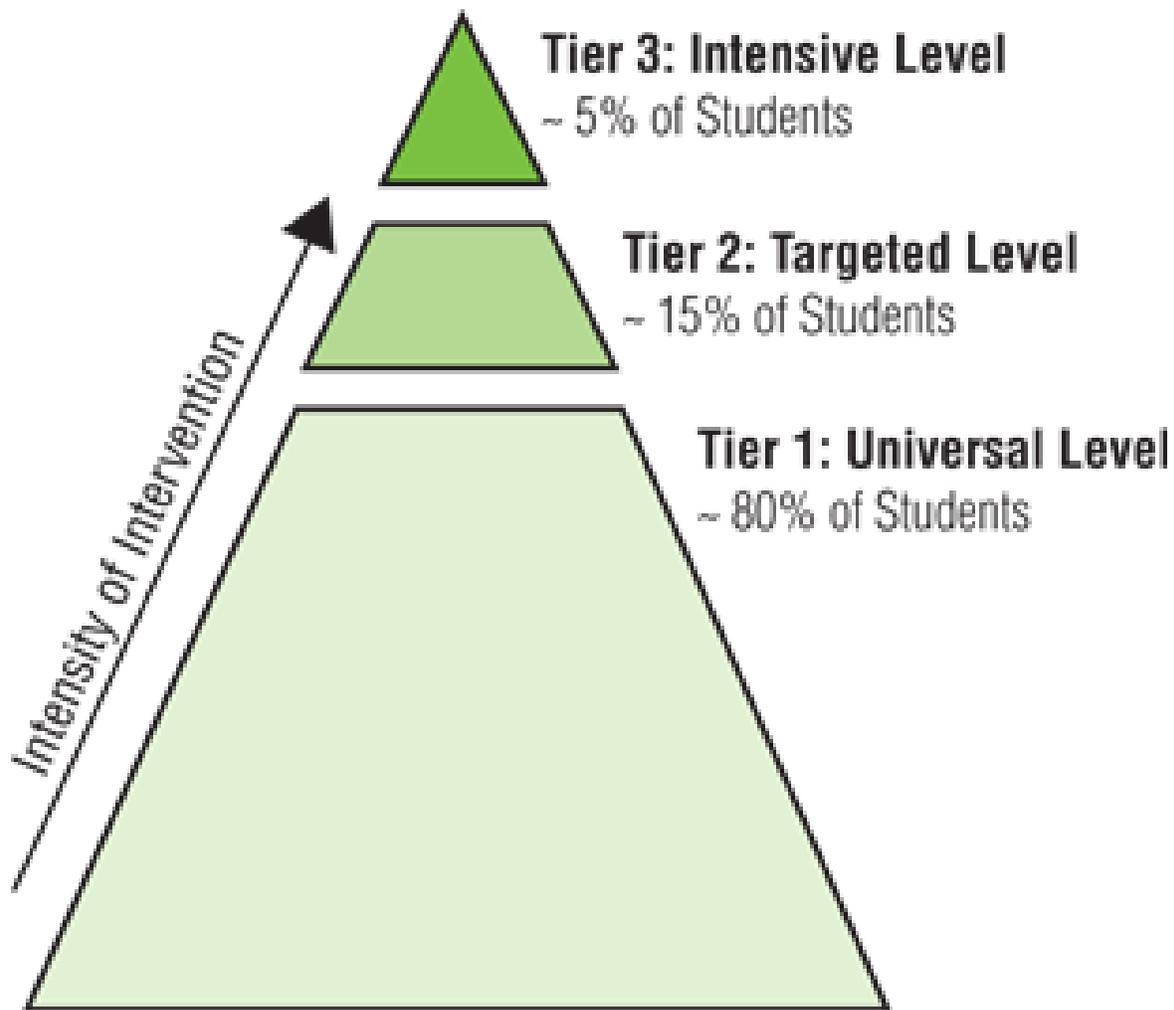


Cheshire Public Schools

Scientific Research-Based Instruction (SRBI)

Response to Intervention Plan (RTI)



June 16, 2009 – Updated DRAFT 8/9/12



Foreword

This document provides readers with an introduction to Response to Intervention (RtI) or Scientific Research-Based Interventions (SRBI) from both the national and local perspective. It explains the definition and purpose of this service delivery system and describes its prerequisites as well as the components and strategies that the Cheshire Public Schools will use for each aspect of the SRBI process.

We wrote this document to increase our common understanding of RtI/SRBI, describe our implementation plan, and support our collaborative use of this system. We welcome feedback from all members of the Cheshire education community.

A Brief Overview of Response to Intervention

Response to Intervention (RtI) is a relatively new initiative spurred by federal court action and education research. It is both an educational process and a systematic approach for addressing the needs of low-performing learners. Its primary purposes are to revise the process by which we identify students with learning disabilities and help all students achieve grade level proficiency.

A standards-based core curriculum implemented with research-based teaching and learning practices (e.g. preassessment, communicating the learning objective, direct instruction, modeling, guided practice, flexible grouping, formative assessment, explicit feedback, choice, etc.) ensures grade level proficiency for most students. However, other students often struggle with this curriculum when they do not have the prerequisite skills and knowledge expected at a given grade level.

Connecticut refers to RtI as SRBI. It replaces the achievement-aptitude discrepancy model we formerly used to demonstrate the need for special services for students with learning disabilities. Readers may review the State Department of Education's plan for SRBI at:

http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf

Instead, SRBI schools create and implement general education interventions and various layers, or "tiers" of student support in an attempt to help most students reach grade level proficiency. 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, in support programs, with individual students, and with flexible small groups. The SRBI process uses assessment data to identify students when data suggest that these students may be performing below grade level expectations. The SRBI process also allows educators to identify high priority learning objectives, design related interventions and to monitor student progress toward proficiency.

Although reading and math are the primary focus areas for this initiative, most school districts also incorporate behavioral interventions and other subject areas in their work. Numerous states and school district across the country are already implementing their own versions of RtI and their work and reflections informs our plans and goals.

Reading Intervention Tiers in the Cheshire Public Schools

The information on this page describes the definition, purpose, and format for Tier I and Tier II interventions for reading in the Cheshire Public Schools.

Tier I

Core Instruction

SRBI and Rtl research and policy defines Tier I as the standards-based curriculum that is taught to all students in a given classroom or grade level. It is referred to as a core curriculum because the content that is taught and learned focuses on the core ideas, concepts, skills, and strategies that determine success, achievement, and understanding in a given subject area. When implemented consistently, and with fidelity, the core curriculum that districts design and put into operation helps almost all students reach grade level proficiency in a given subject area by the end of the school year.

Core curriculum is the best strategy districts have available to them for guaranteeing an equal opportunity for all students to achieve grade level proficiency. The consistent use of a core curriculum across all classrooms also provides equivalent exposure to grade level content and skills for all students. With regard to SRBI, it is important to remember that Tier I Core Curriculum must be offered to all students, regardless of their status for special program services.

In Cheshire, the CSDE grade level expectations (GLEs) guide the development of our Core Curriculum and grade level scope and sequence charts for reading, math, and writing. Each teacher is responsible for the development of minilessons, guided practice, coaching, and feedback to support student learning with regard to these GLEs. In Grades K-8, Reading and Writing Workshop and problem-based math curriculum serve as the instructional vehicle for the development of these learning objectives.

Research Based Best Practices

Although the content standards and grade level objectives may vary slightly from state to state, Rtl and DRBI policy stipulate that the instructional strategies, pacing, resources, and grouping practices that support student achievement must be based on sound scientific research with comparable student populations.

Our understanding about “best” practices emerged from research about the strategies used in classrooms where students make more academic progress than comparable students in other classrooms. These research studies involved randomly assigned or stratified samples of control and

treatment group teachers and students, and measured the effect size of well-documented curriculum and instructional practices on student achievement. These strategies (practices) were subjected to additional research (in some cases 160 different research studies about a single practice) to verify their impact on students under varying conditions. This verification process is often called a meta analysis because of the multiple studies being evaluated. This is also the reason these strategies are called “scientifically based.” Each research-based strategy listed and described below has demonstrated a positive impact on student achievement.

1. **Classroom Community.** Create a classroom community that fosters independence and provides mutual respect, enjoyment, choice, intellectual curiosity, and risk taking. Know and respect each student’s individual learning characteristics.
2. **Learning Objective.** Choose a learning objective that is essential to students’ use and understanding of the subject area.
3. **Preassessment.** Use assessment data to verify which students or group of students knows, or does not yet know, understand, or use this concept, strategy, or skill independently.
4. **Challenge Level.** Ensure that each student is working, as often as possible, on challenging objectives that reflect new learning.
5. **Flexible Grouping.** Offer flexible grouping strategies (large groups, individual tutoring, partner work, and small groups) for instruction, practice, and application based on assessment results about each child’s proficiency level.
6. **Focus.** Focus instruction on a single objective that has not yet been learned by a specific group of students.
7. **Communicate Learning Objectives.** Communicate the learning objective to the students and ensure that they understand that it is their learning goal and work. Explain the purpose for the skill or concept and its usefulness to students. Offer relevant examples. Verify that students know what they are expected to learn and why.
8. **Explicit Instruction.** Provide a clear and succinct explanation about the learning objective and its related concept, skill, or strategy. Use direct instruction to give students explicit details about the steps, process, or essential idea behind the learning objective.
9. **Provide Models, Print, or Visual Support.** Incorporate examples, synonyms, analogies, and modeling to support students’ understanding of new concepts, skills, and strategies. Integrate charts, models, posters, signs, clues, icons, signals, exemplars of student work, and other form of medium that remind students of important content ideas and processes.
10. **Choice and Options.** When appropriate, provide choice among learning resources, learning partners, tasks, and work products to enhance student effort and motivation.
11. **Repeated Practice Opportunities.** Assign short tasks or work that requires students to practice their understanding and use of the objective’s skill or concept until mastery is reached.

