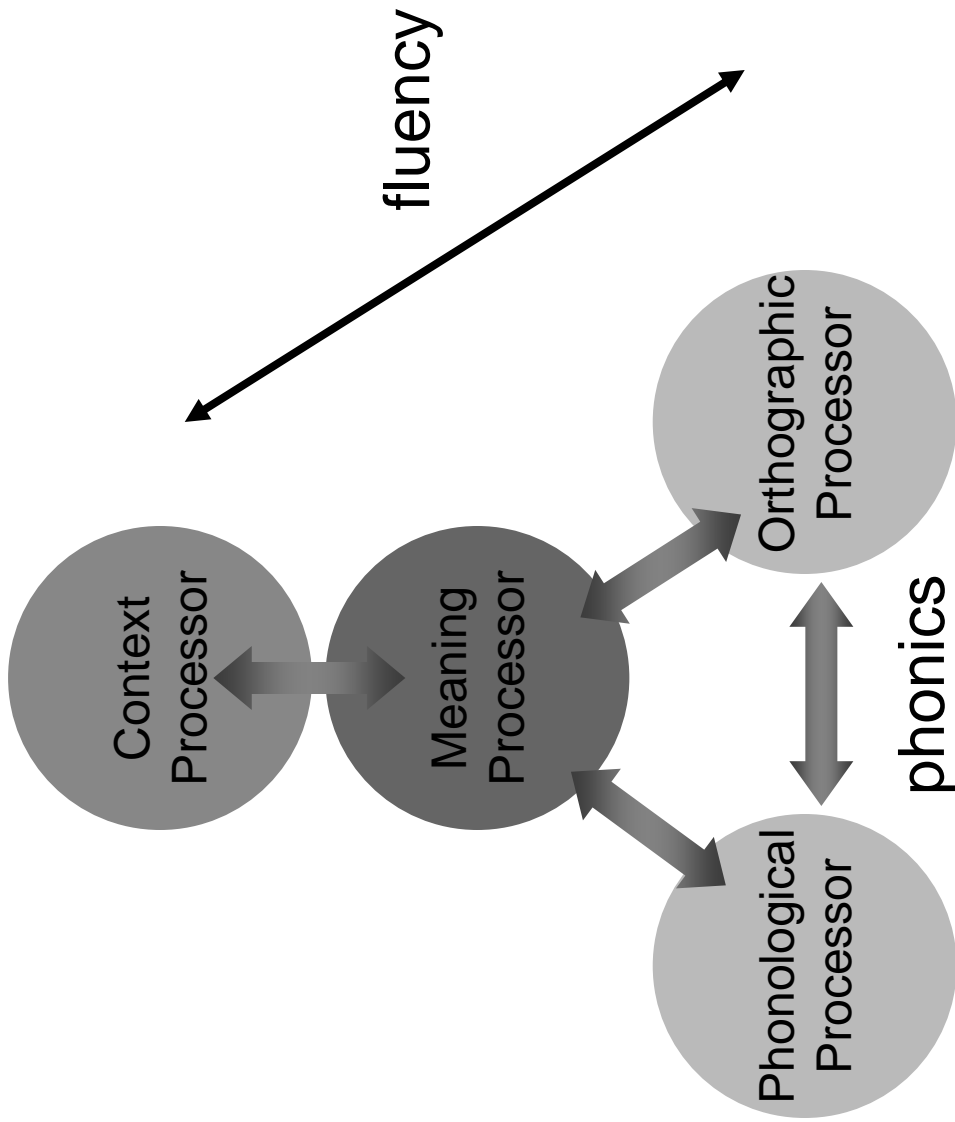


# 4 Part Processing Model

Skills Assessed:

