



# PCS Elementary MTSS Process

## **Plattsmouth Elementary Academic and Social-Emotional Behavior Process**

### **Tier I – Core Instruction: District-Approved Curriculum and Instruction**

Tier I focuses on high-quality, research-based instruction provided to all students by general education staff using the district-approved curriculum with fidelity. Instruction is differentiated to meet a variety of learning needs. Research suggests that approximately 80–85% of students will succeed with Tier I instruction alone. At this level, teachers align instruction to student readiness and integrate evidence-based strategies to support academic growth.

### **Tier II – Supplemental Targeted Support**

Tier II supports approximately 10–15% of students who need additional academic or behavioral assistance beyond the core curriculum. This tier involves supplemental, targeted instruction delivered in small groups, using district-approved, research-based interventions. Students at this level are progress monitored regularly to ensure effectiveness. The Problem-Solving Model is utilized at this tier to identify and address specific learning concerns.

### **Tier III – Intensive, Individualized Intervention**

Tier III is reserved for approximately 3–5% of students who do not make sufficient progress with Tier II interventions. These students require intensive, individualized support in addition to core instruction. Interventions are delivered by specialists and are closely monitored through frequent data collection to guide instruction and adjust strategies as needed.

### **Student Movement Through the Tiers**

Student placement and movement within the MTSS tiers are driven by assessment data and collaborative team decisions. This ensures that each student receives the level of support they need based on their individual progress and response to instruction.

## Plattsmouth Elementary School Curriculum and Instructional Materials

Plattsmouth Elementary Public Schools' teachers are provided research-based instructional materials to meet our state standards and its indicators. Each content area below provides information regarding the instructional materials that have been adopted by our district.

### English/Language Arts -

Both the [\*Houghton Mifflin Harcourt Into Reading\*](#) program and the [\*Really Great Reading\*](#) phonics program play essential roles in supporting literacy development in our elementary classrooms. *Into Reading* provides a comprehensive, research-based English Language Arts curriculum for students in Kindergarten through fifth grade, focusing on key components such as phonics, phonemic awareness, vocabulary, comprehension, writing, grammar, and critical thinking. Teachers engage students through whole group instruction, small group activities, and one-on-one support while incorporating learning stations to promote reading and writing.

Complementing this program, [\*Really Great Reading\*](#) offers structured, multisensory phonics instruction designed to prevent and address decoding challenges. This program is implemented primarily in Kindergarten through second grade, with assessments conducted three times per year to track student progress. Select students in third and fourth grade also participate in these assessments as needed to ensure targeted intervention and support. Together, these programs provide a well-rounded approach to literacy instruction, fostering strong foundational reading skills for all students.

### Handwriting -

Students receive direct instruction in handwriting through the [\*Really Great Reading\*](#) program, which supports manuscript writing in Kindergarten through second grade and cursive writing beginning in third grade. This research-based program incorporates multisensory strategies and structured approaches to develop early writing skills effectively. [\*Really Great Reading\*](#) aligns with best practices for handwriting instruction, ensuring that students receive developmentally appropriate lessons tailored to their learning styles. Teachers are equipped with high-quality materials to support students in building strong foundational writing skills, fostering confidence and fluency in both print and cursive handwriting.

### Math -

The [\*Houghton Mifflin Harcourt Into Math\*](#) program is the core curriculum used by teachers in grades Kindergarten through fifth grade for mathematics instruction. This research-based program emphasizes grade-level core concepts while incorporating a scaffolded approach to support diverse learners. All students engage with essential mathematical domains, including number sense, algebra, geometry, and data analysis. Instruction is delivered through whole-group lessons, small-group activities, and one-on-one support to ensure individualized

learning. Students are provided dedicated instructional time to develop a deep understanding of mathematical concepts, enhance critical thinking, and apply problem-solving skills to real-world scenarios.

### Science -

[\*Houghton Mifflin Dimensions\*](#) is the science curriculum used for students in Kindergarten through fifth grade. This program builds upon students' curiosity and understanding by encouraging them to predict, gather information, investigate, analyze data, and communicate their findings at a deeper level. Students in grades 3-5 engage in interactive, hands-on lessons that align with the 3-Dimensional approach to science learning. Through inquiry-based instruction, students develop critical thinking skills and a strong foundation in scientific concepts, fostering a deeper appreciation for the world around them.

### Social Studies -

Students in Kindergarten through fourth grade use [\*Social Studies Weekly\*](#) as a primary resource for learning social studies. This curriculum covers key topics such as history, geography, economics, and civic standards in an engaging and developmentally appropriate format. Additionally, fourth-grade students utilize *Nebraska Adventures* to explore the history, geography, and culture of the state of Nebraska, fostering a deeper understanding of their local community and heritage.

