

Suffield Public Schools
Scientific Research-Based Intervention (SRBI)
K-5 District Plan
2019-2020



Suffield Public Schools: Student Intervention Resource Guide

Mission:

The mission of the Suffield Public Schools is to prepare all students with the knowledge, skills and attributes required for success in a rapidly changing world.

District Beliefs:

In pursuit of this mission, we believe that:

- When we address students' diverse academic, social, emotional and physical needs, all will learn;
- All students need equitable access to appropriate resources and opportunities to excel;
- Multiple measures of student learning are required to drive continuous improvement;
- Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;
- Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the keys to student success;
- An excellent district staff supports success in every classroom, facility and setting; and
- Partnerships, collaboration and communication with families and the community are vital to our mission.

A Brief Overview of Scientific Research-Based Intervention

Response to Intervention (RtI) is an educational process and a systematic approach for addressing the needs of at-risk learners who have not been identified as needing special education. Connecticut refers to RtI as SRBI (Scientific Research-Based Interventions). Suffield Public Schools has developed a Scientific Research-Based Intervention Plan Overview based on Connecticut's SRBI Framework. The overview explains the definition and purpose of the SRBI service delivery system and describes the prerequisites as well as the components and strategies that Suffield Public Schools will use for each aspect of the SRBI process. Suffield Public Schools has a detailed SRBI plan that contains specific names of assessments, dates of administration, established entrance and exit criteria, and a wealth of resources for intervention design.

The Connecticut State Department of Education's plan for SRBI can be viewed at:
https://portal.ct.gov/-/media/SDE/SRBI/SRBI_Full_Document.pdf?la=en

What educators know is that a standards-based core curriculum implemented with research-based teaching practices (ex. pre-assessment, communicating the learning target, clear lesson purpose, direct instruction, modeling, guided practice with a gradual release of responsibility, flexible grouping, formative assessment, providing explicit feedback, choice, use of nonlinguistic representations, summarizing etc.) ensures grade level proficiency for approximately 85% of our students. Other students may struggle with the curriculum if they lack prerequisite skills and knowledge expected at a certain grade level. The primary purpose of SRBI is to help all students achieve grade level mastery within the general classroom curriculum.

Scientific Research-Based Intervention provides high quality instruction/ intervention matched to students' needs and learning rate over time and level of performance to make educational decisions about further interventions.

In a SRBI framework, students who are not performing adequately based on standards receive interventions at the *time of need*. Data is used to determine appropriate instruction and monitor students' progress. Tiers, or layers, of support are implemented to help students achieve grade level mastery.

Four Essential Components of SRBI:

- **Core Curriculum** ~ common, standards-based curriculum; design and delivery of high-quality research-based instruction for all students; analyzed through universal common screens which determine the percentage of students not meeting benchmarks
- **Progress Monitoring** ~ data collection for the purpose of making decisions about whether students are benefiting from a specific intervention
- **Multi-tiered, Instructional Interventions** ~ involves increasingly intense levels of intervention – time and duration
- **Fidelity of Implementation** ~ ensures that instruction/intervention is delivered as it was designed

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Tier I: Classroom Instruction and Intervention

Within Tier I, all students receive high quality instruction in the core curriculum. All students are screened on a periodic basis (3 times per year) to establish an academic baseline and to identify struggling learners who need additional support. The majority of Suffield Public School students respond positively to the quality core instruction in the general education classroom. In Tier I, clear, challenging expectations are established for each student. Research-based instructional strategies are used, and authentic and relevant learning tasks are designed. Teachers differentiate learning targets, grouping formats, resources, tasks, teaching strategies and time allocations based on assessment information. The workshop model is a means of providing this level of instruction. Assessment information is used to support the development of student learning goals, individualized tasks, and differentiated instruction.

