

Plattsburgh City School District
Response to Intervention Plan
March 2018-June 2021



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Response to Intervention Plan

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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

RtI Behavioral Goals:

- Improve school climate
- Improve on task behavior

- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions
- 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 (Mathematics and Behavior)

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. The graphic presented in Appendix One provides a visual illustration of the district's RtI model for Mathematics and Behavior/Social Learning. Further information for each tier is located below.

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 matrix in Appendix One details the nature of Tier One at Plattsburgh

City School District in terms of core program, intervention, frequency, duration, and location by 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 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 Appendix Two provide a visual illustration of the district's RtI model as it pertains to Literacy.

The Plattsburgh City School District is transitioning 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 will bring efficiency, effectiveness and accountability to our work with students. At this time Plattsburgh City School District has completed the planning phase and is in the first year of implementation of Ci3T for the area of English Language Arts. Our District is currently in the planning stages of our behavioral Ci3T pathway. The District intends to work towards planning and implementation of behavior, social/emotional and Math Ci3T pathways.

SECTION 3:

IMPLEMENTATION OF RtI PROCESS FOR PLATTSBURGH CITY SCHOOL DISTRICT

Tier One General Education

General Education teachers will use scientifically researched-based reading and mathematics programs in their classroom. Professional development activities will be provided for staff with emphasis on scientifically based interventions.

Step 1. Benchmarking

AIMS Web 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.

The intent is not to limit the amount 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.

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. Referral to Child Study Team (Math and Behavior) and Ci3T (English Language Arts)

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 Child Study Team. Prior to the Child Study 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 Child Study Team.

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

The Child Study Team (including the classroom teacher) will determine which team members will monitor student progress with the administration of a progress monitoring measurement probe in the deficit areas.

If a student is making inadequate progress, the Child Study Team will evaluate the adequacy of the current intervention plan. After evaluating the intervention plan, the provider may either attempt a different intervention plan by utilizing different or adding additional interventions that are to be implemented at a Tier Two intensity level for an additional eight to twelve week period or the team may determine to attempt interventions that are implemented at a Tier Three level. The Child Study 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 attempted. Thirty to sixty minutes per day in the area of deficiency will be required in addition to instructional practices already in place.

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 Child Study Team will determine which of the team members will monitor student progress with the administration of a weekly curriculum-based measurement probe in the deficit areas (when applicable at the secondary level). The Child Study Team will reconvene no sooner than six weeks and no later than twelve weeks after the plan was initiated to determine effectiveness.

If a student is behind, but making adequate progress, an additional eight to twelve week period of interventions may be provided to close the achievement gap. The provider may either attempt a different intervention plan by utilizing different or additional interventions that are to be implemented at a Tier Three intensity level. The provider will inform the parent of the current rate of progress, the additional time for interventions and any changes in the intervention program.

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 RtI 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 Section 3 for the implementation plan for use of data to identify areas of student deficit and the response plan created to remedy the deficits.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which students may be at-risk?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at-risk, the Plattsburgh City School District uses data obtained from benchmark/screening assessments as well as other sources.

Determining Student Response to Intervention

Another key decision made by the Child Study 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 Child Study 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: RtI 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, AIS 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 other District adopted platform);
- Plattsburgh City School District staff members will strive to help parents feel welcome, important, and comfortable in the school setting.

APPENDIX

Appendix One Triangle of Supports

Appendix Two Comprehensive Integrated Three-Tiered Model of
Prevention Pathways (Elementary, Middle School,
High School)

Appendix One

RESPONSE TO INTERVENTION

Supports

Math Systems

Behavioral Systems

Tier 3/Intensive Supports

Tier 3/Intensive Supports

- Individualized Action Plans
- Data Driven Instruction (i.e. Ongoing progress monitoring)
- Strategic Interventions (High Intensity)

- Individualized Action Plans (BIP, FBA)
- Data Driven Instruction (ongoing progress monitoring)
- Strategic Interventions (High Intensity)

Tier 2/Targeted Supports

Tier 2/Targeted Supports

- Individualized Action Plans
- Data Driven Instruction (i.e. Ongoing progress monitoring)
- Strategic Interventions (Moderate Intensity)

