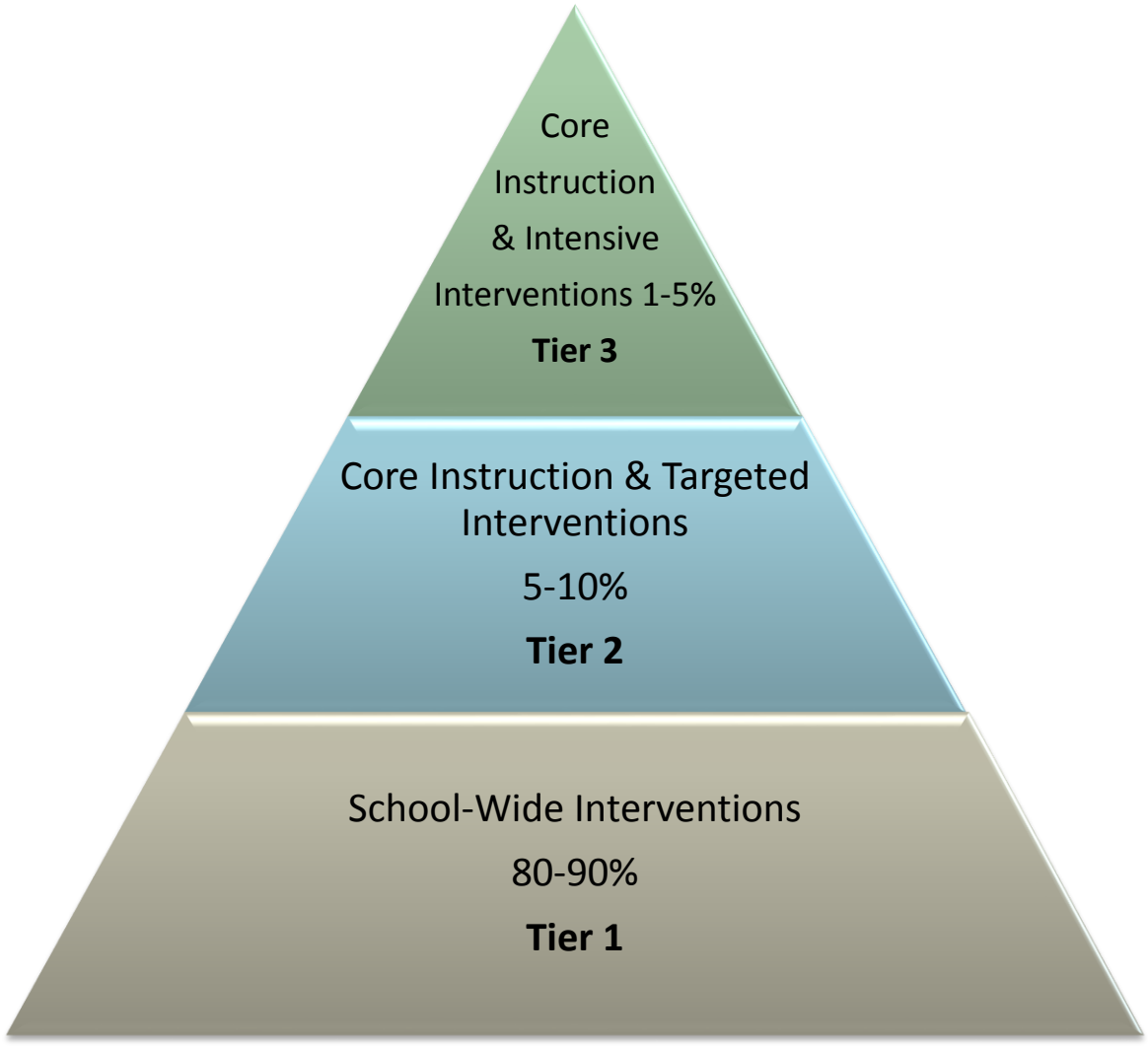
Manchester Public Schools

A Scientific Research-Based Intervention Handbook

Academic and Behavioral SRBI Strategies and Interventions for All Students



Manchester Public Schools
Scientific Research-Based Instruction (SRBI)

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A Brief Overview of SRBI

Scientific Research-Based Interventions (SRBI) is a systems approach that emphasizes instruction for all students. It is comprised of research-based instruction and interventions for students who are experiencing academic, social/emotional, or behavioral challenges. SRBI emphasizes the implementation of standards-based, core curriculum, with comprehensive research-based teaching and learning practices, maintenance of a positive and a safe school climate, and an all-inclusive system of behavioral supports. SRBI promotes quality instruction and intervention opportunities for all students, including those with disabilities, at all tiers.

With these practices, there is the belief in collective responsibility, accountability, and the power of achievement. Although there are important individual differences among students, all students are capable of continued learning and progress.

The SRBI framework emphasizes multiple assessment tools to identify students that may be performing below course or grade level expectations; for example, running records and common formative assessments. SRBI also allows educators to identify high priority learning objectives, differentiate instruction, design responsive interventions, and to monitor student progress toward proficiency. While language arts and mathematics are the primary foci for this initiative, SRBI serves as a cross curricular tool, which also incorporates behavioral interventions in all tiers.

SRBI is a three tiered instructional framework that is designed to support all students from preschool through grade twelve. The tiers reflect delivering quality classroom instruction, equitably using research-based, differentiated responsive strategies with target students using benchmark data; scientifically-based supplemental instruction in small, flexible, homogeneous grouping; and providing specific, intensive intervention in Tier III.

