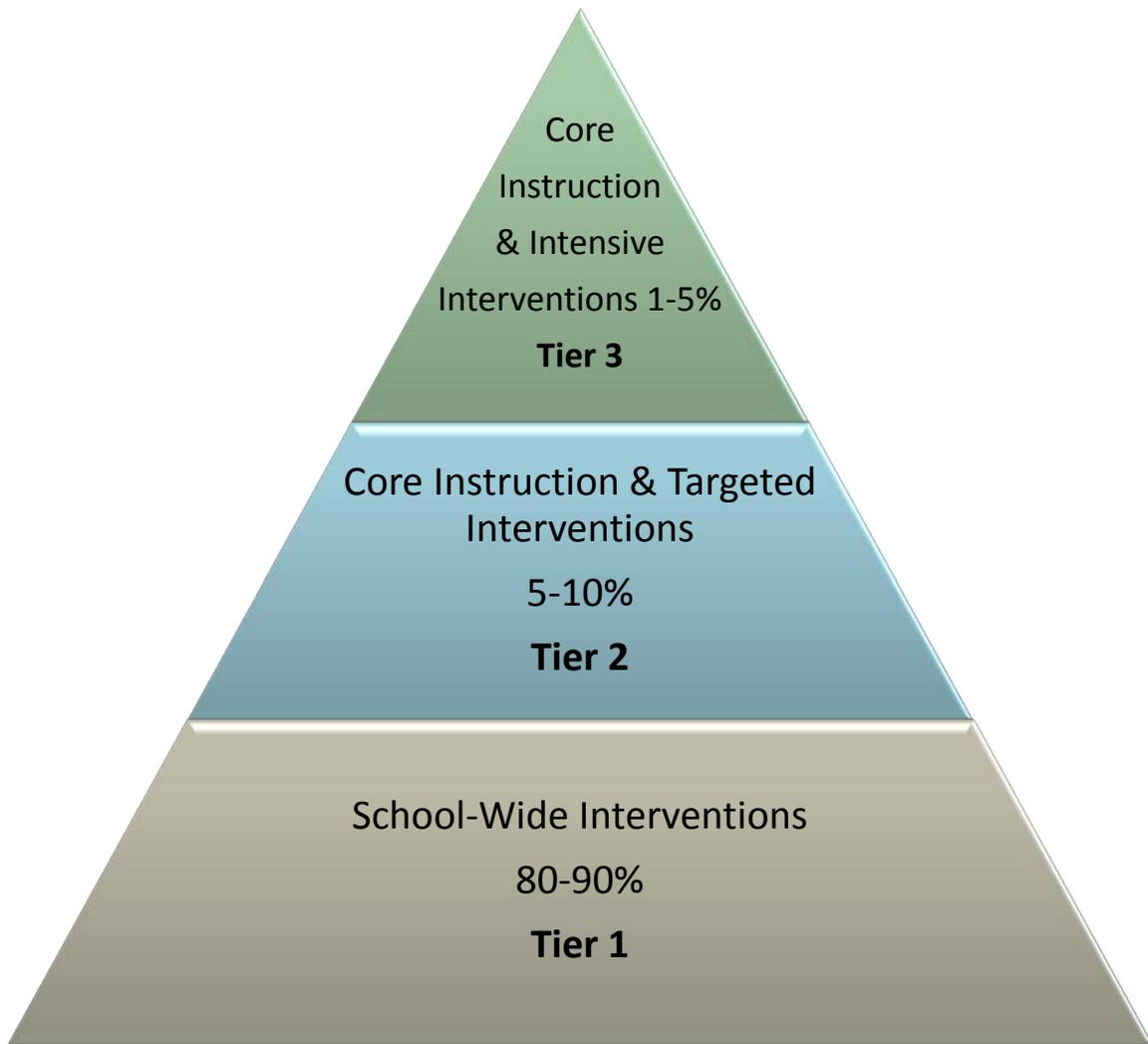


**Manchester Public Schools**  
*A Scientific Research-Based Intervention  
Handbook*

**Academic and Behavioral SRBI Strategies and  
Interventions for All Students**



# Manchester Public Schools Scientific Research-Based Instruction (SRBI)

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## SRBI Framework – Process Overview