- LNF
- FSF
- PSF
- NWF
- RTF
- MAZE
- DORF/R-CBM



from Siedenber and McClelland, 1989

# First Sound Fluency (FSF) Grouping Worksheet

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<b>Group 1</b>	___ F		<b>Group 2</b>	___ F	
<ul style="list-style-type: none"> <li>▪ Accurate and Fluent</li> <li>▪ 95% or higher</li> </ul>	___ W		<ul style="list-style-type: none"> <li>▪ Accurate and Slow</li> <li>▪ 95% or higher</li> </ul>	___ W	
	___ S			___ S	
	Student	Score		% A	Student
<b>Group 3</b>	___ F		<b>Group 4</b>	___ F	
<ul style="list-style-type: none"> <li>▪ Inaccurate and Slow</li> <li>▪ 94% or lower</li> </ul>	___ W		<ul style="list-style-type: none"> <li>▪ Inaccurate and Fluent</li> <li>▪ 94% or lower</li> </ul>	___ W	
	___ S			___ S	
	Student	Score		% A	Student

# First Sound Fluency (FSF) Grouping Summary

## *Performance Patterns for Developing Initial Phonemes*

<p><b>Group 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate and Fluent</b></li> <li>• <b>95% or higher</b></li> </ul>	<p><b>Group 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate and Slow</b></li> <li>• <b>95% or higher</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student segments all initial phonemes including phonemes in blends with good speed and accuracy ( more than 95% accuracy)</li> <li>➤ Focus instruction on phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Student segments all initial phonemes including phonemes in blends with good accuracy (more than 95% accuracy) but did not pass first sound fluency.</li> <li>➤ Focus instruction on automaticity or fluency</li> </ul>
<p><b>Group 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate and Slow</b></li> <li>• <b>94% or lower</b></li> </ul>	<p><b>Group 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate and Fluent</b></li> <li>• <b>94% or lower</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student attempts to segment initial sounds but is often incorrect (less than 95% accuracy)             <ul style="list-style-type: none"> <li>○ Student makes few or no attempts to segment initial sounds</li> </ul> </li> <li>➤ Focus instruction on identifying single phonemes</li> <li>➤ Administer a phonological awareness assessment to determine if student can identify lower level phonological awareness skills and focus instruction on lower level skills from phonological awareness assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Student segments initial sounds very quickly but produces inaccurate sounds.</li> <li>➤ Teacher should cue the student to slow down and retest.</li> <li>➤ Administer a phonological awareness assessment to determine if student can identify lower level phonological awareness skills and focus instruction on lower level skills from phonological awareness assessment</li> </ul>

• Focus of Instruction

(Adapted from 95 Percent Group, 2005 & Dynamic Measurement Group)