SRBI Committee

Co-Chairs:

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Committee Members:

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SRBI Framework – Process Overview

	Setting	Person(s) Responsible	Students	Instruction	Assessments/Data Collection	Timeline
Tier I Instruction	Regular Classroom	• All teachers • Grade level teams • Collaborative/inter-disciplinary teams	All students	• Research-based / Differentiated • Core classroom curriculum for all students • Flexible grouping formats based on individual needs	• On-going classroom/curriculum assessments/CFA's • NWEA & benchmarks • Observations, checklists, diagnostics, as needed	Ongoing or throughout the school year
Tier II Intervention	Regular classroom and/or support service environment	• General education teacher • Support personnel (i.e. specialists or other trained interventionists)	Students who did not respond to Tier I instruction and who are not making expected progress	• Homogeneous small groups (up to 1:4 or 1:6) • Supplemental instruction to Tier I • Differentiation	• Weekly to biweekly progress monitoring • Pre-and Post-assessments	Additional support (Recommend 15-30 additional minutes, 2-3 times per week for 8-20 weeks)
Tier III Intervention	Regular classroom and/or support service environment	• General education teacher • Specialized teacher • Support personnel (i.e. specialists or other trained interventionists)	Students who did not respond to Tier I or Tier II and who are not making expected progress	• Homogeneous small groups (up to 1:3) • Supplemental to Tier I Instruction • Differentiation	• Progress monitoring up to 2x/week • Pre-and Post-assessments	Additional support (Recommended 30 additional minutes, 4-5 times per week for 8 to 20 weeks)

Essential Features of Tier I

Focus	General education core practices
Setting	General education classrooms
Curriculum and instruction	Research-based, comprehensive and aligned with Common Core State Standards/student outcomes; culturally responsive; positive and safe school climate; must include a comprehensive system of social- emotional learning and behavioral supports
Interventions*	Differentiation of instruction through content, process, or product within the general education classroom, e.g., through flexible, small groups and appropriate instructional materials and resources matched to students' needs and abilities
Interventionists	General education teachers with collaboration from school specialists
Assessments	Universal common assessments of all students at least three times per year (benchmark data) to monitor progress and identify students in need of intervention early on; common formative assessments to guide and differentiate instruction; data to evaluate and monitor the effectiveness of the behavioral system (e.g., attendance rates, discipline referrals), overall quality of school climate, and social-emotional learning (e.g., school attachment, graduation rates, etc.); additional assessments of certain individual students (e.g., checklists, observations, diagnostic assessments), as warranted
Data analysis and decision making**	District, school and grade/content area instructional data teams; district data team analyzes data across schools within the district; school data team analyzes benchmark data within the school to establish the overall efficacy of curricula, instruction, school climate and system of social-emotional learning and behavioral supports for all students, and monitors fidelity of implementation; grade-level/content area instructional data teams triangulate and analyze varied data from multiple perspectives, including common formative assessments, to improve and differentiate instruction within a grade or course, and identify individual students in need of Tier II academic or behavioral intervention

* For more on differentiation with a host of resources on a variety of topics, including samples, templates, how-to videos, and more, visit http://daretodifferentiate.wikispaces.com/

**Communication and collaboration with parents/guardians regarding the interventions being employed to support their child(ren)'s academic, social/emotional, or behavioral growth at each tier is essential.

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

Essential Features of Tier II

Focus	Students who do not meet important academic benchmarks or social/ behavioral expectations, and have not responded to Tier I core practices
Setting	General education classrooms or other general education location within a school (e.g., library, lab, writing center, etc.)
Interventions	Appropriate, short-term (e.g., eight to 20 weeks) research-based interventions, well-matched to students' specific academic, social-emotional, and/or behavioral needs; delivered to homogeneous groups (i.e., students with similar needs); with a teacher: student ratio up to 1:4 or 1:6; implemented with fidelity; supplemental to differentiation in the core program in Tier I.
Interventionists	General education teachers, specialists or other interventionists trained for Tier II intervention
Assessments	Frequent progress monitoring (e.g. weekly or biweekly) using assessment tools that accurately target students' focus area for improvement; progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth; additional assessments of certain individual students (e.g., observations, diagnostic assessments)
Data analysis and decision making*	Teacher support/intervention teams (e.g. SRBI teams) whose members may overlap with Tier I data teams; should include core team members (e.g., school principal, general educators, reading/language arts specialists, school psychologist, and a special educator) as well as additional members depending on individual student's needs (e.g., ESL teacher, math specialist, school social worker); teams match appropriate Tier II interventions to students' needs; select appropriate progress monitoring tools; analyze progress monitoring data; modify or substitute new interventions, as needed; identify students not responding to Tier II efforts; conduct extensive analysis and application of data from Tier II interventions to document effectiveness of interventions; and help monitor fidelity of implementation of Tier II interventions

*Communication and collaboration with parents/guardians regarding the interventions being employed to support their child(ren)'s academic, social/emotional, or behavioral growth at each tier is essential.

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

Essential Features of Tier III

Focus	Students who do not to meet important academic benchmarks or social/behavioral expectations and have not responded to Tier I or Tier II
Setting	General education classrooms or other general education locations within a school (e.g., library, lab, writing center)
Interventions	Appropriate short-term (eight to 20 weeks) research-based interventions, well-matched to students' specific academic, social/behavioral needs; more intensive or individualized than Tier II interventions; delivered to homogeneous groups (i.e., students with similar needs); with a teacher: student ratio up to 1:3; implemented with fidelity; supplemental to core program in Tier I
Interventionists	Specialists or other interventionists trained for Tier III intervention (including general educators with appropriate training)
Assessments	Very frequent progress monitoring using assessment tools that accurately target students' focus areas for improvement; progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth; additional assessments of certain individual students (e.g., diagnostic assessments, comprehensive evaluation), as warranted
Data analysis and decision making	Teacher support/intervention teams (as in Tier II); teams decide how to choose, individualize and intensify interventions for students receiving Tier III interventions; select appropriate progress monitoring tools; analyze progress monitoring data; modify or substitute new interventions, as needed; identify students not responding to Tier III efforts; conduct extensive analysis and application of data from Tier III interventions to document effectiveness of interventions; and help monitor fidelity of implementation of Tier III interventions

*Communication and collaboration with parents/guardians regarding the interventions being employed to support their child(ren)'s academic, social/emotional, or behavioral growth at each tier is essential.

