

## Initial Data Sort PLC:

At the initial data sort PLC, grade level teams will use the district parameters to create Enrichment/Enhancement/Intervention groups, identify skill deficits, and plan for intervention delivery.

**Prior** to the PLC meeting, data should be broadly sorted by the PSLT or designated school personnel and sent to all grade level PLC members in a user-friendly format so they can review and familiarize themselves with it **before** the data meeting. Doing this before the meeting ensures that there is sufficient time for ALL guiding principles to occur within a 45-60 minute period of time. In addition, grade level PLC members should also have previous year's MTSS documentation for **ALL** students who were receiving Tier 2/Tier 3 interventions, including EasyCBM graphs.

## For students who were receiving interventions the previous school year:

Review students' prior year MTSS Documentation to determine previous year's level of intervention. Utilize the grade specific data outlined in the parameters below, as well as the most recent EasyCBM data, to **problem solve** around whether to keep the current level of intervention or fade/intensify supports.

### Possible scenarios:

| If a student was.....                                       | And scored.....   | Then review EasyCBM data to validate the following considerations.....   |
|---|---|--|
| receiving Tier 2 Interventions for a minimum of 12-18 weeks | below the 16 <sup>th</sup> %ile on SAT-10                             | Check intervention fidelity and exposure to validate poor response and consider intensifying support by beginning tier 3 interventions |
|   | between the 16 <sup>th</sup> %ile and 30 <sup>th</sup> %ile on SAT-10 | Continue tier 2 interventions  |
|   | above the 30 <sup>th</sup> %ile on SAT-10                             | Consider fading support and place student in an enhancement group  |
| receiving Tier 3 Interventions for a minimum of 12-18 weeks | below the 16 <sup>th</sup> %ile on SAT-10                             | Check intervention fidelity and exposure to validate poor response and consider possible referral to CST                               |
|   | above the 15 <sup>th</sup> %ile on SAT-10                             | Consider fading support from tier 3 (5 days/week) to tier 2 (3 days/week)  |

## For students who were NOT receiving interventions the previous school year:

Review data from district parameters below for student's placed in Tier 1 Enrichment/Enhancement groups the previous school year. Identify any students who need to be placed in an intervention group for the current school year.

### 2<sup>nd</sup>, 3<sup>rd</sup>, & 4<sup>th</sup> Grade Parameters

#### Tier 1 Enrichment Groups:

Reserved for students above expectations.

-Between the 76<sup>th</sup> and 99<sup>th</sup> %ile on SAT-10

Provide extension and enriching activities to accelerate core performance.

No PS/Rtl documentation is required for students receiving enrichment support.

#### Tier 1 Enhancement Groups:

Reserved for students at or slightly below expectations.

-Between the 31<sup>st</sup> %ile and 75<sup>th</sup> %ile on SAT-10

Provide reteach of core concepts and strategies to enhance core performance.

No PS/Rtl documentation is required for this group of students.

#### Tier 2 Intervention Groups:

Reserved for students below expectations who need targeted interventions to improve skill deficits.

-Between the 16<sup>th</sup> %ile and 30<sup>th</sup> %ile on SAT-10

These students will be matched to district approved Tier 2 standard protocol interventions.

**(SB 87073 Required)**

#### Tier 3 Intervention Groups:

Reserved for students **significantly** below expectations who need targeted interventions to improve major skill deficits.

-Below the 16<sup>th</sup> %ile on SAT-10  
-Retained students

Tier 3 Teams will engage in the 4-step problem solving process for immediate individualized intensive (Tier 3) interventions.

**(SB 87073 and SB 87074 Required)**

**ELL Students:** If an ELL student is identified for Tier 2/3 interventions, determine the students English Language Proficiency scores on CELLA/ELPA to include interventions that focus on second language acquisition (See ESOL Programmatic Procedures on the ELL icon).

## For students without the above data:

Use the information below to identify students in need of intervention when the data outlined in the above district parameters is **NOT** available.

- Review students cum folders for district/state assessment information that aligns with the HCPS district parameters above (i.e. percentile rankings).
- Administer an iReady Diagnostic or IStation Monthly Assessment.
- Administer an EasyCBM assessment. Utilize the grade specific EasyCBM growth chart to guide selecting an appropriate measure and analyzing the score.