

CCEIS Plan 2023-2024 Great Expectations Academy

CCEIS Plan grade level(s): First grade cohort.

CCEIS Plan will address overidentifying Caucasian students under the eligibility category of Speech and Language Impaired.

Speech-Language Supports and Monitoring for students identified through screening

1. In order to identify students who are at risk for experiencing communication difficulties and who may need more instructions, Universal Screening in the form of 45-screening will be implemented. Using this tool that is state mandated and already in place by the school, a copy of the 45-day screenings that have indication of need for communication skills, will be provided to the certified Speech and Language Therapist within 10 calendar days of completion to allow review and development of interventions as detailed below.
2. Students identified through the 45-day screening process will be screened by Speech and Language Therapist (SLP/SLPA) using a standardized screening measure (e.g., Clinical Evaluation of Language Fundamentals Screener- 5th Edition).
3. Students below criterion will receive 12 weeks of Tier-2 interventions (parent permission required). Tier 2 is preventive intervention offered to students who demonstrated difficulty based on the formal screening. Instructions in Tier-2 will be targeted to the underlying difficulty(s) impacting the students' progress academically or socially. Students in Tier-2 receive supplemental ("in addition to") small group instruction. Progress-monitoring data will be collected bi-weekly. Students who demonstrate improvement and exit from Tier-2 support will be carefully monitored for an additional 10 weeks.
4. After 4 consecutive performances below criterion, the student will be considered for Tier 3 interventions wherein the support will be provided at a more intense level for the final 8-9 weeks to determine growth. If unsuccessful in Tier 3 after this additional 8-9 weeks, referral for consideration for special education services will be made. During this time, if it is determined that the students' difficulties are impacting their ability to receive FAPE, the school

may intervene at a higher level as needed up to and including referral to special education services.

5. Tier 3 interventions will be offered by the certified Speech and Language Therapist to students for whom support in Tier-2 was insufficient. Instruction in Tier-3 will be targeted to the underlying difficulty(s) (i.e., receptive/expressive language, articulation or pragmatics). If student continues to experience difficulty after receiving targeted Tier-3 support, they will be re-screened and referred to the ESS team

6. The ESS team, including the parents, will convene a meeting to Review of Existing Data and determine the need for formal assessment.