



**Dunkirk City School District
Student Support Plan - A Multi-Tiered System of Support (MTSS)
2025 - 2026**

The MTSS Model

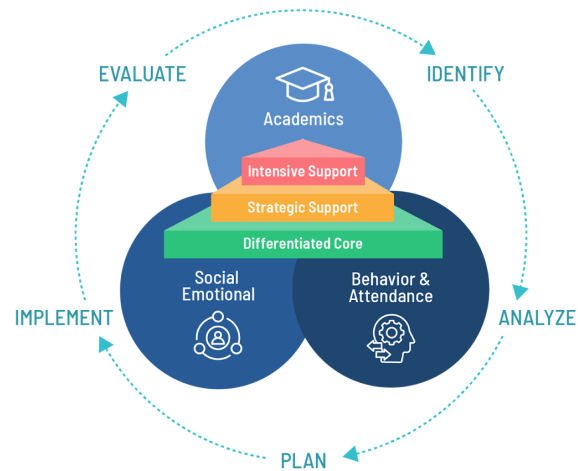


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OUR MISSION

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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Stephanie Berghold, Intermediate School Assistant Principal

Danielle Russell, School 5 Principal

Angie Penhollow, School 7 Principal

Josh Tedone, School 3 Principal

Kisun Peters, School 4 Principal

Student Support Council Committee Members

Erin Cunningham, 1st Grade Teacher - School 5

Jean Surma, Social Worker - School 5

Tara Amidon, Pre-K Teacher - School 4

Anna Fred, ENL Teacher - School 3

Amber Promber, Reading Teacher - School 7

Amber Lancaster, ENL Teacher - School 7

Will Barnes, RISE Teacher - Intermediate School

Mary Allaire-Gifford, SPED Teacher - High School

Danielle Russell, Principal - School 5

Stephanie Berghold, Assistant Principal - Intermediate School

Corey Markham, Director of Secondary Education, High School

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Rebecca Leone, Executive Director of Academic Programs and Data

Kyle Jarrell, Literacy TOSA - High School

Val Csont, STEAM TOSA PK - 6 - DTA Representative

Jessica Davis, SUNY Fredonia - Consultant

Multi-Tiered System of Support (MTSS) Plan 2025 - 2026

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. Integrating academics and behavioral health within the MTSS framework is essential for Dunkirk City Schools because it ensures a whole-child approach that supports students’ learning, behavior, and social-emotional needs in a coordinated and proactive way. This integration allows for early identification and intervention by using multiple data sources—academic performance, behavior, attendance, and SEL—to drive decisions and tailor supports.

It also fosters efficiency by breaking down silos between departments, enhancing collaboration among educators, counselors, and specialists. An integrated MTSS system promotes equity, improves school climate, and builds staff capacity through shared strategies and professional development. By embedding SEL and mental health supports into core instruction and aligning resources under a unified plan, Dunkirk can better meet the diverse needs of its students, reduce discipline issues, and improve academic outcomes.

Guiding Principles of MTSS

- *With the proper support and attitude, anything is possible.*
- *We are responsible for moving students forward in their learning and skill development.*
- *We need to model this learning and skill development as adults.*
- *All students can be successful, and 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. During the 2024 - 2025 school year, the district transitioned towards a multi-tiered model based on NYS expectations and guidance. Schools worked collaboratively to review, select, and implement programs that will support the growth of students in academics, social-emotional, and attendance areas. For the 2025 -

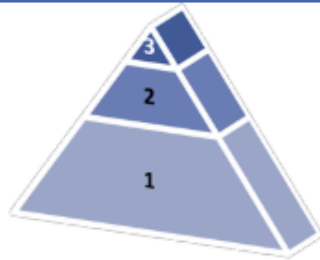
2026 school year, the district will be studying “Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS,” which is the work of Kent McIntosh and Steve Goodman. The focus of the year will be on analyzing our systems through rubrics and creating systems that support student support teams and leadership teams at the District and Building Levels. Over the next two years, schools will continue to work towards 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 2027-2028 school year. This system will contain practices to support academics, behavior, and attendance. An MTSS plan is fluid, so assessments and interventions will be reviewed annually by the District Student Support Council to assess the effectiveness of the MTSS system.