12. **Constructive Feedback.** Observe and review students' practice work and provide immediate (or near immediate) and explicit feedback about the quality of their understanding or skill level that specifically tells them how they are doing and what they must do to improve their use of the skill or concept they are trying to master. Encourage students to reflect on their own work and provide their own feedback to themselves and others.
13. **Formative Assessment.** Use frequent and informal or formal ongoing assessment to monitor the learning progress of individual students. Use related information and data to plan objectives for future instruction and/or to intervene with coaching, tutoring, revised objectives, increased or decreased practice time, and alternative resources, practice, or teaching strategies as necessary.

Tier I Intervention

In addition to providing high quality core curriculum taught with best practices instructional strategies, Tier I in RtI and SRBI also provides opportunities for Tier I intervention services delivered by the classroom teacher. Depending on the subject area and age of the students, Band 1-2 readers and math students may receive Tier I intervention services 2-4 times per week through small group instruction, conferences, or tutoring during a reading or math class, study halls, or after school. Tier I behavioral interventions may take place throughout the school day.

SRBI/ RtI Intervention Lessons

In Cheshire, an "intervention" for a Band 1-2 reading or math student consists of a series of direct instruction lessons with a common and high priority focus area/objective. These lessons are designed to help students achieve grade level proficiency. For example, in reading, there are five potential focus areas for intervention lessons. These include:

- Phonemic awareness (PK-1 and ELL)
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension

Teachers use screening, benchmark, and diagnostic assessment data to identify and communicate each Band 1-2 student's learning needs.

These assessments are used to determine each Band 1-2 student's focus objective and to plan or choose a series of related lessons for small groups or individual students with the same needs. Grade level and subject area teams may choose to design their own intervention lessons or use

those provided by the district through its use of commercial intervention resources such as RIDE, easycbm.com, DIBELS, www.fcrr.org, and Aimsweb.

Tier I intervention lessons are delivered by classroom teachers using:

- small group instruction or individual conferences
- explicit individual coaching
- explicit individual feedback , and
- progress monitoring

Teachers measure the impact and effectiveness of their Tier I interventions through the use of progress monitoring assessments, formative assessments, or running records. These data are recorded and shared with data teams as part of the grade or schoolwide decision making and planning process.

Students who fail to master Tier I focus objectives or make minimal progress as measured by grade level progress monitoring instruments become the subject of data team planning and decision making. During these meetings members decide how to revise or differentiate the intervention objective, schedule, or instructional strategies to enhance the likelihood of progress and achievement.

When consistent (at least five data points) progress monitoring data derived from reliable and valid instruments indicates that the Tier I intervention is not producing sufficiency trajectory (e.g. the data's slope line should indicate that the student is on target to reach grade level proficiency by the end of the school year), the data team meets to consider revisions or the addition of Tier II interventions.

Tier II interventions mirror and replicate the classroom teacher's Tier I intervention. The focus objective and lesson plans remain the same. However, Tier II also provides additional instruction and practice time and an individual or small group setting designed for mastery of the high priority learning objectives related to grade level proficiency.

Tier II interventions are usually delivered by support personnel. The effectiveness of Tier II interventions is measured twice monthly using valid and reliable progress monitoring assessments. Progress is determined by graphing student scores on each of the bimonthly assessments.

When consistent (at least eight data points) progress monitoring data derived from reliable and valid instruments indicates that the combined Tier I and Tier II intervention is not producing sufficiency trajectory (e.g. the data's slope line should indicate that the student is on target to reach grade level

proficiency by the end of the school year), the data team meets to consider substituting a Tier III intervention for the Tier II intervention (students would continue to receive the Tier I intervention from their classroom teacher). These meetings are usually convened in January of the school year. Team members use progress monitoring data, diagnostic information, and district assessments to identify students for Tier III interventions.

A Tier III intervention is highly individualized. Although a student continues to receive high quality core instruction and a Tier I intervention from the classroom teacher, s/he will also receive individual, daily, 20-30 minute lessons (from approximately February to June) from a trained member of our support staff. This staff member will follow a specific teaching and learning protocol developed for each child's specific learning target.

Tier II, or III behavior interventions may take the form of student contracts or management plans in addition to guidance sessions or lessons.

Intervention Cycles

Tier I, Tier II, and Tier III intervention objectives and lesson plans are delivered consistently for an agreed upon length of time. During the 2009-10 school year there will be three intervention cycles:

- September 1 – October 30
- November 5 – February 10
- February 22 – June 15 (Tier II may begin at this time for some students)

During each of the first two cycles there will be enough time to provide at least 45 individual or small group intervention lessons in both Tier I (classroom) and Tier II (literacy support). During the last cycle the team may decide to continue the Tier I and II lessons or substitute Tier II lessons for the Tier I lessons.

During each of these cycles Band 1-2 students' intervention objectives and lessons should change as students' demonstrate mastery of their learning objectives. Progress monitoring tools will be used to measure progress toward grade level proficiency.

Monthly, teachers will meet with grade level teams to review student progress and discuss the implemented lessons and time allocations. These teams will also work together to make decisions about:

- Exiting a student from Tier I, II, or III intervention services (because s/he reaching grade level proficiency)
- Continuing or changing each student's focus objective
- Continuing or changing or the intervention lesson plans for a specific focus area.

An Explanation of the Cheshire Public Schools' SRBI Assessments

There are four different kinds of assessments administered within our SRBI process. These four assessments include: universal screening instruments, benchmark assessments, diagnostic assessments, and progress monitoring tools.

Universal Screening

A universal screening instrument is a standardized, “common” assessment tool that is administered to all students in order **to identify those who are achieving below grade level expectations. In Cheshire, “below grade level” is defined as Band 1-2 achievement.** 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 standardized, “common,” and administered to all students within a grade level, but their purpose is to **determine how much each student is progressing within a given academic year.** 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.

Progress Monitoring Assessments

Progress monitoring assessment are also standardized, but they are administered only to Band 1-2 students to determine the extent to which the chosen intervention, focus objective, lesson plans, and teaching strategies helped students make progress toward grade level proficiency. Most progress monitoring assessments are aligned with end of year grade level expectations and have been subjected to validation and research from one or more universities or Rtl centers.

Diagnostic Assessment

These short tests 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.

Page 17 of the Education Week, May 13, 2009 issue provides these useful definitions of additional assessment terms:

Summative Assessment:

Sometimes referred to as “assessment of learning”, summative tests are typically administered near the end of the year. They are meant to give a picture of students’ mastery

of particular curricular objectives. The tests states use to meet state and federal accountability requirements, as well as for high school end-of-course testing, are examples of summative assessments.

Benchmark Assessment:

Also called “interim” or “periodic” assessments, these tests are shorter, standardized forms that cover a limited set of objectives within a specific time frame such as six weeks. Districts administer them for a variety of purposes, including to diagnose problems, evaluate the efficacy of particular instructional approaches, and predict performance on end-of-year summative tests. The data from these tests, like the results of summative assessments, can be aggregated and reported beyond the classroom level. Critics say these tests, which are often purchased from commercial vendors, are frequently confused with formative assessments.

Formative Assessment:

Known as “assessment *for* learning”, these exercises are not used for high-stakes purposes or reporting, but are short measures embedded in lessons as part of instruction. They give real-time, immediate feedback to teachers about gaps in student learning relative to discrete instructional goal so that teachers can vary their approaches. They change depending on individual students’ needs.

The chart on the following page lists the universal screening instruments and benchmark assessments for reading, math, and behavior in the Cheshire Public Schools, Grades K-12.

**Universal Screening and Benchmark Assessments for Reading
in Cheshire Public Schools**

Grade	Universal Screening	Benchmark Assessments
K	<ul style="list-style-type: none"> • Fall Kindergarten PLSS 	<ul style="list-style-type: none"> • DRA
1	<ul style="list-style-type: none"> • Spring Kindergarten Letter Sound Fluency (www. easycbm) 	<ul style="list-style-type: none"> • DRA • Pre-DRP
2	<ul style="list-style-type: none"> • Spring Grade 1 Pre-DRP 	<ul style="list-style-type: none"> • DRA • DRP
3	<ul style="list-style-type: none"> • Spring Grade 2 DRP 	<ul style="list-style-type: none"> • DRA • DRP
4	<ul style="list-style-type: none"> • Grade 3 CMT Reading Scale Score or Fall Grade 4 DRP 	<ul style="list-style-type: none"> • DRP • CMT
5	<ul style="list-style-type: none"> • Grade 4 CMT Reading Scale Score or Fall Grade 5 DRP 	<ul style="list-style-type: none"> • DRP • CMT
6	<ul style="list-style-type: none"> • Grade 5 CMT Reading Scale Score or Fall Grade 6 DRP 	<ul style="list-style-type: none"> • DRP • CMT
7	<ul style="list-style-type: none"> • Grade 6 CMT Reading Scale Score or Fall Grade 7 DRP 	<ul style="list-style-type: none"> • DRP • CMT
8	<ul style="list-style-type: none"> • Grade 7 CMT Reading Scale Score or Fall Grade 8 DRP 	<ul style="list-style-type: none"> • DRP • CMT
9	<ul style="list-style-type: none"> • Grade 8 CMT Reading Scale Score or Spring Grade 8 DRP 	<ul style="list-style-type: none"> • English Grades
10	<ul style="list-style-type: none"> • Spring Grade 8 DRP 	<ul style="list-style-type: none"> • English Grades
11	<ul style="list-style-type: none"> • Grade 10 CAPT Reading Scores 	<ul style="list-style-type: none"> • Grade 10 CAPT Reading Scores
12	<ul style="list-style-type: none"> • Grade 10 CAPT Reading Scores 	<ul style="list-style-type: none"> • Grade 10 CAPT Reading Scores

