New Haven Public Schools SRBI

K-8

Literacy Strategies and Interventions Handbook

Table of Contents

Appendices:
A   Assessments
B   Progress Monitoring in NHPS
C   Additional Suggestions to Access Learning
D   Scientific Research Based Instructional Strategies

E   Criteria for Intervention Programs

Forward

NHPS has developed this document in order to establish consistent practices and procedures across all schools. Our hope is to provide readers with an introduction to the Response to Intervention (RtI) or Scientific Researched-Based Intervention (SRBI). It explains the purpose of this service delivery system and describes how the New Haven Public Schools use each aspect of the process.

In order to implement this process with fidelity we must have a common understanding of the RtI/SRBI process, describe our implementation plan and support the use of this plan district wide.

New Haven Public Schools District SRBI Committee:

Lynn Brantley	SRBI Coordinator
Elaine Parsons	Supervisor of Literacy
Imma Canelli	Assistant Superintendent
Typhanie Jackson	Director of Special Education
Pedro Mendia	Supervisor of Bilingual Education
Catherine McCaslin	Director of Data and Performance
Patty Gantenbein	Bilingual Coach
Meghan Bryan	Literacy Coach/READ 180
Deb Thorson	Literacy Coach/READ 180
Melissa Dougherty	Special Education Supervisor
Sharron Solomon-McCarthy	Administrative Intern Special Education
Betse Courtmanche	Literacy Consultant
Tricia Crowley	Literacy Consultant
Sharon Vanghel	Literacy Consultant
Jill Polevarri	PPT Chair Fair Haven
Sabrina Breland	Principal Wexler Grant Elementary School

Special Thank you to the Administration and Staff of the "Fabulous Fourteen" Pilot Schools:

- **Brennan-Rogers**
- **Clinton Avenue**
- **Conte-West Hills**
- **Davis Street**
- **East Rock**

- **Edgewood**
- **Fair Haven**
- **Hill Central**
- **John C. Daniels**
- **Lincoln-Bassett**

- **Mauro-Sheridan**
- **Nathan Hale**
- **Wexler-Grant**
- **Worthington Hooker**

Brief Overview of SRBI

The term SRBI was adopted by the Connecticut State Department of Education (CSDE) in August 2008 (Connecticut's Framework for Response to Intervention [RTI]) and is synonymous with the term RTI. RTI is the term used nationally to describe the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying data to inform educational decisions (National Association of State Directors of Special Education, 2008). The purpose of RTI or SRBI is, of course, to ensure that all students learn and acquire the behavioral and academic competencies that they will need to be successful in school and in society. SRBI is an educational process and a systematic approach for addressing the needs of low-performing learners who have not been identified as needing special education. Its primary purposes are to revise the process by which we identify students with learning disabilities and to help all students achieve grade level proficiency.[1]

Schools create and implement general education strategies and interventions and various layers, or "tiers" of student support in an attempt to help students achieve standards. These interventions use assessment data to identify important learning needs. Then, educators develop related intervention plans. Teachers and support personnel use these intervention plans in the general education classroom with individual students, with flexible small groups, and in support programs. The SRBI process also allows educators to identify high priority learning objectives, to design related interventions, and to monitor student progress toward proficiency.

A school SRBI team is a multi-disciplinary group of school professionals who meet on a regular basis to address teachers' concerns about students and to help design targeted intervention plans called SRBI Plans. The purpose of the SRBI team is to be an effective problem solving group that:

- Assesses teachers' concerns about students' academic and/or behavioral difficulties

- Identifies student strengths, interests, and talents

---

[1] TOPICAL BRIEF 3 Scientific Research-Based Interventions: Connecticut's Framework for Response to Intervention, Connecticut State Department of Education, Sept. 2011

- Reviews baseline data that has been collected
- Identifies desired outcomes and methods for measuring progress
- Designs and monitors specific individual Student Success Plan

Important Elements of SRBI Include:

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

• A schoolwide or districtwide comprehensive system of social-emotional learning and behavioral supports.

• Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, 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 English language learners (ELLs).

• 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 and/or behavioral difficulties to prevent the development of more serious educational issues later on.

• Educational decision-making 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 approach to core educational practices in which teachers within a grade use the same sets of common assessments for all students, address the same curricular competencies, and share the same behavioral expectations; assessments, curricular competencies and behavioral expectations also are well- coordinated across grades.

