



Dunkirk City School District
Student Support Plan - A Multi-Tiered System of Support (MTSS)
2024 - 2025

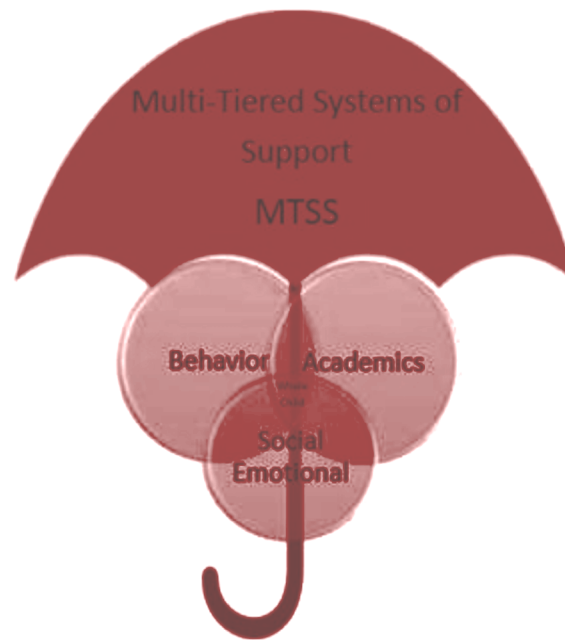


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OUR MISSION

Maximize potential for all students at all times...
WHATEVER IT TAKES

OUR VISION

We will provide students with the opportunities to develop the skills they need to pursue life's goals and to participate fully as independent, informed, and productive members of society

OUR BELIEFS

All students can learn

- Trust and mutual respect are essential
- Literacy and Numeracy are the foundation of all learning
- Research and data are at the heart of all decision-making
- We are partners in learning with our families
- We must all be flexible to meet the needs of students and our community

Board of Education

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Danielle Russell, School 5 Principal
Angie Penhollow, School 7 Principal
Kisun Peters, School 3 Principal

Student Support Council Committee Members

Jill Beiger, 2nd Grade Teacher - School 5
Jessica Houghtaling, Early Literacy TOSA - District-Wide
Jean Surma, School Social Worker - School 5
Amber Lancaster, ENL Teacher - School 7
Erin Cunningham, Science and Math AIS Teacher - School 5
Courtney Donovan, 5th Grade Teacher - Intermediate School
Renee Crowden, School Counselor - Intermediate School
Madalyn Traverse, Special Education Teacher - Intermediate School
Jessica Davis, Reading Teacher - Intermediate School
Kelly Lutz, ISS Teacher - High School
Miriam Lugo-Alfaro, Spanish Teacher - High School
Deenah Simchick, Special Education Teacher - High School
Danielle Russell, Principal - School 5
Stephanie Berghold, Assistant Principal - Intermediate School
Brian Swatland, Director of Secondary Education, High School
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Kristan Mackiewicz, Director of Communications, Equity Initiatives & Engagement
Corinna Hooge, Director of Special Programs and Grants
Nichole Dispense, Director of Health-Related Services
Rebecca Leone, Director of Curriculum, Instruction and Assessment

MultiTiered System of Support (MTSS) Plan

2024 - 2025

Aligned with our District Mission, “Maximize potential for all students at all times ... Whatever It Takes,” we recognize and understand the need to develop a clear plan to provide direction and guidance to all faculty and staff so that they can best support all our students.

Guiding Principles of MTSS

- *We believe that with the proper support and attitude, anything is possible.*
- *We believe we are responsible for moving students forward in their learning and skill development.*
- *We believe that we need to model this learning and skill development as adults.*
- *We believe that all students can be successful and that our teachers and staff can provide them with the skills necessary to persist through their challenges.*

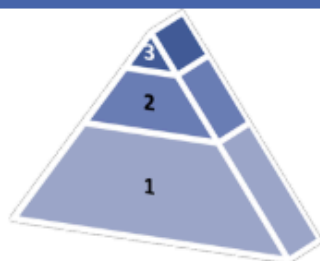
Implementation Plan

This plan was initially developed during the 2018 - 2019 school year by the Student Support Council, whose membership was composed of an interdisciplinary team of teachers and leaders representing all buildings across the district. The plan was based on the traditional RTI and AIS frameworks outlined by NYSED expectations for services. The plan articulated how the current programs would be used to support students at all levels of need. Going forward for the 2024 - 2025 school year, the district will be transitioning towards a multi-tiered model based on NYS expectations and guidance. Schools will work collaboratively to review, select, and implement programs that will support the growth of students in academics, social-emotional, and attendance areas. Over the next three years, schools will pilot different selected programs to ensure alignment with goals and expectations of the MTSS plan, with the expectation of a fully aligned MTSS system with all three tiers (1, 2, and 3) by the 2026 - 2027 school year. This system will contain practices to support academics, behavior, and attendance. An MTSS plan is fluid, so assessments in interventions will be reviewed annually by the District Student Support Council to assess the effectiveness of the MTSS system.