**Universal Screening, Benchmark Assessments, and Progress Monitoring
For Math in Cheshire Public Schools**

Grade	Universal Screening	Benchmark Assessments	Progress Monitoring
K	District Assessments	District Assessments	Math assessments from: www.easycbm.com
1	District Assessments	District Assessments	Math assessments from: www.easycbm.com
2	District Assessments	District Assessments	Math assessments from: www.easycbm.com
3	District Assessments	District Assessments	Math assessments from: www.easycbm.com
4	District Assessments CMT	District Assessments CMT	Math assessments from: www.easycbm.com
5	District Assessments CMT	District Assessments CMT	Math assessments from: www.easycbm.com
6	District Assessments CMT	District Assessments CMT	Math assessments from: www.easycbm.com
7	Common Assessments CMT	Common Assessments CMT	Math assessments from: Aims (Pearson)
8	Common Assessments CMT	Common Assessments CMT	Math assessments from: Aims (Pearson)
9	Common Assessments CMT	Common Assessments CMT	Common Assessments
10	Common Assessments	Common Assessments	Common Assessments
11	Common Assessments CAPT	Common Assessments CAPT	Common Assessments
12	Common Assessments CAPT	Common Assessments CAPT	Common Assessments

**Universal Screening, Benchmark Assessments, and Progress Monitoring
for Behavior in Cheshire Public Schools**

Grade	Universal Screening	Benchmark Assessments	Progress Monitoring
K	Work Habits section of the report card	AML Behavioral Rating Scale	Classroom Observations
1	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
2	Work Habits section of the report card	Office disciplinary referral	Classroom Observations
3	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
4	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
5	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
6	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
7	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
8	Work Habits section of the report card	Office disciplinary referrals	Classroom Observations
9	Work Habits section of the report card	Office disciplinary referrals BASC II (Ann Marie Duffy)	Classroom Observations SAM Referral Form SST Referral Form
10	Work Habits section of the report card	Office disciplinary referrals BASC II (Ann Marie Duffy)	Classroom Observations SAM Referral Form SST Referral Form
11	Work Habits section of the report card	Office disciplinary referrals BASC II (Ann Marie Duffy)	Classroom Observations SAM Referral Form SST Referral Form
12	Work Habits section of the report card	Office disciplinary referrals BASC II (Ann Marie Duffy)	Classroom Observations SAM Referral Form SST Referral Form

Diagnostic Assessments for Cheshire Public Schools

As mentioned on previous pages of this document, a diagnostic assessment allows a teacher to **explore the various potential causes for below grade level (Band 1-2) reading achievement**. For the 2009-10 school year, Cheshire teachers in Grades K-8 are asked to consider five potential causal areas for below grade level reading performance:

- Phonemic awareness (PK-1 and ELL)
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension

For your convenience, these five areas are linked to the 86 diagnostic questions associated with the www.sopriswest.com Responding to Individual Differences in Education (RIDE) web-based intervention system:

- Phonemic awareness (17 questions)
- Phonics and Decoding (26 questions)
- Fluency (8 questions)
- Vocabulary (15 questions)
- Comprehension (20 questions)

Teachers' responses to these yes/no questions result in a web-based list of list of student weaknesses that can be rewritten as learning objectives for individual students.

It is suggested that teachers who have Band 1-2 readers collaborate with their building-based Reading and Math Intervention Specialist (RAM) or reading specialist (Dodd or CHS). Working together, they will use August-September assessment data and/or the RIDE "Student Assessment" questions to create an individualized plan for each student that outlines the teaching tactics recommended by the district for each focus area (above) and grade range. Each school will have at least one site license for the RIDE web based intervention system, which will be maintained by the RAM at that school.

Progress Monitoring Assessments for the Cheshire Public Schools

Progress monitoring assessments are research-based tools linked to end-of-year proficiency expectations. The same tool is administered more than once in order to create a graph that illustrates student progress over time. The purpose of a progress monitoring assessment is to measure the effectiveness of a chosen intervention tactic for a given student. Teachers use these data to decide when to exit a child from intervention services or to change or modify tactics or service schedules.

Progress monitoring assessments are similar to benchmark assessments in that both kinds of assessments measure learning progress over time. The difference is that progress monitoring assessments are administered **only to Band 1-2 students** and more frequently.

For the **2009-10 year three progress monitoring assessments will be administered to Band 1-2 readers three times within each intervention cycle.** These data will be recorded on a graph, Excel document, Inform, or a web site. Later, this information will be used by the building based SRBI committees when they discuss student work and progress.

The tables on **pages 16 to X** describe the screening, benchmark, diagnostic, and progress monitoring assessments that will be used in reading in Cheshire.

Kindergarten Assessments and Objectives for CPS SRBI

Universal Screenings	<ul style="list-style-type: none"> • Pre-literacy Skills Screening • Letter Sound Fluency
Benchmark Assessment:	<ul style="list-style-type: none"> • Developmental Reading Assessment
Most Likely Causes for Below Grade Level Reading Performance:	<ol style="list-style-type: none"> 1) Limited phonemic awareness of initial consonant sounds 2) Limited ability to link alphabet letters with their corresponding phonemes
Related Diagnostic Assessments:	<p>Easy-to-Use diagnostic questions for all five strands of reading can be found at the RIDE site of www.sopriswest.com</p> <ol style="list-style-type: none"> 1) Tyner (IRA) Picture and Letter Cards for 19 consonant sounds 2) Peabody College LD Center Vanderbilt University's 26 Letter-Sound Fluency Test www.studentprogress.org
Potential Focus Objectives for Instruction and Intervention:	<ol style="list-style-type: none"> 1) The student will be able to isolate and orally reproduce the initial phoneme in a common word 2) The student will be able to identify at least 48 different sounds made by single letters or letter combinations within one minute.
Related Progress Monitoring Tools:	<ol style="list-style-type: none"> 1) DIBELS Initial Sound Fluency (ISF) 2) University of Oregon and www.easyCBM.com Letter Sound Fluency (LSF)
Progress Indicators:	<ol style="list-style-type: none"> 1) 1 sound per week (DIBELS) 2) 1.2 letter sounds/week (University of Oregon)
Anticipated End-of-Year Proficiency Level:	<ol style="list-style-type: none"> 1) ISF ≥ 25 by December (DIBELS) 2) 48/63 letter sounds/minute (AIMS)

Grade 1 Assessments and Objectives for CPS SRBI

Universal Screening:	<ul style="list-style-type: none"> • Pre DRP
Benchmark Assessment:	<ul style="list-style-type: none"> • Developmental Reading Assessment
Most Likely Causes for Below Grade Level Reading Performance	<p>Choose from indicators in Kindergarten and:</p> <ol style="list-style-type: none"> 1) Limited ability to decode single syllable cvc, ccvc, cvcc, and silent e words with automaticity 2) Limited Dolch list Grade 1 sight word vocabulary 3) Grade level passage reading fluency (PRF) ≤ 8 correct words per minute (CWPM) in September and ≤ 19 CWPM in December of Grade 1
Related Diagnostic Assessments:	<p>Easy-to-Use diagnostic questions for all five strands of reading can be found at the RIDE site of www.sopriswest.com</p> <ol style="list-style-type: none"> 1) Phonics Assessments: <ul style="list-style-type: none"> • Dictation Task (Clay) with accompany analysis directions for teachers scored at ≤ 27 raw score for correct letter sound spellings • NWF (DIBELS) ≤ 23 2) Grade 1 Dolch word list (WRF) (www.interventioncentral.org) ≤ 15 words on list correct in one minute 3) Analysis of teacher notes, codes, and patterns revealed from the DRA or Running Record
Potential Focus Objectives for Instruction and Intervention:	<ol style="list-style-type: none"> 1) The student will be able to decode one syllable unfamiliar words that follow a cvc, ccvc, cvcc, and silent e pattern with 90 per cent accuracy. 2) The student will recognize at least 110 high frequency words on sight (CSDE). 3) The student will be able to read a grade level passage with only 5 percent miscues and 70 percent general understanding.
Related Progress Monitoring Tools:	<ol style="list-style-type: none"> 1) DIBELS Nonsense Word Fluency (NWF) 2) University of Oregon and www.easyCBM.com Word Reading Fluency (WRF) for Grade 1 (three lists) 3) University of Oregon and www.easyCBM.com Grade 1 Passage Reading Fluency (PRF)
Progress Indicators:	<ol style="list-style-type: none"> 1) 2 additional nonsense words read correctly/week (DIBELS) 2) 1.8 words/week (Fuchs and Fuchs) 3) Correct words per minute (CSBM) increase of 2 words per week (FCRR)
Anticipated End-of-Year Proficiency Level:	<ol style="list-style-type: none"> 1) ≥ 63 nonsense words read correctly per minute (Florida Project Central and FCRR) 2) 50 words correct/minute (double the 30 second Grade 1 test score) (National Center for Student Progress Monitoring and DIBELS); 110 high frequency words correct on sight (CSDE) 3) ≥ 41 words correct per minute (Fuchs and Fuchs); 41-90+ words correct per minute (CSDE)