An Explanation of the NHPS SRBI Assessments

There are four different kinds of assessments administered within our SRBI process. These four assessments include universal screening, benchmark assessments, diagnostic assessments, and progress monitoring tools. See appendices for examples of such tools.

Universal Screening
A universal screening instrument is a "common" assessment tool that is administered to all students in order to identify those who are achieving below grade level expectations. This screening process may occur at the end of the previous school year or at the beginning of a new school year. The instrument and its administration directions, timeframe, and scoring procedures are consistent across all teachers and students.

Benchmark Assessments
Benchmark assessments are also "common," curriculum-based measurements which are administered to all students within a grade level. Their purpose is to determine how much students are progressing within a given academic year and to inform instruction. In some cases, the same assessment instrument (e.g. DRP or CMT) could be used for both universal screening and to benchmark individual student progress over time.

Diagnostic Assessment
These tools help educators detect and identify important and specific skills or concepts that may be missing in a student's learning.   Once recognized, these explicit learning needs can be targeted for intervention and direct instruction.

Progress Monitoring Assessments
Progress monitoring assessments must be administered to students receiving Tier II or Tier III intervention to determine the extent to which the chosen intervention, focus objective, lesson plans, and teaching strategies help a student make progress toward proficiency objectives. Most progress monitoring assessments are aligned with the curriculum and/or end of year grade level expectations and have been subjected to validation and research from one or more universities or RtI centers. Educators often administer progress monitoring assessments weekly or bimonthly.

New Haven Public Schools SRBI Process Essential Features of Tier I, II, III

	Setting	Person Responsible	Students	Instruction	Assessment/Data Collection	Timeline
Tier I Instruction	Regular classroom	• General education teacher • Grade level teams • Collaborative Teams/PLCs • Interdisciplinary Teams	All students	• Research-based instruction • Core classroom curriculum for all students • Variety of grouping formats • Differentiation	• Ongoing classroom/ curriculum assessments • Universal screening assessments & benchmarks • Observations by teachers, psychologists, counselors, etc.	Small group teaching, individual instruction, and feedback based on student needs and goals throughout the school year
Tier II Instruction	Regular classroom and/or support service environment	• General education teacher • Specialized teacher (i.e. specialists or other trained interventionists) • Support personnel (monitored and assessed by the classroom teacher and literacy coach)	Students who did not respond to Tier I instruction and who are not making appropriate progress	• Homogeneous small group (3-6 students) • Supplemental instruction • Differentiation	• Frequent progress monitoring • Pre- and Post-assessments	Additional support 30 to 45 minutes at least 3 – 4 times per week for a short term (8 – 20 weeks)
	"The primary difference between Tier II and Tier III interventions involves the intensity and/or individualization of the intervention."					
Tier III Instruction	Regular classroom and/or support service environment	• General education teacher • Specialized teacher (i.e. specialists or other trained interventionists) • Support personnel (monitored and assessed by classroom teacher and literacy coach)	Students who did not respond to Tier I or Tier II and who are not making appropriate progress	• Homogeneous small group (1-3 students) • Supplemental target instruction • Focused on one specific skill	• Weekly progress monitoring • Pre- and Post-assessments • **Data collected and reviewed by overseeing classroom teacher and literacy coach; it is also recommended that administration review data**	Additional support (e.g. an hour daily 5 times a week 6-8 weeks)

					on weekly basis	

Tier I Instruction

General education classrooms are the **first and most critical tier of "intervention"** in the three-tiered model.   Without effective Tier I practices, inappropriately large groups of students will be require intervention, retention and/or referral to special education.

In Tier I general education, the classroom teacher implements research-based best practices and appropriate accommodations for all students. Tier I instruction takes place in the general classroom setting. Tier I practices are monitored for effectiveness by measuring students' learning progress on an ongoing basis through classroom-based measures such as student work samples, common assessments and benchmarks. At times, a teacher may identify a student who is either struggling to learn the core curriculum or having difficulty maintaining appropriate behavior in the general education classroom. In addition, universal assessments may identify students who exhibit gaps in critical skills and/or content knowledge and are in need of additional supports. The classroom teacher will implement appropriate accommodations to address these learning and behavioral concerns.