### Health and Social-Emotional Behavior-

Our health curriculum for students in grades Kindergarten through fourth grade is centered on physical, emotional, and social well being. Our curriculum materials include incorporating science, as well as [\*Character Strong\*](#). Student health units are based on a hybrid approach using cross-curricular topics.

### Art, Physical Education, and Music -

Students in grades Kindergarten through fourth grade participate in specials daily. This includes guidance, music, physical education, and music class. These classes meet on a rotation. Individual classes allow our students the opportunity to be exposed to a variety of skills, while focusing on each student's individuality and creative expression.

### Art -

Students participating in art are taught with the national and state standards in mind. Students are exposed to a variety of media, techniques, and processes.

### Music -

Our music education program is designed by our fine arts educators and aligns with the Nebraska Department of Education's approved state standards. Elementary music classes incorporate singing, movement, basic music theory, and playing a variety of rhythmic and melodic instruments. Students learn a diverse selection of songs aimed at fostering an appreciation for music while gaining an understanding of various cultures.

### Physical Education -

Physical education for students in grades in Kindergarten - 4th are introduced to basic physical motion and exercise. Students are exposed to a variety of skills while simultaneously focusing on teamwork and good sportsmanship.

## PCSD Teacher Evaluation Learning Model

Plattsmouth Community Schools are committed to fostering an educational environment that prioritizes effective teaching and learning for every student across the district.

Our curriculum and instructional model is built on the following core components: curriculum, research-based materials and resources, instructional delivery, assessment, progress monitoring, classroom environment, intervention, and parent communication.

### Standards

Plattsmouth Community Schools follow the Nebraska State Standards and their indicators for specific content areas. These standards define the knowledge, skills, and mastery expected at each grade level. Our district has identified priority standards in core content areas for grades PreK–12, ensuring vertical alignment across grade levels to support a coherent and rigorous instructional program.

### Curriculum and Instructional Materials

All instruction in Plattsmouth Community Schools aligns with the Nebraska Department of Education's required standards. Instructional materials are district-approved, research-based, and implemented with fidelity to support student mastery of the standards. Materials are selected to align directly with the subject area and course in which a student is enrolled.

### Assessment

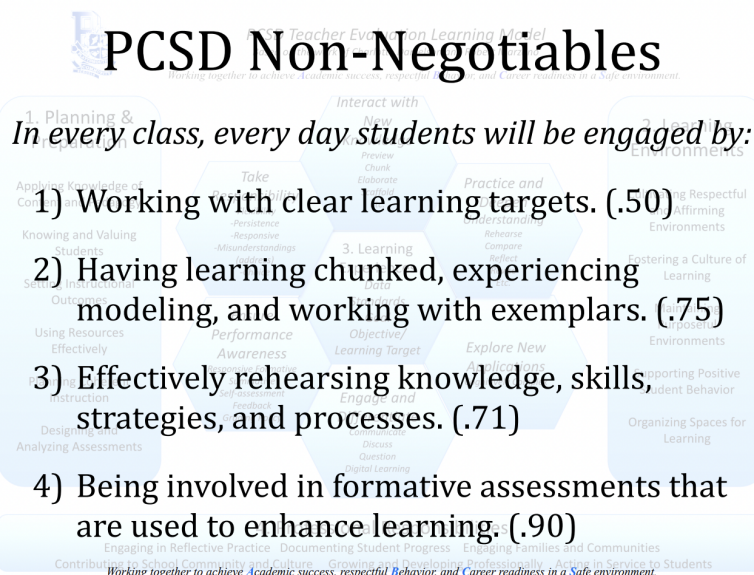
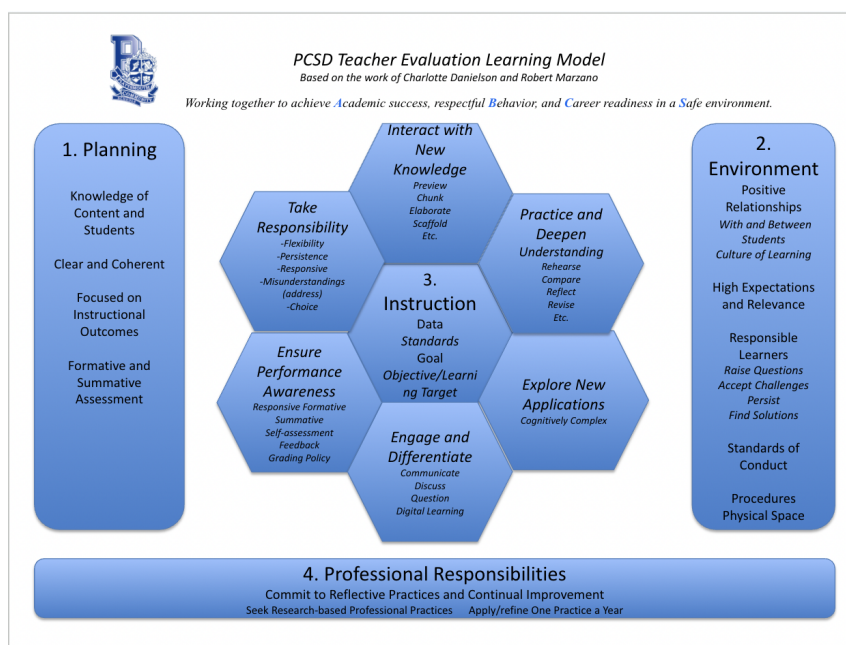
Students participate in a variety of assessments throughout the school year, including benchmark screening, diagnostic tools, progress monitoring, and both formative and summative assessments. These data points inform instructional decisions and help identify student needs for support or enrichment.