Understanding MTSS

The following graphic is taken from the New York State Education Department’s August 2018 publication, “Social Emotional Learning: Essential or Learning, Essential for Life.” This graphic represents an example of the system that the Dunkirk City School District is creating over the next three years under the guidance of the Student Support Council.

APPENDIX A: EXAMPLE OF MULTI-TIERED SYSTEM OF SUPPORTS



Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1 -5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	<ul style="list-style-type: none"> Individual instruction in SEL competencies strategies and skills Practice and coaching 	<ul style="list-style-type: none"> Crisis intervention Individual counseling/ support plan Family Collaborations Referral to services 	<ul style="list-style-type: none"> Wraparound services Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs) Faculty/staff mentor Academic and/or behavioral coach 	<ul style="list-style-type: none"> Family Conferences/ Collaborations Formal Restorative Conference(s) 	<ul style="list-style-type: none"> Intensive instruction (1-2 students) After school tutoring Computer-assisted programs Specially-designed instruction (SDI)
Tier 2	<ul style="list-style-type: none"> Targeted explicit instruction in SEL competencies, strategies, and skills Practice and coaching with feedback Peer-to-peer SEL workshops SEL focused community building circles 	<ul style="list-style-type: none"> Individual/small group counseling Support groups (e.g. anger management, etc.) Family Engagement Substance abuse prevention counseling Referral to services 	<ul style="list-style-type: none"> Faculty/staff mentor Daily Check In/Check Out Daily Progress Reports (DPR) Social and Academic Instructional Groups (Small Group) Individual Behavior Contract Academic and/or behavioral coach Targeted afterschool support program(s) 	<ul style="list-style-type: none"> Peer Mediation Restorative Problem-Solving Circles Formal Restorative Conference Community service 	<ul style="list-style-type: none"> Peer Tutoring and Paired Reading Small group supplemental instruction Guided instruction Visual/auditory aids/cues and manipulatives
Tier 1	<ul style="list-style-type: none"> Explicit instruction in SEL Competencies Integration of SEL within the content areas General teaching practices that model and support SEL School climate surveys (student, staff, families) SEL Plan based on survey and other student data Family engagement 	<ul style="list-style-type: none"> Mental health education Mental health screening Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.) Trauma-Informed/ trauma-sensitive approach Peer education 	<ul style="list-style-type: none"> Schoolwide Behavioral Expectations Evidence-based classroom management Guidance conference(s) Training of peer educators Student leadership opportunities Bullying prevention (i.e., DASA) Culturally responsive practices Student government, extracurriculars Afterschool and summer programs Community schools Community service opportunities 	<ul style="list-style-type: none"> Community Building Circles Negotiation Skills Training Peer Mediation Restorative Circles Community service Student circle keeper training Family Engagement Responsive discipline policies 	<ul style="list-style-type: none"> Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction Goal-setting for learning Student self/peer assessments Project based learning/ assessments Family engagement Universal Design for Learning Health Education Coordination

