

Title: Middle School Pathway

Description: Sample Middle School Pathway

Purpose: Sample Middle School Pathway

Outcome: Support Middle Schools in pathway development

Audience: Building Implementation Team, MTSS Coach, grade level teams

Instructions: Review pathway examples before creating your pathway

School Name: _____ Green Valley Middle School _____

Criteria for Placement:	Reading Fall Map Scores 5th <186 6th <194 7th <199 8th <205 DIBELS <100wpm Behavior 3 or more ODR's per semester OR Disciplinary Steps or Red Flag on Behavior Screener	Reading Fall Map Scores 5th 186-198 6th 194-205 7th 199-209 8th 205-214 Behavior 2 ODR's per semester OR 3 or more "minor" office referrals at any point in the year OR At-risk According to Behavior Screener	Reading Fall Map Scores 5th 199-214 6th 206-220 7th 210-226 8th 215-229 Behavior No more than two "minor" referrals
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	Intensive		Strategic		Benchmark	
	Explicit Instruction of Targeted Skills		Targeted Skills (Typically Small Group)		Universal Expectations for Academics, Study Skills, Behavior and Social Skills	
	Reading	Behavior	Reading	Behavior	Reading	Behavior
Instructional Focus:	-Fluency -Comprehension -Vocabulary Development -Decoding	Individual GRIT SEL -Self-awareness -Self-management -Social awareness -Relationship skills -Decision-making With -Emphasis on Positive Decision-making skills	-Fluency -Comprehension -Vocabulary Development -Multi-Syllabic Decoding	Targeted GRIT SEL -Self-awareness -Self-management -Social awareness -Relationship skills -Responsible decision-making With -Emphasis on Positive academic behavior skills	-Fluency -Comprehension	School-wide Behavior Expectations /GRIT SEL -Self-awareness -Self-management -Social awareness -Relationship skills -Decision-making With -Emphasis on leadership skills

Interventions & Intervention Strategies:	-Rewards -Rewards 1,2,3 -Rewards Science -Rewards Social Studies -Focused -Vocabulary Instruction	-Progress-based Good Standing -Teach expected behavior -Check & Connect -Parent Conference -Class Pass -DBI -FBA -CSCT	-5/6 Houghtin Mifflin Core Reading Program -7/8 Apprentice Hall Core Reading Program - 5-8 Success Maker -SRA Comprehension -SRA Decoding -Focused Vocab Instruction	-Progress-based Good Standing -Teach Target Skill -Check-in/Check-out -Self-Monitoring System -Behavior Contract	-5/6 Houghtin Mifflin Core Reading Program -7/8 Apprentice Hall Core Reading Program - 5-8 Success Maker -Focused Vocab Instruction	-School-wide Acknowledgement System -SEL Curriculum -Quarterly Good-Standing Activities -Talent Sharing -Peer Mediation
Delivery:	Core Plus Intervention OR Replacement Curriculum w/Special Education Teacher	-Special Ed Teacher -Interventionist -C&C Interventionist -CSCT Personnel	Regular Class Teacher plus Success Maker Or SRA Interventionist	-School Counselor -CICO Interventionist	Regular Class Teacher	Regular Class Teacher
Time In Delivery:	5/6 - 90 mins 7/8 – 101 mins	Based on DBI Plan	5/6 - 80 mins 7/8 – 76 mins (SM) or 101 mins (SRA)	5/6 - 45 mins 7/8 – 56 mins	5/6 – 80 mins 7/8 – 56 mins	40 min a week
Progress Monitoring:	-Weekly PM w/Rewards - Biweekly w/DIBELS	At least biweekly: ODR's, Check-in Sheets, Graphs	-Biweekly - SRA or Success Maker	-Biweekly: ODR's, Check-in Sheets, Graphs	-Core Reading Assessments	-Good Standing Log

Fidelity Checks:	Program Checks - Rewards (3Yr) Walk-Through (2Yr)	Intervention FC (2Yr)	Program Fidelity Checks HM or AH (3Yr) Walk-Through (2Yr)	Intervention FC (2Yr)	Program Fidelity Checks HM or AH (3Yr) Walk-Through (2Yr)	SEL Walk-Through (2Yr)
Outcome Measures:	More than a year's growth as measured by MAP & DIBELS	Growth according to DBI Plan Improvement from Fall to Spr on Beh. Screener	More than a year's growth and movement toward proficiency	Targeted skill acquisition - 80% Improvement from Fall to Spr on Beh. Screener	A year's growth and adequate growth as per MAP projection	Maintains Good Standing
Parent Communication:	Parent invited to Problem Solving Team meeting. Data shared w/parents at every 6-8 weeks.	Parent invited to Problem Solving Team meeting. Data shared w/parents every 6-8 weeks.	Parent notified at intervention start and when intervention is changed/faded/ discontinued. Quarterly PM shared.	Parent notified at intervention start and when intervention is changed/faded/dis continued. Quarterly PM shared.	Parent-Teacher Conference and w/Quarterly Report Cards	All Parents Receive Good Standing Data