### PCSD Teacher Evaluation Learning Model

Effective teaching in Plattsmouth Community Schools involves intentional planning, delivery, reflection, and ongoing adjustment to meet student needs. We implement our PCSD Teacher Evaluation Learning Model, which supports high-quality instruction and data-informed decision-making to promote student growth and achievement.

## Implementation of the PCSD Teacher Evaluation Learning Model and Non-Negotiables in Plattsmouth Community Schools includes:

- Professional learning and collaborative discussions aligned to instructional roles
- Structured support for mentor/mentee relationships
- Ongoing professional dialogue between teachers and administrators
- Integration into the certificated staff evaluation process, where building principals and/or the Director of Instructional Services review key instructional elements based on classroom observations, walkthroughs, and reflection to enhance teacher effectiveness and student outcomes



## Elementary School Assessment System

### Cognitive Aptitude Test (CogAT)

Students may qualify for our High Ability Learner (HAL) program based on multiple measures, including the CogAT assessment. The CogAT is a group-administered test that evaluates students' abilities in verbal, quantitative, and nonverbal reasoning. The results of this assessment help determine eligibility for the HAL program. Students in 3rd and 4th grade who meet the initial qualifications are selected for CogAT testing.

### English Language Proficiency Assessment for the 21st Century (ELPA21)

Any student identified as an English Language Learner (EL) in grades Kindergarten through fifth will complete this state-administered assessment. The ELPA21 assessment evaluates a child's proficiency in reading, writing, speaking, listening, and comprehension of the English language. Students who achieve a designation of "Proficient" have demonstrated the ability to effectively communicate ideas, knowledge, and information in English.

### Fastbridge

FastBridge is a comprehensive assessment solution that integrates Computer-Adaptive Testing (CAT) with Curriculum-Based Measures (CBM) to evaluate both academic progress and social-emotional learning. Serving as a universal screener and progress monitoring tool, FastBridge provides valuable data to support student growth and informed decision-making. It is administered to students in Kindergarten through second grade, with ongoing progress monitoring for those receiving interventions or special education services.

### IXL

Students in Kindergarten through tenth grade utilize IXL for personalized learning in Reading and Math. IXL allows students to progress through a variety of concepts at their own pace, with targeted skills aligned to our state standards. Teachers can monitor student performance, track progress, and make data-driven decisions to support individual learning needs through small group instruction or one-on-one support.

### Measures of Academic Progress (MAP) Growth

All students in grades 3rd and 4th take the NWEA MAP Growth which is a computerized adaptive assessment in both reading and math. These assessments align with Nebraska state

standards and provide real-time results, allowing teachers to make informed decisions about each student's strengths and areas for growth. The MAP assessment is administered three times a year—fall, winter, and spring—to track student progress and guide instructional strategies.

#### National Assessment of Educational (NAEP)

At times, select fourth-grade students in our district participate in the NAEP assessment, the largest ongoing and nationally representative measure of student achievement in core subjects. Mandated by Congress and first administered in 1969, NAEP provides a snapshot of student performance nationwide. Results are released as the Nation's Report Card; however, individual student and school results are not provided to districts. For more information about NAEP, please visit <http://www.education.ne.gov/naep>.

#### Nebraska Student Centered Assessment System (NSCAS) - State Summative Test

In March and April, students in third and fourth graders complete an online state assessment that measures their proficiency in Nebraska's College and Career Ready Standards for English Language Arts and Mathematics. These assessments provide valuable insight into student progress and help ensure alignment with state educational expectations.

#### Nebraska Student Centered Assessment System Alternate Assessment (NSCAS-AA)

In March and April, students in grades third and fourth with severe cognitive limitations complete the individually administered state alternate assessment. This assessment measures student achievement based on Nebraska's alternate state content standards in English Language Arts and Mathematics, providing essential data to support individualized instruction and learning goals.

#### Plattsmouth Elementary Subject/Course Assessments

Throughout the school year, all students participate in assessments tailored to each subject and course. These assessments, designed by our elementary teachers, ensure that students acquire the knowledge and skills outlined by Nebraska state standards. Additionally, they align with the Plattsmouth Elementary Schools course curriculum, reflecting the essential learning objectives chosen by our educators.