Adapted from Illinois SS/HS State Group and Erie 2 BOCES

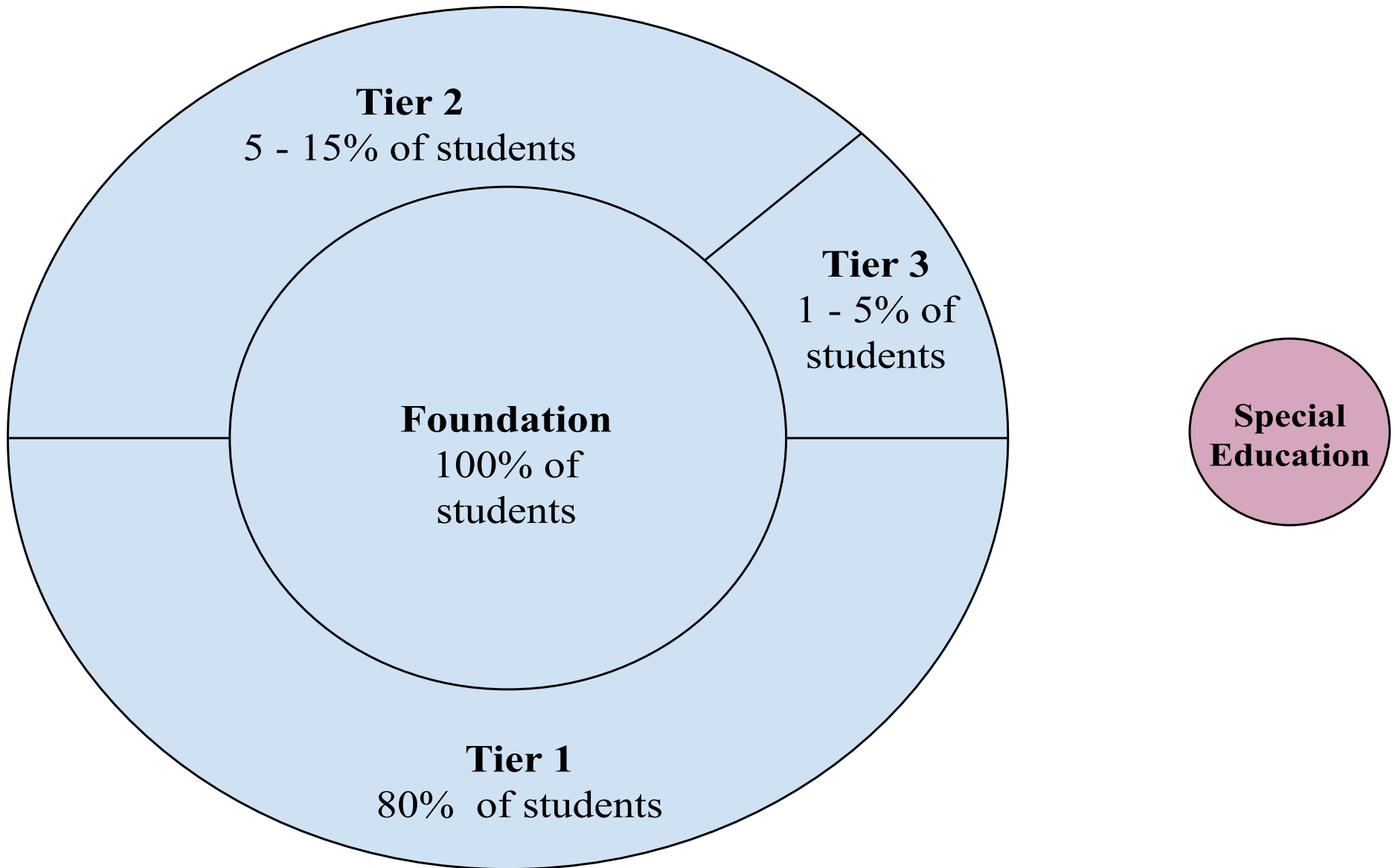
The Dunkirk CSD Student Support Plan aims to identify **the** specific needs of struggling students based on data and provide appropriate interventions. Depending on various factors, this support may fall under the MTSS and AIS categories.

MTSS	AIS
Based on data that matches students' academic and social-emotional needs to instructional resources	Used when a student has not met proficiency (state assessment or benchmark)
<i>Proactive</i>	<i>Reactive</i>

The 2024 Revised Dunkirk CSD Student Support Plan envisions multiple levels of service that may be provided to a student throughout the year. All levels depend on classroom instruction as the core, with support provided by various district personnel and at different intensity levels as the data determines necessary. Students may move between the levels throughout the year depending on the content and skills that are challenging.

The purpose of the Student Support Plan is **NOT** to collect data that ultimately leads to a Special Education referral or a 504 referral but to collect data and design interventions to support all students in their learning. While a referral to special education may ultimately occur with some students, it is not a predetermined outcome.

MTSS Levels of Support - A Three-Tiered System of Service Delivery



Three-Tiered System of Service Delivery

Foundation	<p>Who: All Students and all teachers</p> <p>What: High-Quality Instruction for Academics and Social-Emotional Learning</p> <p>How: Complete & coherent curriculum taught by the classroom teacher & those designated to teach social-emotional learning in the classroom</p> <p>Why: Achieve academic proficiency in the classroom</p>
Tier 1	<p>Who: All Students depend on the content/context of learning, and all teachers</p> <p>What: Preventative / Supplemental Support or enrichment that is researched-based</p> <p>How: Provided by Classroom Teacher/ Co-Teacher</p> <p>Why: Student not achieving academic or behavioral expectations</p> <ul style="list-style-type: none"> • Differentiated Core Programming • Preventative, proactive academic/behavioral interventions across all settings and applied to all students
Tier 2	<p>Who: Students who are identified as being at risk academically or behaviorally</p> <p>What: Targeted, researched-based, and specific interventions with systematic monitoring</p> <p>How: Provided by the Classroom teacher, qualified support staff, specialists, and interventionist</p> <p>Why: Students who need more intensive instruction, in addition to the foundational program and tier 1 supports, to achieve academic or behavioral expectations.</p> <ul style="list-style-type: none"> • Small group interventions • Some individualized intervention
Tier 3	<p>Who: Students who are not responding to Tier 1 or Tier 2 support/interventions</p> <p>What: In addition to Tier 1 and Tier 2, students receive more intensive interventions with ongoing systematic monitoring.</p> <p>How: Provided by qualified support staff, specialists, and interventionists</p> <p>Why: Not demonstrating adequate progress from Tier 1 and Tier 2 supports/interventions</p> <ul style="list-style-type: none"> • Individualized, intensive interventions • Assessment based

Types of MTSS Services include:

- Planned and purposeful differentiated instruction in the classroom
- Additional support from the classroom teacher during instruction
- Instructional Support Specialists (AIS, ENL, Reading, Speech, OT/PT) enter the classroom to work with small groups of students on specific skills and learning goals.
- Additional support from school counselors, school social workers, school psychologists, behavior specialists, school nurses, and attendance officers to support the classroom teacher during instruction
- Additional support from school counselors, school social workers, school psychologists, behavior specialists, school nurses, and attendance officers to support small group/individual interventions
- Instructional Support Specialists pull small groups of students out for focused instruction around specific skills or learning goals.
- Participation in after-school and summer school programs
- Involvement in outside support groups, such as counseling and other social-emotional support services that are established in the community

Intensity of MTSS Services:

The intensity of service defines which services the student will receive based on the level of their needs, as determined through multiple measures and sources of evidence. The building Student Success Team/Graduation Success Team will make recommendations regarding the intensity of services, following district guidance.

Students with the most intense needs would receive more scheduled services for a longer duration and with more individualization. Students with the most minor intensive needs might only receive informal consultation as a support service.

MTSS Expectations

- All buildings will implement MTSS according to a plan created by the district's Student Support Council to ensure consistency. This plan allows individualization in some areas based on our schools' needs.
- Participation in the MTSS process is not considered a special education process or a roadblock to special education services.
- All schools will have representation on the district-level committee.
- All schools will have an MTSS team (Student Support Council or CAPS Team/Graduation Success Team) and will utilize progress monitoring using research-based assessments to collect quantitative data.
- Building principals will monitor the integrity of the research-based intervention process.

Building-Level Team: As the instructional leader, the building principal will run data meetings with all key stakeholders. Data meetings will be held within one week after Universal Screening/Benchmark Assessments are given. Data meetings should mirror the District Assessment calendar to ensure the most current data is available. The determination of intervention and specific student needs will be discussed at this time. A plan will then be designed and implemented based on student needs and level of support.

As the instructional leader, the building principal will also run WIN data meetings with all key stakeholders. These meetings will be held every 4 - 6 weeks after completing progress monitoring assessments. At these meetings, the effectiveness of interventions will be discussed so that students can be regrouped to suit their academic/behavioral needs best.

Building Level Team Calendar:

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Universal Screeners Given	WIN Instruction Begins	The first 6 Week of Data Cycle Ends	STAR Progress Monitoring Assessment	Universal Screeners Given	Third 4 - 6 Data Cycle Ends	STAR Progress Monitoring Assessment	Fourth 6-Week Data Cycle Ends	Fifth 6 Week Data Cycle Continues	Universal Screeners Given
Diagnostic Assessments Given	First 6-Week Data Cycle	Grade Level Data Meetings (Principal and Teachers)	The second 6 Weeks of Data Cycle Ends	Grade Level Data Meetings on MOY Universal Screening	Grade Level Data Meetings (Principal and Teachers)		Grade Level Data Meetings (Principal and Teachers)		EOY Grade Level Meetings to Review EOY Screening - (Principal and Teachers)
Grade Level Data Meetings (Principal and Teachers)	SAEBRS Universal Screener	WIN Groups - Adjusted as Needed	Grade Level Data Meetings (Principal and Teachers)	SAEBRS Universal Screener	WIN Groups - Adjusted as Needed		WIN Groups Adjusted as Needed		Tentatively Establish WIN Groups for Next Year
WIN Groups Established		The second 6 Week of Data Cycle Begins	WIN Groups - Adjusted as Needed		Fourth 4 - 6 Week Data Cycle Begins		Fifth 6-Week Data Cycle Begins		
			The third 6 Week of Data Cycle Begins				SAEBRS Universal Screener		

District-Level Team: The Student Support Council will serve as the district-level team of administrators, teachers, and support staff. The role of the team is to provide support to buildings with clarifications about the MTSS process. In addition, the team is responsible for creating and implementing the process and resources that will assist building leaders, teachers, and all stakeholders of the student's educational team to provide appropriate skill-based instruction. The team meets throughout the year to update information about MTSS and address any issues or concerns that may occur at the building and district levels. Team members may be called in to sit in on meetings at various points, but they do not sit on all meetings.

School MTSS Process Flowchart

Level	Collaborative Decision Making
Foundation	Grade Level PLC The teacher differentiates (behavior/academics) in the classroom according to student needs.
Tier 1	You are encouraged to seek help from Instructional Support Specialists and building administrators as needed.
Tier 2	Teacher Collaborative Team led by building level administrator, as the instructional leader <ul style="list-style-type: none"> • Primary (K - Grade 2) → Classroom / Co-teacher, WIN teacher, Rti teacher and Social Worker • Intermediate (Grades 3 - 6) → Core content and co-teachers on the student's team, WIN teacher, Rtl teacher, School Counselor, and Social Worker • Secondary (Grades 7 - 12) → Core Content and co-teachers on the student's team, Win teacher, Rtl teacher, School Counselor, and Social Worker • Related Service Providers review concerns for screening consideration, then provide recommendations for speech-language, occupational, or physical therapy specific to the student's needs, available K - Grade 12
Tier 3	<p>Student Success Team - Schoolwide Team in Grades PK - 6 Graduation Success Team - Schoolwide Team in Grades 7 - 12</p> <p>The building-wide team is made up of classroom teachers and co-teachers, building administrator, and Instructional Support Personnel, which may include:</p> <ul style="list-style-type: none"> • Speech • Reading • OT • PT • Social Worker • Behavioral Specialist • Nurse • School Psychologist • School Counselor

WIN Process - What I Need Time

WHAT IS WIN?