Understanding MTSS - I

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 components of the system that the Dunkirk City School District is creating. Professional development and program implementation are happening in the areas of SEL, Mental Health Support, Behavioral Supports and Intervention, and Restorative Practices. In addition, the district continues to refine its academic supports and interventions. The MTSS-I framework provides a structure for prioritizing the needs of the whole child, including SEL, behavioral, and educational growth. The system ensures that culturally responsive environments are created as a foundation for each student’s learning.

As a district, we recognize that there is room to grow, as our plan is to be fully implemented by the 2027-2028 school year. During that time, the district will continue to provide professional development to support the growth of our plan. The district recognizes that MTSS-I is not: a curriculum; a process for struggling students only; the same as AIS; and is not just a set of forms or procedures.

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 using data-driven analysis and provide appropriate supports using the framework below:

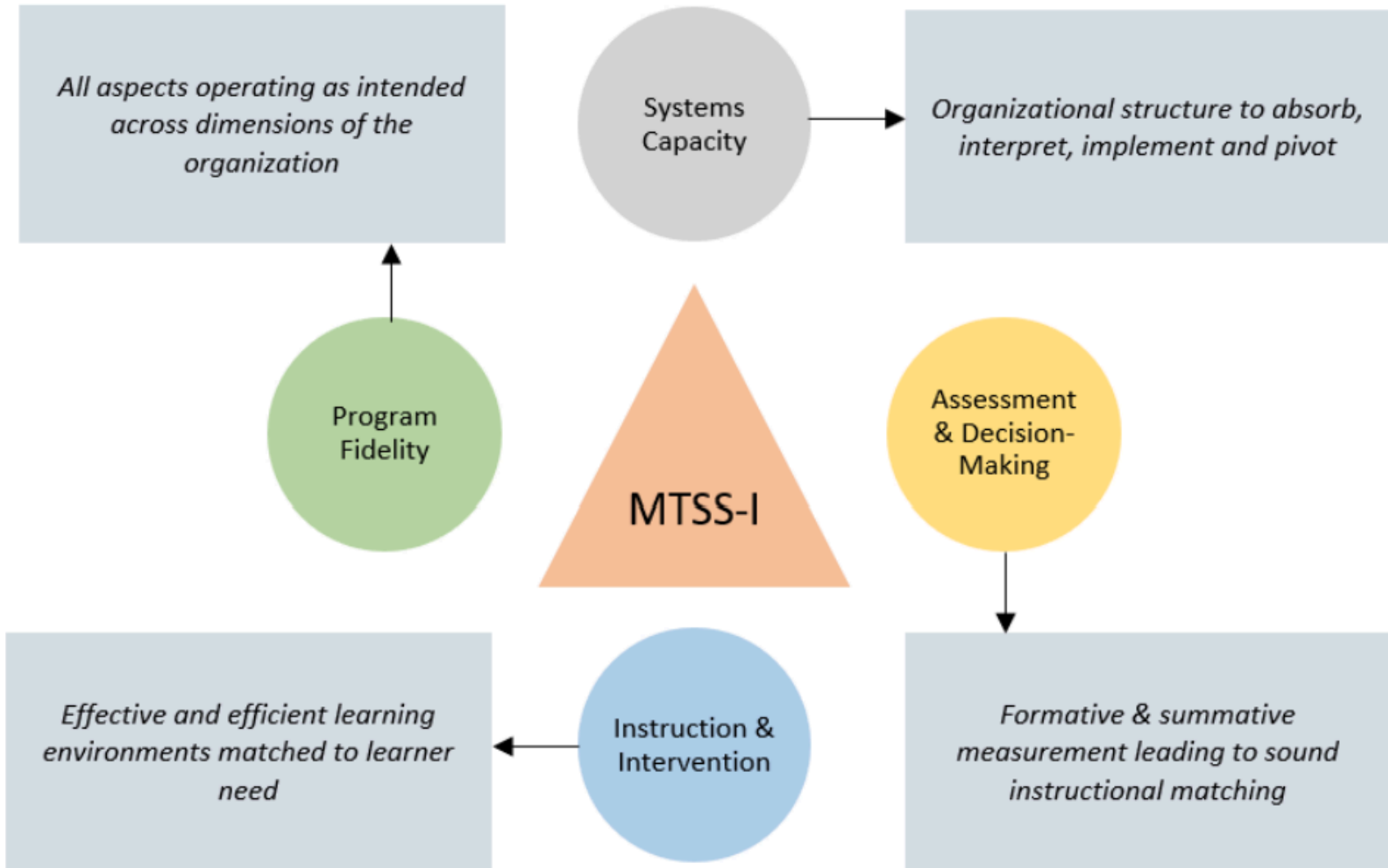


Figure 1: MTSS-I Core Components

