Scientific Research-Based Interventions (SRBI)

Handbook

Future Ready for All

Norwalk Public Schools provides an excellent and equitable education so ALL students graduate future ready as civically responsible, globally engaged and positive contributors to an ever-changing and diverse world.

Connecticut Overview of SRBI

The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children's school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning.

Norwalk Public Schools
SRBI Committee Members

Chaired by: Dr. Deborah Perry, Education Administrator for SRBI

Members:
    James Martinez, *Education Administrator for School Counseling and Social Services K-12*
    Jeffrey Forzani, *Curriculum and Instruction Site Director at Jefferson Elementary School*
    Alison Huntington, *Literacy Coach at Jefferson Elementary School*
    Kimberly Ross, *Literacy Coach at CMS K-8*
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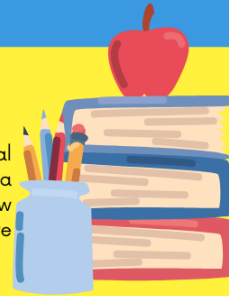
SRBI Process

Norwalk Public Schools

Tier 1– Universal

Quality curriculum and instruction differentiated to meet all students' needs.

Tier 2

Performance data shows the need for supplemental support for 30 minutes, 2-3 days per week in a smaller group, in order for students to show progress when strategies are incorporated in core instruction.

Tier 2 continued

Students will continue with supplemental support to meet student's needs.

If a student does not maintain progress, Tier 3 support will be considered.

Tier 3

Requires daily intervention support with direct instruction and a smaller group to accelerate development of a skill.

NORWALK
Public Schools

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Overview of Connecticut's
Scientific Research-Based Interventions

Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality **core general education practices**, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. Norwalk school professionals are expected to use interventions and the SRBI process to improve student academic and behavioral development as concerns arise.

Key elements of SRBI include the following:

• Core general education curricula that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development

• A school-wide or district-wide comprehensive system of social-emotional learning and behavioral supports

• Strategies for ensuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall **school climate** so that students experience physical, social-emotional and intellectual safety

• The use of research-based, effective instructional strategies both within and across a variety of academic domains

• Differentiation of instruction for all learners, including students performing above and below grade-level expectations and Multilingual learners (MLLs) who speak a native language besides English at home

• Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early

• Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on

• Educational decision making (academic and social/behavioral) driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions

• A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers

• A systemic school-wide or district-wide approach to core educational practices in which teachers within a grade use the same **common formative assessments** for all students (academic and social/behavioral); address the same curricular and social-emotional competencies; and share the same behavioral expectations, assessments, curricular and social-emotional competencies and behavioral expectations also are well-coordinated across all grades. (From *Connecticut's Framework for RTI*, August 2008)
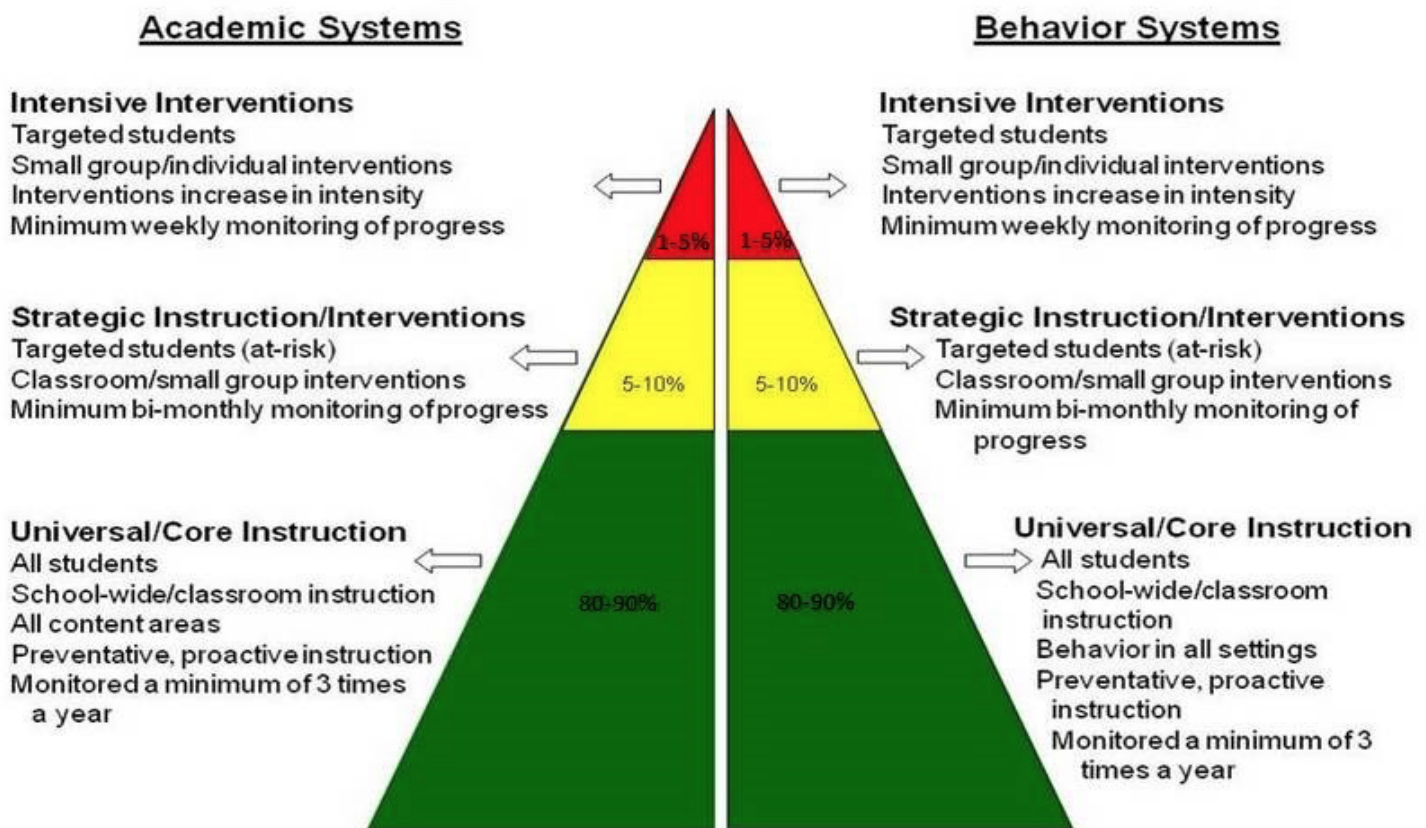
Retrieved from: http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf

Mission of SRBI

Scientific Research-Based Interventions or SRBI, is a systematic process that provides a continuum of assessments and research-based interventions to improve educational outcomes for all students.

SRBI is designed to ensure that all students receive appropriate instruction by providing critical information about students' instructional strengths and needs and using this information to create effective, research-based, instructional interventions. The ultimate goal is to increase student success through general education programs and to reduce the number of students who require special education.

Three-Tier Model of Interventions

Academic Systems

Intensive Interventions
Targeted students
Small group/individual interventions
Interventions increase in intensity
Minimum weekly monitoring of progress

1-5%

Strategic Instruction/Interventions
Targeted students (at-risk)
Classroom/small group interventions
Minimum bi-monthly monitoring of progress

5-10%

Universal/Core Instruction
All students
School-wide/classroom instruction
All content areas
Preventative, proactive instruction
Monitored a minimum of 3 times
   a year

80-90%

Behavior Systems

Intensive Interventions
Targeted students
Small group/individual interventions
Interventions increase in intensity
Minimum weekly monitoring of progress

1-5%

Strategic Instruction/Interventions
Targeted students (at-risk)
Classroom/small group interventions
Minimum bi-monthly monitoring of progress

5-10%

Universal/Core Instruction
All students
School-wide/classroom instruction
Behavior in all settings
Preventative, proactive instruction
Monitored a minimum of 3 times a year

80-90%

Criteria For Placing a Student in SRBI

When a student fails to respond to Tier I differentiated instruction, and data indicate that the student is behind in grade level expectations and benchmarks for academics or behavior, then a teacher, staff member, or parent will request assistance from the school-based SRBI team and the *Request for Assistance* form will be completed by the teacher or staff member. This form will document relevant data, including progress monitoring data, and instructional strategies delivered in Tier I. However, Tier II and Tier III interventions may be necessary in addition to the Tier I differentiated instruction that is provided at the classroom level. These interventions are to assist the student in making progress in meeting grade level expectations and standards   .