In Tier I instruction, we ensure that all students are provided with a high quality core curriculum. We do this by:

- Creating lessons that invite persistent student effort and realize high levels of student engagement;
- Having a thorough understanding of content knowledge and child development;
- Setting clear learning goals for students focused on content standards and grade level expectations;
- Establishing clear, common academic and behavioral expectations for students;
- Developing and maintaining rapport with all students;
- Providing rigorous, research-based instruction and modeling;
- Integrating technology to support and enhance learning and communication;
- Creating authentic and relevant learning tasks;
- Differentiating learning objectives, grouping formats, resources, tasks, teaching strategies, and time allocations based on assessment information;
- Offering explicit and timely student feedback;
- Using assessment information to modify learning goals, tasks, and instruction;
- Sharing assessment data with students;
- Reflecting on lesson effectiveness;
- Collaborating with colleagues in a professional learning community environment to review student work and common assessment data to identify learner needs linked with a menu of related accommodations and interventions;
- Providing ongoing professional development opportunities to ensure strong instructional skills/classroom management skills;

If progress monitoring *and* assessment data indicates a need for more intense interventions, a teacher or teachers may collect and present pertinent data to the school's SRBI team.

Tier II Intervention

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for students who are not making progress or demonstrating achievement given Tier I practices and accommodations. Students who receive Tier II interventions should also continue to receive Tier I instruction. Tier II interventions are designed to address the specific learning challenges a student may be facing.

When Tier I progress monitoring and assessment data indicates a need for more intense interventions, a teacher or teachers will collect and present pertinent data to the school's SRBI team. If the student's learning and achievement warrant intervention, the building SRBI team will develop a NHPS SRBI Plan.

The school SRBI team meets regularly to review student data and to develop and monitor new and existing SRBI plans, which include specific interventions and progress monitoring guidelines for individual students.

All students receiving Tier II intervention are SRBI students. They will be progress monitored by their classroom teacher, grade level teams, interventionists and the literacy coach. Parents will be notified regularly of students' involvement and progress. Classroom teachers and literacy coach will have records regarding student progress available as requested for review. **Students not making progress will receive a SRBI plan using the SRBI Focus website and will be monitored and discussed regularly by the SRBI team.**

We will ensure the above by employing Tier II intervention practices, which may include:
- Diagnostic assessments

- Collaborative planning by the SRBI team and a student's teachers

- Targeted academic objectives

- Highly focused supplemental teaching and learning opportunities of a predetermined duration

- Consultation and/or direct service from specialists

- Frequent monitoring of student progress using assessments linked to curriculum based Measurements

- Analysis of assessment data to determine the need for continued intervention, additional intervention or a change of intervention

If a student receiving Tier II intervention is not making significant academic or behavioral progress toward the specified goals, the building SRBI team will modify the existing Tier II SRBI Plan before considering the next level of support.

Tier III Intervention

Tier III interventions are designed to provide a greater intensity of support than Tier II, as characterized by more frequent, focused, individualized learning opportunities for students. These interventions might be for students who have not made sufficient or sufficiently accelerated progress with Tier II interventions. In addition, a school SRBI team might determine that assessment data shows that a student's needs require greater immediate support. Tier III Intervention is implemented with a smaller student-teacher ratio, a longer duration of intervention, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III Intervention remain part of the general education system. Furthermore, students receiving Tier III interventions **may require** the implementation of multiple instructional and behavioral supports from all three tiers in order to accelerate progress by the end of the intervention period. Instruction and Tier III intervention will be reflected in the SRBI Plan.

All students in Tier III are provided with more frequent, individualized interventions. Parents are notified of their child's involvement and progress and a copy of the SRBI Plan will be placed in a student's cumulative file. We will ensure this by employing Tier III intervention practices, which may include:

• Collaboration among the student's teachers and the building SRBI team to refine the existing SRBI Plan and address the learning needs of each identified student in Tier III

• Administering frequent progress monitoring linked to targeted goals

• Highly focused, supplemental teaching and learning opportunities of a predetermined duration

• Consultation and/or direct service from specialists

• Frequent monitoring of student progress using assessments linked to curriculum based measurements

• Analysis of assessment data to monitor student progress and determine the need for continued intervention, additional intervention or a change of intervention

If a student receiving Tier III interventions does not show adequate progress, the school SRBI team will carefully examine why. It is important for the team to review the effectiveness of previous interventions to determine if a different intervention regime would benefit the learner. Based on these considerations, the SRBI team determines whether a referral to PPT is necessary.