The 2025 - 2026 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.

The framework has four critical components that support the system:

- Systems Capacity - The ability of the district and schools to implement and sustain the framework. This is the primary professional development focus for the 2025 - 2026 School Year.
- Program Fidelity - District and Building Teams will use fidelity data to monitor Tier 1, Tier 2, and Tier 3 programs to ensure that instructional practices are meeting student needs and desired outcomes.
- Assessment and Instructional Decision Making - MTSS emphasizes the importance of measuring all skills that are identified as instructional priorities and that the deficits are evaluated using a problem-solving model (Tilly, 2002).
- Instruction and Intervention - Interventions are “programmed instructional practices that are used to improve student outcomes within a given tier of service? (NYSED - MTSS I, 2023, Page 6) Interventions are a shared responsibility of staff and not just services provided by interventionists.

Stages of Implementation

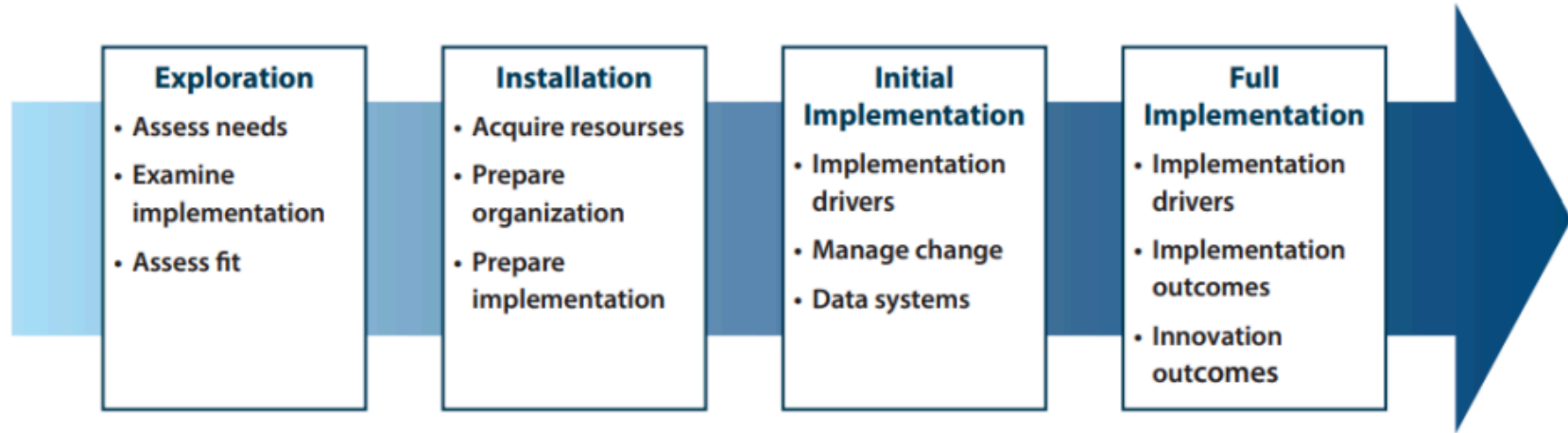


Figure 2: Stages of Implementation

Source: Wayne Regional Educational Service Agencies, “Quick Guide for Multi-Tiered System of Supports: The District Level”