Grade 4 Assessments and Objectives for CPS SRBI

Universal Screening:	<ul style="list-style-type: none"> • CMT • DRP
Benchmark Assessment:	<ul style="list-style-type: none"> • Individual Reading Inventory
Most Likely Causes for Below Grade Level Reading Performance:	<p>Choose from indicators from K-3 indicators and:</p> <ol style="list-style-type: none"> 1) Limited ability decode multisyllabic words 2) Grade level passage reading fluency (PRF) \leq 92 correct words per minute (CWPM) in September, \leq 100 in December (DIBELS) 3) Limited ability to read a grade level passage with literal comprehension. \leq 10 MAZE replacements/2.5 minutes
Related Diagnostic Assessments:	<p>Easy-to-Use diagnostic questions for all five strands of reading can be found at the RIDE site of www.sopriswest.com</p> <ol style="list-style-type: none"> 1) Elementary Spelling Inventory (ESI) reveals more than one error in any given category 2) Analysis of teacher notes, codes, fluency rate, content summaries, and patterns revealed from the IRI or a Running Record 3) Analysis of a student's oral or written reflections about the main ideas, sequence, or details within a text passage of 300-500 words. University of Maine Grade 4 MAZE assessments <p>www.usm.maine.edu/cehd/assessment-center/cbm.htm</p> <p>Multiple-Choice Reading Comprehension assessment for Grade from www.easycbm.com</p>
Potential Focus Objectives for Instruction and Intervention:	<ol style="list-style-type: none"> 1) The student will be able to recognize base words, prefixes, and suffixes on sight and use this knowledge to successfully decode an unfamiliar word with 95 percent accuracy. 2) The student will be able to read a grade level passage orally with only 5 percent miscues and 75 percent general understanding. 3) The student will be able to read a grade level passage silently and provide an oral or written explanation of the text's details and main ideas.
Related Progress Monitoring Tools:	<ol style="list-style-type: none"> 1) Gunning <u>Building Words</u>. <i>Syllable Survey</i>. p.21 2) University of Oregon and www.easyCBM.com Grade 4 Passage Reading Fluency (PRF) DIBELS Oral Reading Fluency (ORF) 3) University of Maine Grade 4 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm <p>Multiple-Choice Reading Comprehension for Grade 4 from www.easycbm.com</p>

Grade 4 Assessments and Objectives for CPS SRBI

Progress Indicators:

- 1) Gunning Building Words. Syllable Survey p.21. Score of ≥ 45
- 2) University of Oregon and www.easyCBM.com Grade 4 Passage Reading Fluency(PRF) progress of .90 more words read correctly per week (Fuchs and Fuchs)
- 3) University of Maine Grade 4 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm .40 more words replaced per week (Fuchs and Fuchs)

80 percent correct answers on a passage from the

Multiple-choice reading comprehension assessment for

Grade 4 from www.easyCBM.com

Anticipated End-of-Year Proficiency Level

- 1) Gunning Building Words. Syllable Survey. p.21. Score of ≥ 45
- 2) Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute (CSDE); 118 or more words read correctly/minute from a grade level passage (DIBELS)
- 3) 20 correct replacement on a grade level MAZE passage per 2.5 minutes

80 percent correct answers on a passage from the multiple-choice reading comprehension assessment for Grade 4 from www.easycbm.com

Grade 5 Assessments and Objectives for CPS SRBI

Universal Screening:	<ul style="list-style-type: none"> • CMT • DRP
Benchmark Assessment:	<ul style="list-style-type: none"> • Individual Reading Inventory
Most Likely Causes for Below Grade Level Reading Performance:	<p>Choose from indicators from K-4 indicators and:</p> <ol style="list-style-type: none"> 1) Limited ability decode multisyllabic words 2) Grade level passage reading fluency (PRF) \leq 104 correct words per minute (CWPM) in September, \leq 111 in December (DIBELS) 3) Limited ability to read a grade level passage with literal comprehension. \leq15 MAZE replacements/2.5 minutes
Related Diagnostic Assessments:	<p>Easy-to-Use diagnostic questions for all five strands of reading can be found at the RIDE site of www.sopriswest.com</p> <ol style="list-style-type: none"> 1) Elementary Spelling Inventory (ESI) reveals more than one error in any given category 2) Analysis of teacher notes, codes, fluency rate, content summaries, and patterns revealed from the IRI or a Running Record 3) Analysis of a student's oral or written reflections about the main ideas, sequence, or details within a text passage of 300-500 words. University of Maine Grade 5 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm <p>Multiple-Choice Reading Comprehension assessment for Grade 5 from www.easycbm.com</p>
Potential Focus Objectives for Instruction and	<ol style="list-style-type: none"> 1) The student will be able to recognize base words, prefixes, and suffixes on sight and use this knowledge to successfully decode an unfamiliar word with 95 percent accuracy. 2) The student will be able to read a grade level passage orally with only 5 percent miscues and 75 percent general understanding.

Intervention:	3) The student will be able to read a grade level passage silently and provide an oral or written explanation of the text's details and main ideas.
Related Progress Monitoring Tools:	1) Gunning <u>Building Words</u> . <i>Syllable Survey</i> . p.21 2) University of Oregon and www.easyCBM.com Grade 5 Passage Reading Fluency (PRF) DIBELS Oral Reading Fluency (ORF) 3) University of Maine Grade 5 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm Multiple-Choice Reading Comprehension for Grade 5 from www.easycbm.com

Grade 5 Assessments and Objectives for CPS SRBI

Progress Indicators:	<ol style="list-style-type: none">1) Gunning <u>Building Words</u>. <i>Syllable Survey</i> p.21. Score of ≥ 452) University of Oregon and www.easyCBM.com Grade 5 Passage Reading Fluency (PRF) progress of .50 more words read correctly per week (Fuchs and Fuchs)3) University of Maine Grade 5 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm .40 more words replaced per week (Fuchs and Fuchs) <p style="text-align: center;">80 percent correct answers on a passage from the multiple-choice reading comprehension assessment for Grade 5 from www.easycbm.com</p>
Anticipated End-of-Year Proficiency Level	<ol style="list-style-type: none">1) Gunning <u>Building Words</u>. <i>Syllable Survey</i>. p.21. Score of ≥ 452) 124 or more words read correctly/minute from a grade level passage (DIBELS)3) 25 correct replacements on a grade level MAZE passage per 2.5 minutes (Fuchs and Fuchs) <p style="text-align: center;">80 percent correct answers on a passage from the multiple-choice reading comprehension assessment for Grade 5 from www.easycbm.com</p>

Grade 6 Assessments and Objectives for CPS SRBI

Universal Screening:	<ul style="list-style-type: none"> • CMT • DRP
Benchmark Assessment:	<ul style="list-style-type: none"> • Individual Reading Inventory
Most Likely Causes for Below Grade Level Reading Performance:	<p>Choose from indicators from K-5 indicators and:</p> <ol style="list-style-type: none"> 1) Limited ability decode multisyllabic words 2) Grade level passage reading fluency (PRF) \leq 109 correct words per minute (CWPM) in September, \leq 117 in December (DIBELS) 3) Limited ability to read a grade level passage with literal comprehension. \leq 20 MAZE replacements/2.5 minutes
Related Diagnostic Assessments:	<p>Easy-to-Use diagnostic questions for all five strands of reading can be found at the RIDE site of www.sopriswest.com</p> <ol style="list-style-type: none"> 1) Elementary Spelling Inventory (ESI) reveals more than one error in any given category 2) Analysis of teacher notes, codes, fluency rate, content summaries, and patterns revealed from the IRI or a Running Record 3) Analysis of a student's oral or written reflections about the main ideas, sequence, or details within a text passage of 300-500 words. University of Maine Grade 6 MAZE assessments <p>www.usm.maine.edu/cehd/assessment-center/cbm.htm</p> <p style="text-align: center;">Multiple-Choice Reading Comprehension assessment for Grade 6 from www.easycbm.com</p>
Potential Focus	<ol style="list-style-type: none"> 1) The student will be able to recognize base words, prefixes, and suffixes on sight and use this knowledge to successfully decode an unfamiliar word with 95 percent accuracy.

Objectives for Instruction and Intervention:	<p>2) The student will be able to read a grade level passage orally with only 5 percent miscues and 75 percent general understanding.</p> <p>3) The student will be able to read a grade level passage silently and provide an oral or written explanation of the text's details and main ideas.</p>
Related Progress Monitoring Tools:	<p>1) Gunning <u>Building Words</u>. <i>Syllable Survey</i>. p.21</p> <p>2) University of Oregon and www.easyCBM.com Grade 6 Passage Reading Fluency (PRF)</p> <p style="text-align: center;">DIBELS Oral Reading Fluency (ORF)</p> <p>3) University of Maine Grade 6 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm</p> <p style="text-align: center;">Multiple-Choice Reading Comprehension for Grade 6 from www.easycbm.com</p>

Grade 5	
Progress Indicators:	<ol style="list-style-type: none"> 1) Gunning <u>Building Words. Syllable Survey</u> p.21. Score of ≥ 45 2) University of Oregon and www.easyCBM.com Grade 6 Passage Reading Fluency (PRF) progress of .30 more words read correctly per week (Fuchs and Fuchs) 3) University of Maine Grade 6 MAZE assessments www.usm.maine.edu/cehd/assessment-center/cbm.htm .40 more words replaced per week (Fuchs and Fuchs) <p style="text-align: center;">80 percent correct answers on a passage from the multiple-choice reading comprehension assessment for Grade 6 from www.easycbm.com</p>
Anticipated End-of-Year Proficiency Level	<ol style="list-style-type: none"> 1) Gunning <u>Building Words. Syllable Survey</u>. p.21. Score of ≥ 45 2) 125 or more words read correctly/minute from a grade level passage (DIBELS) 3) 30 correct replacements on a grade level MAZE passage per 2.5 minutes (Fuchs and Fuchs) <p style="text-align: center;">80 percent correct answers on a passage from the multiple-choice reading comprehension assessment for Grade 6 from www.easycbm.com</p>

**CHESHIRE PUBLIC SCHOOLS
SRBI Process**

	Setting	Interventionist	Students	Instruction	Assessments/ Data Collection	Ti
Tier I	Regular Classroom	<ul style="list-style-type: none"> • General Education Teacher • Grade Level Teams/ Course Partners • LST at Darcey 	<ul style="list-style-type: none"> • Students identified as Band 1-2 learners using universal assessments 	<ul style="list-style-type: none"> • Research-based instruction • Core classroom curriculum for all students • Variety of grouping formats • Differentiation 	<ul style="list-style-type: none"> • Ongoing classroom assessments • Routine screening assessments • Observations by teachers, psychologists, counselors, and others 	<ul style="list-style-type: none"> • Through year, sm teaching instructi is basec needs a • Minimum between
Tier II	Regular classroom and/or support service environment	<ul style="list-style-type: none"> • General education teacher • Support personnel (i.e. special education personnel, reading support tutors, school psychologist, social worker, LST, PATHS counselor at Darcey) 	<ul style="list-style-type: none"> • Band 1-2 students who did not respond to Tier I interventions and who are not making appropriate progress in response to the intervention. 	<ul style="list-style-type: none"> • Homogeneous small group (3-5 students) • Supplemental • Differentiation 	<ul style="list-style-type: none"> • Progress monitoring at least every other month 	<ul style="list-style-type: none"> • 15-30 a minutes times pe • Maximum between
Tier III	Regular classroom and/or support service environment	<ul style="list-style-type: none"> • General education teacher • Specialized teacher • Support personnel 	<p>Students who did not respond to Tier I or Tier II interventions and who are not making appropriate progress in response to the intervention.</p>	<ul style="list-style-type: none"> • Homogeneous small group (1-3 students) • Supplemental • Differentiated 	<ul style="list-style-type: none"> • Progress monitoring at least monthly 	<ul style="list-style-type: none"> • Minimum support 3 day • 15 minute Darcey • Maximum

Tier I Classroom Intervention

Description: The majority of school-aged students respond successfully to quality core instruction in the general education classroom. However, 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 in need of intervention. In Tier I, the classroom teacher implements interventions for the identified students. Generally, these interventions take place in the classroom setting. Tier I interventions are monitored for effectiveness by measuring students' learning progress on an ongoing basis. If progress monitoring indicates a need for more intense interventions, a Tier II referral may be considered.