### Quick Phonics Screener (QPS)

The Quick Phonics Screener (QPS) is a diagnostic assessment administered to selected students to identify specific and targeted areas of need in reading instruction. This screener evaluates students' phonics skills, including letter-sound correspondence, blending, decoding, and multisyllabic word recognition. By analyzing student performance on the QPS, our teachers can identify skill gaps and tailor instruction to meet individual student needs. The results of the QPS guide small-group and one-on-one interventions, ensuring students receive focused support in their phonics development to build a strong foundation for reading success.

### Really Great Reading

Really Great Reading provides high-quality, research-based reading instruction designed to prevent and address decoding difficulties for all students. These tools equip our teachers and interventionists with efficient, structured, and multisensory lessons to support student achievement and growth. Students in Kindergarten through second grade take the Really Great Reading assessment inventories three times per year (fall, winter, and spring). Select students in third and fourth grade also participate in these assessments as needed.

## Elementary School Assessment System

Assessments are an essential tool for understanding each student's knowledge, skills, and mastery of standards across subject areas. Assessment is not just a test—it's an ongoing process that involves gathering, analyzing, and applying data to support instructional decisions and enhance student learning.

Plattsmouth Elementary utilizes a variety of assessments as part of our comprehensive instructional program:

### Universal Screener Assessments

Plattsmouth Elementary administers *Fastbridge* for grades Kindergarten, 1st, and 2nd. We administer the *Measures of Academic Progress (MAP)* assessment. Both *Fastbridge* and *MAP* are administered to students at least three times per year—fall, winter, and spring. This screener provides a snapshot of a student's current achievement in relation to grade-level performance standards, helping educators identify instructional needs and monitor growth over time.

### Diagnostic Assessments

Diagnostic assessments help identify individual student strengths and areas for improvement. These are typically administered one-on-one and inform instructional planning by pinpointing specific skill gaps or proficiencies. Examples include *Really Great Reading Inventory* or *Fastbridge* for reading and *Into Math Inventory* or *Fastbridge* for math.

### Progress Monitoring

Progress monitoring is conducted regularly throughout the school year to assess how well students are responding to instruction and interventions. Frequency may vary—weekly, bi-weekly, or monthly—depending on student needs. For students receiving more intensive intervention, progress monitoring occurs more frequently. The data collected is used to guide instructional adjustments and determine next steps for support or enrichment. Our progress monitoring tool is *Fastbridge*.

### Program Assessments

These assessments evaluate how students are progressing within specific intervention or enrichment programs. Examples can include IXL skill mastery, running records, and fluency checks. They provide targeted feedback on how students are responding to the supports in place.

### Outcome Assessments

Outcome assessments measure student performance at the end of an instructional period and help determine whether grade-level standards have been met. These results are used for school and district-level evaluation and reporting. Examples of outcome assessments include the *Nebraska Student-Centered Assessment System (NSCAS)*.

## Elementary - Results of Data Gathered and Collected

Plattsmouth Elementary Student achievement and behavioral data are essential components of our data collection efforts. It is critical that staff members understand the purpose and methods of data use to enhance overall instruction. This includes knowing which specific data sources to select and how these sources contribute to effective collaborative decision-making.

According to McIntosh & Goodman (2017, p. 36), “data used within an integrated MTSS model has five main purposes”:

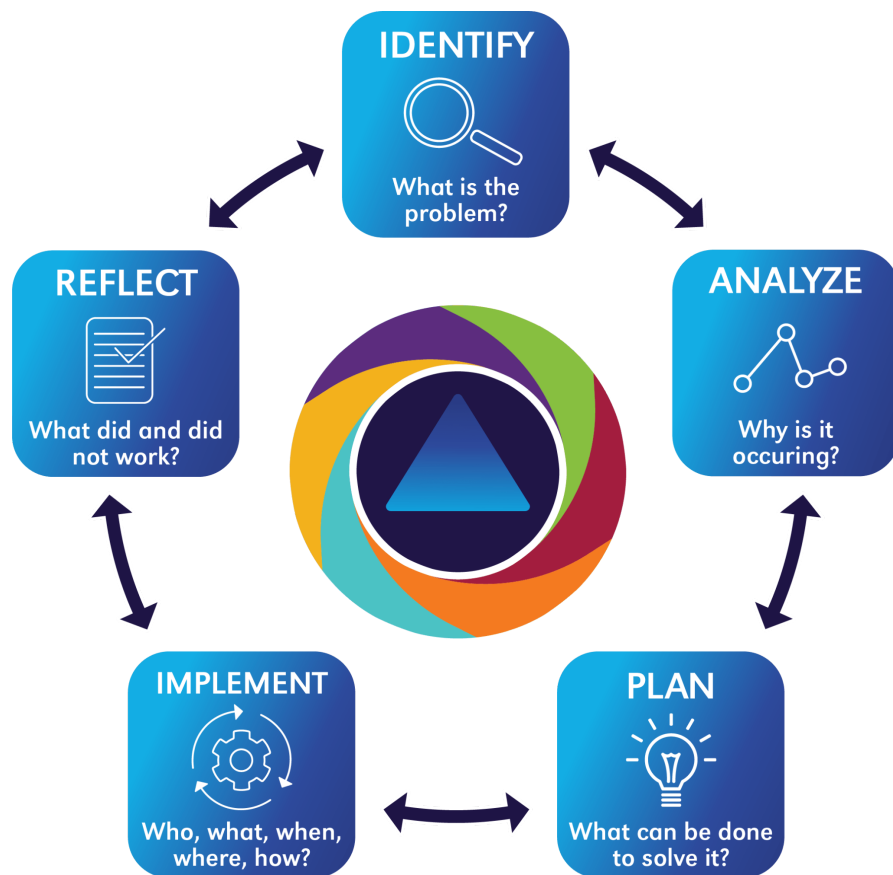
- To identify current practices and evaluate how well they are implemented through ongoing processes (e.g., audits of current practice, assessment fidelity)
- To identify students who require additional support (e.g., screening)
- To determine the most effective supports needed (e.g., at the school or building level)
- To monitor continuous student growth on a regular basis (e.g., formative assessments)
- To evaluate student outcomes on a broader scale (e.g., summative assessments)

To support informed instructional decisions, Plattsmouth Elementary has developed a Problem Solving Model that addresses academic, behavioral, and social-emotional concerns.

## Elementary Problem Solving Model

Plattsmouth Elementary has adopted the NeMTSS Problem Solving Model to address academic, behavioral, and social-emotional concerns. This model facilitates a systematic decision-making and problem-solving process where teams of teachers collaboratively examine data to guide instruction and interventions for individual students or groups.

As a cyclical process, the model encourages staff to brainstorm all available resources and positive factors that could support achieving the desired outcomes, as well as identify obstacles a student may be facing.



## Problem Solving Team Guide

# PST GUIDE

**Plattsmouth Elementary School**  
**Universal Screening Assessment Administration**  
**Reading**

|                                     | Fall                                                                                                                          |  | Winter                                                                                                                        |  | Spring                                                                                                                        |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------|
|                                     |                                                                                                                               |  |                                                                                                                               |  |                                                                                                                               |
| <b><u>Kindergarten Criteria</u></b> | <b>Type of Assessment</b>                                                                                                     |  | <b>Type of Assessment</b>                                                                                                     |  | <b>Type of Assessment</b>                                                                                                     |
| DIBELS                              | Letter Name Fluency<br>Phonemic Segmentation Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency                         |  | Letter Name Fluency<br>Phonemic Segmentation Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency                         |  | Letter Name Fluency<br>Phonemic Segmentation Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency                         |
| <b><u>1st Grade Criteria</u></b>    |                                                                                                                               |  |                                                                                                                               |  |                                                                                                                               |
| DIBELS                              | Letter Name Fluency<br>Phonemic Segmentation Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency |  | Letter Name Fluency<br>Phonemic Segmentation Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency |  | Letter Name Fluency<br>Phonemic Segmentation Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency |
| <b><u>2nd Grade Criteria</u></b>    |                                                                                                                               |  |                                                                                                                               |  |                                                                                                                               |
| DIBELS                              | Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency<br>Maze                                                 |  | Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency<br>Maze                                                 |  | Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency<br>Maze                                                 |
| <b><u>3rd Grade Criteria</u></b>    |                                                                                                                               |  |                                                                                                                               |  |                                                                                                                               |
| DIBELS                              | Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency<br>Maze                                                 |  | Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency<br>Maze                                                 |  | Nonsense Word Fluency<br>Word Reading Fluency<br>Oral Reading Fluency<br>Maze                                                 |
| <b><u>4th Grade Criteria</u></b>    |                                                                                                                               |  |                                                                                                                               |  |                                                                                                                               |
| MAP Growth Reading                  | X                                                                                                                             |  | X                                                                                                                             |  | X                                                                                                                             |

# Elementary Decision Making Rules for Intervention - Reading

## Plattsmouth Community School Decision Making Guide Reading (K-4)

**STEP ONE:** Determine if a student falls below grade level expectations. Building administration, classroom teachers, and interventionist review scores that align with the Nebraska Department of Education approved assessment thresholds when making decisions about intervention. Consider multiple measures of performance including classroom performance, history of grades/needs, and multiple screening measures. Also consider if at least 80% of students are meeting grade level expectations.