NYSED Multi-Tiered System of Supports - Integrated Pilot Framework October 2023 - Page 9

During the 2025-2026 School Year, the Dunkirk City School District is working on the installation phase of the MTSS I System. The goal is to be in full implementation by the 2027 -2028 school year. The District Leadership Team is working on building the infrastructure necessary to support implementation by establishing teams, data systems, audits of our practice, an inventory of our resources, and developing plans for implementation and evaluation.

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 research-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, research-based, and specific interventions with systematic monitoring</p> <p>How: Provided by the Classroom teacher, qualified support staff, specialists, and interventionists</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 programs and Tier 1 instruction, and are part of the district-level leadership team.**

Teaming and MTSS at Dunkirk City School District

In each of our five buildings, there are consistent teams that support the MTSS system; in addition, there are two teams at the district level that support the consistency of the MTSS systems from Tier 1 through Tier 3. The essence of our teaming is collaboration, as “closing our doors and working in isolation is unrealistic and an unhealthy expectation,” whereas “collaborating as part of a team gives us this access in a systematic manner.” (McIntosh & Goodman, 2016, p. 162) The Dunkirk City School District is piloting specialized [teams](#) this year to enhance our MTSS. Listed below are the four leading teams that support the district. Please refer to the link above for additional information about teams within each Dunkirk City School District building.

Building Teams

Building Leadership Team (BLT)

The purpose of this team is to support the implementation of the MTSS system within the building. Each (BLT) coordinates the implementation of the Tier 1 systems in Academics(Literacy) and Behavior. The work of this team is part of the school improvement process as they monitor the Tier 1 data systems for implementation fidelity. This team should meet monthly under the direction of the building principal and review Tier 1 data, such as STAR data, attendance data, and office referral data.

Student Support Team

As the instructional leader, the building principal will run data meetings with all key stakeholders. This team will meet monthly and review Tier 2 and Tier 3 Data. 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 the level of support required.

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	First 6-Week Data Cycle	The first 6 weeks of the Data Cycle end	STAR Progress Monitoring Assessment	Second 6-Week Cycle Ends	Third 4 - 6 Data Cycle Ends	STAR Progress Monitoring Assessment	Fourth 6-Week Data Cycle Continues	Fourth 6-Week Data Cycle Continues	Universal Screeners Given
Diagnostic Assessments Given	SAEBRS Universal Screener	Grade Level Data Meetings (Principal and Teachers)	Second 6 Weeks of the Data Cycle Continues	WIN Groups Adjusted As Needed	Grade Level Data Meetings (Principal and Teachers)	WIN Groups Adjusted As Needed	Grade Level Data Meetings (Principal and Teachers)	WIN Groups Adjusted as Needed	EOY Grade Level Meetings to Review EOY Screening - (Principal and Teachers)
Grade Level Data Meetings (Principal and Teachers)		WIN Groups - Adjusted as Needed	Grade Level Data Meetings (Principal and Teachers)	Third 6-Week Cycle Begins		Fourth 6-Week Data Cycle Begins	WIN Groups Adjusted as Needed	Fifth 6-Week Data Cycle Begins	Tentatively Establish WIN Groups for Next Year
WIN Groups Established		The second 6 weeks of the Data Cycle begin		Universal Screeners Given	Grade Level Data Meetings on MOY Universal Screening		Fifth 6-Week Data Cycle Begins		
WIN Instruction Begins				SAEBRS Universal Screener			SAEBRS Universal Screener		