- *Process for meeting students where they are **now***
- *Dedicated time in students' schedules for instruction specific to their needs*
- *Highly Collaborative - effective teachers and support staff working together*
- *Tiered instruction - based on student needs*
- *Informed by student data*
- *Highly impactful on student engagement and learning*

ELEMENTS OF WIN:

- **Universal Screener - BEGINNING, MIDDLE AND END OF YEAR**
 - *STAR Reading / STAR Early Literacy/STAR Math/STAR CBMs/DI Block Screener/SAEBRS (SEL)*
- **Diagnostic Screener - After Universal Screening**
 - *SONDAY/IRLA/DI Block Screener/Cube 3 Decoding Inventory*
 - *Group Students by Skill*
- **Walk-to-Intervention Model**
 - *Grade - level is scheduled for intervention at the same time*
 - *Students are assigned to a group based on specific needs regardless of their homeroom*
- **Flood WIN with Extra Instructors**
 - *All classroom teachers, interventionists, and support staff should be available for grade-level WIN support.*
- **WIN Time is Used Wisely**
 - *WIN time is valuable to all students*
 - *Closing the gap to benchmark early means that the students will be on target for Tier 1*
 - *Enrichment will help advanced students make growth.*
- **PROGRESS MONITORING DATA**
 - *Tier 1 Assessments (core curriculum)*
 - *Teachers developed Common Formative Assessments*
 - *WIN Time Assessments*
 - *iXL/Freckle/Lalio/Sonday/IRLA/DI Block/CBMs*
 - *Related Services Data Collection Tool*

- **Research-Based Interventions**

- Teachers will use district-approved instructional materials for WIN time
- Intervention lessons will focus on the skills the students are learning based on their grouping
- Speech Language, Occupational, and Physical Therapy Tier 1, 2, and 3 interventions provided as recommended by the therapist.

- **DATA MEETINGS**

- *Review Data*
- *Create student groups for targeted intervention/enrichment*
- *Assign staff based on expertise/specific skills/interests*
- *Share ideas for instruction*
- *Progress Monitoring*
- *Frequency varies by level:*
 - *Primary - every 4 weeks*
 - *Intermediate - every 6 weeks*
 - *Secondary - quarterly*

- **TEAM MEETINGS/GRADE-LEVEL MEETINGS**

- *Common planning time (PK-8)*
- *Share ideas*
- *Progress Monitoring*

- **DATA**

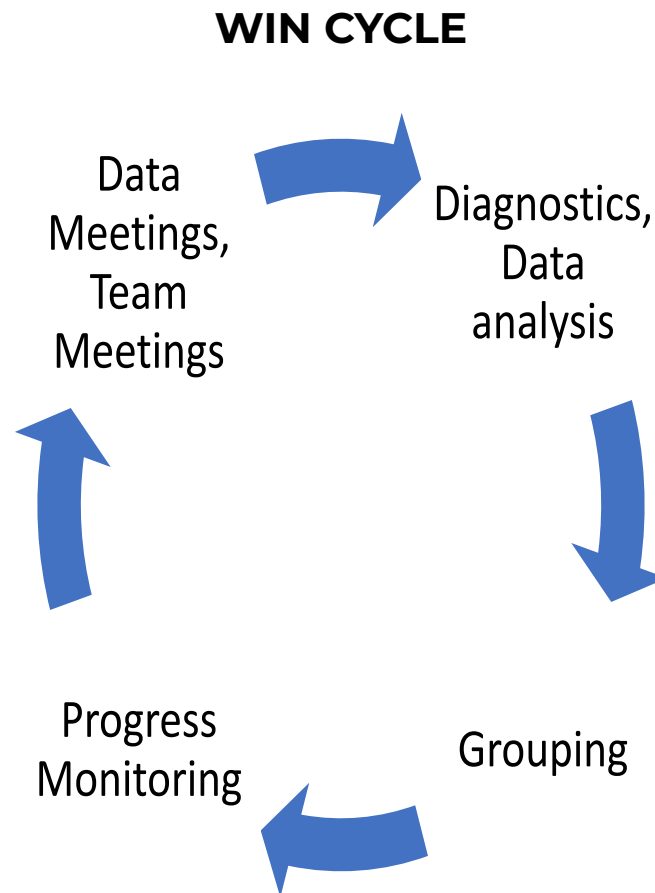
- *State Assessments - 3-8, Regents*
- *Renaissance*
 - *STAR - Diagnostic - 3 times per year*
- *Graduation Rate*
- *Student Attendance / Staff Attendance*
- *NYSESLAT*
- *NYS Alternative Assessment*
- *District Common Assessments*
- *SAEBR's universal screener*

