness, Phonics and Advanced Phonics	Speed, accuracy, and proper expression	Language/Vocabulary and Comprehension Strategies	Core Content Aligned to Standards	Core Content Aligned to Standards and Extension Opportunities
Intervention	Language for Learning (Kindergarten) Reading Mastery (4th and 5th Grade Students that place below RM 3rd grade are Placed in Corrective Reading through Level B2, then place in Reading Mastery)	Phonemic Awareness Heggerty, Phonics for Reading (grades 1-3), Advanced Phonics - Rewards (grades 4-6)	Read Naturally	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
Identify Method to Verify Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)					

Stafford Middle School ELA Placement Pathway - updated 5/2020

Screening	Benchmark Assessment					
	INTENSIVE	STRATEGIC			BENCHMARK	ABOVE Benchmark
Diagnosis: Criteria	At or Below 20th Percentile	21st to 39th Percentile <small>Yellow in ORF student given Phonics Screener. Failure = Phonics intervention. Passing = Fluency intervention</small>	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	<u>Five Big Ideas in Reading</u>	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	Corrective Reading	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to 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 Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)					

<p>Intensive Programming Considerations- All students complete Language! through Level C/D. Then evaluate students easyCBM performance on all three measures of Reading over the course of three benchmarking test</p>	<p>Option 1 - Corrective Reading Decoding if PRF performance is at or below the 10th percentile for 2 out of the 3 most recent benchmarks</p>	<p>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</p>	<p>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</p>
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Plattsburgh High School ELA Placement Pathway - updated 5/2020

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 <small>Yellow in ORF student given Phonics Screener. Failure = Phonics intervention. Passing = Fluency intervention</small>	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	<u>Five Big Ideas in Reading</u>	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	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 Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)					

Intensive Programming Considerations - All students complete Language! through Level C/D. 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: _____

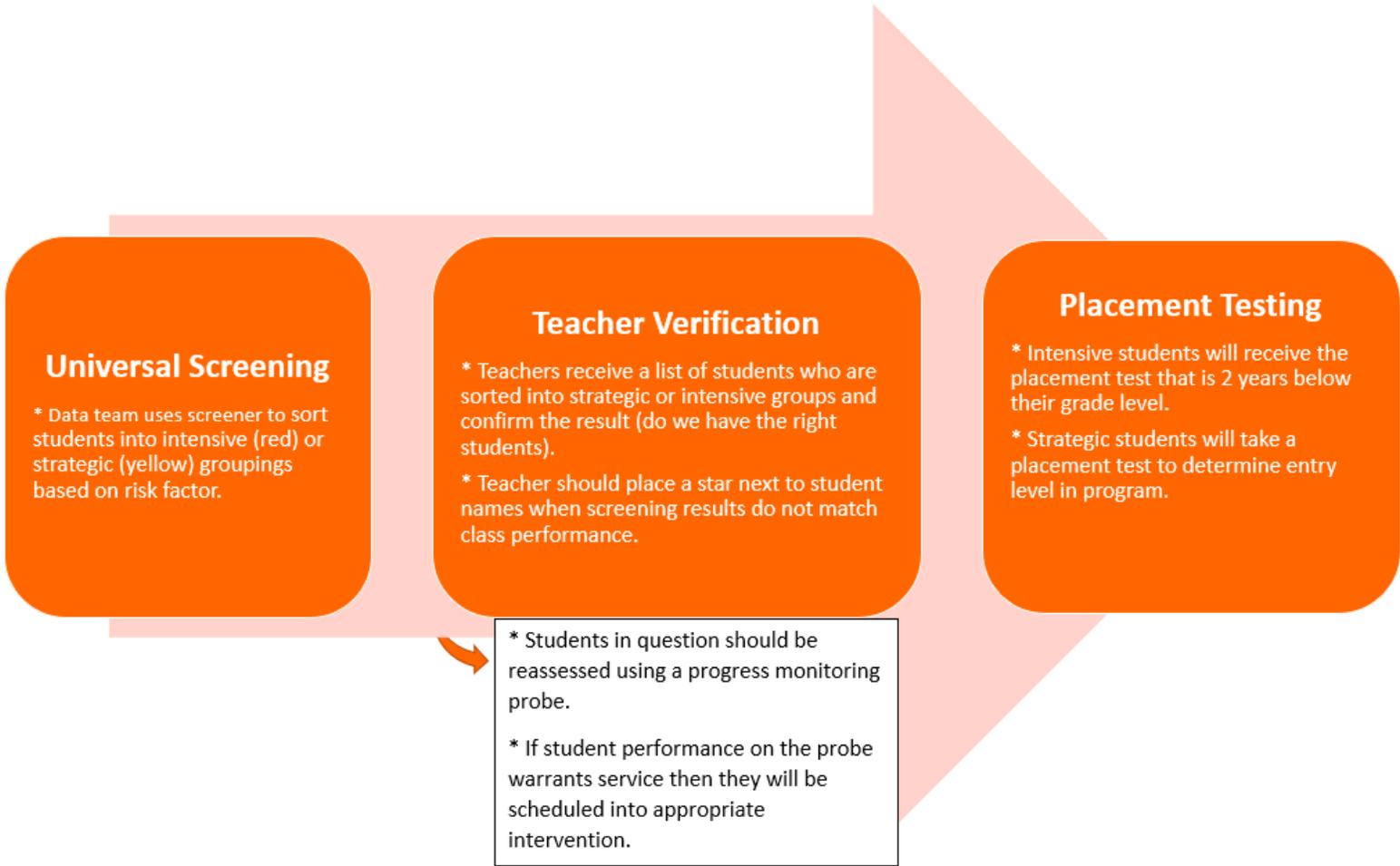
1.	Pacing: The group is within three lessons of the anticipated target lesson?	YES:	Proceed to question #2A		
		NO:	Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal.		
2A.	In-Program Assessments: (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: <input type="checkbox"/>	NO: <input type="checkbox"/>
		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: <input type="checkbox"/>	NO: <input type="checkbox"/>
		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: <input type="checkbox"/>	NO: <input type="checkbox"/>
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: <input type="checkbox"/>	NO: <input type="checkbox"/>		
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: <input type="checkbox"/>	NO: <input type="checkbox"/>
		b)	The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
		c)	Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
		d)	Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
e)	The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>		