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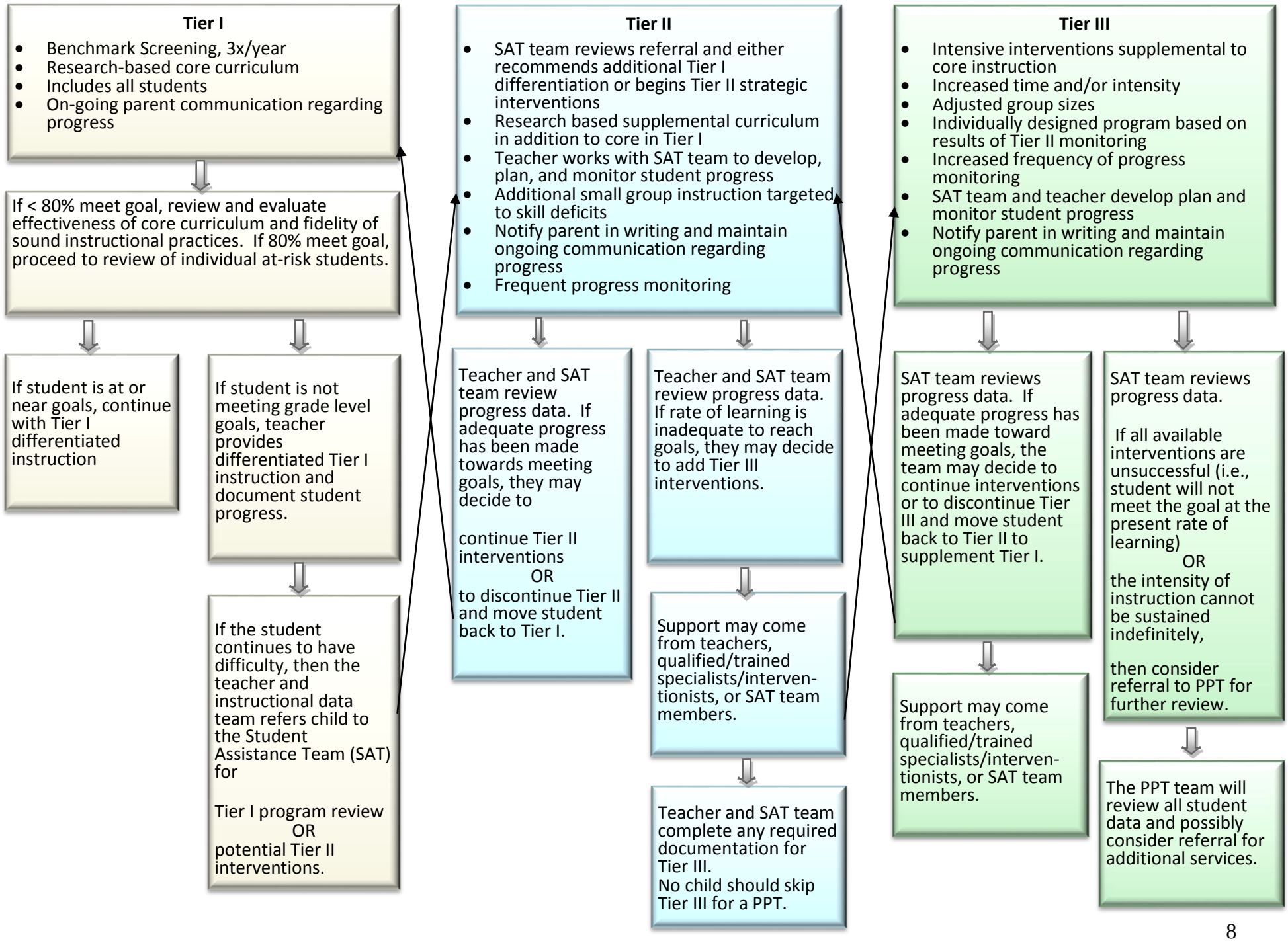
SRBI Flowchart



Sample Instruction and Intervention Strategies

This is a bank of some options to use, as appropriate, along the K-12 continuum. Tier II is inclusive of Tier I strategies and Tier III is inclusive of Tier II and Tier I strategies. This list can be amended, as appropriate.

(Please see Appendix D for more resources.)

ACADEMIC	BEHAVIORAL
TIER I	**TIER I**
File/Record review	File/record review
Administration of benchmark assessment/universal screen	Positive , PBIS-centered school climate
Orientation to routines/procedures	Clearly taught and posted school & classroom expectations
Principles of Learning	Graduated Response Behavior model
Readers'/Writers' workshops	Proactive behavior management strategies
Guided reading	Post daily/weekly schedules/routines
Check/monitor progress & performance	Minimize transition time
Extended time/Wait time	Team building activities
Differentiated instructional practices	Student choice/menus
Scaffolding	Positive feedback/regular recognition
Small group instruction	Positive place to reflect & regroup
Flexible grouping	Teach and support organization/time management
Student choice/menus	Character education lessons
Work stations/centers	Afterschool clubs/activities
Alternate materials/assignments/assessments	Teacher/student conferences
Technology integration	Monitor attendance/discipline log
Assistive technology	Regular communication home
Use of facts tables/formula charts	Collaboration with parent/guardian
Use of rubrics	Behavior contract
Specific individual feedback	Peer Mediation
Guided study hall/support	Regular grade level meetings to meet students' needs
Regular communication with home	Referral to SAT
Collaboration with parent/guardian	
Regular grade level meetings to meet students' needs	
Referral to SAT	
TIER II	**TIER II**
SAT meeting with action plan	SAT meeting with action plan
Administer diagnostic assessment(s)	Conduct observations
Before/after school help	Individual conference w/ staff, student, or parent
In-class supports	Early/late class dismissal
Homework/organization support	Participation in mentoring program
Academic labs	School-based support groups (e.g. anger management)
Peer tutor	Collaboration w/ outside agencies
Flexible schedule	Home visits
Books on tape, CD, web-based	Referrals for additional supports
Schedule/class change	Referral for Functional Behavioral Assessment/data
Schedule co-teaching environment	collection, followed by an initial Behavior Intervention
Leveled Literacy Intervention (LLI) program, as intended	Plan (BIP)
Read About, Read 180, Lexia	Manchester, Agencies, Police, and Schools (MAPS)
Fast Math	initiatives and outreach services (basic and group)
	Youth Service Bureau open-door public services
TIER III	**TIER III**
Supplemental reading / math instruction	Referral for a Functional Behavioral Assessment with a
More intensive schedule/class change	potentially intensified Behavior Intervention Plan
Leveled Literacy Intervention (LLI), customized	Referral for intensive in-home supports
Read About, Read 180, Lexia	Referral for after-school programming (e.g. advanced and
Fast Math	individualized MAPS initiatives or other outreach services)