- **Teacher Professional Development on**

- *how to use district materials*
- *data collection*
- *providing interventions*

- **Instructional Expectations**

- Explicit Instruction
 - There is no guessing for students.
- Systematic Instruction
 - Skills should be taught with a system or a routine
- Sequential Instruction
 - Skills should be taught from easiest to hardest
- Effective Modeling
 - A gradual release of instruction using “I Do, We Do, You Do” as the instructional model.



Primary Interventions and Resources

Tier 1	Tier 2	Tier 3
<p>Reading/ELA</p> <ul style="list-style-type: none"> Science of Reading is the core of the classroom practices CKLA Skills and CKLA Knowledge - Reading, Writing, Spelling, Grammar 60 Minutes Skills/60 Minutes Knowledge - Daily Lalio Freckle Related Service Interventions <p>Mathematics</p> <ul style="list-style-type: none"> Great Minds Mathematics 60 Minutes - Daily Freckle Building Fact Fluency <p>Behavior</p> <ul style="list-style-type: none"> Universal SEB Screener- SAEBRS Virtual SEL Classroom Second Step PAX Health Smart Fit/SEL Time TIG Training (Trauma, Illness, Greif) Student of the Month Building Incentives <p>Attendance</p> <ul style="list-style-type: none"> Connection to a caring adult Maximize SEL practices around student engagement Create benchmarks for progress Parent Communication Attendance Committee Building Incentives 	<p>Reading/ELA</p> <ul style="list-style-type: none"> Targeted Interventions IRLA - AIS DI Block Materials - WIN Ignite Reading** Small Group Push In/Pull Out 40 Minutes Daily <p>Mathematics</p> <ul style="list-style-type: none"> Targeted interventions in small groups during Science/Math AIS Block 45 Minutes - 3 Day Rotation Instruction based on STAR Math, STAR Math CBMs, and Great Minds assessments Kickstart Number Sense <p>Behavior</p> <ul style="list-style-type: none"> Social Workers - Small Group Interventions School Nurse Related Service Screenings <p>Attendance</p> <ul style="list-style-type: none"> Attendance committee Utilize data to identify students at risk for chronic absenteeism Activate Restorative Practices Refer to SST for attendance Parent Engagement Check-In/Check Out Review all current supports and make sure they are being received 	<p>Reading/ELA</p> <ul style="list-style-type: none"> Sonday System 40 Minutes Daily <p>Mathematics</p> <p>Behavior</p> <ul style="list-style-type: none"> CCMH CAP Resource Center School Psychologist Behavioral Specialist RISE Social Workers School Nurse Related Service Small Groups SHAW <p>Attendance</p> <ul style="list-style-type: none"> Analyze student patterns Determine what wrap-around services are needed to support the root cause Engage Support of Attendance Officer Family Visit/Scheduled meetings

Primary Intervention Entrance and Exit Indicators

	Tier 1	Tier 2	Tier 3
Entrance Indicators	<p>At least 80% of the students should be considered Tier 1.</p> <ul style="list-style-type: none"> • 41% PR or higher on the STAR Universal Screening Tool • Not deemed at risk by the SEL screening tool SAEBR's • Classroom performance is a level 4s and level 3s for most of the assessed standards • Receive DI Block support for WIN • When scores do not match classroom data, then the teacher should consider Tier 1 interventions 	<p>10 - 15% of students may require a Tier 2 Intervention</p> <ul style="list-style-type: none"> • Between the 20th PR and 40th PR on the STAR Universal Screening Tool • Deemed slightly at risk by the SEL screening tool SAEBR's • Class performance on the assessed standards is mostly a level 2 with some level 1s • May receive academic support in small groups inside or outside of the classroom 	<p>5 - 10% of the students may require a Tier 3 intervention</p> <ul style="list-style-type: none"> • Below the 20th PR on the STAR Universal Screening Tool • Deemed at risk by the SEL screening tool SAEBR's • Class performance on the assessed standards is mostly at level 1
Exit Indicators	<ul style="list-style-type: none"> • Student Success Team (SST) or interventionists may determine a Tier 2 or Tier 3 intervention when the Tier 1 intervention has not shown expected progress over 6 - 10 weeks. • Changes in SAEBR's Assessment 	<ul style="list-style-type: none"> • STAR is within 1 year of grade level • Ignite Reading data exits the student** • Reading - Review IRLA data, DI Block Data, and STAR data to determine if ready to move to Tier 1 • SAEBR's Assessment Growth 	<ul style="list-style-type: none"> • Reading - Review Souday data, DI Block Data, and STAR to determine if ready to move on to Tier 2 • STAR is more than 1 year from grade level but not more than 2 years from grade level • SAEBR's Assessment Growth

Ignite Reading is a pilot program serving students who still need IRLA or Souday services. Students are selected through collaboration with Corinna Hooge and Rebecca Leone.