We will ensure that all students in Tier I are provided with a high quality core curriculum. We will do this by:

- 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 challenging expectations for each student
- Developing and maintaining rapport with all students
- Using research-based instructional strategies
- Providing explicit instruction and modeling
- Integrating technology to support and enhance learning and communication
- Assigning 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 to review student work and common assessment data to identify learner needs linked with a menu of related interventions
- Providing ongoing professional development opportunities ensure strong instructional skills/classroom management skills

More than 80% of Cheshire students *respond positively* to high quality core instruction in the general classroom. We will adjust our curriculum and instruction in Tier I if more than 20% of our students are identified through universal assessments as not proficient. We will also monitor and adjust the curriculum and instruction if less than 75% of students score 70% or less on our common assessments. Students who do not respond to core instruction will need to receive additional or modified instruction within the general education setting. In general, research suggests that 67 per cent of these students will respond favorably to Tier I interventions without the need for additional personnel or pull-out services.

Tier I IMPLEMENTATION PLAN

During the 2009 – 2010 school year grade level/content area meetings focused on reviewing student assessment data will take place during the professional development days in August, November, and February. Teams will work together by reviewing universal screening/common assessment results, identify students needing intervention, and develop progress monitoring tools.

Darcey: Grade level teams discuss teacher-identified students and those students identified through universal assessments. Teachers decide on Tier I intervention(s) and progress monitoring assessments. Tier I form completed.

Elementary: Grade level teams discuss teacher-identified students and those students identified through universal assessments. Teachers decide on Tier I intervention(s) and progress monitoring assessments. Tier I form completed.

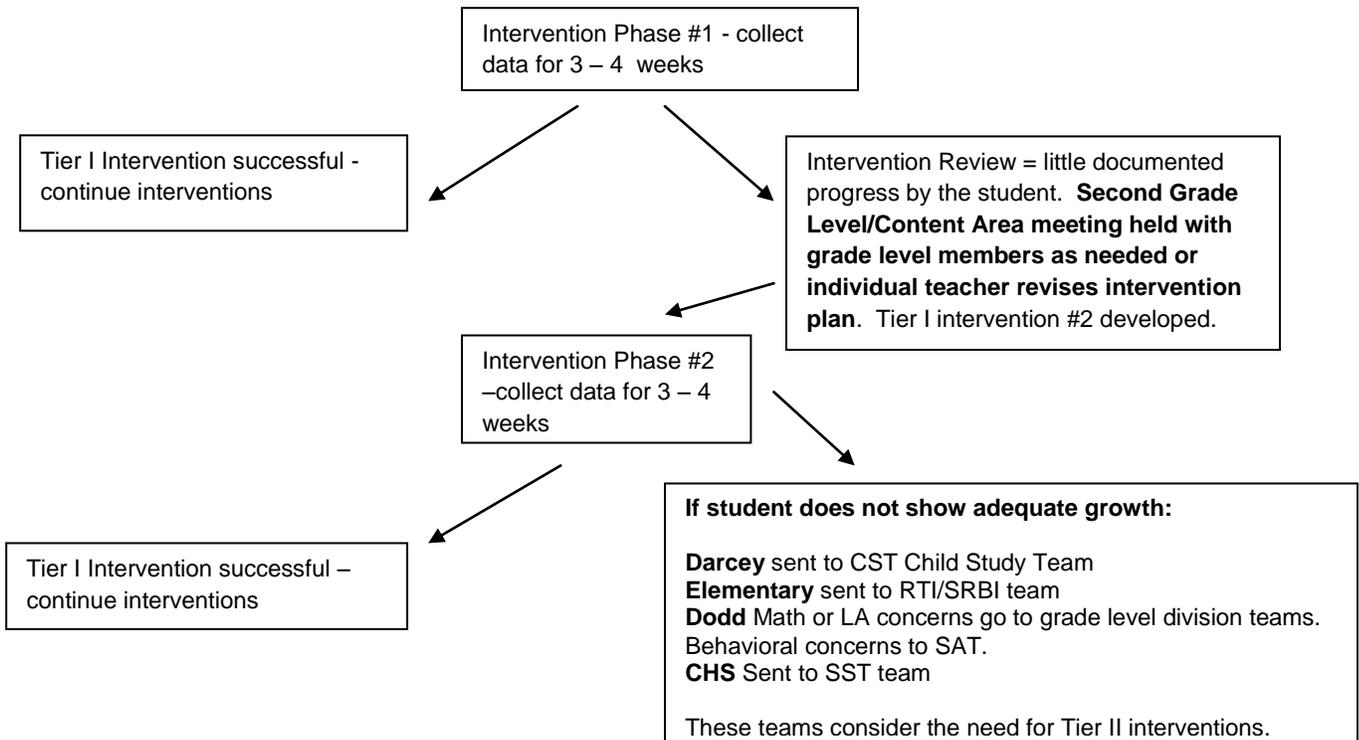
Dodd: Dodd core content teams meet to discuss teacher-identified students with any academic or behavioral concerns as well as students identified through common assessments/screening criteria. Teachers decide on Tier I interventions and progress monitoring assessments/tools. Tier I form completed.

CHS: Regular education teacher has a student who is struggling academically/behaviorally. Teacher fills out a SAM referral form and submits it to SAM. SAM meets to discuss student, case manager is assigned, interventions are discussed and a timeline is established.

-Regular education teacher works on intervention strategy with low performing student, records data/progress (+ or -).

-Regular education teacher, case manager, and assigned administrator monitor student progress.

-Regular education teacher refers low performing student to Tier II if student is not responding to intervention.



Tier II Targeted Intervention

Description: Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage (5 – 15%) of students who do not respond to Tier I interventions. Students who receive Tier II interventions should also continue to receive Tier I instruction and intervention. The interventions are designed to prevent or alleviate challenges a student may be facing.

Effective Tier II interventions include: the use of diagnostic assessments; collaborative planning; highly focused objectives, teaching, and learning opportunities; and frequent monitoring of student progress. A team of educators (e.g. school principal or designee, division leader, department leader, general educators, special educators, school social worker, counselor, school psychologist) meet to review student data, design interventions, and monitor progress.

We will ensure that all students in Tier II are provided with effective and appropriate interventions. We will do this by:

- Working with a team of educators to develop an intervention plan that addresses the learning needs of each identified student in Tier II.
- Administering frequent assessments linked to target proficiency levels.
- Analyzing student assessment data to monitor student progress and to determine the need for additional intervention or a change of intervention.

We anticipate that 70% or more of students who receive Tier I and Tier II interventions will demonstrate significant progress toward grade level proficiency. If more than 30% of students in Tier II do not make significant progress toward proficiency we will modify Tier II interventions before considering the next level.

Tier II IMPLEMENTATION PLAN

Team meetings will take place on a regular basis. In many schools, these teams already exist with a different title, e.g. early intervention team, SAM, SST, etc. and purpose. These existing teams will refocus their efforts to develop effective Tier II or Tier III intervention plans with related progress monitoring tools.

The list below describes this process for various schools/levels in our district.

Darcey: Child Study Team (CST) reviews Tier I interventions and identifies appropriate Tier II interventions that match individual student needs. The team selects progress monitoring tools, analyzes student assessment data, and determines if there is a need for more intense interventions in Tier III.

Elementary: RTI/SRBI Teams review Tier I interventions and identify appropriate Tier II interventions that match individual student needs. The teams select progress monitoring tools, analyze student assessment data, and determine if there is a need for more intense interventions in Tier III.

Dodd: Grade Level Division Teams review Tier I interventions and identify appropriate Tier II interventions that match individual student needs. The teams select progress monitoring tools, analyze student assessment data, and determine if there is a need for more intensive interventions Tier III.

CHS:

-Student Study Team (SST) meets to discuss low performing student. Team members include: administrator, all teachers of the struggling student, guidance counselor, parents, and student.

-SST team discusses interventions that have been tried and data that have been collected. The team decides on an academic goal for the student. To support the goal, possible interventions are discussed and implemented. A timeline is established and data is collected.

-SST meets again to review successes/failure of intervention based on data.

If intervention is working, student progress is monitored for continued academic growth.

If intervention is not working, new interventions are discussed, decided upon and implemented.

Additional data collection is planned and collected.

If intervention is not working student is referred to Tier III.

Intervention Phase #3 – collect data for -3-4 weeks.

Intervention = little documented progress by student. Bring data to RTI /CST/Division Team/SST Team meeting #2. Revise Tier II intervention and repeat process for 3 – 8 more weeks (Intervention Phase #4) or develop Tier III interventions.

Tier II Intervention successful – continue intervention.