Differentiation in Tier 1

Regardless of supplemental interventions that may occur at Tier II or Tier III, all of our children are daily participants in core instruction in Tier I. As a result, differentiation makes all the difference in equitably and responsively meeting the needs of each of our learners, and it is at the core of sound intervention practices.

SRBI begins with responsive classroom design, flexible grouping, and strategic use of a host of differentiation strategies, beginning in Tier 1, to equitably respond to each student's learning, social/emotional, and behavioral needs.

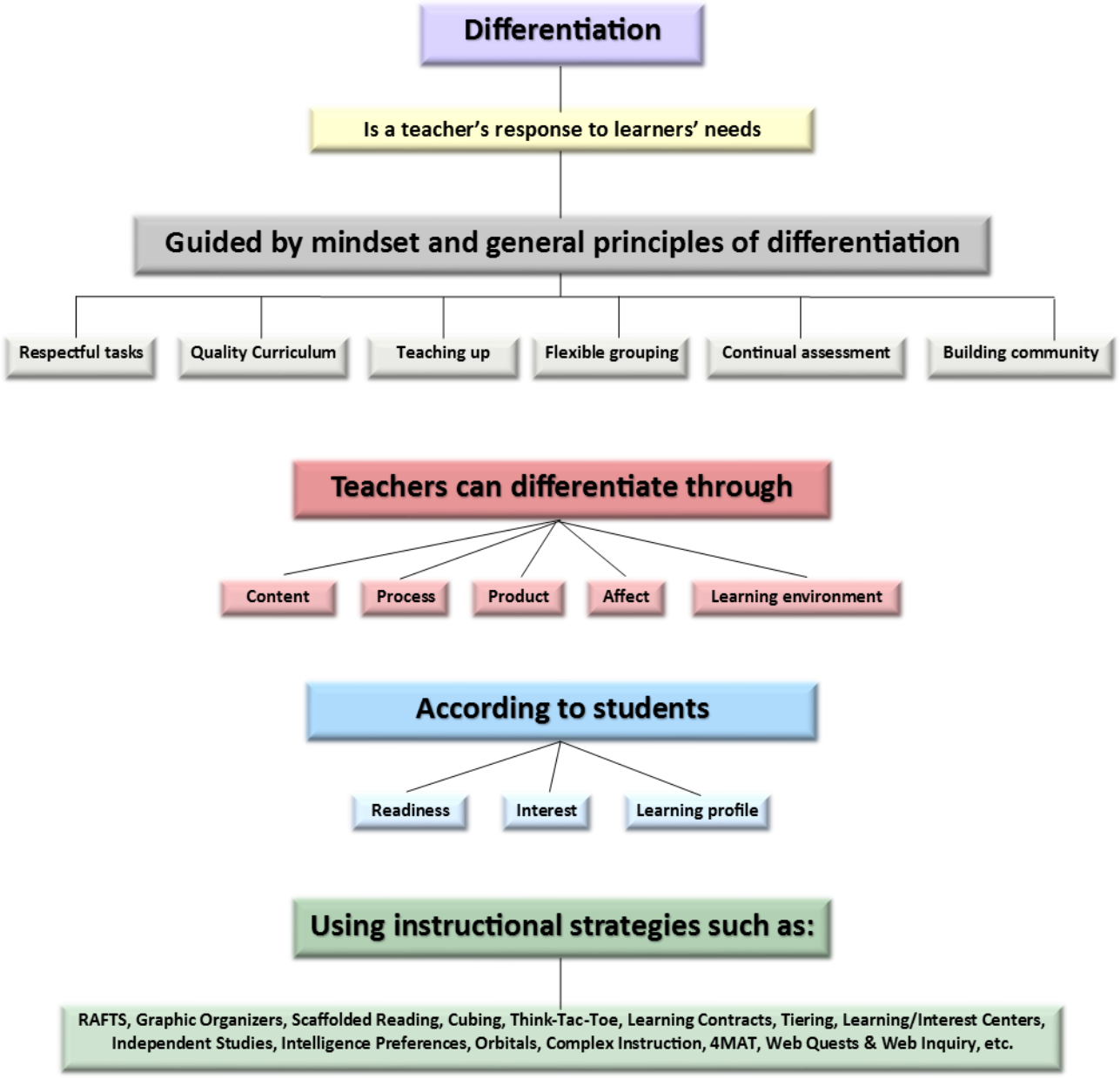
Strategically using data to differentiate instructional and classroom management decisions is essential to the success of SRBI in our schools and every classroom.

Equitable learning happens when the principles of learning, effective teaching practices, and assessments are strategically implemented in the classroom in response to each learner's unique needs, providing reinforcement or enrichment, as needed.

See the work of Resnick, Marzano, Tomlinson, and Reeves for more on this in Appendix D –Resources.