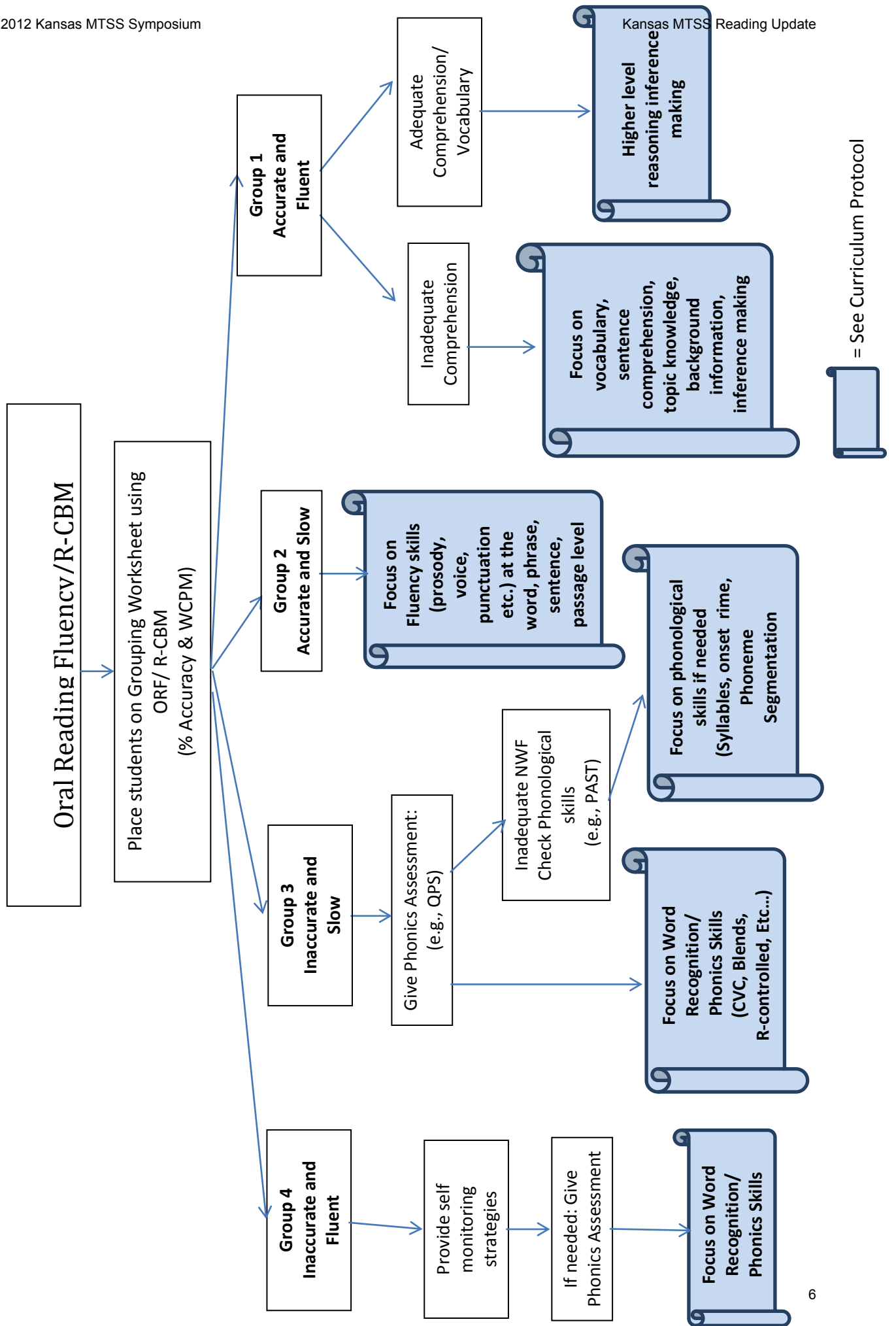
➤ Performance Patterns

## Appendix G: Curriculum Protocol Example Grades PreK-5

<b>Curriculum Protocol Example Grades PreK-5</b>					
<b>CORE</b>	<ul style="list-style-type: none"> <li>• Little Treasures (PreK)</li> <li>• Treasures (1st-5<sup>th</sup> Grade)</li> </ul>				
<b>Differentiation of Core</b>	<ul style="list-style-type: none"> <li>• Treasures Leveled Readers</li> <li>• Triumphs</li> </ul>				
<b>Tier 2 ( Targeted Skills)</b>	<ul style="list-style-type: none"> <li>• Interventions for All: Phonological Awareness-Zgong Road to the Code</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics A-Z (Blevins)/Treasures Decodable Text/Florida Activities</li> <li>• Phonics &amp; Word Study/Treasures Decodable Text/Florida Activities</li> <li>• West Virginia Website: <a href="https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/">https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/</a></li> <li>• Build Up</li> <li>• Spiral Up</li> <li>• Rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• Frayer Model</li> <li>• Vocabulary Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Six Way Paragraphs</li> <li>• Teaching Students to Read Nonfiction (Blevins)</li> <li>• Treasures Leveled Readers</li> <li>• Comprehension Strategies</li> </ul>
<b>(Skills) Tier 3 (Comprehensive)</b>	<ul style="list-style-type: none"> <li>• Reading Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic Boost/Blitz</li> <li>• Corrective Reading (Decoding)</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> </ul>	<ul style="list-style-type: none"> <li>• Frayer Model</li> </ul>	<ul style="list-style-type: none"> <li>• Corrective Reading (Comprehension)</li> </ul>
Alphabetic Phonics					
	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Comprehension</b>