	Setting	Person(s) Responsible	Students	Instruction	Assessments/Data Collection	Timeline
<b>Tier I Instruction</b>	Regular Classroom	<ul style="list-style-type: none"> <li>All teachers</li> <li>Grade level teams</li> <li>Collaborative/inter-disciplinary teams</li> </ul>	All students	<ul style="list-style-type: none"> <li>Research-based / Differentiated</li> <li>Core classroom curriculum for all students</li> <li>Flexible grouping formats based on individual needs</li> </ul>	<ul style="list-style-type: none"> <li>On-going classroom/curriculum assessments/CFA's</li> <li>NWEA &amp; benchmarks</li> <li>Observations, checklists, diagnostics, as needed</li> </ul>	Ongoing or throughout the school year
<b>Tier II Intervention</b>	Regular classroom and/or support service environment	<ul style="list-style-type: none"> <li>General education teacher</li> <li>Support personnel (i.e. specialists or other trained interventionists)</li> </ul>	Students who did not respond to Tier I instruction and who are not making expected progress	<ul style="list-style-type: none"> <li>Homogeneous small groups (up to 1:4 or 1:6)</li> <li>Supplemental instruction to Tier I</li> <li>Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Weekly to biweekly progress monitoring</li> <li>Pre-and Post-assessments</li> </ul>	Additional support (Recommend 15-30 additional minutes, 2-3 times per week for 8-20 weeks)
<b>Tier III Intervention</b>	Regular classroom and/or support service environment	<ul style="list-style-type: none"> <li>General education teacher</li> <li>Specialized teacher</li> <li>Support personnel (i.e. specialists or other trained interventionists)</li> </ul>	Students who did not respond to Tier I or Tier II and who are not making expected progress	<ul style="list-style-type: none"> <li>Homogeneous small groups (up to 1:3)</li> <li>Supplemental to Tier I Instruction</li> <li>Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring up to 2x/week</li> <li>Pre-and Post-assessments</li> </ul>	Additional support (Recommended 30 additional minutes, 4-5 times per week for 8 to 20 weeks)

## Essential Features of Tier I

<b>Focus</b>	General education core practices
<b>Setting</b>	General education classrooms
<b>Curriculum and instruction</b>	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
<b>Interventions*</b>	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
<b>Interventionists</b>	General education teachers with collaboration from school specialists
<b>Assessments</b>	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
<b>Data analysis and decision making**</b>	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](http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_full_document.pdf)

## Essential Features of Tier II

<b>Focus</b>	Students who do not meet important academic benchmarks or social/behavioral expectations, and have not responded to Tier I core practices
<b>Setting</b>	General education classrooms or other general education location within a school (e.g., library, lab, writing center, etc.)
<b>Interventions</b>	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.
<b>Interventionists</b>	General education teachers, specialists or other interventionists trained for Tier II intervention
<b>Assessments</b>	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)
<b>Data analysis and decision making*</b>	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](http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_full_document.pdf)