|                                       | Fall                                                                                 |  | Winter                                                                         |  | Spring                                                                          |
|---------------------------------------|--------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------|
|                                       | NDE Threshold Level<br>(Literacy K-3)                                                |  | NDE Threshold Level<br>(Literacy K-3)                                          |  | NDE Threshold Level<br>(Literacy K-3)                                           |
| <b><u>Kindergarten Criteria</u></b>   |                                                                                      |  |                                                                                |  |                                                                                 |
| DIBELS Composite - Universal          | 279                                                                                  |  | 355                                                                            |  | 405                                                                             |
| *FastBridge earlyReading - Diagnostic | 32<br>*Concepts of Print<br>*Onset Sounds<br>*Letter Names<br>*Letter Sounds         |  | 50<br>*Onset Sounds<br>*Letter Sounds<br>*Word Segmenting<br>*Nonsense Words   |  | 64<br>*Letter Sounds<br>*Word Segmenting<br>*Nonsense Words<br>*Sign Words (50) |
| <b><u>1st Grade Criteria</u></b>      |                                                                                      |  |                                                                                |  |                                                                                 |
| DIBELS Composite - Universal          | 320                                                                                  |  | 376                                                                            |  | 426                                                                             |
| *FastBridge earlyReading - Diagnostic | 33<br>*Word Segmenting<br>*Nonsense Words<br>*Sight Words (150)<br>*Sentence Reading |  | 52<br>*Word Segmenting<br>*Nonsense Words<br>*Sight Words (150)<br>*CBMreading |  | 66<br>*Word Segmenting<br>*Nonsense Words<br>*Sight Words (150)<br>*CBMreading  |
| <b><u>2nd Grade Criteria</u></b>      |                                                                                      |  |                                                                                |  |                                                                                 |
| DIBELS Composite - Universal          | 315                                                                                  |  | 372                                                                            |  | 420                                                                             |
| FastBridge aReading - Diagnostic      | 469                                                                                  |  | 481                                                                            |  | 490                                                                             |
| <b><u>3rd Grade Criteria</u></b>      |                                                                                      |  |                                                                                |  |                                                                                 |
| DIBELS Composite - Universal          | 313                                                                                  |  | 376                                                                            |  | 423                                                                             |
| FastBridge aReading - Diagnostic      | 490                                                                                  |  | 498                                                                            |  | 503                                                                             |
| <b><u>4th Grade Criteria</u></b>      |                                                                                      |  |                                                                                |  |                                                                                 |
| MAP Growth Reading - Universal        | Below RIT Score<br>188                                                               |  | Below RIT Score<br>194                                                         |  | Below RIT Score<br>196                                                          |

|                                  |     |  |     |  |     |
|----------------------------------|-----|--|-----|--|-----|
| FastBridge aReading - Diagnostic | 498 |  | 504 |  | 508 |
|----------------------------------|-----|--|-----|--|-----|

NDE Threshold Levels: "Scores in the table are the minimum values needed for a student to be considered "Progressing" toward future reading success. Scores below these numbers indicate a student who is "At Risk" for future reading difficulty."

**STEP TWO:** For students who are below grade level expectations, complete diagnostic assessments and/or gather input regarding specific skill deficit(s) to target.

Skill information may be gathered from: Really Great Reading inventory, Quick Phonics Screener (3rd and 4th)

**STEP THREE:** Set a measurable goal for the student.

See IRIP for additional details and resources.

Example of IRIP - [HERE](#) and [Kindergarten example](#)

**STEP FOUR:** Select intervention based on assessed student needs.

- Intervention information, baseline, and goal are logged
  - Students in grades K-3 also need to have Individual Reading Plans (IRIP).
  - Classroom teacher and Intervention teacher collaborate to write the IRP together.

| Reading Intervention Programs                                                                                 | Focus                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early Interventions in Reading Levels (EIR)</b><br><br><b>Grades K-3</b>                                   | *letter names<br>*letter sounds<br>*language awareness<br>*rhyming & onset fluency<br>*blending/segmenting/isolating sounds<br>*adding/deleting/substituting phonemes<br>**Level 2 is more comprehension focused |
| <b>Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LIPS)</b><br><br><b>Grades K-3</b> | *discover and label oral-motor movements of phonemes<br>*letter identification<br>*blending and manipulating sounds                                                                                              |
| <b>Sound Partners</b><br><br><b>Grades K-3</b>                                                                | *phonemic awareness<br>*decoding<br>*word identification<br>*spelling                                                                                                                                            |
| <b>Corrective Reading Decoding (3rd and 4th)</b><br><br><b>Grades 3-6</b>                                     | *decoding<br>*fluency<br>*comprehension                                                                                                                                                                          |
| <b>RGR (Countdown, Blast, HD Word)</b><br><br><b>Grades K-4</b>                                               | *phonemic awareness<br>*decoding<br>*letter sounds<br>*blending/segmenting/isolating sounds<br>*adding/deleting/substituting phonemes<br>*fluency                                                                |

**STEP FIVE:** Once the intervention has been in place for 5-6 weeks, the grade level team will meet to review progress monitoring data. Progress monitoring will occur every 2 weeks using Fastbridge.