## Appendix G: Curriculum Protocol Example Grades 6-12

<b>All Content Area Subjects Grades 6-12</b>					
<b>Comprehension/vocabulary Strategies throughout the year</b>					
<b>CORE</b>	<ul style="list-style-type: none"> <li>Summarization – Taught the first 9 weeks of school in all subject areas</li> <li>Comprehension Monitoring – Taught 2<sup>nd</sup> 9 weeks in all subject areas</li> <li>Combination of the previous two strategies- 3<sup>rd</sup> 9 weeks</li> <li>Cooperative Learning – 4<sup>th</sup> 9 weeks</li> </ul>				
Language Arts Class: Triumphs Grades 6-8					
<b>(Strategies)</b>	<ul style="list-style-type: none"> <li>Syllable Chunking Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Paired/Partner Reading</li> </ul>	<ul style="list-style-type: none"> <li>Frayer Model</li> </ul>	<ul style="list-style-type: none"> <li>Summarization Strategy</li> <li>Comprehension Monitoring Strategy</li> </ul>	
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>Phonics Boost</li> <li>Phonics Blitz</li> <li>Rewards</li> <li>Teaching Phonics &amp; Word Study in Intermediate Grades by Wiley</li> <li>High Noon Decodable Texts</li> </ul>	<ul style="list-style-type: none"> <li>Read Naturally</li> <li>6 Minute Solution</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary through Morphemes</li> </ul>	<ul style="list-style-type: none"> <li>6 Way Paragraphs</li> </ul>	
<b>(Skills)</b>					
<b>(Skills)</b>	<ul style="list-style-type: none"> <li>Phonological Awareness Activities for Older Students</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Boost</li> <li>Phonics Blitz</li> <li>Rewards</li> <li>Teaching Phonics &amp; Word Study in Intermediate Grades by Wiley Blevins</li> <li>High Noon Decodable Texts</li> </ul>	<ul style="list-style-type: none"> <li>Read Naturally</li> <li>6 Minute Solution</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary through Morphemes</li> </ul>	<ul style="list-style-type: none"> <li>6 Way Paragraphs</li> </ul>
<b>Tier 3</b>					
<b>(Comprehensive)</b>	Wilson Reading Program				
	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Comprehension</b>



## DIBELS Next/AIMSweb Fall Backwards Testing Worksheet Oral Reading Fluency/R-CBM

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

ORF/R-CBM	Words Correct	Errors	Accuracy	DIBELS Next Words Correct Score Level	DIBELS Next Accuracy Score Level	AIMSweb Words Correct 25%ile Score	AIMSweb Accuracy Score Level
8 <sup>th</sup> Grade						123	98%
7 <sup>th</sup> Grade						119	98%
6 <sup>th</sup> Grade				107+	97%	116	98%
5 <sup>th</sup> Grade				111+	98%	94	98%
4 <sup>th</sup> Grade				90+	96%	84	98%
3 <sup>rd</sup> Grade				70+	95%-100%	59	98%
2 <sup>nd</sup> Grade				52+	90%-100%	35	95%
1 <sup>st</sup> Grade	See Winter Norms on Winter Backwards Testing Worksheet						

Collaborative teams will need to take the following steps to determine instructional level of oral reading fluency:

1. Use the appropriate time of year Backwards Testing Worksheet.
2. Test down (using progress monitoring probes) one grade level at a time.
3. Find the level at which the student reaches benchmark for DIBELS Next or the 25th percentile if using AIMSweb.
4. Use the norms for the grade level and the time of year of testing, with 95% accuracy for 1st - 2nd grade and 98% accuracy for 3rd grade and above.
5. Make sure the student's instructional level is one grade level higher.

Use the instructional level for instructional materials and progress monitoring.