District-Level Teams

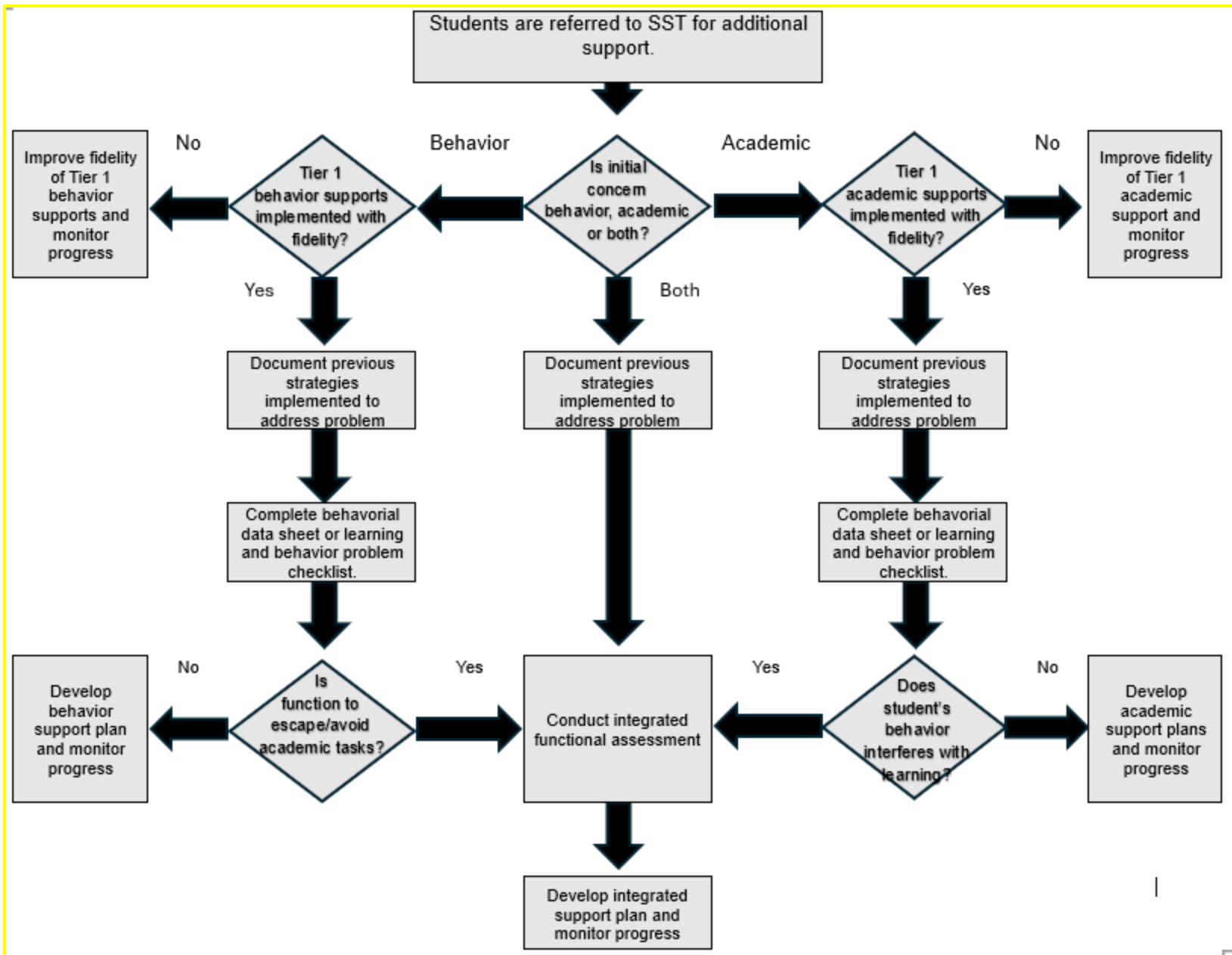
District leadership teams support school leadership teams and school student support teams with possible funding, professional development, visibility, and consulting on specific student issues. The district team is composed of all building leaders and applicable directors, who meet quarterly to review Tier 1 systems data in academics and behavior. The purpose is to monitor the fidelity of our Tier 1 programs district-wide. In addition, this team will refine the student support plan annually and discuss the professional development needs of the district for developing a robust MTSS.