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 <u>aimline</u> (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 <u>aimline</u> and create a group level action plan. Consider the following reasons and remedies:		
	a)	The <u>aimline</u> 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: <input type="checkbox"/>	NO: <input type="checkbox"/>	
	b)	The majority of the instructional group is below the <u>aimline</u> aligned to the instructional level of the group and aligned to the level of intervention? 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: <input type="checkbox"/>	NO: <input type="checkbox"/>	
3B.	Out of Program Assessments (CBM's, Fastbridge, etc.) (Individual students) All individual students are on the <u>aimline</u> 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 - 3/11/20

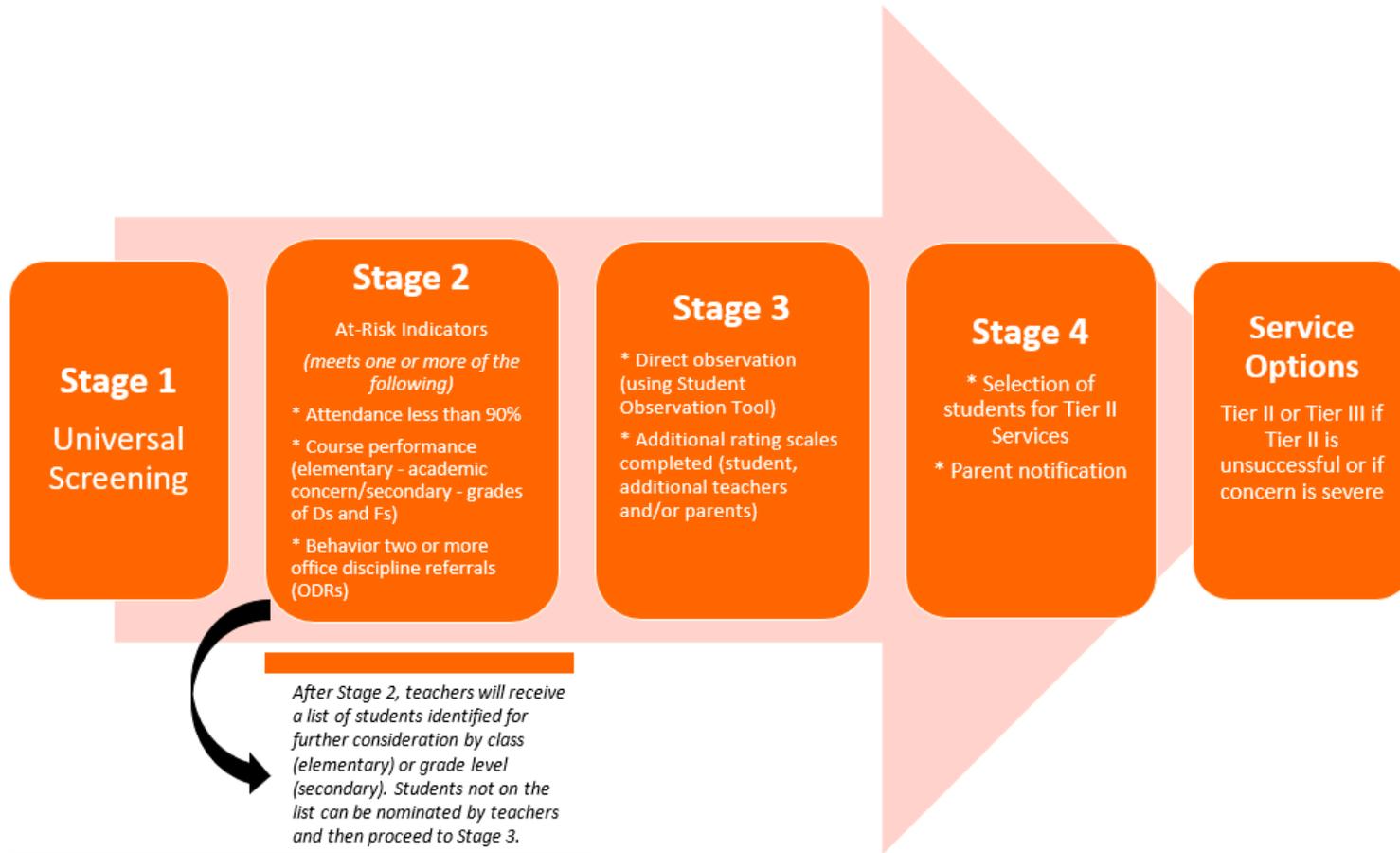
Screening Filtration System	Benchmark Assessment. Filtration - Teacher verification - classroom scores and skill sets are consistent with screening results. Rescreen using the Benchmark Progress Monitoring Probe if recommended by Data Team.			
	INTENSIVE	STRATEGIC	BENCHMARK	ABOVE Benchmark
Diagnosis: 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	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 Effectiveness	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 Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)			