# Lack of Growth in Performance and Insufficient Growth Rate?

## Steps to *Customize the Intervention*

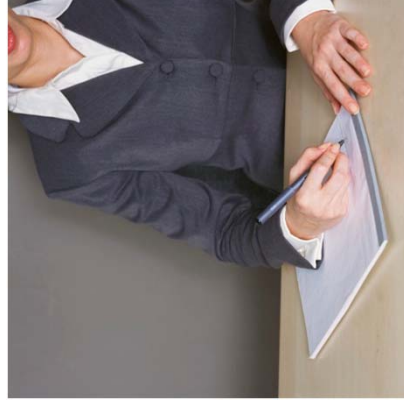
1. Begin with \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



2. Teach protocol intervention with \_\_\_\_\_



3. The team determines whether a revision to the program is needed to boost the student's rate of \_\_\_\_\_



4. If so, an \_\_\_\_\_  
 \_\_\_\_\_  
 based on a well  
 researched  
 instructional principle,  
 is added to the  
 validated  
 protocol.



# Research-Based Practices Regarding Intervention Effectiveness

Instruction	Curriculum
<ul style="list-style-type: none"> <li>• Fidelity of Instruction</li> <li>• Modeling and guided practice prior to independent practice (I Do, We Do, You Do)</li> <li>• Explicit Teaching</li> <li>• Opportunities to respond</li> <li>• Sufficient questioning, check for understandings</li> <li>• Sufficient practice</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate match between learner and intervention</li> <li>• Appropriate rate of progress to reach goal</li> <li>• Instructional focus based on diagnostic process</li> <li>• Variety of Interests</li> <li>• Teaches skills to mastery</li> <li>• Appropriate independent work activities</li> </ul>
Setting	Individual
<ul style="list-style-type: none"> <li>• Classroom routines/behavior management support learning</li> <li>• Appropriate person teaching the intervention group</li> <li>• Transitions are short and brief</li> <li>• Academic learning time is high</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Task persistence</li> <li>• Attendance</li> <li>• Pattern of performance errors reflect skill deficits</li> <li>• Commitment to school</li> </ul>

## Building Leadership Team Agenda

When	Item	Materials Necessary
1) Every Meeting	a) Review Core Beliefs b) Review Team Norms c) Review Team Decision Making Method	Decision Notebook: <ul style="list-style-type: none"> <li>• Core Beliefs</li> <li>• Team Norms</li> <li>• Decision Making Methods</li> </ul>
2) Every Meeting	Review Communication Plan a) Has all communication occurred as planned? b) What feedback was received? c) How does this feedback impact our work? d) Do any additional groups or plans for future communication need to occur based on this? e) Update Communication Plan as necessary based on this discussion.	Decision Notebook: <ul style="list-style-type: none"> <li>• Communication Plan</li> </ul>
3) Every Meeting	Review Progress toward Full Implementation and Sustainability: <ol style="list-style-type: none"> <li>a) Review Monitoring of Paper Implementation tool until all items have been completed.</li> <li>b) Review Monitoring of Process Implementation tool continuously to ensure that plan is being implemented as desired.</li> <li>c) Review all Action Plans that have been created to ensure that progress is being made and update Action Plans and Decision Notebook accordingly.</li> <li>d) Review the Stop-Doing List to ensure that practices that are to be discontinued are not continuing.</li> <li>e) Conduct problem-solving (Look/Think/Act) around any item where fidelity of implementation is not occurring or progress is not being made and develop/refine the action plan.</li> <li>f) Are there any items from this that need to be communicated with others? If so, update the Communication Plan accordingly.</li> </ol>	Decision Notebook: <ul style="list-style-type: none"> <li>• Monitoring Paper Implementation</li> <li>• Monitoring Process Implementation</li> <li>• Action Plan(s)</li> <li>• Stop-Doing List</li> <li>• Communication Plan</li> </ul>
4) Every Meeting	Review Ongoing Progress of Collaborative Teams <ol style="list-style-type: none"> <li>a) Are collaborative teams providing information to the Building Leadership Team?</li> <li>b) Is intervention being provided according to the protocol?</li> <li>c) Is progress monitoring of intervention being done according to schedule and appropriately?</li> <li>d) Is support to students adjusted based on progress monitoring data?</li> <li>e) Is fidelity to frequency of intervention and quality of instruction being monitored by collaborative teams?</li> <li>f) What is working well for Collaborative Teams?</li> <li>g) What are Collaborative Teams struggling with?</li> </ol>	Information provided by the Collaborative Teams to the Building Leadership Team