Data includes:

- Curriculum independent measure of broad skills within a particular content domain
- Intervention mastery check information - Progress monitoring from interventionists
- Classroom assessment information
- Additional information collected by interventionist and/or teacher
- Document decision/discussion to continue or change plan on the student's IRIP

We will meet as grade level teams throughout the year to discuss intervention status. The student is either:

(A) Meeting their goal and can be exited from the intervention cycle

(B) Making progress, but the intervention should continue

(C) Not on track, and it's time to rethink the strategies within the intervention plan

**Plan for students who are not on track and the intervention needs to be adjusted:**

- First, verify fidelity of intervention and at least 3 weeks of intervention
- In general, about 5 points below the goal line (or students not meeting their goal 80% of the time) indicates the intervention needs to be intensified or changed.
- Determining if there are barriers to the student's learning and instructional support may need to be considered.
- If not yet completed, consider diagnostic assessments to determine more specifics for skills to focus on during intervention
- [Ideas for Intensifying Interventions](#)

**ACADEMIC EXIT CRITERIA:** Plan for students who are meeting their goal:

It is appropriate to consider fading or ending intervention for students who have made sufficient improvement in performance. Factors to consider when making these decisions can include:

- Student must not have any scores falling below NDE threshold data
- Student met individualized goal, placing them at a proficient level
- Student intervention has been faded and progress monitoring data shows that student was able to maintain level of performance without intervention for a period of time (ex: 4-8 weeks)
- Student may need differentiation of instruction or strategies that can be provided within the general education setting



**Plattsmouth Elementary School**  
**Universal Screening Assessment Administration**  
**Math**

|                                     | Fall                                                                           |  | Winter                                                                         |  | Spring                                                                         |
|-------------------------------------|--------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------|
|                                     |                                                                                |  |                                                                                |  |                                                                                |
| <b><u>Kindergarten Criteria</u></b> | <b>Type of Assessment</b>                                                      |  | <b>Type of Assessment</b>                                                      |  | <b>Type of Assessment</b>                                                      |
| FastBridge earlyMath Composite      | Number Identification<br>Match Quantity<br>Number Sequence<br><br>Cut Score 26 |  | Number Identification<br>Match Quantity<br>Number Sequence<br><br>Cut Score 45 |  | Number Identification<br>Match Quantity<br>Number Sequence<br><br>Cut Score 59 |
| <b><u>1st Grade Criteria</u></b>    |                                                                                |  |                                                                                |  |                                                                                |
| FastBridge earlyMath Composite      | Number Identification<br>Number Sequence<br>Decomposing<br><br>Cut Score 20    |  | Number Identification<br>Number Sequence<br>Decomposing<br><br>Cut Score 44    |  | Number Identification<br>Number Sequence<br>Decomposing<br><br>Cut Score 54    |
| FastBridge CBMmath - Cut Score      | 8                                                                              |  | 23                                                                             |  | 33                                                                             |
| <b><u>2nd Grade Criteria</u></b>    |                                                                                |  |                                                                                |  |                                                                                |
| FastBridge aMath                    | 194                                                                            |  | 199                                                                            |  | 202                                                                            |
| FastBridge CBMmath - Cut Score      | 8                                                                              |  | 20                                                                             |  | 25                                                                             |
| <b><u>3rd Grade Criteria</u></b>    |                                                                                |  |                                                                                |  |                                                                                |
| FastBridge aMath                    | 201                                                                            |  | 205                                                                            |  | 207                                                                            |
| FastBridge CBMmath - Cut Score      | 5                                                                              |  | 18                                                                             |  | 23                                                                             |
| <b><u>4th Grade Criteria</u></b>    |                                                                                |  |                                                                                |  |                                                                                |
| MAP Growth Math                     | 191                                                                            |  | 194                                                                            |  | 197                                                                            |
| FastBridge CBMmath - Cut Score      | 16                                                                             |  | 28                                                                             |  | 34                                                                             |

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**STEP TWO:** For students who are below grade level expectations, complete diagnostic assessments and/or gather input regarding specific skill deficit(s) to target.

Skill information may be gathered from: IXL and Into Math Inventory

**STEP THREE:** Set a measurable goal for the student.

**STEP FOUR:** Select intervention based on assessed student needs.

Intervention information, baseline, and goal are logged

| Math Intervention Programs | Focus                                                         |
|----------------------------|---------------------------------------------------------------|
| Number Worlds (K-4)        | Math fluency and building of skills                           |
| Do the Math (1-5)          | Addition, Subtraction, Multiplication, Division and Fractions |

**STEP FIVE:** Once the intervention has been in place for 6-8 weeks, the grade level team will meet to review progress monitoring data.