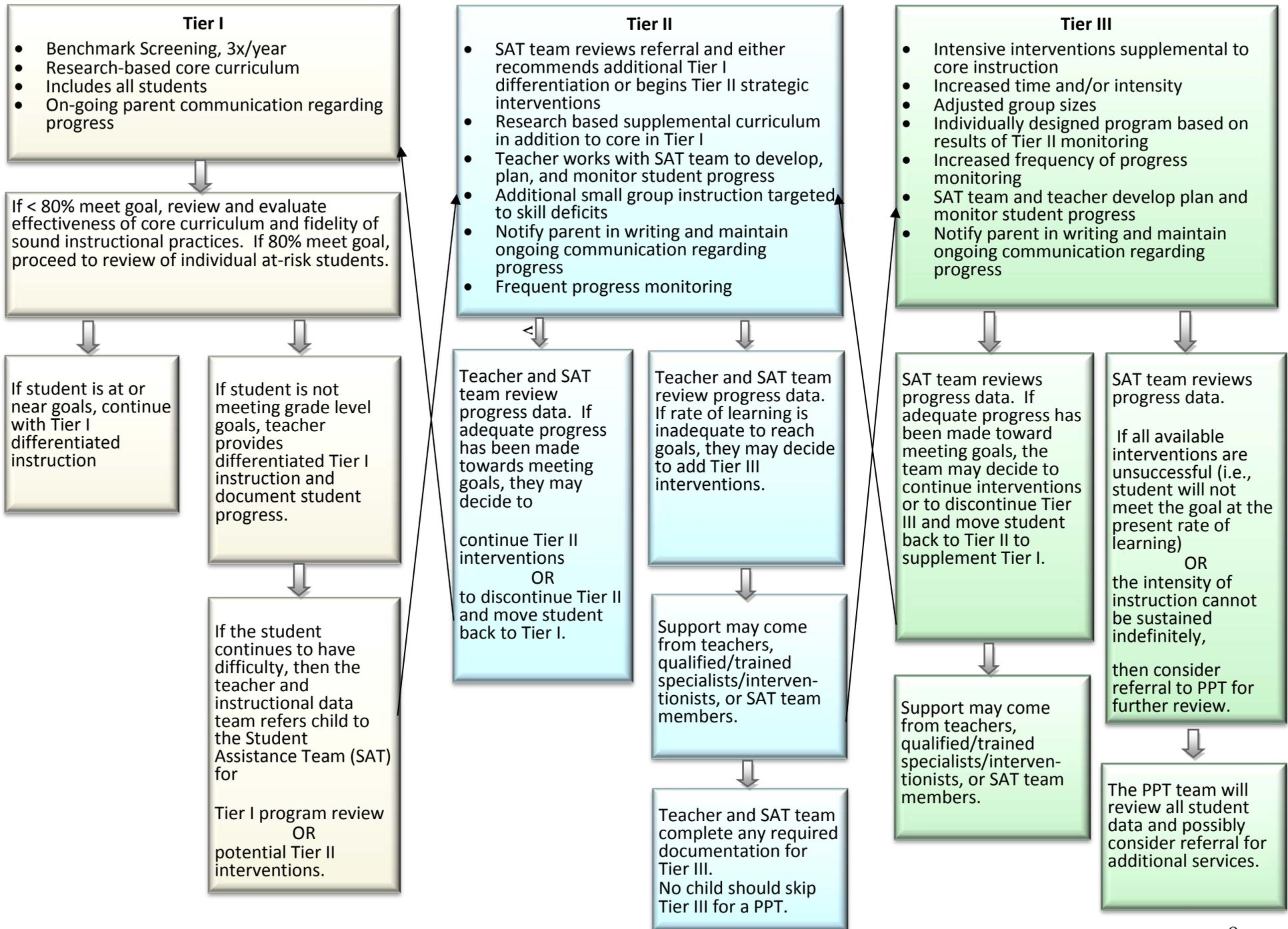
## Essential Features of Tier III

<b>Focus</b>	Students who do not to meet important academic benchmarks or social/behavioral expectations and have not responded to Tier I or Tier II
<b>Setting</b>	General education classrooms or other general education locations within a school (e.g., library, lab, writing center)
<b>Interventions</b>	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
<b>Interventionists</b>	Specialists or other interventionists trained for Tier III intervention (including general educators with appropriate training)
<b>Assessments</b>	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
<b>Data analysis and decision making</b>	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	
<ul style="list-style-type: none"> <li>File/Record review</li> <li>Administration of benchmark assessment/universal screen</li> <li>Orientation to routines/procedures</li> <li>Principles of Learning</li> <li>Readers'/Writers' workshops</li> <li>Guided reading</li> <li>Check/monitor progress &amp; performance</li> <li>Extended time/Wait time</li> <li>Differentiated instructional practices</li> <li>Scaffolding</li> <li>Small group instruction</li> <li>Flexible grouping</li> <li>Student choice/menus</li> <li>Work stations/centers</li> <li>Alternate materials/assignments/assessments</li> <li>Technology integration</li> <li>Assistive technology</li> <li>Use of facts tables/formula charts</li> <li>Use of rubrics</li> <li>Specific individual feedback</li> <li>Guided study hall/support</li> <li>Regular communication with home</li> <li>Collaboration with parent/guardian</li> <li>Regular grade level meetings to meet students' needs</li> <li>Referral to SAT</li> </ul>	<ul style="list-style-type: none"> <li>File/record review</li> <li>Positive , PBIS-centered school climate</li> <li>Clearly taught and posted school &amp; classroom expectations</li> <li>Graduated Response Behavior model</li> <li>Proactive behavior management strategies</li> <li>Post daily/weekly schedules/routines</li> <li>Minimize transition time</li> <li>Team building activities</li> <li>Student choice/menus</li> <li>Positive feedback/regular recognition</li> <li>Positive place to reflect &amp; regroup</li> <li>Teach and support