5) Every Meeting	<p>Review Professional Development</p> <ol style="list-style-type: none"> <li>Review the Professional Development Plan and/or action plans specific to professional development.</li> <li>Are professional development activities that staff are participating in aligned with the identified practices to be used within the building?</li> <li>Based on implementation progress (Item 3) and progress of collaborative teams (Item 4) is additional professional development is needed by the entire building or select staff? If so, update the Professional Development Plan or develop an action plan.</li> </ol>	<p>Decision Notebook:</p> <ul style="list-style-type: none"> <li>Professional Development Plan</li> <li>Action Plan(s)</li> </ul>
6) First Meeting Following each Universal Screening Data Collection	<p>Review Progress of Collaborative Teams Implementation of the MTSS data-based decision making process.</p>	<p>Instructional Improvement Planning- appendix page <b>xx</b>.</p>
7) March/April	<p>Develop an action plan for the use of the Collaborative Team Progress Planner.</p> <ol style="list-style-type: none"> <li>When and how will it be distributed?</li> <li>How will the purpose and importance be explained to all teams?</li> <li>When will it be due back and to whom?</li> <li>When will the Building Leadership Team analyze the results?</li> <li>Include the action plan to the Decision Notebook to be reviewed at future meetings.</li> </ol>	<p>Collaborative Team Progress Planner - appendix page <b>xx</b>.</p> <p>Decision Notebook:</p> <ul style="list-style-type: none"> <li>Action Plan(s)</li> </ul>
8) March/April	<p>Building Leadership Team review of Kansas MTSS: Innovation Configuration Matrix (ICM) - This should be completed during the same period of time that the Collaborative Teams are completing the Collaborative Team Progress Planner.</p>	<p>Kansas MTSS ICM Review - appendix page <b>xx</b>.</p> <p>Core Beliefs Reflection - appendix page <b>xx</b>.</p>
9) April/May	<p>Develop Action Plan for System Improvements and Sustainability</p> <ol style="list-style-type: none"> <li>Using the completed Building Leadership Team ICM Review, the Collaborative Team Progress Planners and information from Instructional Improvement tool to complete the System Improvement Planning tool.</li> <li>Based upon this discussion update <ul style="list-style-type: none"> <li>Comprehensive Assessment Plan</li> <li>Curricula Protocol/Matrix</li> <li>Instructional Practices List</li> <li>Professional Development Plan</li> <li>Communication Plan</li> <li>Action Plans</li> <li>Stop-Doing List</li> </ul> </li> </ol>	<p>System Improvement Planning - appendix page <b>xx</b>.</p> <p>System Progress Summary - appendix page <b>xx</b>.</p> <p>Decision Notebook - all items.</p> <p>Completed Collaborative Team Progress Planners</p> <p>Completed Building Leadership Team ICM Review</p>

10) Spring of School Year <i>or anytime a student is leaving the building</i>	Planning to Support Student Transitions a) Develop process for ensuring support for all students as they transition vertically to the next grade or horizontally to other buildings or classrooms. b) Develop a process to identify and create transition plans for students who may need additional support during transitions.	Planning to Support Student Transitions - appendix page <b>xx</b> .
11) Every Meeting	Recognition of Success a) Has success been achieved at the building level that Building Leadership Team would like to recognize and/or celebrate? b) Has any collaborative team achieved success that the Building Leadership Team would like to recognize and/or celebrate? c) Have any individual(s) or small groups of staff achieved success that Building Leadership Team would like to recognize and/or celebrate? d) Develop an action plan to ensure recognition is provided.	Decision Notebook: a) Action Plan(s)
12) Every Meeting	Wrap-Up Review: a) Decisions made (ensure decisions are reflected in Decision Notebook) b) Actions to be taken (action plans developed)	Decision Notebook: b) Action Plan(s)
13) Every Meeting	Update Communication Plan based on today's meeting addressing information that: a) the district needs to know b) staff need to know c) parents/community need to know d) students need to know e) others need to know	Decision Notebook: c) Communication Plan