Tier I: Universal Instruction & Support

Focus	For <u>ALL</u> students - 100% of students in grade level
Time	5 days per week; <ul style="list-style-type: none">● 60 minutes per day for mathematics (Grades K-5)● 80-120 minutes per day for balanced literacy (Grades K-5)
Curriculum	Standards Based Curriculum
Assessment	<ul style="list-style-type: none">● Universal Screening 3x/year (Fall, Winter, Spring)● Social Emotional Screening● Common Formative Assessment● Summative Assessment● Smarter Balanced Assessment Consortium (3-5)● Teacher Observations● Coach, Administrator, Specialists Observations● Anecdotal Notes● Student Work Samples
Delivered By	Teachers within the classroom setting

Tier II: Targeted Instruction and Support

In Tier II, students not making adequate progress in the regular classroom are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. These interventions are provided in small group in addition to instruction in the general curriculum. For this small percentage of Suffield students, focused teaching and learning opportunities are designed to prevent or alleviate the challenges the student may be facing.

Effective Tier II interventions include: the use of diagnostic assessments, highly focused objectives, teaching and learning opportunities, research-based instructional strategies, and frequent monitoring of student progress.

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Eligibility into Tier II is determined by a combination of several factors that will primarily include a universal assessment score and may also include: current classroom performance, diagnostic results, SBAC data, district test scores, and the analysis of ongoing data, including academic and social emotional data. Students' progress is closely monitored to evaluate if the strategies taught are resulting in success, or need to be adjusted. The groups are flexible, and periodic checks will be conducted to determine if the intervention remains effective for individual students. The ultimate goal is for each student to experience independent success with the grade level curriculum and expectations within the classroom setting.

Tier II: Targeted Intervention

Focus	For identified at-risk students, who have not responded to Tier I efforts - Approximately 10% of students in grade level
Time	Minimally three times weekly, in small group setting
Resources	Research-based strategies and procedures designed and employed to supplement, enhance and support levels of performance
Grouping	Homogeneous small group instruction
Progress Monitoring	Monitoring progress to ensure adequate progress and learning
Data Collection	Tier I assessment data, student work samples, diagnostic assessment data, and summative assessment data
Delivered By	Classroom teacher, Intervention Specialist, Social Worker, Psychologist, Academic Support, consultant in classroom setting

Tier III: Targeted Instruction and Support

Within Tier III fall a small range of Suffield students. These students receive individualized, intensive interventions that target skill deficits in addition to core curriculum instruction. One of the primary purposes of Tier III is to find and use instructional strategies that are best suited for individual student progress. Very small student-teacher ratios, longer periods of instruction, research-based instructional strategies, attention to individual learning styles and needs, and more frequent progress monitoring comprise Tier III interventions. Students who do not achieve the desired level of progress in response to these targeted interventions may be strongly considered for referral for a comprehensive evaluation.

Eligibility into Tier III is determined by a combination of several factors that will include assessment scores such as: current classroom performance, diagnostic results, state assessments scores, district test scores, universal assessments, and the analysis of ongoing data, including progress monitoring data from interventions. Students' progress is closely monitored to determine if the strategies taught are resulting in success, or need to be altered. The groups are flexible, and periodic checks will be conducted to determine if the intervention remains