District Student Support Council

The District 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 as it relates to Tier 2 and Tier 3. In addition, the team is responsible for creating and implementing 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 building student support meetings as needed.

School MTSS Process Flowchart

Level	Collaborative Decision Making
Foundation	<p>Classroom Meetings The teacher differentiates (behavior/academics) in the classroom according to student needs. Teachers are encouraged to collaborate with paraprofessionals, specialists, and other staff members who provide direct support to the student.</p>
Tier 1	
Tier 2	<p>The building-level administrator leads the Grade-Level Team as the instructional leader.</p> <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, RTI teacher, School Counselor, and Social Worker • Secondary (Grades 7 - 12) → Core Content and co-teachers on the student's team, Win teacher, RTI 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, the 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/LETRS Phonics Screener/PAST/Heggerty
 - 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
 - Behavior plan, attendance, ODRs (Office Discipline Referrals)

- **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 are provided as recommended by the therapist.

- **DATA MEETINGS**
 - Review Data
 - Create student groups for targeted intervention/enrichment
 - Assign staff based on expertise/specific skills/or 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-12)
 - High School Core Common Planning Time)
 - Share ideas
 - Progress Monitoring

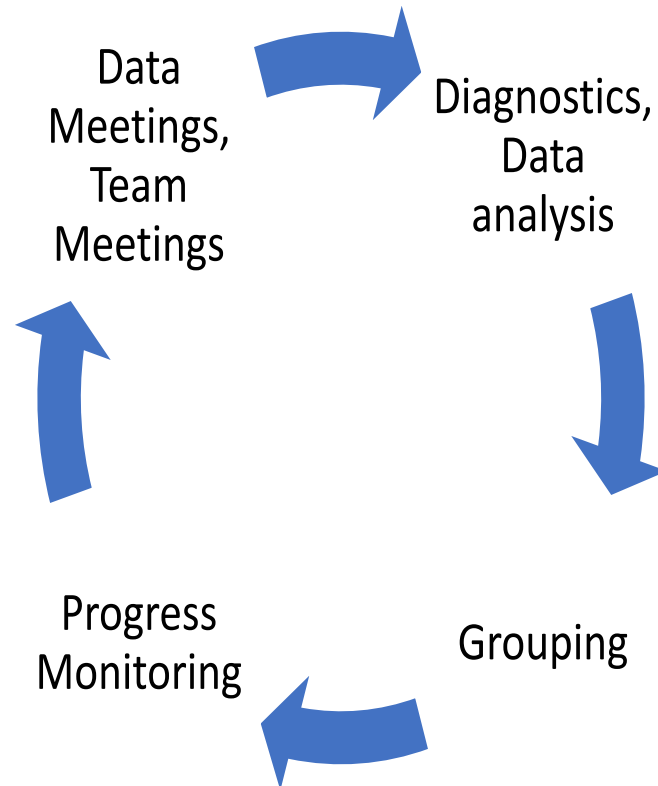
- **DATA**
 - State Assessments - 3-8, Regents
 - Renaissance
 - STAR - Diagnostic - 3 times per year
 - Graduation Rate
 - Student Attendance / Staff Attendance
 - NYSESLAT
 - NYS Alternative Assessment
 - District Common Assessments
 - SAEBR's universal screener

- **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.

WIN CYCLE



Assessment Schedule

Literacy Assessment Progression Criteria

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The primary schools will send the intermediate school a list of students still taking STAR Early Literacy. These students will continue to take it until they test at 852 or higher.