To learn more about any of the terms in the chart to the right, please visit the following web site and enter the term in the 'Search' box.

http://daretodifferentiate.wikispaces.com/Home



Additional Tools to Support Students' Academic Performance and Behavioral Choices

These are more options for consideration at all tiers, as appropriate

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

Environment/Scheduling

Provide clear work area
Quieter work space
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)

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
Break long-term projects into smaller chunks
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
Provide review/lesson closure
Use manipulatives and models
Use memory strategies
Practice with computer supported instruction
Restate information/directions
Teach note-taking

Instructional Strategies

Teach test-taking strategies
Provide notes/outlines to student
Provide concrete examples
Use graphic/visual organizers
Color code
Chunk information
Compact curriculum
Analyze task
Provide multi-sensory instruction
Use tracking strategies for reading
Provide templates for written work
Use word retrieval prompts
Provide word banks

Organization

Use assignment book/pad
Provide extra space for work
Use binder/organization system
Use folders to hold work
Keep extra materials, like pencils, in class
Post assignments
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/part orally
Simplify test vocabulary
Reduce multiple choice distracters
Provide word bank
Spatially cued format

Grading

Provide extra credit options
Grade improvement (retakes)
No handwriting penalty; use technology options
No spelling penalty except on final copy
Pass/fail option

Behavior

Teach class rules
Allow breaks between tasks
Cue expected behavior
Provide de-escalation strategies
Post PBIS rules
Use of anxiety/stress reducer
Model desired behavior
Provide role play activities
Use nonverbal signals
Provide verbal reminder
Provide positive social reinforcement
Establish in class/in school reward system
Offer responsibilities
Have parent/guardian sign homework/planner
Refer to support staff

REVISIONS for 2013-2014 are in PROGRESS
Academic Benchmark Assessments (Universal Screening) and Progress Monitoring

Grade	Benchmark Assessment (Universal Screens) To be given at least 3 times/year	Strategic Progress Monitoring Tools *Choices could include one or more of these tools* Daily, weekly, bi-weekly or every 4-6 weeks, as appropriate/needed
Pre-K	Manchester Early Childhood Assessment	Reporting system Progress reports Common Formative Assessments (CFA's)
K	Dolch words Curriculum-Based Assessment (CBA) – NWEA MPG* Direct Assessment of Writing (DAW) Math Exemplar	Progress Reports Developmental Reading Assessment, 2nd ed, Progress Monitoring kit NWEA tools -Children's Progress Academic Assessment) (CPAA) Common Formative Assessments (CFA's) Mondo ** Learning software tools***
1	Dolch words Curriculum-Based Assessment (CBA) - NWEA MPG* Developmental Reading Assessment, 2nd ed. (DRA2) Direct Assessment of Writing (DAW) Math Exemplar	Progress Report Developmental Reading Assessment, 2nd ed., Progress Monitoring kit NWEA tools -Children's Progress Academic Assessment) (CPAA) Common Formative Assessments (CFA's) Mondo ** Learning software tools***
2	Curriculum-Based Assessment (CBA) - NWEA MPG* Developmental Reading Assessment, 2nd ed. (DRA2) Direct Assessment of Writing (DAW) Math Exemplar	Progress Reports Developmental Reading Assessment, 2nd ed., Progress Monitoring kit NWEA tools -Children's Progress Academic Assessment) (CPAA) Common Formative Assessments (CFA's) Learning software tools***
3	Curriculum-Based Assessment (CBA) - NWEA MAP* Developmental Reading Assessment, 2nd ed. (as appropriate) Degrees of Reading Power (DRP) Direct Assessment of Writing (DAW) Math Exemplar Science State of CT assessment	Progress Reports Developmental Reading Assessment, 2nd ed., progress monitoring kit (as desired) NWEA tools – Skills Pointer Common Formative Assessments (CFA's) Learning software tools***
4-5	Curriculum-Based Assessment (CBA) - NWEA MAP* Degrees of Reading Power (DRP) Direct Assessment of Writing (DAW) Math Exemplar Science State of CT assessment	Progress Reports NWEA-Skills Pointer Common Formative Assessments (CFA's) Learning software tools***
6-8	Curriculum-Based Assessment (CBA) - NWEA MAP* Degrees of Reading Power (DRP) Direct Assessment of Writing (DAW) Math Exemplar Science State of CT assessment	Progress Reports NWEA-Skills Pointer Common Formative Assessments (CFA's) Learning software tools***
9-10	Curriculum-Based Assessment (CBA) - NWEA MAP* Criterion Referenced Test (CRT) Practice for State of CT assessment; State of CT assessment Science Readistep (Grade 9) PSAT (Grade 10, once per year in October) Challenge Test; Accuplacer	Progress Reports NWEA-Skills Pointer Common Formative Assessments (CFA's) Learning software tools***
11-12	PSAT (Grade 11) SAT (Grade 12 Fall; Grade 11 Spring) Challenge Test; Accuplacer	Progress Reports Curriculum-Based Assessments (CBA's) Common Formative Assessments (CFA's) Learning software tools***

*** Northwest Evaluation Association (NWEA) , Measures of Academic Progress for Primary Grades (MPG), Measure of Academic Progress (MAP)**
Please administer the Survey with Goals MPG or MAP assessments to generate Ready for Instruction Today (RIT) learning goals for each child.

**** Mondo tools should be chosen appropriately to strategically align to the intervention.**

*****Learning software tools may include one or more of the following: Lexia, Read About, Read 180, Fast Math, or Math Whizz.**

Behavior: Universal Screening Options and Progress Monitoring Tools for Behavior

Grade	Universal Screening Options	Progress Monitoring Options	Fidelity of Implementation Checks
Pre-K	• Attendance Data • Office Disciplinary Referrals • BASC-2 BESS (Behavioral and Emotional Screen System)	• eSchoolData • School Wide Information System (SWIS) Data*	• Point Sheets • Student Observations • Behavior Intervention Plans • Home/School Communication
K-6	• Attendance Data • Suspension Data • Office Disciplinary Referrals	• eSchoolData • School Wide Information System (SWIS) Data*	• Classroom Products Grades • Student Observations • Check-in/check-out point cards • Behavior Intervention Plans • Home/School Communication
7-8	• Attendance Data • Grades/Work Habits • Office Disciplinary Referrals • Suspension Data	• eSchoolData • School Wide Information System (SWIS) Data* • Data from Check and Connect Program • Data from Play by the Rules	• Classroom Products • Grades • Student Observations • Play by the Rules data • Check-in/check-out point cards • Behavior Intervention Plans • Home/School Communication
9-12	• Attendance Data • Grades/Work Habits • Office Disciplinary Referrals • Suspension Data	• eSchool • School Wide Information System (SWIS) Data* • Data from Interventions & Check and Connect Program • BESS Universal Screen - Pilot	• Classroom Products • Grades • Student Observations • Check-in/check-out point cards • Behavior Intervention Plans • Home/School Communication

* School Wide Information System (SWIS) Data may be used to support PBIS initiatives, as desired or required, on a school to school basis.