organization/time management</li> <li>Character education lessons</li> <li>Afterschool clubs/activities</li> <li>Teacher/student conferences</li> <li>Monitor attendance/discipline log</li> <li>Regular communication home</li> <li>Collaboration with parent/guardian</li> <li>Behavior contract</li> <li>Peer Mediation</li> <li>Regular grade level meetings to meet students' needs</li> <li>Referral to SAT</li> </ul>		
TIER II		TIER II	
<ul style="list-style-type: none"> <li>SAT meeting with action plan</li> <li>Administer diagnostic assessment(s)</li> <li>Before/after school help</li> <li>In-class supports</li> <li>Homework/organization support</li> <li>Academic labs</li> <li>Peer tutor</li> <li>Flexible schedule</li> <li>Books on tape, CD, web-based</li> <li>Schedule/class change</li> <li>Schedule co-teaching environment</li> <li>Leveled Literacy Intervention (LLI) program, as intended</li> <li>Read About, Read 180, Lexia</li> <li>Fast Math</li> </ul>	<ul style="list-style-type: none"> <li>SAT meeting with action plan</li> <li>Conduct observations</li> <li>Individual conference w/ staff, student, or parent</li> <li>Early/late class dismissal</li> <li>Participation in mentoring program</li> <li>School-based support groups (e.g. anger management)</li> <li>Collaboration w/ outside agencies</li> <li>Home visits</li> <li>Referrals for additional supports</li> <li>Referral for Functional Behavioral Assessment/data collection, followed by an initial Behavior Intervention Plan (BIP)</li> <li>Manchester, Agencies, Police, and Schools (MAPS) initiatives and outreach services (basic and group)</li> <li>Youth Service Bureau open-door public services</li> </ul>		
TIER III		TIER III	
<ul style="list-style-type: none"> <li>Supplemental reading / math instruction</li> <li>More intensive schedule/class change</li> <li>Leveled Literacy Intervention (LLI), customized</li> <li>Read About, Read 180, Lexia</li> <li>Fast Math</li> </ul>	<ul style="list-style-type: none"> <li>Referral for a Functional Behavioral Assessment with a potentially intensified Behavior Intervention Plan</li> <li>Referral for intensive in-home supports</li> <li>Referral for after-school programming (e.g. advanced and individualized MAPS initiatives or other outreach services)</li> </ul>		