Universal Screening and Progress Monitoring/Diagnostic Tools for Literacy & Math including Statewide Summative Assessment

Grade	Benchmark Assessment (Universal Screeners) To be given at least 1- 3 times/year	Strategic Progress Monitoring/ Diagnostic Tools *Choices should include one or more of these* Daily, weekly, bi-monthly, or every 4-6 weeks as appropriate/needed
Pre-K	• PELI (Preschool Early Literacy Indicators) • DOTS (Documentation and Observation for Teaching System)	• PELI (Quickchecks) • DOTS
K	***Required Literacy*** • mCLASS DIBELS 8 Universal Screeners • Kindergarten Survey (State of CT) • Letter Sound Inventory (LSI) • NWEA MAP (EOY) ***Optional Literacy*** • Writing Prompts • CORE Phonics Survey • Spelling: Words Their Way • High Frequency Word Assessment • Informal Reading Inventories (Ekwall/Shanker, BRI) • San Diego Quick Assessment • Phonological Awareness Skills Test (PAST) ***Required Math*** • NWEA MAP	***Literacy*** • mCLASS DIBELS 8 Progress Monitoring Measures • CORE Phonics Survey • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Phonological Awareness Skills Test (PAST) • High Frequency Word Assessment • Running Records • *Computer-based Learning Tools • Dictation ***Math*** • Symphony Math • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • *Computer-based Learning Tools • Application Lesson • Cool-downs
1	***Required Literacy*** • mCLASS DIBELS 8 Universal Screeners • NWEA MAP (EOY) ***Optional Literacy*** • Writing Prompts • CORE Phonics Survey • Spelling: Words Their Way • Phonological Awareness Skills Test (PAST)	***Literacy*** • mCLASS DIBELS 8 Progress Monitoring Measures • CORE Phonics Survey • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Phonological Awareness Skills Test (PAST) • Dictation

Grade	Benchmark Assessment (Universal Screeners)	Strategic Progress Monitoring/ Diagnostic Tools
1	***Optional Literacy (continued)*** • High Frequency Word Assessment • Informal Reading Inventories (Ekwall/Shanker, BRI) • San Diego Quick Assessment ***Required Math*** • NWEA MAP	***Literacy (continued)*** • High Frequency Word Assessment • Running Records • *Computer-Based Learning Tools ***Math*** • Center Checklists • Symphony Math • Cool-downs • End of Unit Assessments • Exemplar Summative Tasks • Pre-Unit Practice Problems • Application Lesson • Common Formative Assessments (CFAs)
2	***Required Literacy*** • mCLASS DIBELS 8 Universal Screeners • NWEA MAP (EOY) ***Optional Literacy*** • Writing Prompts • Spelling: Words Their Way • High Frequency Word Assessment • NWEA Map Assessment • Informal Reading Inventories (Ekwall/Shanker, BRI) • San Diego Quick Assessment • Phonological Awareness Skills Test (PAST) ***Required Math*** • NWEA MAP	***Literacy*** • mCLASS DIBELS 8 Progress Monitoring Measures • CORE Phonics Survey • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Phonological Awareness Skills Test (PAST) • High Frequency Word Assessment • Running Records • Dictation • *Computer-Based Learning Tools ***Math*** • Cool-downs • Common Formative Assessments (CFAs) • Center Checklists • Symphony Math • End of Unit Assessments • Exemplar Summative Tasks • Pre-Unit Practice Problems • Application Lesson

Grade	Benchmark Assessment (Universal Screeners)	Strategic Progress Monitoring/ Diagnostic Tools
3	***Required Literacy*** • mCLASS DIBELS 8 Benchmark Screeners • SBAC • NWEA MAP ***Required Math*** • NWEA MAP • SBAC ***Optional Literacy*** • Writing Prompts • Spelling: Words Their Way • High Frequency Word Assessment • Informal Reading Inventories (Ekwall/Shanker, BRI) • San Diego Quick Assessment • Phonological Awareness Skills Test (PAST)	***Literacy*** • mCLASS DIBELS 8 Progress Monitoring Measures • CORE Phonics Survey • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Phonological Awareness Skills Test (PAST) • High Frequency Word Assessment • Running Records • Dictation ***Math*** • Symphony Math • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Center Checklists • Cool-downs • End of Unit Assessments • Exemplar Summative Tasks • Pre-Unit Practice Problems • Application Lesson
4-5	***Required Literacy*** • NWEA MAP • SBAC ***Required Math*** • NWEA MAP • SBAC ***Optional Literacy*** • DIBELS 8 (paper/pencil) • Writing Prompts • Spelling: Words Their Way • High Frequency Word Assessment	***Literacy*** • DIBELS 8 (paper/pencil) • CORE Phonics Survey • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • High Frequency Word Assessment • Running Records • *Computer-Based Learning Tools ***Math*** • Common Formative Assessments/ (CFAs)

Grade	Benchmark Assessment (Universal Screeners)	Strategic Progress Monitoring/ Diagnostic Tools
4-5	***Optional Literacy (continued)*** • Informal Reading Inventories (Ekwall/Shanker, BRI) • San Diego Quick Assessment	***Math (continued)*** • Curriculum-Based Unit Tests • Symphony Math • Center Checklists • Cool-downs • End of Unit Assessments • Exemplar Summative Tasks • Pre-Unit Practice Problems • Application Lesson
6-8	***Required Literacy*** • NWEA MAP • SBAC • PSAT 8/9 ***Required Math*** • NWEA MAP • SBAC ***Optional Literacy*** • DIBELS 8 (paper/pencil) • Writing Prompts • Spelling: Words Their Way • Informal Reading Inventories (Ekwall/Shanker, BRI) • San Diego Quick Assessment	***Literacy*** • DIBELS 8 (paper/pencil) • CORE Phonics Survey • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Running Records • *Computer-Based Learning Tools ***Math*** • Common Formative Assessments (CFAs) • Curriculum-Based Unit Tests • Check Your Readiness • Application Lesson • IXL
9-10	***Required Literacy*** • NWEA MAP • PSAT 8/9 & NMSQT PSAT ***Required Math*** • NWEA MAP • PSAT 8/9 & NMSQT PSAT	• Common Formative Assessment (CFAs) • Curriculum-Based Unit Tests • *Computer-based Learning Tools • Application Lesson • IXL
11-12	***Required Literacy*** • PSAT (11) ***Required Math*** • PSAT (11)	• Common Formative Assessment (CFAs) • Curriculum-Based Unit Tests • *Computer-based Learning Tools • Application Lesson • IXL

* Software Learning Tools are including, but not limited to and based on approval by the curriculum and instruction department: Symphony, IXL for Math, and Wonders Digital Student Edition

Universal Screening Options and
Progress Monitoring Tools for Behavior

Grade	Universal Screening Options	Progressing Monitoring Options
Pre-K	• Attendance Data (PowerSchool) • ASQ-SE (Ages & Stages Questionnaire Social/Emotional Screening) • ASQ-3 (Ages & Stages Questionnaire)	• PowerSchool Data • Incident Tracking Reports • Student Observation through Behavior Tracking Form(s) (See Artifact) • Behavior Support Plan • Home/ School Communication Log • DOTS (Documentation and Observation for Teaching System)
K-5	• Attendance Data (PowerSchool) • Suspension Data (PowerSchool) • Office Disciplinary Referrals • Teacher Rating Scale (See ABC Behavior Record Form) • Effort Rating within Personal/Social Development on Progress Report	• PowerSchool data • Time on task sheets • Check-In/ Check- out point sheets • Student Observation through Behavior Tracking Form(s) • Behavior Support Plan • Home/School Communication • Student Work Samples/ Grades
6-8	• Attendance Data (PowerSchool) • Suspension Data (PowerSchool) • Office Disciplinary Referrals • Teacher Rating Scale (See ABC Behavior Record Form)	• PowerSchool Data • Time on task sheets • Check-In/ Check- out point sheets • Student Observation through Behavior Tracking Form(s) • Behavior Support Plan • Home/School Communication • Grades/Work Habits
9-12	• Attendance Data (PowerSchool) • Suspension Data (PowerSchool) • Office Disciplinary Referrals (PowerSchool) • Teacher Rating Scale (See ABC Behavior Record Form)	• PowerSchool data • Time on task sheets • Check-In/ Check-out point sheets • Student Observation through Behavior Tracking Form(s) • Behavior Support Plan • Home/School Communication • Grades/Work Habits

Tier 1: All children receive high-quality differentiated instruction delivered by school staff. Universal screeners/ benchmark assessments are in place to monitor and drive instruction. All students K-8 receive academic SRBI 30 minutes daily. 100% of students participate in Tier 1 instruction.

Tier 2: Students are placed in Tier 2 groups based on their score from universal screeners/ benchmark assessments and student data from core instruction. Students are placed in targeted small groups (6:1) using research-based programs separate from the core curriculum. In Tier 2, students receive intervention 2-3 days weekly for 30 minutes from improvement teachers or classroom teachers. After a 6–8-week cycle, student progress monitoring data will be reviewed and they will either remain in Tier 2 intervention or move back into Tier 1.

Tier 3: Student will receive daily fast-tracked intervention with groups of 3:1 for up to two cycles to see if student responds to explicit instruction in the area of need. The intervention is highly specialized with frequent progress monitoring occurring.   If student does not make progress with this support other options need to be looked at and considered.

Norwalk Public Schools SRBI Tiered Process

Tier 1
- Universal Screeners/ Benchmark Assessment
- Research- Based Core curriculum
- 100% of students
- On-going parent communication regarding progress

Tier 2
- Must occur outside of core instruction
- Universal/ Benchmark Screening
- Frequent progress monitoring
- Small group 6:1, 2-3 days a week for 30 minutes with research-based programming

Tier 3
- Intensive interventions supplemental to core instruction
- Increased time and/ or intensity
- Group sizes (1-3 students per group
- Instructional focus of groups based on Tier 2 intervention need
- Group meets daily with weekly progress monitoring

If <80% meet goal, review and evaluate effectiveness of core curriculum and fidelity of instructional practices. If 80% meet goal, proceed to review individual at- risk students.