Plattsburgh High School Math Placement Pathway - 5/20/20

Screening Filtration System	Benchmark Assessment and Filtration System (all incoming Freshman identified at SMS, all 9th and 10th grade (start year TBD) students taking Pre-Algebra and Algebra Part 1, transfers without Algebra Regents credit) *Juniors and Seniors attending CVTEC require meeting to determine Ci3T services. CVTEC students on campus for math and qualifying should be participating in Ci3T programming. 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 and Essentials for Algebra	V-Math	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Length of Time	One Class Period Daily as a replacement to Math Class	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



Note: Teacher nomination can occur at any point in the year.

Adapted from: Jeffrey Sprague, Ph.D. – RTI Behavior: Applying the RTI Logic to Implementing Three Tiers of Support in SWPBS and ED Eligibility and Supports

SEL
Pathways

**Plattsburgh City School District Social Emotional/Behavior Placement
Pathway Externalizing - Elementary - 2/4/19**

Screening	Student Risk Screening Scale - IE - this is the sorting mechanism. Filtration system will also include students failing ELA or Math <u>and</u> 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 Strategies Self Management Skills Social Skills	Be Respectful, Be Responsible and Be Safe Learning Strategies Self Management Skills Social Skills	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, 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)		

Plattsburgh City School District Social Emotional/Behavior Placement Pathway Internalizing - Elementary - 2/4/19			
Screening	Student Risk Screening Scale - IE - this is the sorting mechanism. Filtration system will also include students failing ELA or Math <u>and</u> 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)		

Plattsburgh City School District Social Emotional/Behavior Placement Pathway Externalizing - Secondary - 2/4/19			
Screening	Student Risk Screening Scale - IE - this is the sorting mechanism. Filtration system will also include students failing 2 or more classes <u>and</u> 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 Strategies Self Management Skills Social Skills	Be Respectful, Be Responsible and Be Safe Learning Strategies Self Management Skills Social Skills	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, CDF/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)		

Plattsburgh City School District Social Emotional/Behavior Placement Pathway Internalizing - Secondary - 2/4/19			
Screening	Student Risk Screening Scale - IE - this is the sorting mechanism. Filtration system will also include students failing 2 or more classes <u>and</u> 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	INTERNALIZING	UNIVERSAL
Focus Skills	Be Respectful, Be Responsible and Be Safe Learning Strategies Self Management Skills Social Skills	Be Respectful, Be Responsible and Be Safe Learning Strategies Self Management Skills Social Skills	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, CDF/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)		

Data Review/Progress Monitoring

Monitoring Instructional Groups												
Kidgraph - Behavior												
Intervention	Positive Peer Reporting									Date		
Grade(s)												
Student Name	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Meeting Goal Criteria	Tier 1/2/3	Days Absent	Comments:
Date of Review												
% of students Meeting Criteria	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

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