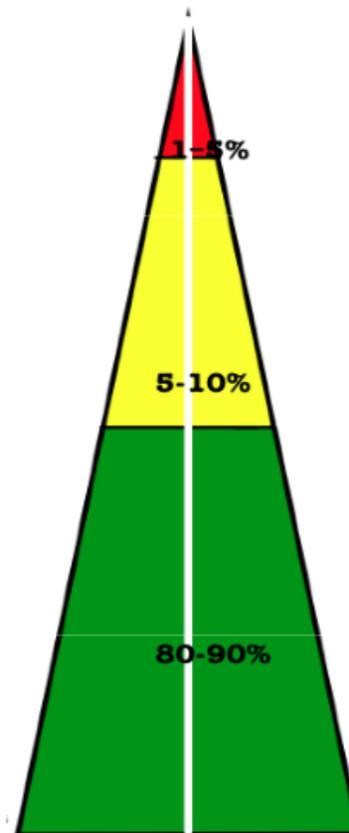
- Individualized Action Plans (i.e. informal behavior plans)
- Data Driven Instruction (ongoing progress monitoring)
- Strategic Interventions (Moderate Intensity)

Tier 1/Universal Supports

Tier 1/Universal Supports

- High Quality Research Based Instruction
- Multiple Measure Assessments
- Data Driven Instruction (i.e. Ongoing progress monitoring)

- High Quality Research Based Instruction
- Multiple Measure Assessments
- Data Driven Instruction (i.e. Ongoing progress monitoring, reteaching)



Appendix Two

Elementary Grades K-5 Reading Placement Pathway

Screening	AIMSweb (KG receive Language Screener in Sept.)					
	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>	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	Phonemic Awareness Heggerty, Phonics for Reading (grades 1-3), Advanced Phonics - Rewards (grades 4-6)	Read Naturally	Corrective Reading Language Presentation Book Reading Mastery Grade 1 (for grade 2 students needing comprehension strategic intervention)	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 AIMSweb	In-program assessments and AIMSweb	In-program assessments and AIMSweb	In-program assessments and AIMSweb	In-Program assessments	In-Program assessments
Identify Method to Verify	Benchmark Testing (percentage of students making adequate progress in each category)					

Middle School Reading Placement Pathway (Grades 6-8)

Screening	AIMSweb, DRP				
	INTENSIVE	STRATEGIC	STRATEGIC	BENCHMARK	ABOVE Benchmark
Diagnosis: Criteria	At or Below 20th Percentile	21st to 39th Percentile	21st to 39th Percentile	40th to 74th Percentile	75th Percentile and Above
	↓	↓	↓	↓	↓
Focus	COMPREHENSIVE	PHONICS	COMPREHENSION	CORE CONTENT	CORE CONTENT PLUS
Focus Skills	<u>Five Big Ideas in Reading</u>	Advanced Phonics	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!	Rewards	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 replacement to Language Arts Class	41 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week	41 Minutes (one class period) in addition to Core Language Arts Class, Five Days per Week	One Class Period	One Class Period
Verify Progress	In-program assessments and AIMSweb	In-program assessments and AIMSweb	In-program assessments and AIMSweb	Interim Assessments	Interim Assessments and Regents Exams
Identify Method to Verify Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)				

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High School Reading Placement Pathway (Grades 9-12)

Screening	AIMSweb (for 2017-2018 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	21st to 39th Percentile	40th to 74th Percentile	75th Percentile and Above
	↓	↓	↓	↓	↓
Focus	COMPREHENSIVE	PHONICS	COMPREHENSION	CORE CONTENT	CORE CONTENT PLUS
Focus Skills	<u>Five Big Ideas in Reading</u>	Advanced Phonics	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!	Rewards Secondary	Corrective Reading	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Length of Time	80 Minutes Daily (two class periods) as replacement to Language Arts Class	40 Minutes in addition to Core ELA Class (one class period), Five Days per Week	40 Minutes (one class period) in addition to Core ELA Class, Five Days per Week	One Class Period	One Class Period
Verify Progress	In-program assessments and AIMSweb	In-program assessments and AIMSweb	In-program assessments and AIMSweb	Interim Assessments	Interim Assessments and Regents Exams
Identify Method to Verify Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)				

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