## 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.

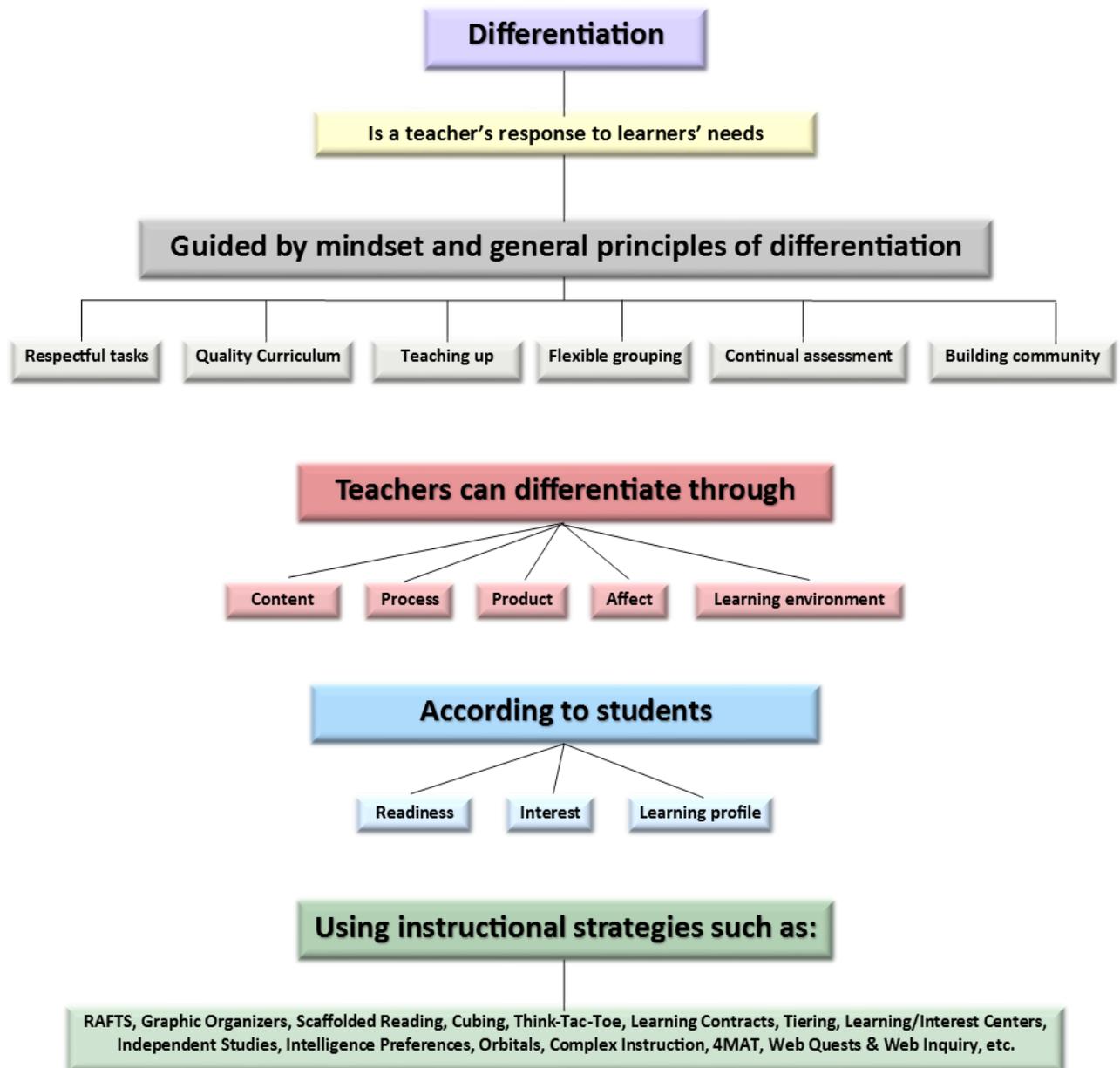
Strategically using data to differentiate instructional and classroom management decisions is essential to the success of SRBI in our schools and every classroom.

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.

<p><b><u>Environment/Scheduling</u></b>          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)</p> <p><b><u>Assignments</u></b>          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</p> <p><b><u>Instructional Strategies</u></b>          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</p>	<p><b><u>Instructional Strategies</u></b>          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</p> <p><b><u>Organization</u></b>          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</p> <p><b><u>Tests/Quizzes/Assessments</u></b>          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</p> <p><b><u>Grading</u></b>          Provide extra credit options          Grade improvement (retakes)          No handwriting penalty; use technology options          No spelling penalty except on final copy          Pass/fail option</p>	<p><b><u>Behavior</u></b>          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</p>
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## Academic Benchmark Assessments (Universal Screening) and Progress Monitoring