APPENDIX A
GLOSSARY OF TERMS

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

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: 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 each student is progressing within a given academic year and also to inform instruction. In some cases, the same assessment instrument could be used for both universal screening and to benchmark individual student progress over time.

common formative assessments (CFA's): assessments conducted during the process of student learning that are used primarily to inform instruction.

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

comprehensive system or social-emotional learning and behavioral supports: a system that addresses a range of needs for all students in the social-emotional and behavioral domain, such as directly teaching important social-emotional skills, making behavioral expectations clear and consistent, and having a continuum of procedures by encouraging appropriate behaviors and discouraging inappropriate behaviors; the approach should be systemic (school-wide and district-wide), have a preventive and positive orientation, and use empirically validated practices.

core practices: general education curriculums, instruction, and social/behavioral supports for all students; this is Tier I.

curriculum-based measures (CBM's): measures for ongoing monitoring of students' progress through a curriculum.

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

data teams: teams of educators that are responsible for data analysis and decision making of the district, school, and grade (or content area) level as well as across grade levels in the same content area (i.e., vertical teams); members include school level administrators, school psychologists, grade/content area general educators, various specialists, and other behavioral/mental health personnel.

decision rules: clear, specific guidelines for making data-driven decisions (e.g., at least 80 percent of all students should be meeting important academic benchmarks and social/behavioral expectation for the core curriculums, instruction, and learning environment to be considered effective in Tier I).

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

differentiated instruction: a fundamental approach to teaching that emphasizes ways to meet the differing needs of students within the general education setting, including flexible small groups, varied instructional materials, or different ways of presenting the same content.

dual discrepancy: the comparison between rate of growth and level of performance compared to grade level standards.

DRG's: District Reference Groups (DRGs) are a classification system developed by the CSDE in which districts that have public school students with similar socioeconomic status (SES) and needs are grouped together; grouping like districts together is useful in order to make valid comparisons among districts.

fidelity of implementation: use and delivery of curriculum, instructional strategies, behavioral systems and interventions in the manner they were designed and intended to be used, such as, adhering to the treatment time and key features required for a particular intervention.

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

formative assessments: assessments conducted during the process of student learning that are used primarily to inform instruction.

goal line: the straight line connecting a student's baseline level of performance with his or her long-range goal; the slope of the goal line shows the expected rate of improvement if the student is going to meet the long-range goal.

homogeneous grouping: grouping of students with similar instructional needs who are at similar levels, such as students who all require instruction in basic spelling skills.

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

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

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

Professional Learning Community (PLC): an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

progress monitoring: using data to track students' progress toward a goal. 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 helps 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 (such as curriculum based measurements – CBMs) weekly or bimonthly and record data, displaying results in table or graphic form.

reliable: the consistency and accuracy of a test or other measure.

school climate: the nature of the interrelationships among the people in the school; how the people within the school treat one another (adult to adult interactions, adult and student interactions, and student to student interactions) through their actions or verbal and nonverbal exchanges, tone of voice, and the use/abuse of inherent power advantages.

school SRBI team: team of educators that are responsible for data analysis, decision making, and progress monitoring in Tier II and Tier III, whose members may overlap with Tier I; they include certain core members as well as other members that may rotate on and off the team, depending on the needs of the student under consideration.

slope: the slope of the trendline is compared to that of the goal line to measure a student's rate of improvement; if the slope of the trendline is less than that of the goal line, the student is not progressing at a rate sufficient enough to meet the goal in the time allotted.

SRBI: instructional practices and interventions in a school or district that have been researched and determined to be effective for improved student outcomes or proven to excel student learning as evidenced by data.

Student Assistance Team – Academic: The student Assistance Team (SAT) is a school-based team that is comprised of teachers, pupil personnel services staff (when appropriate), the parent and student (when appropriate), and administrators who come together to develop a plan of action utilizing a creative problem solving process to assist students in becoming more successful at school. The SAT accepts referrals from the school community and parents about students who are exhibiting academic challenges that are interfering with their success. Support is request from the SAT for a student whose learning needs are not being met under existing circumstances.

Student Assistance Team – Behavioral: The student Assistance Team (SAT) is a school-based team that is comprised of teachers, pupil personnel services staff, the parent and student (when appropriate), and administrators. The SAT accepts referrals from the school community and parents about students who are exhibiting behaviors that are interfering with their education. These behaviors may involve social or emotional difficulties, as well as alcohol or other drug involvement. The Student Assistance Team is charged with identifying student strengths and needs, and working with the child and family to identify and access the necessary supports that will help each referred child to become more successful in school.

summative assessments: assessments that are employed mainly to assess cumulative student learning at a particular point in time.

systemic approach: an approach that is school-wide or district-wide, with the same core curriculums, instructional strategies, universal common assessments, and social/behavioral supports within a grade, and effective coordination across grades (as opposed to approaches in which different teachers within the same grade may differ widely in curricular emphases, instructional strategies, behavior management practices, etc.)

Tier I: the general education core curriculums, instruction, and social/behavioral supports for all students, with differentiation of instruction as a norm.

Tier II: short-term interventions for students who have not responded to the general education core curriculums and differentiation of instruction; it is part of the general education system and supplements Tier I core instruction.