SRBI team review progress monitoring data. If adequate progress is being made:

Tier 2 can continue.

or

Tier 2 will be discontinued and move student back to Tier 1.

If after a cycle student is not making adequate progress in SRBI, team will determine if student needs more intensified support in Tier 2 or move to Tier 3.

SRBI team reviews data of a 6-8-week cycle and if student is making progress, consider moving student back to Tier 2.

SRBI team reviews the data of a 6-8-week cycle, and if a student is not meeting goals set or maintaining some growth after two cycles, then a PPT referral can be made.

If student is at or near goals, continue Tier 1 instruction.

If student is not meeting grade level goals, teacher provides Tier 1 differentiated instruction and can be progress monitored in the core.

If the student continues to have difficulty, then the teacher and the instructional data team refers child to SRBI team for potential Tier 2 supports.

Essential Features of Tier I

TIER I	Tier I: All Students (directly from *CT Framework for RTI, August 2008)*	Tier I: Additional Considerations for English Language Learners (adapted from Brown & Doolittle, 2008, unless otherwise noted)
Focus	General education core practices	Achievement is defined as an increase in English language acquisition and improvement in classroom academic performance.
Setting	• General education classrooms • Positive and safe school climate	May include: • general education classrooms • bilingual education classrooms • dual language classrooms • ESL pull-out or push-in models
Curriculum & Instruction	Curriculum and instruction is: • research-based • aligned with the Common Core State Standards and student outcomes • differentiated • culturally responsive • inclusive of a comprehensive system of social/emotional learning and behavioral supports	Curriculum and instruction includes best language instructional practices (Klingner, 2005): • alignment with MLL standards • culturally responsive curriculum and instruction (not an add-on) • explicit and linguistically appropriate instruction; attention to language forms and functions • instruction in the native language, as appropriate
Interventions	Differentiation of instruction within the general education classroom includes: • flexible small groups • appropriate instructional materials matched to students' needs and abilities	Interventions should: • build background knowledge • use strategies appropriate for instructing MLLs; e.g.: Total Physical Response (TPR) • visuals • realia (real objects) • modeling • repetitive language • gestures • include language activities and explicit instruction in: • phonological awareness • the alphabet code • vocabulary development • comprehension strategies

TIER I	Tier I: All Students	Tier I: Additional Considerations for English Language Learners
Interventionists	General education teachers with collaboration from school specialists	Staff may also include: • certified MLL teachers • staff specifically trained to provide developmentally, culturally, linguistically and experientially appropriate instruction and assessment to all students
Assessments & Progress Monitoring	• Universal common assessments of all students at least three times per year (benchmark data) to monitor progress and identify students in need of intervention early • Common assessments to guide and differentiate instruction • Data to evaluate and monitor the effectiveness of the behavioral system (e.g., attendance rates, discipline referrals), overall quality of school climate, and social-emotional learning (e.g., school attachment, 40 Developmental Assets, graduation rates) • Additional assessments of certain individual students (e.g., checklists, observations, diagnostic assessments) as warranted	• Progress monitoring tools or curriculum- based measurements (CBM) for MLLs should be normed on populations that include MLLs (Echevarria & Vogt 2011). • Compare universal screening and progress monitoring information of MLLs to other "true peer" MLLs since their rate of progress cannot be compared to that of the English-only group (Echevarria & Vogt 2011). • Consider student accents and pronunciations when scoring assessments given in English and appropriate interpretations should be provided when words are mispronounced. Do not penalize students for dialect features (Vaughn & Ortiz, 2010). • Consider that students may be acquiring word meaning while acquiring word reading and, thus, early oral reading fluency may proceed at an expected rate (while students are focusing on word reading) and then later proceed at a lower than expected rate when students are focusing more on word meaning (Vaughn & Ortiz, 2010). • Consider assessments that are available in multiple languages to determine L1 (native language) literacy (Vaughn & Ortiz, 2010). • Establish a progress monitoring schedule aligned with instructional intensity. • Interpret data using multiple indicators to gain a full understanding of student growth and progress.

Essential Features of Tier II

TIER II	Tier II: All Students (directly from CT Framework for RTI, August 2008)	Tier II: Additional Considerations for English Language Learners (adapted from Brown & Doolittle, 2008, unless otherwise noted)
Focus	Students failing to meet important academic benchmarks or social/behavioral expectations, who have not responded to Tier I universal instruction	Achievement is at a lower level and substantially lower rate when compared to "true peers" (same levels of language proficiency, acculturation, and educational background)
Setting	General education locations within a school (e.g., library, reading lab, math lab, writing center)	Small group setting to improve student progress. May include: • general education classrooms or other general education locations within a school • bilingual education classrooms • dual language classrooms • MLL pull-out or push-in programs
Interventions	Interventions should be: • short-term (e.g., six to 20 weeks) • well matched to students' specific academic, social-emotional, and/or behavioral needs • delivered to homogeneous groups (i.e., students with similar needs) • with a teacher: student ratio up to 6:1 • implemented with integrity • supplemental to core program, and based on the Common Core State Standards	Interventions for MLLs may include (Echevarria & Vogt, 2011): • the option of different curriculum from Tier I (time and intensity): "Materials that did not meet a student's needs in regular classroom instruction or in a Tier I intervention will not magically meet his or her needs in Tier II" • systematic and explicit instruction with modeling, multiple examples and feedback • academic language and vocabulary instruction with multiple opportunities to practice • frequent structured opportunities to develop oral language • specific reading and math skills as determined by assessment data • reading, writing, listening, and speaking in authentic contexts (e.g., reading books, writing for authentic purposes, and role-play to develop oral language) • reinforcement, repetition, practice and redundancy of vocabulary, skills and strategies taught in core reading and math lessons

TIER II	Tier II: All Students	Tier II: Additional Considerations for English Language Learners
Intervention Staff	- Improvement teachers - General education teacher, specialists or other interventionists trained for Tier II intervention	- Teachers who have been trained and who understand the relationship between assessment and intervention - Staff who can ensure that culturally and linguistically appropriate classroom instruction is provided
Assessments & Progress Monitoring	- Frequent progress monitoring (e.g., biweekly) using assessment tools that accurately target students' focus area for improvement - Progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth - Additional assessments of certain individual students (e.g. observations, diagnostic assessments)	Districts should make a concerted effort to (Brown, et.al., 2010): - assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance - use reliable and valid tools to identify and monitor students' needs for instructional support in reading in both L1 and L2 - plan instructions based on what you know about the student's performance and literacy experiences in L1 and L2 and teach for transfer if needed
Data Analysis and Decision Making	- Teacher support/intervention teams that may overlap with Tier I data teams: - should include core team members (e.g., school administrator, improvement teachers, SRBI coordinators and if needed general educator) as well as additional members depending on individual student's needs (e.g., MLL teacher or school social worker) - match appropriate Tier II interventions to students' needs - select appropriate progress monitoring tools - analyze progress monitoring data - modify or substitute new interventions for changed instructional focus if needed - identify students not responding to Tier II efforts - conduct extensive analysis and application of data from Tier II interventions to document effectiveness of interventions (Form A and B if needed) - help monitor fidelity of implementation of Tier II interventions	Key questions to consider for MLLs (Echevarria & Vogt, 2010): - Does the child's learning rate appear to be lower than that of an average learning "true peer"? (*see page 5 for more on true peers*) - If the student is enrolled in a dual language program, which language(s) will be used to provide Tier II intervention? - Who will be the Tier II interventionist? - How will the classroom teacher or interventionist & MLL teacher collaborate? - What assessments can we use to measure both language and academic progress? - Despite possible language barriers, how can we best communicate to parents about their children's progress in Tier II? - If additional assessments are used, are the instruments technically sound, valid, and used appropriately for the MLL? - Is scientifically-based instruction in place for the target student and consideration given to his/her cultural, linguistic, socioeconomic and experiential background? (Brown & Doolittle, 2008)

Essential Features of Tier III

TIER III	Tier III: All Students (directly from CT Framework for RTI, August 2008)	Tier III: Additional Considerations for English Language Learners (adapted from Brown & Doolittle, 2008, unless otherwise noted)
Focus	Students failing to meet important academic benchmarks or social/behavioral expectations who have not responded to Tier I and still regressing with Tier II efforts.	Student achievement continues *both* at a lower level than true-peers and occurs at a substantially slower rate. The student requires daily intervention in order to learn the universal curriculum.
Setting	Improvement teacher classrooms or other general education locations within a school (e.g., library, reading lab, math lab, writing center)	(Same as for all students)
Interventions	Appropriate short-term (8 to 20 weeks) interventions: • well-matched to students' specific academic, social/behavioral needs • more intensive or individualized than Tier II interventions • delivered to homogeneous groups (i.e., students with similar needs) • teacher: student ratio up to 3:1 • implemented with fidelity daily • supplemental to core program and based on the Common Core State Standards	Interventions can include the option of receiving **modified curriculum** from Tiers I and II: • curriculum and instruction address the specific learning needs • progress is carefully and frequently monitored • may include new and different resources • focused on fundamentals of instruction
Interventionists	Improvement teachers or other interventionists trained for Tier III intervention (including general educators with appropriate training)	Staff should have adequate training working with MLLs and may include: • special education teacher or related service provider • general education teacher responsible for integrating all tiers of instruction into the classroom **All service providers must collaborate with the MLL staff**

