

Sigsbee Charter School: Progress Monitoring Procedure

Baseline Data	Tier 2	Tier 3
<p>Student scores at or above targeted benchmarks</p> <ul style="list-style-type: none"> DRA grade level reading goal Words their Way Broadscreen Sigsbee Writing Continuum Writing Sample Rubrics Sigsbee Reading Continuum GoMath! <p>Classroom behavior and performance Performance on classroom assessments Observations/anecdotal notes</p>	<p>Entry criteria to consider:</p> <ul style="list-style-type: none"> Student failed previous year's FCAT <p>AND/OR</p> <ul style="list-style-type: none"> Benchmark scores below target Classroom behavior and performance Performance on classroom assessments Observations/anecdotal records DRA Word Analysis 	<p>Entry criteria to consider:</p> <ul style="list-style-type: none"> Identified ESE students with related goals <p>AND/OR</p> <ul style="list-style-type: none"> Tier 2 entry criteria Demonstrated lack of adequate progress with Tier 2 intervention
<p>Instructional Strategy: 90 minutes of ELA Curriculum block 60-75 minutes of Math block Teacher modifies/supplements program</p> <p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> Differentiated instruction Balanced Literacy GoMath! Words Their Way Writer's Workshop Rocket Math <p><u>Staff</u></p> <ul style="list-style-type: none"> Classroom teacher 	<p>Intervention: 90 minutes of ELA Curriculum block 60-75 minutes of Math block Student Support Team strategies 3-5/week for 20 minutes of targeted small group instruction</p> <p><u>Suggested Resources</u></p> <ul style="list-style-type: none"> Resources from baseline Guided reading small group with increased meetings GoMath! Reteaching materials Increased use of manipulatives FCRR interventions <p><u>Staff</u></p> <ul style="list-style-type: none"> Classroom teachers Reading mentors Literacy Support Teacher Paraprofessional/Support Staff 	<p>Intervention: 90 minutes of ELA Curriculum block 75 minutes of Math block Student Support Team strategies 3-5/week for 20-40 minutes of targeted small group instruction</p> <p><u>Suggested Resources</u></p> <ul style="list-style-type: none"> Tier 2 resources <p>AND/OR</p> <ul style="list-style-type: none"> Touch Math Primary Concepts: Road to Reasoning All About Spelling ESE intervention <p><u>Staff</u></p> <ul style="list-style-type: none"> Classroom teachers Reading mentors Literacy Support Teacher Paraprofessional/Support Staff ESE teacher
<p>Documentation Literacy folder (DRA documents) Running Records: self correction & words per minute Anecdotal Records/notes GoMath! Assessments/Think Central</p>	<p>Documentation Baseline data documentation AND Intervention documentation worksheets Teacher record keeping documents SST signed forms</p>	<p>Documentation Tier 2 documentation AND ESE teacher documentation worksheets Tiers Summary Sheet provided to principal quarterly</p>
<p>Progress Monitoring: FAIR assessment (3X/year) GoMath! Benchmark assessments (Big Idea) Writing continuum (2X/year) Writing Sample (1X/year) DRA-2 Spring or Fall benchmark assessment (2X/year) Running Records (as needed) Anecdotal Notes Word Analysis (2X/year)</p>	<p>Progress Monitoring: FAIR assessment (3X/year) GoMath! Benchmark assessments (Concept) Writing continuum (2X/year) DRA-2 (2-3X/year) Running Records (as needed) Anecdotal Notes (weekly) Word Analysis (2-3X/year)</p>	<p>Progress Monitoring: Tier 2 AND Assessment data from Tier 3 intervention resources, to be reported bi-monthly</p>
<p>Duration: Ongoing</p>	<p>Duration: Continuous until progress is detected and noted Quarterly assessment of RTI tier</p>	<p>Duration: Same as Tier 2</p>
<p>Decision Point</p> <ol style="list-style-type: none"> <u>Adequate Progress:</u> Student scores passing on next benchmark-continue best practices in curriculum block <u>Inadequate Progress:</u> Student scores below benchmark and shows less than average growth rate on classroom assessments- move to Tier II interventions and SST 	<p>Decision Point</p> <ol style="list-style-type: none"> <u>Adequate Progress:</u> Student scores passing on benchmark and/or demonstrates progress toward District Level Reading Goals <u>Progressing:</u> Student shows slow to average progress based on grade level targets- continue Tier 2 interventions <u>Inadequate Progress:</u> Student scores at or below 50% on benchmark and shows less than average growth on targeted grade level goals-bring back to SST to consider other Tier 2 intervention options and/or a move to Tier 3 or ESE identification 	<p>Decision Point</p> <ol style="list-style-type: none"> <u>Adequate Progress:</u> Student scores passing on benchmark and/or demonstrates progress toward District Level Reading Goals <u>Progressing:</u> Student shows slow to average progress based on grade level targets- continue Tier 2 interventions <u>Inadequate Progress:</u> Student scores at or below 50% on benchmark and shows less than average growth on targeted grade level goals-bring back to SST to consider other Tier 2 intervention options and/or a move to Tier 3 or ESE identification