Data includes:

- Curriculum independent measure of broad skills within a particular content domain
- Intervention mastery check information - Progress monitoring from interventionists
- Classroom assessment information
- Additional information collected by interventionist and/or teacher
- Document decision/discussion to continue or change plan on the student's IRIP

We will meet as grade level teams throughout the year to discuss intervention status. The student is either:

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### **Plan for students who are not on track and the intervention needs to be adjusted:**

- First, verify fidelity of intervention and at least 3 weeks of intervention
- In general, about 5 points below the goal line (or students not meeting their goal 80% of the time) indicates the intervention needs to be intensified or changed.
- Determining if there are barriers to the student's learning and instructional support may need to be considered.
- If not yet completed, consider diagnostic assessments to determine more specifics for skills to focus on during intervention
- [Ideas for Intensifying Interventions](#)

**ACADEMIC EXIT CRITERIA:** Plan for students who are meeting their goal:

It is appropriate to consider fading or ending intervention for students who have made sufficient improvement in performance. Factors to consider when making these decisions can include:

- Student met individualized goal, placing them at a proficient level
- Student intervention has been faded and progress monitoring data shows that student was able to maintain level of performance without intervention for a period of time (ex: 4-8 weeks)
- Students may need differentiation of instruction or strategies that can be provided within the general education setting.

# **Plattsmouth Elementary School Decision Making Guide** **Social-Emotional Behavior** **(K-4)**

**STEP ONE:** Determine if a student falls under the “At-Risk” in the Universal Behavior Screen. Determine if the student rated themselves (2-12) in the “At-Risk” using mySAEBRS. Building administration, classroom teachers, and social workers review scores when making decisions about intervention. Consider multiple measures as noted below.

| Universal Behavior Screen (SAEBRS) Results (K-12)                                                                                                                                                                                                                                                                 |              |                   | mySAEBRS (2-12) |              |                   | SWIS/Infinite Campus Behavior Logs                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------|-----------------|--------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Total Behavior                                                                                                                                                                                                                                                                                                    | At-Risk 0-36 | Not At-Risk 37-57 | Total Behavior  | At-Risk 0-34 | Not At-Risk 35-60 | <ul style="list-style-type: none"><li>• Number of Major Office Referrals (ODR) (&gt;4)</li><li>• Number of Staff/Classroom Managed Behavior Logs (&gt;7)</li></ul> |
| Social                                                                                                                                                                                                                                                                                                            | 0-12         | 13-18             | Social          | 0-12         | 13-18             |                                                                                                                                                                    |
| Academic                                                                                                                                                                                                                                                                                                          | 0-9          | 10-18             | Academic        | 0-9          | 10-18             |                                                                                                                                                                    |
| Emotional                                                                                                                                                                                                                                                                                                         | 0-16         | 17-21             | Emotional       | 0-10         | 11+               |                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                   |              |                   |                 |              |                   |                                                                                                                                                                    |
| Additional data to consider when discussing social-emotional behavioral needs: <ul style="list-style-type: none"><li>• Patterns/comments with staff</li><li>• Nurse concerns (4 or more visits/home life)</li><li>• Attendance</li><li>• Threats to self</li><li>• Current supports/history of supports</li></ul> |              |                   |                 |              |                   |                                                                                                                                                                    |

## Behavior Screener:

If the student scores themselves at risk on the MySAEBRS Screener and the teacher does not have concerns: Prior to the team meeting, teachers should have a brief, private check in conversation with the student about why they rated themselves that way and determine if there is a concern that needs more attention. Example: “I was looking at your survey you completed yesterday and noticed you said you feel sad and nervous often. I am always here to help you and wanted to ask you more about when you feel that way. Can you tell me more about that?” Some students will report something like: I clicked the wrong button, I didn’t mean that; whereas others may tell you what makes them feel negatively and we can come up with a plan to support that student. Document in SWIS/Infinite Campus.

| Social-Emotional Behavior Intervention Programs                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Targeted Character Strong lessons/supports<br>Check-In/Check-Out<br>Small Group/Skill Groups<br>Circle of Friends<br>Short term 1:1<br>Mindfulness Groups<br>Individualized Behavior Plans |

## BEHAVIOR EXIT CRITERIA - Plan for students who are meeting their goal

It is appropriate to consider fading or ending intervention for students who have made sufficient improvement in performance. Factors to consider when making these decisions can include:

- A student is meeting his/her goal 80% of the time.
- Fading of intervention (e.g. AM/PM feedback, meeting with student less often) and progress monitoring data shows that student was able to maintain level of performance without intervention
- *Student needs structure of individualized or small group intervention due to behavior or other extenuating circumstances*
- Student may need differentiation of instruction or strategies that can be provided within the general education setting