TIER III	Tier III: All Students	Tier III: Additional Considerations for English Language Learners
Assessments	• Frequent progress monitoring (e.g., every other week) using assessment tools that accurately target students' focus areas for improvement • Progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth • Additional assessments of certain individual students as warranted (e.g., diagnostic assessments, post evaluation)	• Should include a native language assessment • Interpret standardized test data within the context of student's language proficiency and acculturation
Data Analysis and Decision Making	Teacher support/intervention teams (as in Tier II): • decide how to choose, individualize and intensify interventions for students receiving Tier III interventions • select appropriate progress monitoring tools • analyze progress monitoring data; modify or substitute new interventions as needed • identify students not responding to Tier III efforts • conduct extensive analysis and application of data from Tier III interventions to document effectiveness of interventions; and • help monitor fidelity of implementation of Tier III interventions	Guiding Questions: • Does the student differ from "true peers" in the following ways: – Level of performance? – Learning slope? • What are the child's functional, developmental, academic, linguistic, and cultural needs? • If additional assessments are used, are the instruments technically sound, valid, and used appropriately for the MLL? • Are test results interpreted in a manner that considers a student's language proficiency in L1 and L2 and his/her level of acculturation? • Do assessments include information in the student's home language and English? • Has the student received continuous instruction (i.e., absences do not make up a good portion of the student's profile)?

# Scientific Research Based Intervention (SRBI) Process Defined

Step	Action	Responsible Staff
1.	Classroom teachers administer district benchmark and diagnostic assessments at the beginning, middle, and end of year. *At any time, if a classroom teacher or parent/guardian recognizes a student is struggling academically or socially on the basis of multiple data points, a Request for Assistance form may be completed to determine if supplemental support is needed.*	Classroom Teachers
2.	School-based Instructional Leadership Teams (ILT) analyze school-wide performance on benchmark assessments. The team will report on any school-wide and grade-level data trends. When performance in specific areas falls below 80% for a class or large group of students in a class, the ILT address this through recommended adjustments of Tier 1 Instruction and/or recommended professional learning.	Instructional Leadership Team comprised of classroom teacher, instructional support staff, and administration
3.	Grade Level Teacher Teams and content area Instructional Coaches, use the benchmark data and diagnostic data to determine an instructional focus for each student. In addition, decisions are made about the adult actions necessary to develop and implement appropriate strategies, differentiate instruction, provide small-group instruction and Tier 1 interventions designed to meet the needs of all students at the classroom level (universal, Tier 1). Improvement teachers will support during the SRBI block with small groups of students in intervention. Instructional Support Staff (including, but not limited to Coaches, Improvement Teachers, Multilingual Learner Teachers, Special Education Teachers, Psychologist, Speech and Language Pathologist, etc.) support Tier 1 practice by assisting grade-level teams with developing strategies, modeling instruction, and providing group and individual coaching on effective Tier 1 strategies.	Teacher Teams comprised of classroom teachers, coaches, and school administration
4.	After Tier 1 strategies and supports have been implemented over a minimum of one data cycle (6 to 8 weeks), and necessary data has been collected, Tier 1 progress monitoring data is analyzed to determine if a referral to the SRBI Team via the *Request for Assistance* form is needed, or if additional Tier 1 supports and strategies will be implemented based on the data provided and the results of the universal screeners/benchmarks.	Teacher Teams comprised of classroom teachers and interventionists as appropriate.
5.	**Students at or above benchmark:** Grade level teams and coaches will develop enrichment learning opportunities to further the learning of students who scored at or above the benchmark range.	Coaches, Classroom Teachers

| Step	Action	Responsible Staff
6.	**Performing Below Benchmark** Grade level teams and coaches use the benchmark and diagnostic assessment results to develop interventions for students below the benchmark and who scored above the 25% of the school. These interventions are to be delivered by an assigned teacher or interventionist. Teachers will progress monitor and keep families informed of the student's progress. **Between the lower 20% to 10% of the school population** Improvement Teachers analyze benchmark and diagnostic assessment results to identify students who scored below the benchmark and performed in the lower 20% to 10% of the school population. Students who fall within these parameters and are not receiving any other support services will have priority in being placed in a Tier 2 formal, pull-out intervention group. **Performing in the lower 10% of the school population** Under the direction of the Improvement Teachers and the collaboration of the Coaches, students performing in the lower 10% of the school population will receive Tier 2 formal, pull-out interventions. Interventions to be delivered by responsible staff. SRBI coordinator/ Improvement Teachers will record the intervention in Frontline RTI, send out parent notification letters, and monitor student progress. All improvement teachers can see about 48-60 students dependent on how many Tier 3 groups they have.	Improvement Teachers, Classroom Teachers, Special Education Teachers, MLL Teachers, and Related Service Staff
7.	Over the next 6 to 8 weeks of instruction, grade level teams, Coaches, and Improvement Teachers will continuously review documented progress monitoring data points across multiple measures (which include, but are not limited to: small group performance, interventions, common formative assessments, and summative assessments) to evaluate the effectiveness of instructional strategies (instruction focus, protocols, routines, differentiation, scaffolding, direct instruction of small group) and modify strategies depending on results. It is expected that classroom teachers communicate regularly with parents about their child's progress outside of the SRBI pull out time.	SRBI Coordinator, Coach, Improvement Teacher
8.	SRBI coordinator reviews *Request for Assistance* form and student performance data (including educational history and work samples) that are submitted. Staff will administer additional assessments (e.g. diagnostic assessments) in order to identify student needs. A vision/hearing screening may be performed if results of one are not available. SRBI coordinator schedules SRBI Team meetings and invites required staff.	SRBI Coordinator, Staff

Step	Action	Responsible Staff
9.	Once the meeting has been scheduled, the Classroom Teacher and SRBI Team notifies parent(s) that a *Request for Assistance* form has been submitted based on student performance. It is expected that the Classroom Teacher has regularly communicated with parents about the progress of their child.	Classroom Teacher, SRBI Team
10.	An SRBI coordinator facilitates the meeting to plan Tier 2 interventions, specifying the intervention to be used, measurable outcome, duration of intervention, progress monitoring tool and intervals, and next review date. The SRBI letter (from Frontline RTI) must be mailed to parents as follow-up by the SRBI Team member or classroom teacher who will be working with the student. Targeted, small-group support provided by the classroom teacher within the classroom aligned with the Tier 2 Intervention Plan continues.	SRBI Team, SRBI Coordinator, Classroom Teacher
11.	Responsible staff will implement the intervention as planned, document the fidelity of intervention, and regularly collect progress monitoring data (bi-monthly for Tier 2, weekly for Tier 3).	Improvement Teachers, Classroom Teachers
12.	Progress monitoring data is analyzed by the Improvement Teachers and the SRBI Team (including the classroom teacher) over a continuous 6-8-week cycle to determine the effectiveness of the intervention and if the intervention needs to continue, change, or fade based on student's response. A change to a plan may include adjusting any of the plan's components or the intensity of the intervention (i.e., adding Tier 3).	SRBI Team, Classroom Teacher, Improvement Teacher
13.	A student not making progress at the Tier 2 level can go to Tier 3 for only two cycles before a referral for special education is completed. It is important to consider if instruction is delivered with integrity. Improvement teacher will attend the initial PPT and present progress monitoring data.	Improvement Teacher, Special Education Team

Monitoring Progress and Student's Response to Intervention

Goal Line
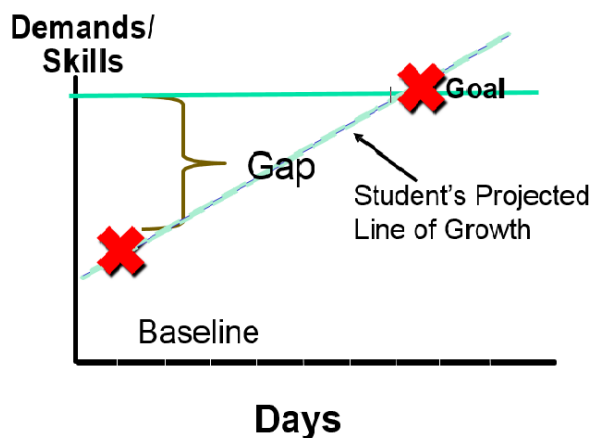
Interval Goals
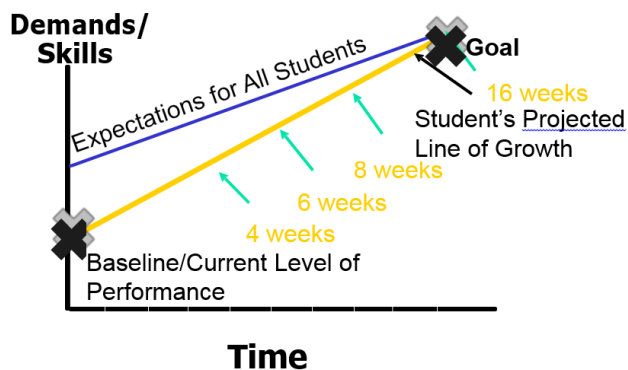
Setting the Goal or Target

- Establish the expected performance level (mid-year; end-of-year).
- Establish the baseline.
- Connect the line from the baseline to the expected performance level.
- Determine the interval goals/rate of improvement for the student to meet end of year grade level expectations.