Considerations for ELLS

TIER I	● Achievement is defined as an increase in both English language acquisition and improvement in classroom academic performance ● Instruction should be explicit and linguistically appropriate ● Interventions should include strategies appropriate for instructing ELLs ● Compare universal screening and progress monitoring information of ELLs to other "true peer" ELLs since their rate of progress cannot be compared to that of the English-only group ● Progress monitoring tools or curriculum-based measurements (CBM) for ELLs should be normed on populations that include ELLs
TIER II	● Tier II intervention is warranted when achievement is at a lower level and substantially lower rate when compared to "true peers" (same level of language proficiency, acculturation, and educational background) ● Systematic and explicit instruction with modeling, multiple examples and feedback ● Reading, writing, listening, and speaking in authentic contexts (e.g., reading books, writing for authentic purposes, and role-play to develop oral language) ● Instruction should be delivered by teachers who are trained and who understand the relationship between assessment and intervention ● A concerted effort should be made to assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance
Tier III	● Tier III intervention is warranted if the student continues both at a lower level than true-peers and occurs at a substantially slower rate. The student requires more individualized instruction in order to learn ● Instruction 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 ● All service providers must collaborate with the ELL specialist ● Interpret standardized test data within the context of student's language proficiency and acculturation

SRBI Identification Process

Criteria
- Students are identified based on universal screening and provided interventions in a timely manner
- Leadership and staff are committed to systematically provide reading and behavior interventions to increase student performance to grade level
- Staff believes that the primary purpose of SRBI is to use early interventions as a way to prevent students from having academic and/or behavioral problems
- Parents are informed with a detailed description of the essential components of SRBI and are consistently notified of the progress of their child who is receiving Tier II or Tier III intervention support
- Parents are involved when new intervention or goals are needed

Steps to Early Intervention
- Create a list of groups of students in your school based on universal screening results (MI, RI, etc.), including special needs students and ELLs for Tier II interventions
- Administer diagnostic assessment that will be used to determine the targeted intervention needs for each student
- Determine interventions that will be used for each Tier II group
- Begin implementation of tier II instruction and progress monitor
- Determine which students need tier III interventions based on progress monitoring data from team
- Determine intervention that will be used for each Tier III group
- Complete tier III monitoring forms for students who receive Tier III intervention
- Begin implementation of Tier III interventions, continue progress monitoring twice per week, and include Tier III group in the progress monitoring process
- Set an intervention goal for each student or group of students with similar interventions
- Use a recording system to track monitoring of data for each Tier II and III student
- Assign an interventionist to meet with each intervention group
- Complete forms for students who are not making progress after receiving tier III interventions and submit to administrator

Progress Monitoring
- Progress monitoring is a key component of effective interventions. It is the scientifically-based protocol of measuring students' academic performance on a regular basis**.**

Frequently Asked Questions

Why is progress monitoring necessary?	Progress monitoring allows us to: ● Determine if the impact of the intervention on students' learning/behavior and informs us if students are on track of meeting goals ● Make data-informed decisions about next instructional steps ● Collect direct and frequent measures of student progress ● Create data-driven instructional goals for student in need ● Use this data to make instructional changes
What are the Benefits of progress monitoring?	● Accelerated learning because students are receiving more appropriate instruction ● More data-informed instructional decisions ● Documentation of student progress for accountability purposes ● Higher expectations for students by teachers
What are the characteristics of effective progress monitoring?	● Measurement should be frequent, consistent, accurate, reliable, and sensitive to short term change ● Monitoring measures should be easily and commonly collected; easy to use in the classroom setting and should limit disruptions; easy for teachers to interpret; easy to compare; easy to chart and graph
What are some progress monitoring tools?	Students' academic, social and behavioral performance can be measured via a <u>variety</u> of methods including but not limited to: ● Teacher created quizzes, tests, assessments, CFAs ● RI (Reading Inventory) / MI (Math Inventory) ● GPA, grades, on-track ● Student work/ writing samples ● DBQs ● Quarterly Assessments ● Classroom observations inclusive of anecdotal notes ● Student-Teacher conferences ● Attendance ● Discipline data / behavior referrals
How does Progress monitoring work?	● The student's current level of performance is determined and goals are identified for learning to take place over time ● The student's academic performance is measured on a regular basis (weekly/biweekly/monthly) ● Progress toward meeting the student's goal is measured, comparing expected and actual rates of learning ● Provides guidance for instructional adjustments
What does progress monitoring look like across the three Tiers?	**Tier I:** Use data to assess the student response to core instruction and to identify students who require more intensive intervention **Tier II:** Use data to determine whether sufficient response occurred during supplemental instruction **Tier III:**Use data to determine whether sufficient response occurred during supplemental instruction, placing student back in Tier II