3 - 6 Assessments

Grade Level	Assessment	When
3	STAR Early Lit* STAR Reading/STAR Math STAR CBM ORF PAST IDI Advanced LETRS Spelling Sight and High-Frequency Words CBM Subtraction from 10 Mixed Addition and Subtraction Multiplication to 100 SAEBRS	BOY, MOY, and EOY Early Literacy - Until a scaled score of 852 or higher is reached. If the student reaches 852, then switch to STAR Reading. BOY, MOY, and EOY BOY, MOY, and EOY BOY (As Needed) BOY (3rd Grade Only) BOY, MOY, and EOY BOY, MOY, and EOY BOY, MOY, and EOY BOY, MOY, and EOY BOY, MOY, and EOY BOY, MOY, and EOY BOY, MOY, and EOY
4 - 6	STAR Reading/STAR Math STAR CBM ORF PAST Advanced LETRS Spelling	BOY, MOY, and EOY STAR Reading begins only when the student achieves probable reader status in STAR Early Lit. Once they reach this mark, students will no longer take STAR Early Lit. BOY, MOY, and EOY BOY BOY, MOY, and EOY

	LETRS Phonics Screener SAEBRS Star Early Lit*	BOY BOY, MOY, and EOY BOY, MOY, and EOY Early Literacy - Until a scaled score of 852 or higher is reached.
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7 - 12 Assessments

Grade Level	Assessment	When
7 - 12	STAR Reading/STAR Math Common Lit Benchmark Assessments IRLA PAST LETRS Phonics Screener SAEBRS	BOY, MOY, and EOY BOY, MOY, and EOY BOY (Ongoing) BOY (As Needed) BOY (As Needed) BOY, MOY, and EOY

Primary Interventions and Resources

Tier 1	Tier 2 Students Continue in Tier 1	Tier 3 Students Continue in Tier 1 and Tier 2
<p>Reading/ELA</p> <ul style="list-style-type: none"> • The Science of Reading is the core of classroom practices • Magnetic Reading and CKLA Knowledge - Reading, Writing, Spelling, Grammar • 60 Minutes Magnetic Reading/60 Minutes Knowledge - Daily • Lalio • Freckle • Zaner Bloser Handwriting • Related Service Interventions <p>Mathematics</p> <ul style="list-style-type: none"> • Eureka Squared 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, Grief) • Student of the Month • Building Incentives (attendance assemblies) <p>Attendance</p> <ul style="list-style-type: none"> • Connection to a caring adult • Maximize SEL practices around student engagement 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • Targeted Interventions • DI Block Materials - WIN • 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 Eureka Squared assessments • Kickstart Number Sense <p>Behavior</p> <ul style="list-style-type: none"> • School Nurse • Related Service Screenings • School Counselor <p>Attendance</p> <ul style="list-style-type: none"> • Attendance Committee • Utilize data to identify students at risk for chronic absenteeism • Activate Restorative Practices • 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"> • Soliday System • 40 Minutes Daily <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 • BIC <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 the Support of the Attendance Officer • Family Visit/Scheduled meetings

<ul style="list-style-type: none"> • Create benchmarks for progress • Parent Communication • Attendance Committee • Building Incentives 		
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Primary Intervention Entrance and Exit Indicators

	Tier 1	Tier 2 Students Continue in Tier 1	Tier 3 Students Continue in Tier 1 and Tier 2
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 or low risk by the SEL screening tool, SAEBR's • Classroom performance is at a level 4 and/or level 3 for most of the assessed standards • Receive DI Block support for WIN • When scores do not match classroom data, 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 at some risk by the SEL screening tool, SAEBR's • Class performance on the assessed standards is mostly at 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 high 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 SAEBRS Assessment 	<ul style="list-style-type: none"> • STAR is within 1 year of grade level • Reading - Review DI Block Data and STAR data to determine if ready to move to Tier 1 • SAEBRS' Assessment Growth 	<ul style="list-style-type: none"> • Reading - Review Soday 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 • SAEBRS' Assessment Growth