Intermediate Interventions and Resources

Tier 1	Tier 2	Tier 3
<p>Reading/ELA</p> <ul style="list-style-type: none"> Science of Reading Literacy is the core of the classroom practices Savvas My View(3 - 5) and My Perspectives(6)- Reading, Writing, Spelling, Grammar 60 Minutes Daily (3 - 4) 45 Minutes Daily (5 - 6) Freckle <p>Mathematics</p> <ul style="list-style-type: none"> Great Minds Mathematics 60 Minutes Daily (3 - 4) 45 Minutes Daily (5 - 6) Freckle <p>Behavior</p> <ul style="list-style-type: none"> Universal SEB Screener Virtual SEL Classroom Second Step Naviance PAX Health Smart SEL Time TIG Training (Trauma, Illness, Greif) Student of the Month Building Incentives <p>Attendance</p> <ul style="list-style-type: none"> Connection to a caring adult Maximize SEL practices around student engagement Create benchmarks for progress Parent Communication Attendance Committee Building Incentives 	<p>Reading/ELA</p> <ul style="list-style-type: none"> Targeted Interventions IRLA - AIS Ignite Reading ** Savvas Small Group Instruction Materials Small Group Push In/Pull Out 30 Minutes Daily <p>Mathematics</p> <ul style="list-style-type: none"> Targeted interventions in small groups during Science/Math AIS Block 30 Minutes Daily Small Group Push In/Pull Out Instruction based on STAR Math, STAR Math CBMs, and Great Minds assessments <p>Behavior</p> <ul style="list-style-type: none"> Social Workers - Small Group Interventions Break Room Teacher - Small Group Interventions School Nurse <p>Attendance</p> <ul style="list-style-type: none"> Attendance committee Utilize data to identify students at risk for chronic absenteeism Activate Restorative Practices Refer to SST for attendance Parent Engagement Check-In/Check Out Review all current supports and make sure they are being received 	<p>Reading/ELA</p> <ul style="list-style-type: none"> Sonday System 30 Minutes Daily <p>Mathematics</p> <p>Behavior</p> <ul style="list-style-type: none"> CCMH CAPs Resource Center School Psychologist Behavioral Specialist RISE Social Workers SHAW <p>Attendance</p> <ul style="list-style-type: none"> Analyze student patterns Determine what wrap-around services are needed to support the root cause Engage Support of attendance clerk Family Visit/Scheduled meetings

Intervention Entrance and Exit Indicators

	Tier 1	Tier 2	Tier 3
Entrance Indicators	<p>At least 80% of the students should be considered Tier 1.</p> <ul style="list-style-type: none"> • 41% PR or higher on the STAR Universal Screening Tool • Not deemed at risk by the SEL screening tool SAEBR's • Classroom performance is a level 4s and level 3s for most of the assessed standards • Receive Savvas small group intervention supports • When scores do not match classroom data, then the teacher should consider Tier 1 interventions 	<p>10 - 15% of students may require a Tier 2 Intervention</p> <ul style="list-style-type: none"> • Between the 20th PR and 40th PR on the STAR Universal Screening Tool • Blue on Oral Reading Fluency • Deemed slightly at risk by the SEL screening tool SAEBR's • Class performance on the assessed standards is mostly a level 2 with some level 1s • May receive academic support in small groups inside or outside of the classroom 	<p>5 - 10% of the students may require a Tier 3 intervention</p> <ul style="list-style-type: none"> • Below the 20th PR on the STAR Universal Screening Tool • Red on Oral Reading Fluency • Deemed at risk by the SEL screening tool SAEBR's • Class performance on the assessed standards is mostly at level 1
Exit Indicators	<ul style="list-style-type: none"> • The Student Success Team (SST) may determine a Tier 2 or Tier 3 intervention when the Tier 1 intervention has yet to show expected progress over 6 - 10 weeks. • Changes in SAEBR's Assessment 	<ul style="list-style-type: none"> • STAR is within 1 year of grade level • Reading - Review IRLA data and STAR data to determine if ready to move to Tier 1 • Ignite Reading data exits the student** • SAEBR's Assessment Growth 	<ul style="list-style-type: none"> • Reading - Review Sonday and STAR data to determine if ready to move to Tier 2 • STAR is more than 1 year from grade level but not more than 2 years from grade level • SAEBR's Assessment Growth

Ignite Reading is a pilot program serving students who still need to receive IRLA or Sonday services. Students are selected through collaboration with Corinna Hooze and Rebecca Leone.