Guide to Norwalk Public School Assessments DIBELS 8

DIBELS® 8th
O | UNIVERSITY OF OREGON | College of Education

DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Kindergarten B	Kindergarten M	Kindergarten E	First grade B	First grade M	First grade E	Second grade B	Second grade M	Second grade E	Third grade B	Third grade M	Third grade E
Letter Naming Fluency (LNF)											
25+	37+	42+	42+	57+	59+						
24	36	41	41	56	58						
16	31	35	32	51	53						
15	30	34	31	50	52						
0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)											
15+	43+	53+	47+	57+	61+						
14	42	52	46	56	60						
5	29	44	31	43	45						
4	28	43	30	42	44						
1	23	37	19	34	37						
0	22	36	18	33	36						
0	0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)											
20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
19	35	48	46	77	86	85	102	116	120	137	140
9	25	31	30	52	55	50	68	76	76	94	105
8	24	30	29	51	54	49	67	75	75	93	104
4	16	24	25	41	45	41	54	54	52	78	80
3	15	23	24	40	44	40	53	53	51	77	79
0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)											
--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
1+	8	12	15	25	27	24	35	38	33	45	44
	3	7	5	14	15	15	20	22	24	30	31
0	2	6	4	13	14	14	19	21	23	29	30
	1	4	1	10	11	10	15	17	18	23	24
--	0	3	0	9	10	9	14	16	17	22	23
	0	0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)											
--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
1+	9	17	19	32	49	49	62	69	59	64	69
	4	10	12	17	25	26	36	43	40	50	55
0	3	9	11	16	24	25	35	42	39	49	54
	1	6	8	14	17	18	23	27	30	40	47
--	0	5	7	13	16	17	22	26	29	39	46
	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) – Words Correct											
			35+	57+	76+	85+	117+	128+	105+	141+	136+
			34	56	75	84	116	127	104	140	135
			10	21	39	49	78	94	73	105	114
			9	20	38	48	77	93	72	104	113
			5	10	26	29	59	77	55	85	96
			4	9	25	28	58	76	54	84	95
			0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) - Accuracy											
			67+	87+	91+	92+	96+	96+	96+	96+	96+
			66	86	90	91	95	95	95	95	95
			41	54	85	84	91	91	91	91	91
			40	53	84	83	90	90	90	90	90
			0	0	0	0	0	0	0	0	0
Maze											
						11.0+	14.5+	18.0+	15.0+	20.5+	22.5+
						10.5	14.0	17.5	14.5	20.0	22.0
						5.0	9.0	9.5	8.0	12.0	15.5
						4.5	8.5	9.0	7.5	11.5	15.0
						2.5	6.5	7.0	5.0	9.5	12.0
						2.0	6.0	6.5	4.5	9.0	11.5
						0	0	0	0	0	0
DIBELS Composite Score											
332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
331	392	449	353	423	479	360	422	473	364	426	466
306	371	420	330	389	441	329	389	439	332	393	442
305	370	419	329	388	440	328	388	438	331	392	441
280	356	406	321	377	427	316	373	421	314	377	424
279	355	405	320	376	426	315	372	420	313	376	423
200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E
Kindergarten			First grade			Second grade			Third grade		

Legend

Blue goal = Core support; Negligible risk
(nearly all students in this range score at or above the 40th percentile rank on criterion measure)
Green range = Core support; Minimal risk
(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)
Yellow range = Strategic support; Some risk
(about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)
Red range = Intensive support; At risk
(about 80% of students who score below the 20th percentile on criterion measure fall in this range)

NWEA Reading MAP RIT Scores

2020 Reading Student Achievement Norms						
	Fall		**Winter**		**Spring**	
Grade	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

*The NWEA norms for reading and math listed are based on national norms. Norwalk norms are slightly different based on weeks of instruction.

NWEA Math MAP RIT Scores

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

SRBI Glossary of Terms

Aimline: graphically, this is the line connecting the student's baseline performance level, the date to the student's year-end performance level goal and the date of that year-end goal. This line represents the expected rate of student progress over time. Also referred to as a goal-line.

Alignment: the degree to which assessments, curriculum, instruction, instructional materials, professional development and accountability systems reflect and reinforce the educational program's objectives and standards.

Assessment: the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes).

Baseline: the student's current level of performance in his or her focus area for improvement prior to implementation of an intervention.

Benchmark: a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels, or during a specific point in the school year.

Benchmark Assessment: interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives.

Best Practice: a technique or methodology that has been proven to reliably lead to a desired result through research and experience.

Common Assessments: a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative.

CK3LI: Connecticut K-3 Literacy Initiative.

Common Formative Assessments (CFA): assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

Comprehensive Evaluation: an evaluation of a student that involves formal testing by specialists, with substantial input from general educators and families, to determine student eligibility for special education.

Core Practices: general education curriculums, instruction and social/behavioral supports for all students; this is Tier 1.

Curriculum Framework: Connecticut framework for a content area or developmental level (i.e., early childhood) that provides the guidelines for PK–12 student learning.

Curriculum: guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials and assessments to ensure that all students are able to achieve standards.

Curriculum-Based Measurement (CBM): an approach to measurement that is used to screen students or to monitor student progress in math, reading, writing and spelling. CBM is used to assess a student's responsiveness to instruction, using standardized measures demonstrated reliability and validity and using alternate forms of equivalent difficulty at different measurement points.

Cut Points: cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for interventions.

Data Teams: teams of educators that participate in collaborative, structured, scheduled meetings, which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school and instructional level.

Data-Driven Decision Making (DDDM): a process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement.

Diagnostic Assessments: additional assessments used by both general and specialists to clarify and target the needs of individual students when the information provided by other types of assessments, such as common assessments, is not sufficient or too broad.

DIBELS: are individually administered measures of student skills in each of the key basic early literacy skills. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through eighth grade.

Disaggregated Data: Disaggregated data is a term used on the Center's Tools Charts to indicate that a tool reports information separately for specific subpopulations (e.g., race, economic status, special education status, etc.).

Differentiated Instruction (DI): an approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting; for example, through the use of flexible small groups, different instructional materials or different ways of presenting the same content.

District Data Team (DDT): team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions.

District Reference Group (DRG): classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like districts together is useful in order to make legitimate comparisons among districts.

Dual Discrepancy: the comparison between rate of growth and level of performance compared to grade level standards.

ECRI: Enhanced Core Reading Instruction. A multi-tiered program featuring a series of teaching routines designed to increase the effectiveness of reading instruction in grades K-2.

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research.

Fidelity of Implementation: use and delivery of curricula, instructional strategies, behavioral systems and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention).

Flexible Grouping: grouping of students that is changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Formative Assessment: form of evaluation used by teachers to determine how to adjust instruction in response to student needs. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and challenges. Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade.

Grade Level Expectations (GLE): a description of what students should know and be able to do at the end of a grade level.

Growth: growth refers to the slope of improvement or the average weekly increase in scores by grade level.

Horizontal Data Team: team of educators that are responsible for data analysis and instructional/curricular decision making for a particular grade level.

Indicators: statement that tells us how intended results will be measured, and whether (or how far) these results have been achieved. Indicators are objectively verifiable and repeatable measures of a particular condition. An indicator can be expressed as a quantitative variable that allows the verification of changes produced by adult actions relative to what was planned.

Instructional Data Team: team of educators that are responsible for data analysis and instructional/curricular decision making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

Interscorer Agreement: Interscorer agreement is the extent to which raters judge items in the same way.

L1: Native/First/Home language: The language a person acquires first in life; it is sometimes called a "mother tongue."

L2: Second Language: The language a person acquires or learns in addition to the native language.

Local Norms: average patterns of performance defined in relation to a local population, such as that of a school or district.

Long-Range Goal: an academic benchmark, academic outcome or behavioral goal for a student receiving an intervention; if the intervention is effective, it will bring the student to his or her long-range goal.

Measure: tool (assessment or data) that will be used to assess the extent to which persons, organizations or things are demonstrating the characteristics described in the indicator statement.

Metric: the threshold of desired performance on student-level indicator, e.g., percent proficient, percent reading on grade level, number of students reporting three or higher on satisfaction survey.

Norms: norms are standards of test performance derived by administering the test to a large representative sample of students. Individual student results are compared to the established norms.

National Norms: average patterns of performance defined in relation to a national population.

NWEA (Northwest Evaluation Association™) Assessments: Measures of Academic Progress® (MAP®) – These computerized tests are adaptive and offered in Reading, Language Usage, and Mathematics. When taking a MAP® test, the difficulty of each question is based on how well a student answers all the previous questions.

Positive Behavior Interventions and Supports (PBIS): is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

Performance-based Assessment (PBA): an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

Priority Standard: learning standard that a school district has determined to be of particular importance for the students, based on what has been collaboratively determined, based on data and professional judgment to be important in life, school and on the state assessment. Priority standards are standards that endure over time, give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available (also known as a Power Standard).