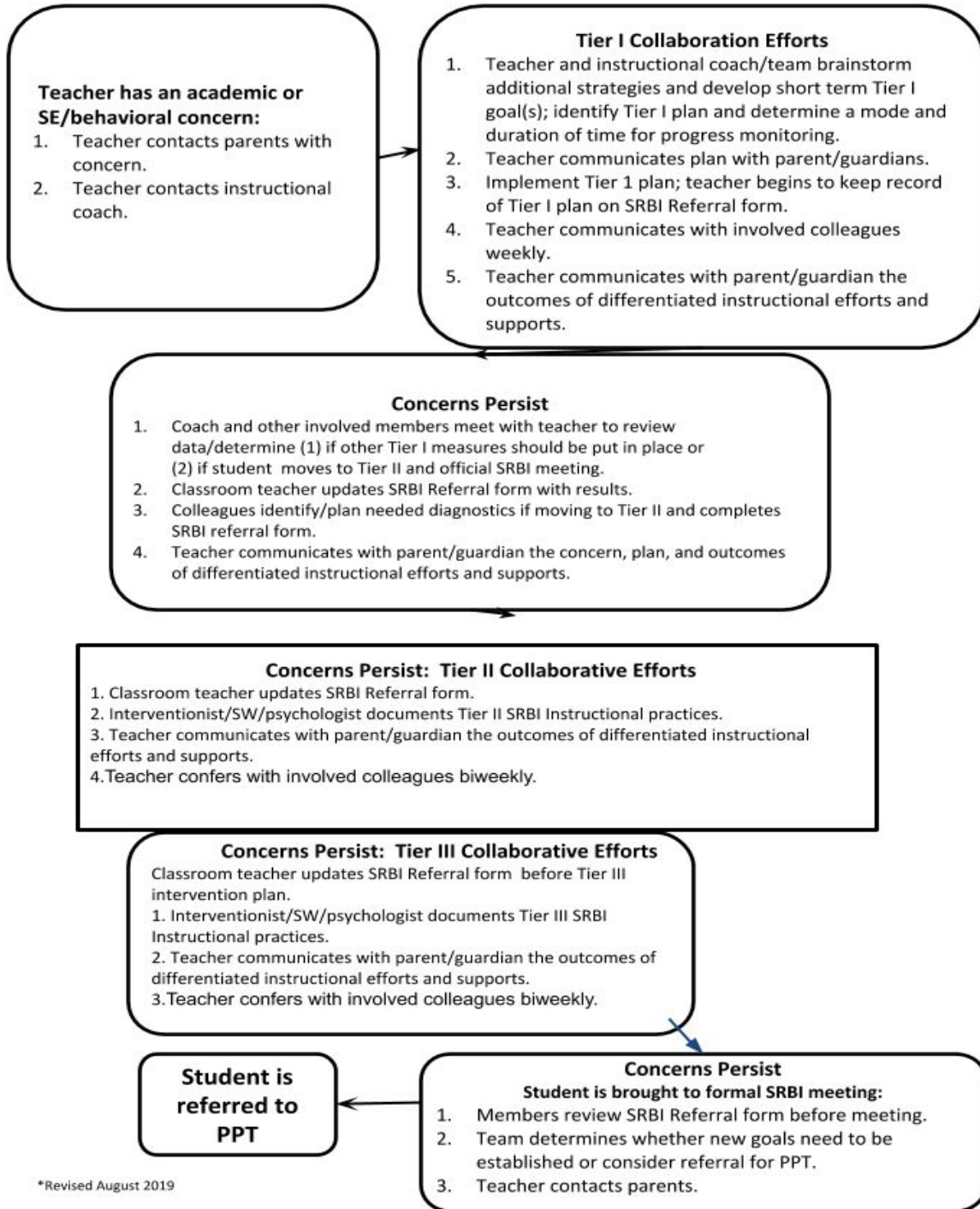
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appropriate and/or necessary for individual students. The ultimate goal is for each student to experience independent success with the grade level curriculum and expectations within the classroom setting.

Tier III: Intensive Intervention

Focus	For students identified with skill deficits (academic and/or social emotional) and who have not responded adequately to Tier I or Tier II efforts - Approximately 3-5% of students in grade level
Time	Small group instruction four to five times per week in addition to core curriculum and possibly Tier II interventions, may be in a pull out setting.
Program	Sustained, intensive scientifically based interventions
Grouping	Homogeneous individual or small group instruction
Progress Monitoring	Progress monitoring weekly, person delivering Tier III services(intervention teacher or social worker) in collaboration with classroom teacher will report student progress on fidelity log and communicate with parents
Data Collection	Tier I and II assessment data, Tier III intervention log, student work samples, progress monitoring data, diagnostic assessment data. Prior to referral to special education worksheets must be completed and submitted with the referral.
Delivered By	Interventionist, Classroom Teacher, Special Education Teacher, consultant, Academic Support, Student Services, Social Worker, Psychologist

K-5 SRBI Flowchart



*Revised August 2019