Protocol for SRBI

	Task	Notes
Step 1	Identify a K-8 SRBI/RTI Leadership Team	Members should include Administrators, Lit. Coach, SpEd & EL Personnel, Guidance Counselor, Teachers (Classroom teachers may be on rotating basis) and any other pertinent personnel
Step 1A	Designate roles such as Agenda Creator and Scribe for minutes	Agenda should be set at the end of previous meeting. Roles could be on a rotating basis
Step 1B	Publish a calendar of meetings for the year	Meet at least twice a month
Step 1C	Identify students who have not met standards on State Assessment (Universal Screening)	Grades 1-3- Entrance criteria Grades 4-8- DRP and SRI
Step 1D	Schedule rotation of focus grades per SRBI meeting	Rotating format (e.g. first meeting: grades 1-2, second meeting: grades 3-4, third meeting :grades 5-6, fourth meeting: grades 7-8- then repeat) Every grade will be focused in a two month cycle
Step 2	Identify student diagnostic assessments	**See Appendix A**
Step 2A	Administer diagnostic assessment to students identified in 1C	
Step 2B	Identify a menu of interventions needed	
Step 2C	Convene a focused session in order to match students' needs to a Tier 2 intervention (program or strategy)	Grades K-8
Step 3	Train instructional staff for interventions as needed	Grades K-8
Step 3A	Schedule Tier 2 Intervention Periods and Instructional Staff	Grades K-8

Step 3B	Implement Tier 2 Instruction	Grades K-8

	Task	*Notes*
Step 4	Classroom teacher with the Teacher delivering intervention will group students into two categories: **Strategic** for students making steady progress in the intervention and **Intensive** for students making minimal or no progress in the intervention	
Step 4A	Assemble Progress Monitor evidence for every Intensive Student in a 4 week cycle	
Step 4B	Continue or adjust instruction (increase intensity, frequency, vary intervention) based on evidence as necessary	
Step 5	During Cycle 3 determine students who have met criteria to exit intervention or move down a tier	
Step 5A	Submit SRBI data for central office review-students not making progress	
Step 6	Referral to PPT for Students not making progress	

Sample 1
SRBI Agenda: Monitoring SRBI

Facilitator: Date:
Principal:

TIME	STEPS	GOAL	SAMPLE QUESTIONS
5 Min.	Assess Teacher Concerns	Teacher discusses major referral concerns	
5 Min.	Student's strengths and Talents	Discuss and record Students Strengths, as well as incentives that motivate child	What classroom activities does the child do well or seem to enjoy? What are some positive qualities that may help develop an intervention
5 Min.	Review the Data	Review data to better understand student's abilities and deficits-	What information has been collected? What is student's frequency of absences and tardiness? What number and type of disciplinary referrals has student received?
5-10 Min.	Select Target Concerns	Define the top 1-2 teacher concerns-in observable terms Identify any underlying skill deficits For each concern, decide what underlying reasons may explain student's difficulties	What can you tell us about student's current skill levels, rate of homework and classwork completion, attn. to task, and general level of motivation? If behavioral how long does each outburst last, how frequent?
5 Min.	Set Goals and Methods for Progress monitoring	Set ambitious but realistic goals for improvement that is likely to be attained within 6-8 weeks. Select methods to progress monitor	What gains do you expect to make? Have we picked monitoring methods that are most efficient for monitoring the goal? What is realistic rate of progress for student in oral reading fluency etc.? Is monitoring method sensitive to short term growth? Does the research support using this progress monitoring method? Are there simple, already existing sources of data to monitor progress toward goal (homework grades to monitor completion and accuracy of homework assignments, collecting student work products as a means to tracking completion and accuracy of in class assignments?
10-15 Min.	Design Intervention plan	Select at least one intervention that addresses the concerns. Spell out the details of the intervention as a series of steps so the interventionist can do so correctly Select a method to check up on how well the intervention is carried out	What research based intervention ideas are most likely to address the child's needs? What aspect of this intervention idea is likely to improve the student's academic functioning? How can we work the student's strengths or interests into intervention to make it more motivating
5 Min.	Share meeting minutes with Parent	Team selects individual (TBD) to contact parent to review key points of students plan	
5 Min.	Review intervention and monitoring	Review main points, schedule a time to meet with teacher to review plan , offer assistance, within 1-2 weeks from initial- schedule meeting 6-8 weeks to review	