Problem-Solving Approach: within the framework of Scientific Research-Based Interventions (SRBI), a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation and plan evaluation.

Progress Monitoring: regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement. Progress monitoring can be used to assess students' academic performance, to quantify a student rate of improvement and to evaluate the effectiveness of instruction.

Rate of Improvement: rates of improvement specify the slopes of improvement or average weekly increases, based on a line of best fit through the student's scores.

Reliability: reliability is the extent to which scores are accurate and consistent.

Response to Intervention (RTI): RTI integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Results Indicators: describe the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

RIT Score: is an abbreviation for "Rausch Unit." The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

Rubric: scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

School Climate: the nature of the interrelationships among people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult to student interactions and student to student interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

School Data Team: team of school educators, including the principal, teacher representatives and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan and monitor the progress of Instructional Data Teams to make curriculum and policy decisions.

Scientific Research-Based Interventions (SRBI): the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention, RtI).

Skill Sequence: The skills sequence is the series of objectives that correspond to the instructional hierarchy through which mastery is assessed.

Slope: a student's rate of improvement. Slope is determined by how the student is responding to the intervention.

SMART Goal: a goal that is specific, measurable, achievable, relevant/realistic, time-bound
Students at Risk: In the Scientific Research-Based Interventions framework, students whose initial performance level and date of that initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill or ability development.

Summative Assessment: assessment that is employed mainly to assess cumulative student learning at a particular point in time (e.g., SBAC, NWEA).

Teacher Support/Intervention Teams: teams of educators that are responsible for data analysis and decision making in Tier II and Tier III, and that may overlap with Data Teams. They include certain core members (e.g., the school principal, the school psychologist), as well as other members that may rotate on and off the team, depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches).

Tier I in Scientific Research-Based Interventions: the on-going general education core curriculum, instruction and social/behavioral supports for all students, with adequate differentiation of instruction.

Tier II in Scientific Research-Based Interventions: short-term (e.g., 8 – 20 weeks) interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system. Tier II instructional interventions should occur in 30-45 minute sessions 3-4 times a week with a maximum teacher- student ratio of 1:6. Student progress should be assessed weekly or biweekly.

Tier III in Scientific Research-Based Interventions: more intensive or individualized short term (e.g., 8 – 20 weeks) interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system. Tier III instructional interventions should occur for an hour each day with more frequent assessments than in Tier II and a maximum teacher-student ratio of 1:3.

Trend: the response of a student undergoing intervention; if the intervention is effective, the trend will show improvement toward the student's long-range goal, whereas if the intervention is ineffective, the trend will show no improvement toward the goal or even of worsening of performance (further from the goal-line).

Trendline: the single line of best fit when the student's successive scores during intervention are plotted on a graph and the slope of the trendline shows the student's rate of improvement.

True peers: Students who have similar proficiency levels, as well as similar amounts of time in the U.S. and similar educational and cultural backgrounds.

Universal Screening: usually as a first stage of a screening process, universal screening is conducted to identify or predict students who may be at risk for poor learning outcomes.

Validity: validity is the extent to which scores represent the underlying construct.

Vertical Data Team: team of teachers who teach the same content in different grade levels, who are responsible for data analysis and instructional/curricular decision-making, with regards to a specific content area.

SRBI Fact Sheet and Frequently Asked Questions:

<u>**General Questions**</u>

Q: What is the role of the SRBI Coordinator?

The Connecticut State Department of Education provides guidelines when selecting individuals to serve as SRBI Coordinators. Schoolwide Coordinators of SRBI may be an improvement teacher, coach, school psychologist, school counselor or school social worker. As Norwalk Public Schools reorganizes instruction and programmatic delivery of instruction based on the SRBI Framework, the coordinator may:
- schedule meetings
- collect/analyze data
- input data
- facilitate meetings
- record meeting minutes
- identify members for SRBI team
- communicate with parents

Q: What is Scientific Research-Based Intervention (SRBI) and why are we doing it?

SRBI is an approach to education designed to ensure that all students receive high quality instruction in the general education curriculum as well as targeted interventions for those students experiencing learning, social-emotional or behavioral difficulties.

SRBI has 3 key components:

High quality, research-based instruction in the general education curriculum that is differentiated and designed

1. To meet the diverse learning needs of students.
2. Research-based interventions designed to meet each individual learners' needs at the onset of concern about student performance. The focus of SRBI is prevention and early intervention.
3. Data-based decision making and regular progress monitoring to ensure effective student progress and fidelity of the intervention. Monitoring is used to make decisions about further needs for intervention.

The State of Connecticut mandates that <u>all school districts in Connecticut</u> use this process. Three tiers of support (or intervention) are developed at the district and school level.

Q: What does the SRBI continuum support look like?

Tier 1: All children receive high-quality curriculum and instruction in the general education classroom or program. Eighty percent of students are expected to achieve within the range of grade-level expectations without additional tiers of support.

Tier 2: Students who need extra help in addition to the high-quality instruction they receive in Tier I receive additional teaching strategies or methods that are proven to be effective in helping children learn. These teaching methods can occur in large or small groups, as well as in or outside the classroom. Ten to fifteen percent of students in a school may need this level of support. Many of these students are formally in the SRBI process seen by a improvement teacher

Tier 3: Students are given individualized or small group instruction with more frequency when a high level of support is needed. Up to five percent of students in a school may need this level of support.

Q. What are the scientific research-based strategies or interventions that will be used?

Scientific research-based strategies are strategies or interventions that area evidence-based, specific, and proven to be successful in addressing targeted learning or behavioral needs. The exact strategies selected are based on the specific needs of the student. There are specific strategies and interventions to address a variety of academic needs such as reading fluency, decoding, comprehension, math fact automaticity, number sense, etc. as well as interventions to meet social and behavioral needs such as attention in the classroom, appropriate behavior, and social skills. You can get more information on the resources provided currently in this handbook

District Questions

Q. Is SRBI a specific program that Norwalk schools must use?

No. SRBI is not a specific program. However, there are district and school expectations set by the State Department of Education. Schools must use instruction and programs that are "evidence based" (based in scientific research) examples of this are included in the flow chart.

Q. Does SRBI look the same in every school in Norwalk?

Core curriculum and universal assessments are the same across schools and grade levels. All schools K-8 provide SRBI for 30 minutes for all students in either intervention or enrichment. Improvement teachers in Reading/Writing or Mathematics see students formally in this process for push in or pull out at the Tier 2 level. Schools determine how to best use their internal resources to provide tiered instruction based on student needs at that school.

Service Logistic Questions

Q. If a child needs support, what will he/she miss during the school day?

Teachers try to schedule intervention time so students do not miss content area (Tier I) instruction. Sometimes the intervention is provided in the classroom setting, while at other times, it is offered in small group or individual sessions outside the classroom. The amount of time out of the classroom varies based on the student needs.

Q. How many students will be involved in the intervention lessons?

That depends on several factors. If a child is receiving Tier 2 instruction, the support may be presented through small group instruction around six or less. If a child requires more intensive intervention, instruction may be individual or in very small groups under three students for Tier 3.

Q. Who provides instruction at each tier?

Classroom teachers provide Tier 1 core curriculum instruction for all students. In addition to classroom teacher support, Tier 2 can be given by an improvement teacher. Tier 3 might be an interventionist. There are also social emotional support personnel providing support.

Q. How much time is needed for an intervention? When will a child be exited?

That depends on the type of support the student needs. An estimate of time is determined when the student intervention plan is developed. The team monitors the student's progress regularly to determine if the support methods are working in a timely way. Some interventions may last for only 6-8 weeks while others can last for a longer period of time. The most intense intervention Tier 3 can only have 12 weeks at this intensity.

Assessment Question

Q. What assessments are used to determine that a child needs additional instruction?

Multiple types of assessment data is used to determine specific instructional needs. District level assessments (including universal assessments Dibels8 and NWEA, Developmental Reading Assessment, SBAC, etc.) as well as "grade level expectations" are used to identify students who need additional instruction. In addition, classroom teachers continuously assess students and use this data to identify students who may need additional instruction. In some cases, teachers may also administer additional assessments to gain more specific information about an area of concern.

Progress Monitoring Question

Q. How do you know a child is making progress through the intervention provided?

A process called progress monitoring allows teachers to better understand a child's needs and demonstrate the growth a child is making in a specific area. Progress is monitored regularly to determine if the intervention is working. The formal SRBI process is documented in RTI direct for data collection. All improvement teachers collect progress monitoring data at least biweekly in a data collection system.

Special Education Questions

Q. If a child receives support, does this mean that he/she won't need special education later?

Not necessarily. SRBI is designed to address learning difficulties. SRBI tiers of intervention work for many students and is provided through general education services. However, some children have specific disabilities or other special needs that require different support services. The SRBI process may be helpful in providing information that leads to special education identification for those children who require it. If a child has identified special needs, he/she will get special education instruction.

Q. If a child needs Tier 3 interventions, does that mean that he/she has special education needs?

Not necessarily. If more individualized or small group instruction results in positive gains, the team may determine that there is no need for a special education referral or services.