Tier III Intense Interventions

Description: Tier III interventions are designed to provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations and continue to fall further behind their peers. One of the primary purposes of Tier III is to find and use instructional strategies that are best suited for individual student progress. More intensive intervention is achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III interventions remain part of the general education system. Furthermore, many students receiving Tier III interventions will require support in all three tiers in order to accelerate progress by the end of the intervention period.

If a student does not show adequate progress, the team will carefully examine why the student is making little or no progress. It is important for the team to review the effectiveness of previous interventions to determine if a vastly different intervention would benefit the learner. Based on these considerations, the team determines whether a referral to special education is necessary.

We will ensure that all students in Tier III are provided with more frequent, individualized interventions. We will do this by:

- Continuing to work with a team of educators to refine the intervention plan that addresses the learning needs of each identified student in Tier III.
- Administering more frequent assessments linked to target proficiency levels.
- Analyzing student assessment data to monitor student progress and to determine the need for revised interventions or referral to special education.
- Involving various specialists (special educators, reading specialists, school psychologists, etc.) to provide technical assistance related to diagnosis, research-based strategies, and cognitive processing to help revise the individual learning plan.

We anticipate that 95% or more of students who receive Tier I, Tier II, and Tier III interventions will demonstrate significant progress toward grade level proficiency.

Tier III IMPLEMENTATION PLAN

The same teams that meet to discuss Tier II referrals meet to plan for Tier III learners. Team meetings take place on a regular basis. Teams develop a Tier III intervention plan that provides more individualized instruction, more frequent student contact, and more frequent progress monitoring. Based on student progress, the team may also discuss the need for a referral for special education.

The list below describes this process for various schools/levels in our district.

Darcey: CST – Review Tier II intervention and progress monitoring results. Develop an individualized and more intensive plan for Tier III interventions; select progress monitoring tools and analyze effectiveness to determine if a change in the intervention is needed or a referral to special education is warranted.

Elementary: RTI/SRBI – Review Tier II intervention and progress monitoring results. Develop an individualized and more intensive plan for Tier III interventions; select progress monitoring tools and analyze effectiveness to determine if a change in the intervention is needed or a referral to special education is warranted.

Dodd: SAT – Review Tier II intervention and progress monitoring results. Develop an individualized and more intensive plan for Tier III interventions; select progress monitoring tools and analyze effectiveness to determine if a change in the intervention is needed or a referral to special education is warranted.

CHS:

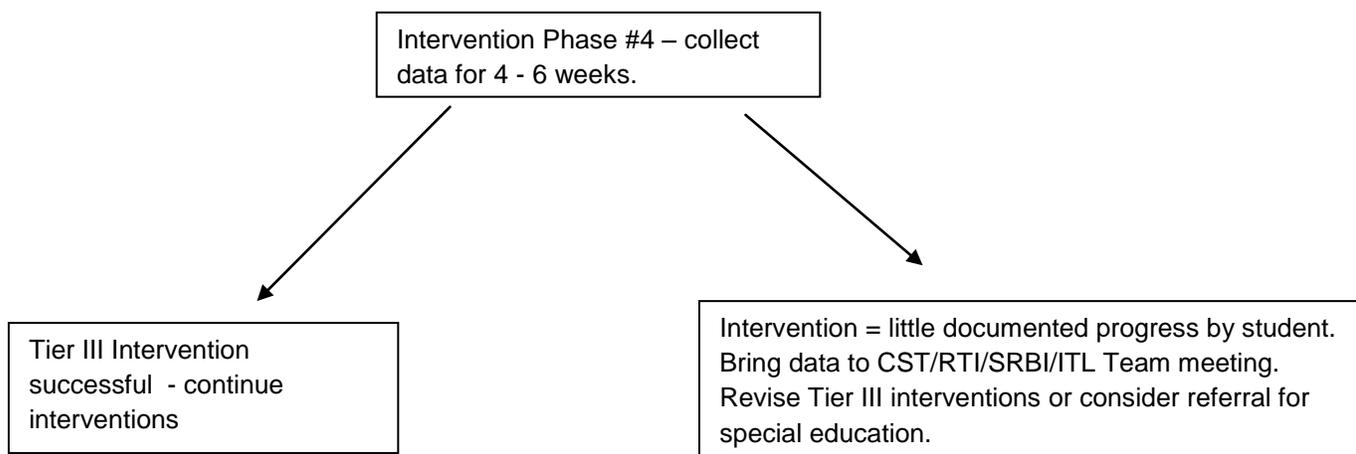
-ITL team meets to discuss low performing student (Administrator, representative teacher from SST, guidance counselor, educational diagnostician, school psychologist, school social worker, special education teacher, and reading specialist)

-Interventions that have been tried and data that has been collected are discussed

-ITL team decides upon a new goal

-Possible additional interventions are discussed

-Students progress is reviewed and team determines if the student should be referred to special education



Benchmark Assessments

Benchmark assessments are used to measure all students' academic growth over time in comparison to grade level expectations and to other students. They are administered at least three times/year. The following assessments will be used to benchmark student learning in Cheshire:

Grade	Math	Reading	Behavior
K		<ul style="list-style-type: none"> • Primary Literacy screening Survey • Developmental Reading Assessment 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
1	Common CPS Math Assessments	<ul style="list-style-type: none"> • Pre-DRP • Developmental Reading Assessment 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
2	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
3	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
4	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment • CMT Reading 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office disciplinary Referrals
5	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment • CMT Reading 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
6	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment • CMT Reading 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
7	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment • CMT Reading 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals
8	Common CPS Math Assessments	<ul style="list-style-type: none"> • DRP • Developmental Reading Assessment • CMT Reading 	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals • SAT Referral Form
9	Classroom Assessments	BRI	<ul style="list-style-type: none"> • AML Behavioral Rating Scale/District Form • Office Disciplinary Referrals • Classroom Information Sheets Observation

Grade	Math	Reading	Behavior
10	<ul style="list-style-type: none"> Classroom Assessments 	<ul style="list-style-type: none"> BRI 	<ul style="list-style-type: none"> AML Behavioral Rating Scale/District Form Office Disciplinary Referrals SAM Referral Form
11	<ul style="list-style-type: none"> Classroom Assessments CAPT 	<ul style="list-style-type: none"> BRI CAPT 	<ul style="list-style-type: none"> AML Behavioral Rating Scale/District Form Office Disciplinary Referrals SST Referral Form
12	Classroom Assessments District CAPT Assessment Math Course	<ul style="list-style-type: none"> BRI CAPT 	<ul style="list-style-type: none"> AML Behavioral Rating Scale/District Form Office Disciplinary Referrals SST Referral Form

Progress Monitoring

Cheshire Public Schools will use standard and research-based assessment tools to monitor the progress of Band 1-2 students in response to Tier I, II, or III interventions. Each progress monitoring tool will relate to grade level proficiency unless there is evidence that appropriate progress can only be measured through the use of below grade level assessment. The list of progress monitoring tools are listed below:

Grade Level	Reading	Math	Behavior
K	<ul style="list-style-type: none"> • DIBELS Initial Sound Fluency (ISF) • www.easycbm.com Letter Sound Fluency (LSF) 	<ul style="list-style-type: none"> • www.easycbm.com computation assessments 	<ul style="list-style-type: none"> •
1	<ul style="list-style-type: none"> • DIBELS Nonsense Word Fluency • www.easycbm.com Word Reading Fluency (WRF) • www.easycbm.com Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> • www.easycbm.com computation assessments 	<ul style="list-style-type: none"> • BASC II ????? (recommended by Ann Marie Duffy)
2	<ul style="list-style-type: none"> • DIBELS Nonsense Word Fluency • www.easycbm.com Word Reading Fluency (WRF) • www.easycbm.com Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> • www.easycbm.com computation assessments 	<ul style="list-style-type: none"> • BASC II ????? (recommended by Ann Marie Duffy)
3	<ul style="list-style-type: none"> • Gunning Syllable Survey • www.easycbm.com Word Reading Fluency (WRF) • www.easycbm.com Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> • www.easycbm.com computation assessments 	<ul style="list-style-type: none"> • BASC II ????? (recommended by Ann Marie Duffy)

4	<ul style="list-style-type: none"> Gunning Syllable Survey www.easycbm.com Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> www.easycbm.com computation assessments 	<ul style="list-style-type: none"> BASC II ????? (recommended by Ann Marie Duffy)
5	<ul style="list-style-type: none"> Gunning Syllable Survey www.easycbm.com Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> www.easycbm.com computation assessments 	<ul style="list-style-type: none"> BASC II ????? (recommended by Ann Marie Duffy)
6	<ul style="list-style-type: none"> Gunning Syllable Survey www.easycbm.com Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> www.easycbm.com computation assessments 	<ul style="list-style-type: none"> BASC II ????? (recommended by Ann Marie Duffy)
7	<ul style="list-style-type: none"> AIMS Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> www.easycbm.com computation assessments 	<ul style="list-style-type: none"> BASC II ????? (recommended by Ann Marie Duffy)
8	<ul style="list-style-type: none"> AIMS Passage Reading Fluency (PRF) 	<ul style="list-style-type: none"> www.easycbm.com computation assessments 	<ul style="list-style-type: none"> BASC II ????? (recommended by Ann Marie Duffy)
9	<ul style="list-style-type: none"> Classroom assessments 	<ul style="list-style-type: none"> Classroom assessments 	<ul style="list-style-type: none"> BASC II ????? (recommended by Ann Marie Duffy)

10	<ul style="list-style-type: none"> • Classroom assessments 	<ul style="list-style-type: none"> • Classroom assessments 	<ul style="list-style-type: none"> • BASC II ????? (recommended by Ann Marie Duffy)
11	<ul style="list-style-type: none"> • Classroom assessments • CAPT 	<ul style="list-style-type: none"> • Classroom assessments • CAPT 	<ul style="list-style-type: none"> • BASC II ????? (recommended by Ann Marie Duffy)
12	<ul style="list-style-type: none"> • Classroom assessments 	<ul style="list-style-type: none"> • Classroom assessments 	<ul style="list-style-type: none"> • BASC II ????? (recommended by Ann Marie Duffy)

Progress Monitoring Schedule

For the 2009-10 school year Band 1-2 students in Cheshire will participate in 1-3 intervention cycles. Band 1-2 students in each grade level will participate in progress monitoring assessments at least three times during each intervention cycle.