Sample 2
SRBI Agenda: Monitoring SRBI

Grade level team:

Date:

Facilitators:

Time	Steps	Goal	Sample Questions
1 min.	Assess teacher concerns	Teacher discusses major referral concerns	
1 min.	Student Strengths/ Needs	Discuss and record student strengths/ needs	
3 min.	Review the data	Review data to understand student's abilities and deficits.	What info. Has been collected? What is the student's frequency of absences and tardiness?
3 min.	Select target concerns	Define the top 1-2 academic concerns based on data. Identify any underlying skill deficits.	What tier 1 modifications have been implemented to address academic concerns?
2 min.	Select goal, instructional strategies to meet goal and methods for progress monitoring.	Set ambitious but realistic goal for improvement. Choose instructional strategy to implement and monitor. Set schedule and choose method(s) to monitor progress.	What gains do you expect the student to make? Have we selected instructional strategies to support the goal? Is the monitoring method sensitive to short-term growth?

Glossary of SRBI Terms (Adapted from RTI Action Network@www.rtinetwork.org)

There are many academic terms used in discussions of the Scientific Research Based Interventions (SRBI) process. You will find definitions for several important SRBI terms below.

Assessment: measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.

Baseline: a measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan: a behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Benchmark: important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard.

Core Curriculum: a course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

Data-Based/Data-Driven Decision Making: a process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Differentiated Instruction: process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Differentiation: instructional adaptations made in the classroom to support the diverse learning styles and needs of all students.

Evidence-Based Practice: educational practices/instructional strategies supported by relevant scientific research studies.

Fidelity of Implementation & Instruction: implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

Flexible Grouping: the ability for students to move among different groups based upon their performance and instructional needs.

Formative Assessment/Evaluation: classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Functional Assessment Behaviors: process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.

Intensive Interventions: academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

Intervention: the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Positive Behavior Support: a tiered intervention system based on school-wide practices that encourage and reward positive student and adult behavior.

Positive Behavior Supports: evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of prosocial behaviors.

Progress Monitoring: a scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Research-based Instruction/Intervention: a research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Scientific, Research-Based instruction: curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Scientifically-based Research: education related research that meets the following criteria:

- Analyzes and presents the impact of effective teaching on achievement of students.
- Includes study and control groups
- Applies a rigorous peer review process
- Includes replication studies to validate results

Scientific, Research-Based Intervention (SRBI): practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

Tiered Instruction: levels of instructional intensity within a tiered model.

Tiered Model: common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Universal Design for Learning (UDL): process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials.

Universal Assessment: an academic or behavioral test, administered to all students at a given grade level, at least three times during the school year. It is used to identify those students in need of additional interventions

Universal Screening: a quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.

.

Dear Parent /Guardian:

It is the goal of New Haven Public School to provide high quality instruction to all students. To accomplish this goal, our teachers and support staff frequently review student performance data to monitor students progress. If the data indicates that a student would benefit from additional academic/behavioral support he/she is referred to the school's Scientific- Research Based Intervention (SRBI) Team . The SRBI Team will identify the specific area of need and coordinate staff and resources to provide differentiated instruction/interventions via a state mandated multi-level instructional model called SRBI.