Intermediate Interventions and Resources

Tier 1	Tier 2 Students Continue in Tier 1	Tier 3 Students Continue in Tier 2
<p>Reading/ELA</p> <ul style="list-style-type: none"> • The Science of Reading Literacy is the core of classroom practices • Savvas My View(3 - 5) and My Perspectives(6)- Reading, Writing, Spelling, Grammar • 90 Minutes Daily (3 - 4) • 60 Minutes Daily (5) • 45 Minutes Daily (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, Grief) • 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 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • Targeted Interventions during WIN • IRLA - AIS • DI Block - 3rd Grade • Savvas Small Group Materials (During Core Time) • Push In/Pull Out • 30 Minutes Daily on Average <p>Mathematics</p> <ul style="list-style-type: none"> • Targeted interventions in small groups during WIN Block • 20 Minutes Daily on Average • Small Group • Push In/Pull Out • Instruction based on STAR Math, STAR Math CBMs, and Eureka Squared assessments <p>Behavior</p> <ul style="list-style-type: none"> • Social Workers - Small Group Interventions • RISE • BIC • 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 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • Sondag 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 • BIC <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 the Support of the attendance clerk • Family Visit/Scheduled meetings

<ul style="list-style-type: none"> • Attendance Committee • Building Incentives 	<ul style="list-style-type: none"> • Review all current supports and make sure they are being received 	
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Intervention Entrance and Exit Indicators

	Tier 1	Tier 2 Students Continue in Tier 1	Tier 3 Students Continue in Tier 1 and Tier 2
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 or low risk by the SEL screening tool, SAEBR's • Classroom performance is at a level 4 and level 3 for most of the assessed standards • Receive Savvas' small group intervention supports during the Core Block • When scores do not match classroom data, 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 at some 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 high 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. 	<ul style="list-style-type: none"> • STAR is within 1 year of grade level • Reading - Review IRLA data, DI Data, and STAR data to determine if ready to move to Tier 1 	<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,

	<ul style="list-style-type: none"> • Changes in SAEBR's Assessment 	<ul style="list-style-type: none"> • SAEBR's Assessment Growth 	<ul style="list-style-type: none"> • but not more than 2 years from grade level • SAEBR's Assessment Growth
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Secondary School Interventions and Resources

Tier 1	Tier 2 Students Continue in Tier 1	Tier 3 Students Continue in Tier 1 and Tier 2
<p>Reading/ELA</p> <ul style="list-style-type: none"> • The Science of Reading Literacy is the core of classroom practices • Common Lit Assessments • 40 Minutes Daily • iXL (7th and 8th Only) <p>Mathematics</p> <ul style="list-style-type: none"> • eMathInstruction • 40 Minutes Daily • iXL(7th, 8th, and Algebra 1) • Delta Math <p>Behavior</p> <ul style="list-style-type: none"> • Universal SEB Screener • Virtual SEL Classroom • Second Step • Naviance • Health Smart • Student of the Month • Building Incentives • TIG Training (Trauma, Illness, Grief) • 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 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • Targeted Interventions • WIN (7th and 8th Only) • WIN (Select HS Students) • IRLA • Small Group • 40 Minutes - Daily • 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 - 7th, 8th, and Algebra 1 • 40 Minutes - A/C pr B/C Rotations • Small Group • Instruction based on STAR Math and iXL Assessments • 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 	<p>Reading/ELA</p> <ul style="list-style-type: none"> • Quest • Soliday • 40 Minutes - Daily • After School Program <p>Mathematics</p> <ul style="list-style-type: none"> • After-School Program <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 • BIC <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 the Support of the attendance clerk • Family Visit/Scheduled meetings

<ul style="list-style-type: none"> • Building Incentives 	<ul style="list-style-type: none"> • 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 	
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Secondary School Entrance and Exit Criteria

	Tier 1	Tier 2 Students Continue in Tier 1	Tier 3 Students Continue in Tier 2 and 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 or low 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 at some 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 high 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 Sondag 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

[Notification of Services](#)

[Discontinuance Letter](#)

[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](#)