Intervention Cycle	Dates	Number of Interventions	Number of Progress Monitoring Assessments
1	September 1 – November 2	<ul style="list-style-type: none"> ● Core curriculum in the classroom ● One intervention in the classroom ● One intervention through Tier II services 	3
2	November 5 – February 11	<ul style="list-style-type: none"> ● Core curriculum in the classroom ● One intervention in the classroom ● One intervention through Tier II services 	3
3	February 22 - June 15	<ul style="list-style-type: none"> ● Core curriculum in the classroom ● One intervention in the classroom ● One intervention through Tier II services 	3

CHESHIRE PUBLIC SCHOOLS
K – SIX INCLUSIVE ASSESSMENT SUMMARY 2008 – 2009

<i>READING</i>	September	October	November	December	January	February	March	April	May	June
DRA	Gr. 1-3	K			Gr. 1-3		K		Gr. 1-3 (Optional)	
Pre DRP						Gr. 1			Gr. 1	
DRP	Gr. 3-6		Gr. 2			Gr. 1-5 (Classroom Based)	S CMT4 (Gr. 3-6)		Gr. 2-6	
DIBELS*		Gr. K-1	Gr. K-1	Gr. K-1	Gr. K-1	Gr. K-1	Gr. K-1	Gr. K-1	Gr. K-1	
Letter Identification	Gr. K-1					Gr. K			Gr. K	
Dictation/Phonics Quick Assessment	Gr. 1-2								Gr. 1-2	
PLSS	Gr. K								Gr. K	
CAP	Gr. 1					Gr. K			Gr. K	
Fine Motor	Gr. K						Gr. K			
Reading Comprehension	Gr. 3-6	Gr. 3-6	Gr. 3-6	Gr. 3-6	Gr. 3-6	Gr. 3-6	Gr. 3-6 S CMT4			
IRI/Running Records As needed	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6
Individual Student- Teacher Conferences Ongoing	Gr. 1-6 C	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6
Reader Response Ongoing	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6	Gr. 1-6
Reading Power Essentials*		Gr. 3-6			Gr. 3-6					
CMT4 Reading							Gr. 3-6 S			
<i>WRITING</i>	September	October	November	December	January	February	March	April	May	June
Timed Writing						Gr. 2-6	Gr. 3-6 S CMT4			
Editing/Revising	Gr.3-6		Gr.3-6	Gr.3-6		Gr. 2-6	Gr. 3-6 S CMT4		Gr.2	
Authentic Writing		Gr. K-6	Gr. 1-6		Gr. 1-6	Gr. K-1	Gr. 1-6		Gr. K-6	Gr. 1-6
CMT4 Writing							Gr. 3-6 S			

<i>MATH</i>	September	October	November	December	January	February	March	April	May	June
Math Benchmark	Gr. 2-6		Gr.1-6			Gr. 1-6				Gr. 1-6
CMT4 Math							Gr. 3-6 S			
<i>OLSAT</i>	September	October	November	December	January	February	March	April	May	June
OLSAT		Gr. 5						Gr. 3		
	September	October	November	December	January	February	March	April	May	June
Marking Period Closes				1			13			5
Report Cards Sent Home				8			19			Last Day
Parent Conferences		23, 27, 29					25, 31	2		

C – Classroom-based

D – District Recorded

S – State or Other Assessment

(P) – Included in Portfolio

*Literary Support

Instructional Interventions

Intervention	TIER I	TIER II	TIER III
Match curricular materials and instruction level (leveled readers, STEPS supplemental math, Words Their Way groupings, differentiated instruction)	√	√	√
Modify modes of task presentation (present lessons in multiple ways, include in lessons visual supports for auditory presentations, use of manipulatives, cooperative learning)	√	√	√
Focus bulk of instruction time to time on task	√	√	√
Cue work habits/organization skills	√	√	√
Modified guided and independent practice – targeted students may be pulled to alternative space within the class to complete independent work while monitored by classroom teacher	√	√	√
Alter pacing to child’s needs, including more than one opportunity to practice skill through differentiated lessons and assignments	√	√	√
Partner reading for fluency (in classroom setting)	√	√	√
Self correct mistakes for mastery goal	√	√	√
Increase opportunities to engage in active academic responding (writing, reading aloud, answering questions in class, discussion with partner)	√	√	√
Mini lesson on skill deficits, large group	√	√	√
Decrease group size – utilize grouping	√	√	√
Increase task structure (e.g. directions, rationale, checks for understanding, feedback)	√	√	√
Increase the amount and types of cues and prompts	√	√	√
Increase wait time following a question posed	√	√	√
Teach additional learning strategies – organization/metacognitive/work habits	√	√	√
Consult with appropriate personnel (psychologist, speech pathologist, inclusion specialist, OT, PT)	√	√	√
Differentiated instruction	√	√	√
Increase guided and independent practice(small group re-teaching)	√	√	√
Increase positive reinforcement	√	√	√
Chunking assignments/directions into short, sequential steps	√	√	√
“Do three, then see me” to check for comprehension/accuracy	√	√	√
Quality of assignment, not quantity	√	√	√
Provide timely and increasing feedback	√	√	√
Homework contract with positive/negative consequences (at home and/or school)	√	√	√
Behavior check sheet, point sheet, self monitoring sheet with appropriate rewards	√	√	√

Time out/walk pass with specific rules for use	√	√	√
Behavior contracts with specific positive/negative consequences	√	√	√
Support in the classroom from LIT/Reading Teacher/Reading Consultant/SPED Teacher(Co-teaching)	√	√	√
Math Lab – (CHS)	√	√	√
Reading support – LST, Reading Teacher, Reading Consultant, Special Education Teacher		√	√
Add small group (3-5 students) focused instruction – 3-4 days per week for a minimum of 30 minutes per day		√	√
Technology support for focused objective		√	√
Reading Strategies/Remedial Reading Class - (CHS, Dodd)		√	√
Structured Study Halls - (CHS)		√	√
Peer Tutoring - (CHS)		√	√
Mentors (SAM) – (CHS)		√	√
Math Support 7 th & 8 th periods – (Dodd)		√	√
Writing Lab – (Dodd)		√	√
Focused, systematic, sequential instruction at a slower pace, with more practice cycles and corrective feedback provided by a certified staff member			√
Decrease small group size (1-3 students) for focused, systematic, and sequential instruction – increase frequency of instruction (5 days per week at the elementary level) for 45-60 minutes per day (6-8 weeks)			√
Lindamood Bell (elementary)			√
Wilson Reading Systems (elementary)			√

Classroom Teacher Request for Tier II Checklist
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Things to bring to the CST/RTI/SRBI meeting:

- Bring copies of 20 Minute Meeting Minutes and Data Collection Worksheet (weekly progress monitoring)
- Note attendance to date: # of absences, _____ # of tardies _____
- Grades to date in all subject areas.

Things you need to verify:

- I have reviewed all information currently available on this student including the cumulative folder, previous test scores, etc.
- I have consulted with the last year's teacher – if student previously attended Cheshire
- I have conferenced with this student's parent/guardian and shared specific concerns
- I have consulted with the school counselor, school psychologist, to find out if there are other concerns
- I have consulted with other teachers the student encounters in their school day (specialists)

Additional information:

Elementary
REQUEST FOR TIER II OR III INTERVENTION

Student Name _____ D.O.B. _____ Teacher _____ Date _____
Please complete these forms and bring them, as well as minutes from Tier I Intervention Meetings) and the Data Collection Worksheet

Current focus area for improvement:	Techniques	Results/Comments
Cumulative File Review (Tardiness, Attendance, Retention, School History, Report Cards, Support Services, OLSAT, CMT's)	Comments:	
My question regarding the focus area for improvement is...	Comments:	
Contact with Previous Teacher(s):	Comments:	
Student's Areas of Strength:		
Contact with school psychologist/guidance counselor	Comments:	
Contact with other teachers student encounters (i.e. specials)	Comments:	
Date of Contact with Parents _____ <input type="checkbox"/> Phone <input type="checkbox"/> Conference	Comments:	

OVER

Related services:
Please check all that apply.

ELL

Guidance

AGP

Remedial Speech

Other: _____

Cheshire Individualized Student Success Plan (CISSP) - Elementary

Student _____

t _____ D.O.B _____ Date _____ Grade/Teacher _____

Our target is:

Expected performance standard for ALL students:	By: (projected timeline)
Targeted goal performance standard for referred student:	By: (projected timeline same as above)
Interval Goals:	Date:
Interval 1	
Interval 2	
Interval 3	
Interval 4	
Interval 5	
Interval 6	

OVER

Desired Outcome (Specific, Measurable, Attainable, Results Oriented, and Time bound objective):		
	When/How Often	Who
Assessment Tool and Measurement Criteria:		
Evidence-Based Strategy:		
List the specific steps/strategies/techniques:		

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ce school psychologist OT Other: _____

Results of CISSP

Status of case (include assessment results)

Please check one:

- Plan successful/ongoing – revise CISSP to address another area of concern**
- Plan successful, case closed**
- Plan ongoing – continue current CISSP**
- Plan unsuccessful/ongoing – create new CISSP**
- Send to Pre-referral (continue with plan)**
- Other**

Notes: (include data collected throughout intervention period)

Date of Next Meeting _____

Data Collection Worksheet – Elementary

To be completed by teacher and case partner

Student _____ D.O.B _____ Date _____ Grade/Teacher _____

Parent/Guardian _____ Support: TIER I ____ TIER II ____ TIER III ____

Targeted Area: _____

	Date	Date	Date	Date	Date	Date	
Assesment Scores	Score/Band	Comparison to Class Average	Score/Band	Comparison to Class Average	Score/Band	Comparison to Class Average	Comments/Expectations
DRA							
Phonics Assessment							
DRP							
IRI							
QRI							
BRI							
Otis Lennon							
District Math Assesment							
CMT Math (total)							
CMT Reading (total)							
CMT DRP							
CMT Writing (total)							
CMT DAW							
Other:							
Other:							
Other:							

Are there baseline data missing? If yes, please complete the back side.