We wanted to inform you that your child has been recommended to our SRBI team as he or she is currently experiencing some specific academic and/or behavioral challenges. Our SRBI Team will be meeting to discuss how best to support your child. We would like to invite you to participate in this meeting to discuss your child's intervention plan. The meeting will be held on:

Date: **Time:**   **Location:**

As a parent, you are a vital part of this support process and we welcome your input. If you are unable to attend this meeting, you have the options of scheduling a conference call or rescheduling the meeting on a more convenient date/time. In addition, if an interpreter, translator, reader, physically accessible location, or other special accommodation is needed for you to participate fully, please let us know at least two days in advance of the meeting date. Please expect contact from a member of our SRBI Team to review your child's progress and discuss next steps.

Sincerely,

Appendix A: Assessments

Screener	Task	Notes
Benchmark Assessment System	Assessment of student oral reading rate, oral reading fluency and comprehension	Winter, Spring
Concepts About Print	Assesses strengths and weaknesses in a student's ability to listen and understand the complex structures of spoken language. Assesses the students receptive language	Diagnostic
Oral Language	Provides information concerning the strengths and weaknesses of what a student is able to listen to and understand of the complex structures of English spoken by adults	Diagnostic
Oral Reading Fluency	Administered individually and assesses the accuracy and fluency with connected text	Fall, Winter, Spring
Phoneme Segmentation Fluency	Assesses a student's ability to segment three- and four- phoneme words into their individual phoneme fluently	Fall, Winter, Spring
Core	Screening tests for phonological awareness, phonics, fluency, comprehension, vocabulary, spelling	Diagnostic
DSA/Words Their Way Screen	Screen for phonics, vocabulary and spelling	Diagnostic
I-Ready	Computer-based assessment that measures foundational skills (phonological awareness, phonics, high frequency words) along with vocabulary and comprehension	
LAS Links	Evaluates a students' Listening, Speaking, Reading and Writing for English Language Learners	Spring
Letter ID	Identification of letters	Diagnostic
Level Set (Achieve 3000)	Computer-based assessment that measures a student's reading level in Lexiles	
Phonological Awareness	Assessment of children's phonological awareness, phoneme-grapheme correspondences, and phonetic decoding skills.	Diagnostic
Running Records	Assessment of student oral reading rate, oral reading fluency and comprehension	Monthly until level M
PI **(Phonics Inventory)**	Computer-based assessment that measures decoding and sight-word reading fluency in fewer than 10 minutes	Diagnostic Students scoring 0-400 RI
RI **(Reading Inventory)**	Computer-based assessment that measures a student's reading level in Lexiles	
WADE (Wilson)	Assesses students encoding and decoding	Diagnostic

APPENDIX B: PROGRESS MONITORING in NHPS

Progress Monitoring is using data to track students' progress toward a goal.

THREE USES OF PROGRESS MONITORING
1. To collect direct and frequent measures of student progress.
2. To use this data to establish individual instructional goals for student in need.
3. To use this data to make instructional changes.

PROGRESS MONITORING METHODS
Is an ongoing systematic process for gathering data to measure academic, social, or behavioral
    performance of a student using a <u>variety </u>of methods including but not limited to:
- DIBELS
- Running Records
- Teacher made quizzes, tests and assessments
- Sight Words Assessments (CORE)
- Phonological Assessments (e.g. CORE, I-Ready)
- Fountas and Pinnell Benchmark Assessment
- WADE
- DSA
- Student writing Samples
- Classroom observations

PROGRESS MONITORING ON TIER I, TIER II, TIER III

Tier I: Use data to assess the student response to core instruction
        in addition, to identify students who require intervention that is more intensive.

Tier II: Use data to determine whether sufficient response occurred
        during supplemental instruction.

Tier III: Use data to determine when a student's response in an upper
        tier is sufficient to permit successful re-entry to a lower level.

HOW PROGRESS MONITORING WORKS
- The student's current level of performance is determined and goals are identified for learning
    to take place over time.
- The student's academic performance is measured on a regular basis (weekly/monthly).
- Progress toward meeting the student's goal is measured comparing expected and actual rates
    of learning.
- Teaching is adjusted as needed.

CHARACTERISTICS OF EFFECTIVE PROGRESS MONITORING
Measurement should be frequent, consistent, accurate, reliable, and sensitive to short term change.
Monitoring measures should be easily and commonly collected; easy to use in the classroom setting and
    that limit disruptions; easy for teachers to interpret; easy to compare; easy to chart and graph

BENEFITS OF PROGRESS MONITORING
- Accelerated learning because students are receiving instruction that is more appropriate.