Q. How do you know when a struggling student needs to be considered for special education?

Sometimes a student does not make enough progress through the intervention used in SRBI.   The teacher knows this from monitoring the student's progress. When progress does not occur, or occurs too slowly, the teacher tries a different strategy with a instructional focus change. The student's progress is checked again. If the student is still not making enough progress in intervention, the teacher may collaborate with other teachers through grade level team and/or SRBI Team meetings to develop revised intervention plan which may include use of other building specialists or support staff.   If a student continues to struggle, the child's team will meet with you at a Planning and Placement Team meeting (PPT).

<u>Parent Role Questions</u>

Q. What can I expect if my child receives tiered services?

You will be informed about the interventions developed in a formal letter. You will see levels of support that increase or decrease in intensity depending on your child's needs. You will receive and update at the end of a cycle if intensity is changed or discontinued.

Q. What do I do if I think my child is struggling in school?

Talk with your child's teacher. Learn more about the curriculum, assessments, and interventions being used in your child's school. Participate in conferences and other meetings about your child. All students K-8 have SRBI for 30 minutes daily.

References

http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_full_document.pdf

Brown, J.E., and Doolittle, J. (2008). *Cultural, Linguistic, and Ecological Framework for Response to   Intervention with English Language Learners. National Center for Culturally Responsive Educational Systems.*

Brown, J.E.; Sanford, A., and Lolich, E. (April 29, 2010). "*RTI For English Language Learners: Appropriate Screening, Progress Monitoring, and Instructional Planning*. Power point presentation. National Center on Response to Intervention

Echevarria, Jana, Vogt, MaryEllen & Short, Deborah (2007). *Making Content Comprehensible for   English Learners: The SIOP Model, 3rded.* Boston, MA: Allyn & Bacon.

Echevarria, J., & Vogt, M. (2010). *Response to Intervention For English Learners -Virtual Institute   Participant Workbook*. Pearson Education, Inc.

Appendix Resources

Role in the Process of SRBI

Improvement teachers: Will work with grade-band groups (6:1) of students in the bottom 20th percent of the school population (Tier 2/Tier 3) in the areas of Reading/Writing and Math. Students will be pulled out of the classroom to work on research-based intervention programs. Improvement teachers will see students in all grades throughout the school having about 48-60 students per cycle. Improvement teachers will send letters home through mail to let them know they are in need of intervention support. Improvement teachers will assist staff to ensure they are completing the *Request for Assistance* form if there is a student in need.

SRBI Coordinator: Supports the team with inputting data into Frontline RTI and coordinating notes during data meetings.

Coaches: Will work with student groups during the school-wide SRBI time. Coaches will support students more in need at the Tier 2 level. Coaches will also support in creating SRBI school-wide groups. All hands on deck will be supporting this model across grades and instructional focus areas.

General education teacher: Will support students in the Tier 1 and Tier 2 models of instruction. Teachers will have a group of students with an instructional focus in either Math or Reading/ Writing that they will work with during the SRBI 30 minute block for intervention and/or enrichment. Teachers will support instructional programs outside of the core instructional resources during this time. All hands on deck will be supporting this model across grades and instructional focus areas.

Special Education Teacher: Will service students with an IEP at this time.

Related Service Teacher: Will service students with related services at this time.

Multilingual teacher: Will service students who receive MLL services.

Social workers and counselors: Will work with groups for SRBI Tier 2 and Tier 3 behavioral and social emotional learning.

Administration: Will attend SRBI data meetings at the end of the cycle. Administrators will be made aware if a student is moving to tier 3 and before a referral for special education is made. Improvement teachers will be made aware of any requests from others to support students based on next steps.

Literacy Intervention Tools

	Phonological and Phonemic Awareness			
	Typically occurs prior to grade one; provide as needed for students who demonstrate need in any grade. Needed for acquisition of phonics skills.			
Tier(s) of Support	**Grade Level(s)**	**Program(s)**	**Duration of Lesson**	**Universal Screening/Progress Monitoring/Diagnostic Assessments**
<u>Tier 1</u> Supplemental for students in need of early intervention <u>Tiers 2 and 3</u> Incorporated into intervention plans as needed	*Grades PreK, K, 1, 2*	**Heggerty Phonemic Awareness Curriculum (Kindergarten and Primary)** Literacy Resources, Inc.	*10 minutes*	<u>Universal Screening/PM Subtests</u> • mCLASS DIBELS 8: PSF (Phoneme Segmentation Fluency) <u>Diagnostic Assessment</u> • PAST (Phonological Awareness Screening Test)
<u>Tier 1</u> Supplemental for students in need of early intervention <u>Tiers 2 and 3</u> Incorporated into intervention plans as needed	*Grades 3 and Up*	**Bridge the Gap Heggerty** Literacy Resources, Inc	*10 minutes*	<u>Universal Screening/PM Subtests</u> • mClass - DIBELS 8 <u>Diagnostic Assessments</u> • Core Phonics • ORF (Oral Reading Fluency) • PAST (Phonological Awareness Screening Test)
<u>Tier 2</u>	*All grades*	**Equipped for Reading Success** David Kilapatrick	*15 minutes*	<u>Universal Screening/PM Subtests</u> • mCLASS DIBELS 8: PSF (Phoneme Segmentation Fluency) <u>Diagnostic Assessments</u> • Core Phonics • ORF (Oral Reading Fluency) • PAST (Phonological Awareness Screening Test)

<table>
<tr><td colspan="5" align="center">Phonics
Development of this area typically occurs through grade 3 (learning to read stage) and should be taught explicitly and systematically in these grades. However, explicit and systematic Orton-Gillingham (OG) derived phonics program should be provided to students in need of supplemental (Tier 2) or intensive support (Tier 3) in grades 3 and up.</td></tr>
<tr>
<th>RTI
Tier(s) of Support</th>
<th>Grade Levels</th>
<th>Program(s)</th>
<th>Dosage per lesson</th>
<th>Universal Screening (US)/Progress Monitoring (PM) and Diagnostic Assessments</th>
</tr>
<tr>
<td><u>Tiers 1 and 2</u>
Should be incorporated into intervention plans as needed for older students</td>
<td>Grades K-2</td>
<td>ECRI and Adapted ECRI
(Enhanced Core Reading Instruction)</td>
<td>15 minutes</td>
<td>Universal Screening /PM Subtests
• mClass DIBELS 8

Diagnostic Assessments
• CORE Phonics
• ORF (Oral Reading Fluency)
• PAST (Phonological Awareness Screening Test)</td>
</tr>
<tr>
<td><u>Tier 1</u>
Can be universal routines in the classroom

<u>Tiers 2 and 3</u>
Incorporated into intervention plans as needed</td>
<td>Grades 3 and Up</td>
<td>HD Word
Really Good Reading</td>
<td>15 minutes</td>
<td>Universal Screening/PM Subtests
• NWEA MAP

Diagnostic Assessments
• Phonological/ Phonemic Awareness Survey
• CORE Phonics
• Letter Knowledge Survey
• Sight Word Survey
• Advanced Decoding Plus</td>
</tr>
<tr>
<td><u>Tier 2</u></td>
<td>Grades K-5</td>
<td>Decoding Power</td>
<td></td>
<td>Universal Screening /PM Subtests
• mClass DIBELS 8
• NWEA MAP

Diagnostic Assessment(s)
• CORE Phonics</td>
</tr>
<tr>
<td><u>Tiers 2 and 3</u></td>
<td>Grade 3</td>
<td>EIR
(Early Intervention Reading)</td>
<td>15 minutes</td>
<td>Universal Screening /PM Subtests
• mClass DIBELS 8
• NWEA MAP

Diagnostic Assessments
• CORE Phonics
• ORF (Oral Reading Fluency)
• PAST (Phonological Awareness Screening Test)
• mClass DIBELS 8 paper/ pencil</td>
</tr>
</table>

RTI Tier(s) of Support	Grade Levels	Program(s)	Dosage per Lesson	Universal Screening /PM Subtests
Tier 3	*Grades 3 and Up*	**SPIRE**	*60 minutes*	Universal Screening /PM Subtests • NWEA MAP Diagnostic Assessment(s) • CORE Phonics • ORF (Oral Reading Fluency) • PAST (Phonological Awareness Screening Test)

****Remember that the use of decodable texts is needed so students have daily opportunities to read connected text while applying the skills they are learning. Many decodables are available from the publisher and align to each lesson and skill(s) that are taught

Fluency and Accuracy Needed at all levels, especially because of its high correlation with comprehension. Fluency involves reading text at an <u>expected speed</u>, with <u>accuracy</u>, and with <u>prosody</u> (meaning in a conversational tone).				
RTI Tier(s) of Support	**Grade Levels**	**Program(s)**	**Dosage per Lesson**	**Universal Screening (US)/Progress Monitoring (PM) and Diagnostic Assessments**
Tiers 2 and 3	*Grades K-8*	**Great Leaps**	*10 minutes*	Universal Screening /PM Subtests • Oral Reading Fluency (ORF) Diagnostic Assessment(s) • Aimsweb
Tiers 2 and 3	*Grades 2-12*	**No Purchase Method!** There are a variety of classroom methods that provide structures for <u>repeated readings</u> that can improve fluency. These include repeated readings of text, choral reading, shared reading, readers theater, jazz chants, and similar methods which have as their main method the repeated reading of the same text as a way to build speed, accuracy and prosody.	*15 minutes*	Universal Screening /PM Subtests • Oral Reading Fluency (ORF)

Comprehension and Vocabulary

Strategy and skills instruction (text determines which specific strategies are needed) such as self-questioning; question-answering; mental imagery; prior knowledge; graphic organizers; scaffolded instruction; self-monitoring; summarizing; story mapping; multi- strategy approaches such as reciprocal teaching, all taught in a gradual release of responsibility model. Note: these strategies can be integrated into regular mini-lessons planned by teachers for in- class and differentiated instruction. Vocabulary lends itself well to school-wide methods and does not necessarily require any programs. Among the many instructional strategies in this area are use of semantic maps, semantic feature analysis, frontloading of background knowledge prior to reading, the Freyer method's use of examples and non- examples, use of student-friendly definitions, explicit instruction, instruction in word consciousness, morphology instruction, and distributed practice.

