

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.

Common 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	-above the 30 th %ile on FAIR-RC AP2/3 -at expectation on IStation/iReady May Diagnostic	Fade support and place student in an enhancement group
	-between 16 th %ile to 30 th %ile on FAIR-RC AP2/3 -below expectation on IStation/iReady May Diagnostic	Continue tier 2 interventions
	-below the 16 th %ile on FAIR-RC AP2/3 -below expectation on IStation/iReady May Diagnostic	Check intervention fidelity and exposure to validate poor response and consider intensifying support by beginning tier 3 interventions
receiving Tier 3 Interventions for a minimum of 12-18 weeks	-below the 16 th %ile on FAIR-RC AP2/3 -below expectation on IStation/iReady May Diagnostic	Check intervention fidelity and exposure to validate poor response and consider possible referral to CST
	-between 16 th %ile to 30 th %ile on FAIR-RC AP2/3 -at expectation on IStation/iReady May Diagnostic	Fade 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.

5th Grade Parameters

Tier 1 Enrichment Groups:

Reserved for students above expectations.

- Between the 76th-99th %ile on FAIR-RC AP2/3
- Consistent score of level 4-5 on previous state assessments
- Above a 629 on the iReady May Diagnostic

Provide extension and enriching activities to accelerate core performance.

No PS/Rtl documentation is required for this group.

Tier 1 Enhancement Groups:

Reserved for students at or slightly below expectations.

- Between the 31st %ile and 75th %ile on FAIR-RC AP2/3
- Consistent score of level 3 or higher on previous state assessments
- Between 579 and 629 on the iReady May Diagnostic

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

No PS/Rtl documentation is required for this group.

Tier 2 Intervention Groups:

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

- 16th %ile to 30th %ile FAIR-RC AP2/3
- Consistent score of level 2 or lower on previous state assessments
- Between 557 and 578 on the iReady May Diagnostic

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 16th %ile on FAIR-RC AP2/3
- Consistent score of level 1 on previous state assessments
- Below a 557 on the iReady May Diagnostic
- 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 the student's cum folder 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.