- More informed instructional decisions.
- Documentation of student progress for accountability purposes.
- Higher expectations for students by teachers.

Appendix C: Additional Suggestions to Access Learning

No single strategy is equally effective for all students. Apply continuous monitoring and assessment to evaluate how well a strategy is working.

Environment/Scheduling
Provide clear work area
Quieter workspace
Remove distracting materials
Provide written or visual schedule
Multi-sensory presentation of information
Post assignments/homework
Get class/student attention prior to speaking
Slow down speech rate
Make clear transitions during class activities
Minimize or structure transitions
Provide motor breaks
Use labels and visual representations
Use angled working surface (use of binder)
Provide time to cool off at desk or other location

Assignments
Monitor/check student work
Shorten tasks
Provide assignment choices
Hands-on-learning activities
Do critical parts of assignment in school
Prioritize task activities
Use combination oral/written assignments
Give additional practice
Provide word bank / personal dictionaries
Have student paraphrase instructions or concepts
Use rubrics
Break long-term projects into smaller components
Provide alternative materials
Teach prioritization skills
Use uncluttered assignment formats
Use spatially cued formatting
Highlight important words and concepts

Instructional Strategies
Anchor new concepts
Use think-alouds
Cue/Prompt
Extra practice / extra time
Use shorter independent work periods
Highlight/underline
Use graph paper/lined paper
Personalize examples

Pre-teach/re-teach content and vocabulary
Use flexible groupings
Provide review / lesson closure
Use memory strategies
Practice with computer supported instruction
Restate information/directions
Teach note-taking/test-taking strategies
Provide notes/outlines to student
Purposefully group students
Provide concrete examples
Use graphic/visual organizers
Color code
Chunk information
Compact curriculum
Analyze task
Provide multi-sensory reading instruction
Use tracking strategies for reading (ruler/finger/window)
Provide templates for written work
Use word retrieval prompts / word banks

Organization
Use assignment book/pad
Provide extra space for work
Use binder/organization system
Use folders to hold work
Keep extra materials (pencils, etc.) in class
Post assignments
Post schedule and routines
List sequential steps
Conduct binder/locker/cubby clean out
Provide study outlines

Tests/Quizzes/Assessments
Provide extra time
Give prior notice of test
Preview/Review test procedures
Rephrase test questions/directions
Provide test study guides
Allow open book/notebook test
Provide alternative tests
Complete test sections at various times
Complete part of test in writing and part orally
Simplify test vocabulary
Reduce multiple-choice distracters
Provide word bank
Spatially cued format

Appendix D: Scientific Research Based Instructional Strategies

Observed Behavior	Research Based Strategy and Explanation
If the student:	
Is overwhelmed by information presented	**Content Comprehension**: All content has a purpose, as well as structures, patterns, and processes. That is the basis for determining what is and is not important in the discipline. Concept maps, mental models, and visual representations can represent these.
	Mental Models: drawings, stories, and analogies that translate ideas into sensory representations or experiences that help make sense of information and increase memory of information.
	Step Sheets: planning and procedural self-talk help students do tasks from start to finish
Does not remember information the next day	**Mental Models:** drawings, stories, and analogies that translate ideas into sensory representations or experiences that help make sense of information and increase memory of information.
	Sorting Information Using Patterns and Criteria: memory is based upon summarization and/or attachment to prior knowledge. The mind sorts information against patterns, mental mindsets, and paradigms to determine what "important" and "unimportant" data is. By teaching patterns within data, students can find what is important more quickly and accurately.
	Automaticity: The more complex a process, the more parts of that process have to be automatic. Ability to respond automatically is important to success. Automaticity requires practice.
Cannot discern what is and is not important to remember in text	**Nonfiction Reading Strategy:** to complete a task requires a systematic approach
	Sorting Information Using Patterns and Criteria: memory is based upon summarization and/or attachment to prior knowledge. The mind sorts information against patterns, mental mindsets, and paradigms to determine what "important" and "unimportant" data is. By teaching patterns within data, students can find what is important more quickly and accurately.
	Fiction Reading Organizer: to summarize fiction one has to remember characters, plot development, setting, problems and/or goals. Organizers (story maps and plot charts) facilitate summarization and sorting