Secondary School Interventions and Resources

Tier 1	Tier 2	Tier 3
<p>Reading/ELA</p> <ul style="list-style-type: none"> • Science of Reading Literacy is the core of the classroom practices • Teacher Created Curriculum • 40 Minutes Daily • iXL (7th and 8th Only) <p>Mathematics</p> <ul style="list-style-type: none"> • eMathInstruction • 40 Minutes Daily • iXL(7th and 8th Only) • Delta Math <p>Behavior</p> <ul style="list-style-type: none"> • Universal SEB Screener • Virtual SEL Classroom • Second Step (7th and 8th Only) • Naviance • The Dunkirk Way • Health Smart • Student of the Month • Building Incentives • TIG Training (Trauma, Illness, Greif) • Marauder Award <p>Attendance</p> <ul style="list-style-type: none"> • Connection to a caring adult • Maximize SEL practices around student engagement • Create benchmarks for progress • Parent Communication • Attendance Committee • Building Incentives 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • Targeted Interventions • WIN (7th and 8th Only) • IRLA - All 8th Grade WIN Groups • Small Group • 40 Minutes - A/C pr B/C Rotations • Seminar (9th Grade Only) • Regents Proficiency Classes • After School Program - MBK • Regents Prep Classes • Fredonia State Tutors <p>Mathematics</p> <ul style="list-style-type: none"> • Targeted Interventions • WIN • 40 Minutes - A/C pr B/C Rotations • Small Group • Instruction based on STAR Math and iXL Assessments • Seminar (Algebra 1E Only) • Regents Proficiency Classes • After School Program - MBK • Regents Prep Classes • Fredonia State Tutors <p>Behavior</p> <ul style="list-style-type: none"> • Social Workers - Small Group Interventions • CAPs • Counselors - Small Group Interventions <p>Attendance</p> <ul style="list-style-type: none"> • Attendance committee • Utilize data to identify students at risk for chronic absenteeism • Activate Restorative Practices • Refer to SST for attendance • Parent Engagement • Check-In/Check Out • Review all current supports and make sure they are being received 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • IRLA • Sonday • 40 Minutes - A/C or B/C Rotations • After School Program - MBK <p>Mathematics</p> <ul style="list-style-type: none"> • After School Program - MBK <p>Behavior</p> <ul style="list-style-type: none"> • CCMH • GST • Resource Center • School Psychologist • Behavioral Specialist • RISE 7/8 • RISE 9 - 12 • Social Workers • Prevention Works - Teen Intervene • SHAW <p>Attendance</p> <ul style="list-style-type: none"> • Analyze student patterns • Determine what wrap-around services are needed to support the root cause • Engage Support of attendance clerk • Family Visit/Scheduled meetings

Secondary School Entrance and Exit Criteria

	Tier 1	Tier 2	Tier 3
Entrance Indicators	<ul style="list-style-type: none"> • STAR Universal Screener - Blue or Green Groups • NYS Assessments/NYS Regents Assessments Level 3 or higher • Teacher Assessments - As and Bs • Not deemed at risk by the SEL screening tool SAEBR's 	<ul style="list-style-type: none"> • STAR Universal Screener - Yellow (WIN Placements Only and Algebra Placements) • NYS Assessments/NYS Regents Assessments - Level 2 • Teacher Assessments -Ds and Cs • Deemed slightly at risk by the SEL screening tool SAEBR's 	<ul style="list-style-type: none"> • STAR Universal Screener - Red (WIN Placements Only and Algebra Placements) • NYS Assessments/NYS Regents Assessments - Level 1 • Teacher Assessments - Ds and Fs • Deemed at risk by the SEL screening tool SAEBR's
Exit Indicators	<ul style="list-style-type: none"> • The CAPs Team may consider a Tier 2 Intervention when a student's progress changes based on any of the above indicators. • Changes in SAEBR's Assessment 	<ul style="list-style-type: none"> • STAR - Green or Blue Groupings • Review IRLA data along with STAR data to determine if ready for Tier 1 • Proficient in NYS Assessments • SAEBR's Assessment Growth 	<ul style="list-style-type: none"> • STAR - Yellow Grouping • Review IRLA data or Sonday data along with STAR data to determine if ready for Tier 2 • Level 2 on NYS Assessments/NYS Regents Assessments • SAEBR's Assessment Growth

Required Documents

Procedures for Maintaining Documentation

[Discontinuance Letter](#)

[Need for Services](#)

[Notification of Services](#)

[School/Parent/Student Engagement Expectations](#)

[Title I Checklist](#)

Additional Guiding Documents

[Renaissance Tools - Purpose and Expectations Guide](#)

[Dunkirk/PBIS MTSS for Social-Emotional Behavior](#)

[Dunkirk Attendance MTSS](#)

[SAEBRS \(SEB Universal Screener\)](#)

[SAEBRS and mySAEBRS Norms and Benchmarks](#)

Approved Curriculum and Support Tools

[Dunkirk City School District Approved Curriculum and Instructional Support Tools](#)

Dunkirk City School District Required Assessments

[Dunkirk Comprehensive Assessment System](#)