RTI Tiers of Support	Grade Levels	Program(s)	Dosage per Lesson	Universal Screening (US)/Progress Monitoring (PM) and Diagnostic Assessments
All Tiers	*Grades K-12*	**No Purchase Methods** Formal vocabulary instruction such as those created by Anita Archer, Robert Marzano, and The Frayer Model.	*5 minutes*	Universal Screening/PM Subtests • Oral Reading Fluency (ORF) • MAZE Diagnostic Assessments • Reading Inventory (RI) • Aimsweb
All Tiers	*Grades 4-12*	**From Clunk to Click: Collaborative Strategic Reading (CSR) (Sharon Vaughn)**	*20-30 minutes*	Universal Screening/PM Subtests • Oral Reading Fluency (ORF) • MAZE Diagnostic Assessments • Reading Inventory (RI) • Aimsweb
Tier 1	*Grades K-5*	**Wonders' Intervention Resources**	*15 minutes*	Universal Screening/PM Subtests • Oral Reading Fluency (ORF) • MAZE Diagnostic Assessments • Reading Inventory (RI) • Aimsweb

Tier 1	Grades 4 and Up	**Flocabulary**	20 minutes	Universal Screening/PM Subtests • Oral Reading Fluency (ORF) • MAZE Diagnostic Assessments • Reading Inventory (RI) • Aimsweb
Tier 1 and 2	Grades 3 and Up	**ReadWorks** ***Article-a-Day*** (No Purchase Necessary)	10 minutes	Universal Screening/PM Subtests • Oral Reading Fluency (ORF) • MAZE Diagnostic Assessments • Reading Inventory (RI) • Aimsweb
Tier 2	Grades 1-7	**Making Connections** EPS School Specialty	20- 30 minutes	Universal Screening/PM Subtests • Oral Reading Fluency (ORF) • MAZE Diagnostic Assessments • Reading Inventory (RI) • Aimsweb
Tiers 2 and 3	Grades 4-12	**REWARDS** (Reading - Excellence-Word - Attack and Rate Development Strategies) Voyager Sopris Learning	60 minutes	Universal Screening /PM Subtests • NWEA Diagnostic Assessment(s) • Oral Reading Fluency (ORF) • MAZE (closed passages)

Writing				
RTI Tiers of Support	Grade Levels	Programs	Dosage per Lesson	Universal Screening (US)/Progress Monitoring (PM) and Diagnostic Assessments
Tier 2	*Grades 2-5*	**SRSD** (Self-regulated Strategy Development)	*20 minutes*	Writing prompts
Tier 2 and 3	*Grades 6-12*	**Writing Revolution**	*30 minutes*	Writing prompts

Math Intervention Tools

Tier(s) of Support	Grade Levels	Program(s)	Dosage per Lesson	Universal Screening (US)/Progress Monitoring (PM) and Diagnostic Assessments Used for Placement in Program
Tier 1	*Grades K-5*	**IM K-5 Math Centers**	*20 minutes*	Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • Cool Down • CFAs • Section checklist
Tier 1	*Grades K-5*	**Math In Practice Activities** **K-5 - Sue O'Connell**	*20 minutes*	Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • Cool Down • CFAs • Section checklist
Tier 1	*Grades K-6*	**Greg Tang Math Games**	*20 minutes*	Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • Cool Down • CFAs • Section checklist

Tier	Grades	Resource	Time	Assessments
Tier 1	*Grades K-8*	**Khan Academy**	*15 - 20 minutes*	Universal Screening/PM Subtests • NWEA Map Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • Cool Down • CFAs • Section checklist
Tier 1	*Grades K-8*	**Exemplars**	*30- 60 minutes (2 days in row)*	Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • SBAC • NWEA screener
Tier 1	*Grades 6-12*	**IXL**	*60 - 90 minutes maximum per week*	Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • Cool Down • CFAs • Section checklist Math Model Tasks
Tier 1 and 2	*Grades K-8*	**Symphony Math**	*Minimum of 45 - maximum of 90 minutes per week*	Universal Screening/PM Subtests • NWEA Map Diagnostic Assessments • IM Summative assessments • End of Unit Performance tasks • Cool Down • CFAs • Section checklist
Tier 2 and 3	*Grades K-8*	**Bridges**	*30 minutes*	Universal Screening/PM Subtests • NWEA Map Diagnostic Assessments • Bridges Placement Assessment
Tier 2 and 3	*Grade 7-12*	**Transition to Algebra**	*30 minutes*	Universal Screening/PM Subtests • NWEA Map

Tier 3	Grades K-5	**Do the Math**	*30 minutes*	Universal Screening/PM Subtests • NWEA Map

Additional Math Resources – No Purchase Necessary

Can be used for enrichment and enhancement

- 3 Act Tasks
- Open Middle
- Building Number Sense - Jo Boaler at *youcubed*
- National Center on Intensive Intervention - Teaching Counting
- Fraction Instruction Strategies - Achieve the Core
- 6-8 Hand2Mind Fluency Intervention Bundles
- Corwin Rich Math Tasks

SEL – Social Emotional Learning

TIER I	TIER II	TIER III
Character Education	Zones of Regulation	Zones of Regulation
PBIS	Restorative Practice	Restorative Practice
Second Step	Bounce Back	Bounce Back
Rethink SEL	Wingman Program	IOP/EDT
DESSA/Panorama Check-ins		Norwalk Health Center
RULER		Kids in Crisis
Responsive Classroom		
Restorative Practice		

Other Resources for SEL

- https://intensiveintervention.org/resource/why-it-important-embed-intensive-interventions-within-three-tiered-system-supportshttps://
- www.youtube.com/watch?v=fqIEthW5xH8&t=52s
- https://www.kickboardforschools.com/mtss/what-is-the-difference-between-tier-1-2-3-behavior-interventions/
- https://portal.ct.gov/-/media/SDE/RFP/CT_SCTG_Federal_Proposal.pdf
- https://statepolicies.nasbe.org/health/categories/social-emotional-climate/multi-tiered-positive-behavior-supports/connecticut

Checklist for SRBI Tier 3:

- Extensive data when using SRBI.
- Meeting we will include MLL (if needed) and general education teacher.
- After the first cycle of seeing little progress to none in intervention we will complete a sped observation
- Make parents aware of concern and document the communication
- Fill out the Form B worksheet
- Let administration be aware.

Example of Data Team Agenda

With using the data gathered (screeners and class assessments) the team will review current list of students in need.

1. Analyze the current performance on universal screeners, summative assessments and CFAs.
   Other listen and take notes.
2. Bring in progress monitoring from the higher needs students at Tier 2.
   Others that are pulling this student would discuss their data.
3. Discuss progress in intervention and see what is still needed to have growth.
   Have noticings on student and data discussed.
4. Review as a team referral forms completed by general education teacher and see if student is appropriate based on information given (start 6-8 week cycle).

Make sure it is all completed on a collaborative document.
Have one note-taker and one time-keeper.
Next steps need to end the conversation.

This meeting includes improvement teachers, SRBI coordinator (if different), building administrator and when needed classroom teacher, MLL or Special Education

WIN (What I Need)

All students will receive a SRBI block K-8 for 30 minutes daily. The groups will either be focused on math or literacy for intervention or enrichment support. **All staff members will be with taking groups** and supporting student across grade level bands with groupings based on instructional focus. All students will use research-based instruction to support their learning. This instruction is different than what is provided in the core. Students that need more individualized support for Tier 2 or 3 will be pulled at this time.

SRBI Request fo*r* Assistance

Student Name:

School:

Date:

Teacher Name:

Status of Request:

Days Absent to Date:

Please list all teachers and/or specialist who has contact with this student

Reason for Request for Assistance (Must be for school-based issues, i.e., academic, behavior, school health)

Please indicate the types of interventions you have tried prior to this request for assistance

Outcomes/Effects of Past Efforts

Student Strengths

Social Skills

Disruptive Behaviors

Background Information

Related Services or programs (School-Based)

Related Services or Programs (Community-Based)

Health History (To be completed by School Nurse) Is the student currently taking any medication? Yes If yes, please identify:

Are you aware of any prior use of medication by the student? If yes, identify each medication and condition treated:

Are you aware of any medical or <u>othe</u>r conditions that could interfere with the student's ability to perform in school? *Yes/No* **If yes, please describe the condition and its implications:**