Tier III: more intensive or individualized interventions for students which are also part of the general education system and supplements Tier I core instruction.

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

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

universal common assessments: a term for assessments that are given routinely to all students in a grade that are the same for all students in a grade within a school or district; universal common assessments may be summative or formative and include, but are not limited to, benchmark assessments.

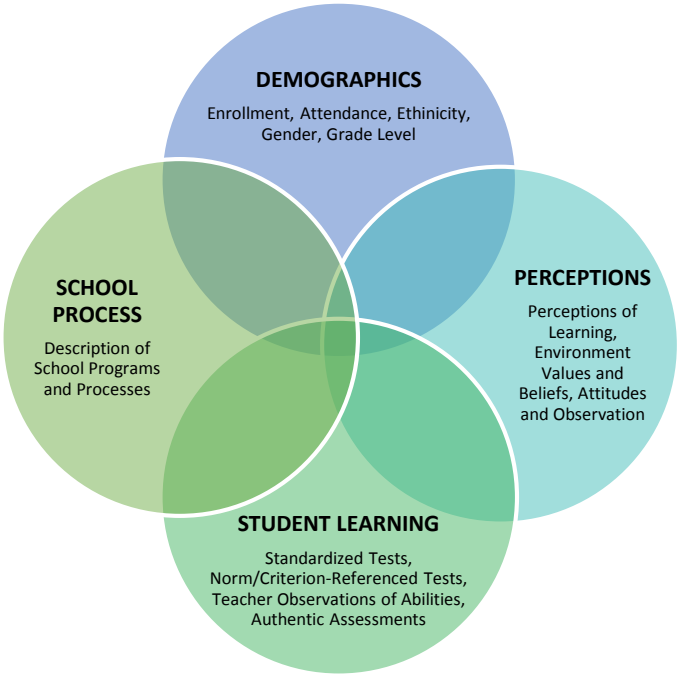
universal screening: A universal screening instrument is a "common" assessment tool that is administered to all students in order to identify those who are achieving below grade level expectations. This screening process may occur at the end of the previous school year or at the beginning of a new school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

valid: the extent to which a test actually measures what it is intended to measure

APPENDIX B
Data-Informed Instructional Collaboration
Recommendations and Resources

Data teams occur on district, school, grade, and/or content levels. In instructional data teams at the grade or content level, teachers collaboratively analyze multiple data sources that include state assessments, district benchmarks, common formative assessments, and other work samples to identify learning strengths and obstacles to student learning, and determine research-based instructional strategies that will best address their students' needs and learning objectives.

Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented as the result of a previous data team meeting by examining student performance data that was measured using common assessments. School and district data teams are also used to develop and monitor improvement.



MULTIPLE MEASURES OF DATA

Triangulate multiple data sources and examine them through multiple perspectives in order to collaboratively make the best-informed instructional decisions that are responsive to each child's needs.

To support Manchester Public School's shaping universal expectations around SRBI, developing shared, collaboratively-based, data-informed practices across the district, and creating common systems that are consistent among our schools, we recommend reviewing the standards, recommendations, and resources available at the following Connecticut State Department of Education web address.

Standards, Recommendations, and Resources:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321744.

Please note that these tools are meant to guide the work of teams working collaboratively to equitably meet each child's unique educational needs, both academically and behaviorally. Strategically draw upon those items that support focusing on students' needs with enhanced, responsive, instructional practices.

Appendix C
Sample Forms and Letter

The SRBI framework in practice works best when driven by tools versus rules. With this in mind, Manchester Public Schools has provided district and school leaders, classroom teachers, and support staff with a variety of tools to collaboratively make data-informed instructional decisions to ensure each student's academic and behavioral success.

Toward this end, we have compiled various resources in a toolkit, available on-line. These tools are not meant for rigid use, as if blindly guided by rules, but rather for data teams to strategically select those which best meet each data team's work in equitably meeting each student's needs. These resources are intended to be fluid in nature, evolving in response to our students' changing needs**.**

THIS AREA IS UNDER CONSTRUCTION:

Please refer to the Pupil Personnel Services and Curriculum and Instruction links at http://boe.townofmanchester.org/departments.htm for sample resources in the following areas:

- Pre-Kindergarten
- Kingergarten-6th Grade
- 7th Grade-8th Grade
- 9th Grade-12th Grade

Appendix D
Resources

Books and Guides:

Ainsworth, Larry. (2010). *Rigorous curriculum design: How to use curricular units of study to align standards, instruction, and assessment*. Englewood, CO: Lead and Learn Press.

Allain, J. & Eberhardt, N. (2011). *RtI: The forgotten tier, a practical guide for building a data-driven tier 1 instructional process*. Stockton, KS: Rowe.

Boyd-Batstone, P. (2006). *Differentiated early literacy for English language learners: Practical strategies.* Boston, MA: Pearson, Allyn and Bacon.

Calkins, L., Ehrenworth, M., & Lehman, C. (2012) *Pathways to the common core, accelerating achievement*. Portsmouth, N.H.: Heinemann.

Davis, B. (2007). *How to teach students who don't look like you - Culturally relevant strategies*. Thousand Oaks, CA: Corwin.

Dyson, B. and Casey, A. (2012). *Cooperative learning in physical education: A research based approach.* New York: Routledge.

Grant, C. and Sleeter, C. (2007). *Turning on learning – Five approaches to multicultural teaching plans* (4th edition). Hoboken, NJ: Wiley.

Dean, C., Stone, B.J., Hubbell, E., and Pitler, H. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement*, 2nd Ed. Alexandria, VA.: ASCD.

Dodge, J. (2009). *25 Quick formative assessments for a differentiated classroom: Easy low-prep assessments that help you pinpoint students' needs and reach all learners*. New York: Scholastic.

Dufour, R, DuFour, R., & Eaker, R. (2008*). Revisiting professional learning communities at work: New insights for improving schools.* Bloomington, IN: Solution Tree.