Grade	Benchmark Assessment (Universal Screens) To be given at least 2 times/year	Strategic Progress Monitoring Tools <i>Choices could include one or more of these tools</i> 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 Mondo Assessments of Foundation Reading Skills Teachers College On-Demand Writing Assessments	Progress Reports Developmental Reading Assessment, 2 <sup>nd</sup> ed, Progress Monitoring kit Common Formative Assessments (CFA's) Mondo ** Learning software tools*** Math Fact Fluency
1	NWEA MAP Assessment Dolch words Mondo Assessments of Foundation Reading Skills** Developmental Reading Assessment, 2 <sup>nd</sup> ed. (DRA2) Teachers College On-Demand Writing Assessments	Progress Report Developmental Reading Assessment, 2 <sup>nd</sup> ed., Progress Monitoring kit NWEA tools -Children's Progress Academic Assessment) (CPAA) Common Formative Assessments (CFA's) Mondo ** Learning software tools*** Math Fact Fluency
2	NWEA MAP Assessment Mondo Assessments of Foundation Reading Skills** Developmental Reading Assessment, 2 <sup>nd</sup> ed. (DRA2) Teachers College On-Demand Writing Assessments	Progress Reports Developmental Reading Assessment, 2 <sup>nd</sup> ed., Progress Monitoring kit NWEA tools -Children's Progress Academic Assessment) (CPAA) Common Formative Assessments (CFA's) Learning software tools*** Math Fact Fluency
3	NWEA MAP Assessment Mondo Assessments of Foundation Reading Skills** Developmental Reading Assessment, 2 <sup>nd</sup> ed. (as appropriate) Teachers College On-Demand Writing Assessments	Progress Reports Developmental Reading Assessment, 2 <sup>nd</sup> ed., progress monitoring kit (as desired) NWEA tools – Skills Pointer Common Formative Assessments (CFA's) Learning software tools*** Math Fact Fluency
4-5	NWEA MAP Assessment LLI Teachers College On-Demand Writing Assessments	Progress Reports NWEA-Skills Pointer Common Formative Assessments (CFA's) Learning software tools*** Math Fact Fluency
6-8	NWEA MAP Assessment Writing Performance Tasks Learning software tools***	Progress Reports NWEA-Skills Pointer Common Formative Assessments (CFA's) Learning software tools*** Math Fact Fluency
9-10	NWEA MAP Assessment Criterion Referenced Test (CRT) Writing Performance Tasks 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) Writing Performance Tasks 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 Assessments measure growth in the following areas: Phonics, Oral Language, Print Concepts, Phonemic Awareness, Phonological Processing. 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, ALEKS, Odysseyware, Fast Math, Fraction Nation, or Xtra Math.

## Universal Screening Options and Progress Monitoring Tools for Behavior

Grade	Universal Screening Options	Progress Monitoring Options	Fidelity of Implementation Checks
Pre-K	<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Office Disciplinary Referrals</li> <li>• BASC-2 BESS (Behavioral and Emotional Screen System)</li> </ul>	<ul style="list-style-type: none"> <li>• eSchoolData</li> <li>• School Wide Information System (SWIS) Data*</li> </ul>	<ul style="list-style-type: none"> <li>• Point Sheets</li> <li>• Student Observations</li> <li>• Behavior Intervention Plans</li> <li>• Home/School Communication</li> </ul>
K-6	<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Suspension Data</li> <li>• Office Disciplinary Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• eSchoolData</li> <li>• School Wide Information System (SWIS) Data*</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Products Grades</li> <li>• Student Observations</li> <li>• Check-in/check-out point cards</li> <li>• Behavior Intervention Plans</li> <li>• Home/School Communication</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Grades/Work Habits</li> <li>• Office Disciplinary Referrals</li> <li>• Suspension Data</li> </ul>	<ul style="list-style-type: none"> <li>• eSchoolData</li> <li>• School Wide Information System (SWIS) Data*</li> <li>• Data from Check and Connect Program</li> <li>• Data from Play by the Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Products</li> <li>• Grades</li> <li>• Student Observations</li> <li>• Play by the Rules data</li> <li>• Check-in/check-out point cards</li> <li>• Behavior Intervention Plans</li> <li>• Home/School Communication</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Grades/Work Habits</li> <li>• Office Disciplinary Referrals</li> <li>• Suspension Data</li> </ul>	<ul style="list-style-type: none"> <li>• eSchool</li> <li>• School Wide Information System (SWIS) Data*</li> <li>• Data from Interventions &amp; Check and Connect Program</li> <li>• BESS Universal Screen - Pilot</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Products</li> <li>• Grades</li> <li>• Student Observations</li> <li>• Check-in/check-out point cards</li> <li>• Behavior Intervention Plans</li> <li>• Home/School Communication</li> </ul>

