Sigsbee Charter School: Progress Monitoring Procedure

Baseline Data	Tier 2	Tier 3
Student scores at or above targeted benchmarks • DRA grade level reading goal • Words their Way Broadscreen • Sigsbee Writing Continuum • Writing Sample Rubrics • Sigsbee Reading Continuum • GoMath! Classroom behavior and performance Performance on classroom assessments Observations/anecdotal notes	**Entry criteria to consider:** • Student failed previous year's FCAT **AND/OR** • Benchmark scores below target • Classroom behavior and performance • Performance on classroom assessments • Observations/anecdotal records • DRA Word Analysis	**Entry criteria to consider:** • Identified ESE students with related goals **AND/OR** • Tier 2 entry criteria • Demonstrated lack of adequate progress with Tier 2 intervention
Instructional Strategy: 90 minutes of ELA Curriculum block 60-75 minutes of Math block Teacher modifies/supplements program Suggested Resources: • Differentiated instruction • Balanced Literacy • GoMath! • Words Their Way • Writer's Workshop • Rocket Math Staff • Classroom teacher	**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 Suggested Resources • Resources from baseline • Guided reading small group with increased meetings • GoMath! Reteaching materials • Increased use of manipulatives • FCRR interventions Staff • Classroom teachers • Reading mentors • Literacy Support Teacher • Paraprofessional/Support Staff	**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 Suggested Resources • Tier 2 resources **AND/OR** • Touch Math • Primary Concepts: Road to Reasoning • All About Spelling • ESE intervention Staff • Classroom teachers • Reading mentors • Literacy Support Teacher • Paraprofessional/Support Staff • ESE teacher
Documentation Literacy folder (DRA documents) Running Records: self correction & words per minute Anecdotal Records/notes GoMath! Assessments/Think Central	**Documentation** Baseline data documentation **AND** Intervention documentation worksheets Teacher record keeping documents SST signed forms	**Documentation** Tier 2 documentation **AND** ESE teacher documentation worksheets Tiers Summary Sheet provided to principal quarterly
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)	**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)	**Progress Monitoring:** Tier 2 **AND** Assessment data from Tier 3 intervention resources, to be reported bi-monthly
Duration: Ongoing	**Duration:** Continuous until progress is detected and noted Quarterly assessment of RTI tier	**Duration:** Same as Tier 2
Decision Point 1. Adequate Progress: Student scores passing on next benchmark-continue best practices in curriculum block 2. Inadequate Progress: Student scores below benchmark and shows less than average growth rate on classroom assessments- move to Tier II interventions and SST	**Decision Point** 1. Adequate Progress: Student scores passing on benchmark and/or demonstrates progress toward District Level Reading Goals 2. Progressing: Student shows slow to average progress based on grade level targets- continue Tier 2 interventions 3. Inadequate Progress: 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	**Decision Point** 1. Adequate Progress: Student scores passing on benchmark and/or demonstrates progress toward District Level Reading Goals 2. Progressing: Student shows slow to average progress based on grade level targets- continue Tier 2 interventions 3. Inadequate Progress: 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