Huffman, C. (2012). *Making music cooperatively: Using cooperative learning in your active music-making classroom*. Chicago: GIA.

Johnson, D., Johnson, R. and Holubec, E. (1994). *Cooperative learning in the classroom.* Alexandria, VA: ASCD.

Kuykendall, C. (2004). *From rage to hope: Strategies for reclaiming black and Hispanic youth.* Bloomington, IN: Solution Tree.

Love, N., Stiles, K., Mundry, S., & DiRanna, K. (eds.). (2008). *The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry*. Thousand Oaks, CA: Corwin.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA.: ASCD.

Marzano, R. (2004). *Building background knowledge for academic achievement.* Alexandria, VA: ASCD.

Marzano, R. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD.

Marzano, R., Pickering, D., and Marzano, J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA.: ASCD.

Marzano, R. (2010). *Teaching basic and advanced vocabulary – A framework for direct instruction.* Boston, MA: Heinle.

McCartney, S. & Wunderlich, K.; edited by S. House. (2006). *Pre-referral intervention manual*, 3rd Edition. Columbia, MO: Hawthorne Educational Services, Inc.

McCook, J. (2006). *The RtI guide: Developing and implementing a model in your schools*. Horsham, PA: LPR Publications.

McKinley, J. (2010). *Raising black students' achievement through culturally responsive teaching.* Alexandria, VA: ASCD.

Palmer-Cleveland, K. (2011). *Teaching boys who struggle in school*. Alexandria, VA: ASCD.

Owocki, Gretchen. (2012*). The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills.* Portsmouth, N.H.: Heinemann.

Reeves, D. (ed). (2007). *Ahead of the curve: The power of assessment to transform teaching and learning.* Bloomington, IN: Solution Tree.

Schmoker, M. (2011). *Focus*: *Elevating the essentials to radically improve instruction*. Alexandria, VA: ASCD.

Slavin, R. (1994). *Practical guide to cooperative learning.* Englewood Cliffs, NJ: Prentice Hall.

Sprague, J., Cook, C., & Wright, D. (2008). *RtI and behavior: A guide to integrating behavioral and academic supports*. Horsham, PA: LPR Publications.

Tate, M. (2007). *Shouting won't grow dendrites – Twenty techniques for managing a brain compatible classroom.* Thousand Oaks, CA: Corwin.

Tate, M. (2010). *Worksheets don't grow dendrites – Twenty instructional strategies that engage the brain*. Thousand Oaks, CA: Corwin.

Tomlinson, C. (2003). *Fulfilling the promise of the differentiated classroom, strategies and tools for responsive teaching*. Alexandria, VA.: ASCD

Tomlinson, C. (2001). *How to differentiate instruction in the mixed ability classrooms*. Alexandria, VA: ASCD.

Tomlinson, C. & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

Tomlinson, Carol Ann. (2006). *Leadership for differentiating schools & classrooms.* Alexandria, VA: ASCD.

Tomlinson, C. (1999).*The differentiated classroom - Responding to the needs of all learners.* Alexandria, VA: ASCD.

Tomlinson, C. & Cunningham Eidson, C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades K-5*. Alexandria, VA: ASCD.

Journals:

Educational Leadership, an ASCD publication.

Teaching Children Mathematics, a NCTM publication.

Web Resources:

American Society for Curriculum and Development. <www.ascd.org>

Assessments:
http://daretodifferentiate.wikispaces.com/Pre-Assessment
http://daretodifferentiate.wikispaces.com/Continous+Assessment
http://www.formativedifferentiated.com/index.html

Classroom Environment:
http://inservice.ascd.org/educational-leadership/tips-for-configuring-your-classroom-for-differentiation/

Cooperative Learning, Student-Centered Learning Strategies:
Jigsaw
http://www.jigsaw.org/overview.htm
Partner reading
http://www.readingrockets.org/strategies/paired_reading/
Think-Pair-Share
http://olc.spsd.sk.ca/DE/PD/instr/strats/think/
Think-Write-Pair-Share
https://sites.google.com/a/eusd.org/kjosephson/home/formative-assessment/think-write-pair-share
Three Minute Pause
http://literacy.purduecal.edu/STUDENT/ammessme/3MinPause.html

Connecticut Accountability for Learning Initiative: www.sdecali.net

Connecticut State Department of Education: www.ct.gov/sde

Connecticut State Dept. of Education, SRBI: www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf

Curriculum-based measurement solutions for every tier: www.easycbm.com

Elmore, Richard. *Improving the instructional core*: http://schoolfile.org/index_files/Initiatives/elmore-7%20principles.pdf?

Florida Center for Reading Research: www.fcrr.org

The Leadership and Learning Center: www.leadandlearn.com

Marzano's Nine Instructional Strategies:
http://ncs.district.googlepages.com/integratingtechnologywithmarzano'sninein
http://classroom.leanderisd.org/webs/marzano/home.htm

Marzano's Six Step Process to Teaching Academic Vocabulary:
http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf
http://innovativocab.wikispaces.com/file/view/ MarzVocabiGami.pdf?

National Council of Supervisors of Mathematics: http://www.mathedleadership.org/

National Council of Teachers of Mathematics: www.nctm.org

Nation School Reform Faculty (Critical Friends Network): www.nsrfharmony.org/

The Northeast PBIS Network: To connect with practitioners all across the northeastern United States, go to www.facebook.com and search for *Northeast-PBIS-Network* to join.

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PBIS, research to practice information at State Education Resource Center: www.ctserc.org/pbs

Positive Behavioral Interventions and Supports: www.pbis.org

Resnick, L. (2010). *Nine principles of learning:* www.du.edu.om/ctl/Student-Centered%20Teaching-%20workshop%20material/Nine%20Principles%20of%20Learning.pdf

SWIS Suite, a web-based information system that provides PBIS-aligned behavioral data: https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx

UCONN's Center for Behavioral Education and Research: http://www.cber.uconn.edu/

University of Oregon's PBIS web resources: http://pages.uoregon.edu/ttobin/