\* 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.

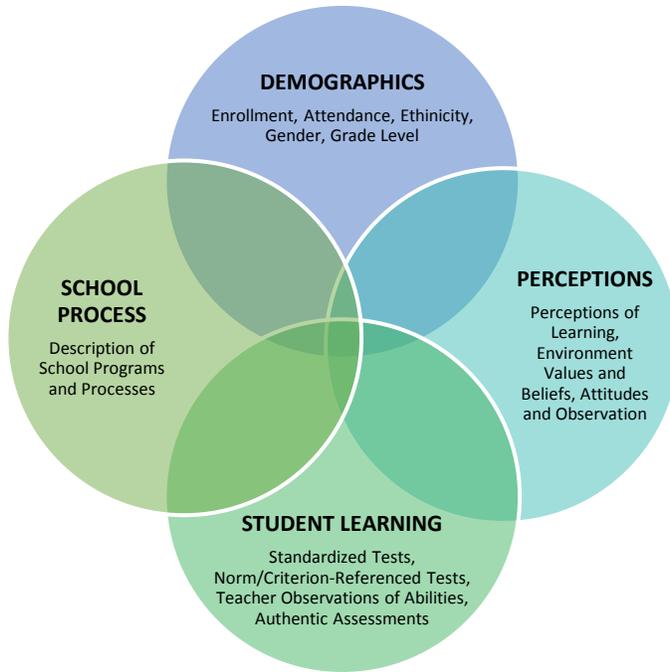
**universal screening:** A universal screening instrument is a "common" assessment tool that is administered to all students in order to identify those who are achieving below grade level expectations. This screening process may occur at the end of the previous school year or at the beginning of a new 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



### 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.*

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.

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
- Kindergarten-6<sup>th</sup> Grade
- 7<sup>th</sup> Grade-8<sup>th</sup> Grade
- 9<sup>th</sup> Grade-12<sup>th</sup> 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). *Rtl: 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* (4<sup>th</sup> 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*, 2<sup>nd</sup> 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*, 3<sup>rd</sup> Edition. Columbia, MO: Hawthorne Educational Services, Inc.
- McCook, J. (2006). *The Rtl 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). *Rtl 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](http://www.ascd.org)>

### Assessments:

<http://daretodifferentiate.wikispaces.com/Pre-Assessment>

<http://daretodifferentiate.wikispaces.com/Continuous+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/](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](http://www.sdecali.net)

Connecticut State Department of Education: [www.ct.gov/sde](http://www.ct.gov/sde)

Connecticut State Dept. of Education, SRBI: [www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI\\_full.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf)

Curriculum-based measurement solutions for every tier: [www.easycbm.com](http://www.easycbm.com)

Elmore, Richard. *Improving the instructional core*: [http://schoolfile.org/index\\_files/Initiatives/elmore-7%20principles.pdf](http://schoolfile.org/index_files/Initiatives/elmore-7%20principles.pdf)

Florida Center for Reading Research: [www.fcrr.org](http://www.fcrr.org)

The Leadership and Learning Center: [www.leadandlearn.com](http://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://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](http://www.nctm.org)

Nation School Reform Faculty (Critical Friends Network): [www.nsrffharmony.org/](http://www.nsrffharmony.org/)

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

PBIS, research to practice information at State Education Resource Center: [www.ctserc.org/pbs](http://www.ctserc.org/pbs)

Positive Behavioral Interventions and Supports: [www.pbis.org](http://www.pbis.org)

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