If not enough data are available, our plan to gather baseline data is:

What observable, measurable, specific data will be gathered?	
Who will collect the baseline data?	Using what assessment? (use assessment that aligns with focus area for improvement)
Potential dates for collecting the data: (at least 3 data points)	Date to analyze baseline data and with whom:

Based on our assessments, currently the student can:

Baseline Performance:

Assessment:	Assessment:	Assessment:	Assessment:
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CST DATA Collection Worksheet – Intermediate – Dodd/Cheshire High School

Student Name _____ DOB _____ Date Completed _____ Grade/Teacher _____

Parent/Guardian _____ Support: TIER I ____ TIER II ____ TIER III ____

Targeted Area: _____

	Date:	Date:	Date:	Date:	Date:	Date:	Scores/data
Assessment Scores	Scores/Data	Comparison to Class Average	Scores/Data	Comparison to Class Average	Scores/Data	Comparison to Class Average	Comments/Expectations
OLSAT							
CMT Reading							
CMT Math							
CMT Writing							
CMT DRP							
CMT DRW							
QRI DRP							
Classroom Observation							
Reader's Workshop							
Writer's Workshop							
Math Workshop							
In-house Writing Prompt							
CAPT Reading							
CAPT Writing							
CAPT Science							
CAPT Math							
Previous behavior data (Connors, BASC)							
9 th Grade Pre-CAPT Test							
Common Assessments							
Other							

Key: sc (screening), pm (progress monitoring), ev (evaluation)

CST Pre-Referral Strategies – Intermediate – Dodd/Cheshire High School

(strategies already implemented /attempted in classroom)

Student Name _____ DOB _____ Date Completed _____ Grade/Teacher _____

Specify what support is currently being provided:

___ General education teacher adjusts instruction, utilizing variety of groupings through differentiated individualized support.

Note how many times/week and area: ___ reading, ___ math, ___ written language.

Other:

Differentiation Strategies/Curriculum Modifications/Extra Practice: *NOTE IF EFFECTIVE, yes/no*

Please identify accommodations/strategies used for this student and the perceived effectiveness of each. Attach additional sheets if necessary.

Reading:

___ Provide alternate independent work on individual reading level

___ Provide extra time for reading at beginning/end of day

___ Partner read for fluency

___ Reduce the amount of information on a page

___ Student takes notes while reading

___ Assistive Technology

___ Provide box of sight words on ind. level w/mastery of a small number of words

___ Provide extra phonetic practice with word cards, phonics game, drill activities

___ Student completes graphic organizer on story/selection

___ Use high interest materials

___ Student summarizes material orally to teacher/partner/teaching assistant

Math:

___ Math boxes – only expect to do basic * boxes, not all boxes

___ Use visuals (color code steps, provide model, draw pictures, etc.

___ Reduce visual clutter

___ Use graph paper for correct alignment

___ Reduce the number of problems on a page

___ Develop a math reference sheet for student to refer to

___ Assistive Technology

___ Same math concepts taught at easier level use simpler language, manipulatives

___ Touchpoints used for add and/or subtract math facts

___ Adjust math expectations according to understanding

___ Test in small group with TA to determine breakdown of skill

___ Provide calculator/fact card

___ Color code operation symbol

Written Language:

___ Provide editing checklist

___ Pencil grip, slant board, larger pencil, different paper

___ Provide sentence starters

___ Reduce writing requirement to appropriate to skill level

___ Assistive Technology

___ Provide model of sentence as reference to check for spacing, cap & punct

___ Use model of appropriate handwriting

___ Student utilized word processor and/or graphic organizing software

___ Provide graphic organizers

Attention/Organization:

- Stand close to child while talking/close proximity
- Establish a hand signal w/student to signal when off-task
- Provide oral directions w/visual/slow down/be concise
- Conference/communicate with parent
- Provide quiet place to work
- Color code subject material
- Develop weekly/monthly calendar

- Student repeat directions
- Provide small checklist on desk for work completion or to reinforce student
- Behavior management plan/home-school communication log/checklist/parent mtg
- Student record assignments in planner
- Provide time for organization of materials/backpack/notebooks
- Establish a specific plan for materials
- Provide checklist of materials for class to be placed in locker

CST Pre-Referral Checklist of Concerns – Intermediate – Dodd/Cheshire High School

Student Name _____ DOB _____ Student Strengths/Talents/Interests _____
 Current Performance compared to peers: Reading _____ Spelling _____ Wr Language _____ Math _____ (bottom 3rd, mid 3rd)

Behaviors of Concern (check all that apply)

**please attach any relevant work samples, adapted materials, etc.

Academic Performance Concerns	Other Behavioral Concerns
	<input type="checkbox"/> Withdrawal/Isolation
	<input type="checkbox"/> Has no friends/difficulty interacting w/peers
<input type="checkbox"/> Phonological/phonetic reading skills	<input type="checkbox"/> Cries easily/frustrates easily/lack of coping strengths
<input type="checkbox"/> Reading fluency	<input type="checkbox"/> Anxious/shy
<input type="checkbox"/> Sight vocabulary	<input type="checkbox"/> Irritable
<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Lethargic/overtired
<input type="checkbox"/> Fine-Motor	<input type="checkbox"/> Afraid to make mistakes/Difficulty taking risks
<input type="checkbox"/> Spelling	<input type="checkbox"/> Self-esteem/Negative comments about self
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Social skills
<input type="checkbox"/> Seldom completes written tasks	<input type="checkbox"/> Defiant/aggressive with peers
<input type="checkbox"/> Math basic skills	<input type="checkbox"/> Argumentative
<input type="checkbox"/> Math concepts	<input type="checkbox"/> Little follow-through at home/homework/failure to submit assignments
<input type="checkbox"/> Math problem solving skills	<input type="checkbox"/> Appears immature
<input type="checkbox"/> Difficulty following directions/instructions	<input type="checkbox"/> Distracted/unfocused
<input type="checkbox"/> Difficulty articulating sounds/being understood	Attendance
<input type="checkbox"/> Difficulty expressing ideas orally	<input type="checkbox"/> Frequently absent (# absences ____)
<input type="checkbox"/> Difficulty retrieving names, words	<input type="checkbox"/> Frequently tardy (# tardies ____)
Class Participation	Health Concerns
<input type="checkbox"/> Unfocused/Inattentive	<input type="checkbox"/> Frequent visits to: bathroom or nurse
<input type="checkbox"/> Fidgety/movement/gets out of seat	<input type="checkbox"/> Poor hygiene/lack of home care
<input type="checkbox"/> Lack of participation/involvement/investment	<input type="checkbox"/> No lunch
<input type="checkbox"/> Difficulty following routines	<input type="checkbox"/> Bruises or injuries
<input type="checkbox"/> Unorganized with materials, tasks	<input type="checkbox"/> Check vision screening

<input type="checkbox"/> Disruptive/calls out	<input type="checkbox"/> Check hearing screening
<input type="checkbox"/> Difficulty completing most tasks independently/relies on adults	<input type="checkbox"/> Other
<input type="checkbox"/> Discrepancy between aptitude and achievement	
<input type="checkbox"/> Slow processing, very slow worker	
<input type="checkbox"/> Impulsive/interrupts/Acts without thinking	

See attached Dodd and CHS referral sheets

Cheshire Individualized Student Success Plan (CISSP) – Intermediate – Dodd/Cheshire High School

Student Name _____ DOB _____ Date Completed _____ Grade/Teacher _____ copy to relevant teachers

CST Members _____ copy to school psychologist for file

Strategies to address goals

CST Date	Strategies	Person/Team Responsible	Measures	Progress/Results
	<p>Concern</p> <p>Strategy</p> <p><i>Next meeting date:</i></p>			
	<p>Concern</p> <p>Strategy</p> <p><i>Next meeting date</i></p>			
	<p>Concern :</p> <p>Strategy</p> <p><i>Next meeting date</i></p>			

: Cheshire Individualized Student Success Plan (CISSP) – Page 2 - Intermediate – Dodd/Cheshire High School

Student Name _____ DOB _____ Date Completed _____ Grade/Teacher _____ copy to relevant teachers

Strategies to address goals

CST Date	Strategies	Person/Team Responsible	Measures	Progress/Results
	<p>Concern</p> <p>Strategy</p> <p><i>Next meeting date:</i></p>			
	<p>Concern</p> <p>Strategy</p> <p><i>Next meeting date</i></p>			
	<p>Concern :</p> <p>Strategy</p> <p><i>Next meeting date</i></p>			

Professional Development Plans for the Implementation of RTI/SRBI 2009 – 2010

August 27, 2009

November 3, 2009

February 12, 2010

During the 2009 – 2010 school year we will devote three professional development days to the components outlined in our RTI/SRBI plan. A portion of these days will provide time for general education teachers at each school to organize and meet with their teams to review student assessment data aligned with our universal assessments and identify students who would benefit from various interventions.

On these days, additional professional development activities will be planned by building principals and based on staff needs related to our SRBI plan. Activities may include:

- Using PowerSchool/INFORM 5.0 to facilitate teachers' quick access to multiple forms of student assessment data that help us monitor student progress over time and determine the need for more intense interventions
- Developing group and team protocols to support effective communication and decisions
- Creating or revising common benchmark assessments
- Reviewing common assessment results to determine areas of instruction that need to be changed
- Meeting as a SRBI team to review the progress of Tier II and Tier III students
- Sharing and reviewing research-based instructional strategies
- Learning about methods to differentiate instruction to meet the needs of all students

