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The following is an informative excerpt from the Connecticut State Department of Education’s publication, “Connecticut’s Framework for RTI.”


**Overview of SRBI**

**Broad Definition**

Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. Core general education practices include comprehensive curriculums in key academic areas, effective instructional strategies, creation and maintenance of a positive and safe school climate, and a comprehensive system of social-emotional learning and behavioral supports (Bluestein, 2001; Greenberg et al., 2003; Wessler and Preble, 2003). Interventions are scientific and research-based as much as possible (i.e., to the extent that research exists to inform their selection or development). The focus of SRBI involves instruction and interventions in general education at the onset of concern about student performance. However, professionals who provide special education play a vital role in serving as a fundamental resource for general educators in implementing SRBI and in helping to meet the needs of students with disabilities. Key elements of SRBI include the following:

- Core general education curriculums that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development
- A schoolwide or districtwide comprehensive system of social-emotional learning and behavioral supports
- Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall school climate so that students experience physical, social-emotional and intellectual safety
- The use of research-based, effective instructional strategies both within and across a variety of academic domains
- Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English language learners (ELLs)
- Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early
- Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on
- Educational decision making (academic and social/behavioral) driven by data involving students’ growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers
A systemic schoolwide or districtwide approach to core educational practices in which teachers within a grade use the same common formative assessments for all students (academic and social/behavioral), address the same curricular and social-emotional competencies, and share the same behavioral expectations; assessments, curricular and social-emotional competencies and behavioral expectations also are well-coordinated across all grades.

**Underlying Principles and Critical Features of SRBI**

Scientific Research-Based Interventions (SRBI) encompass behavior and social-emotional functioning as well as an array of academic domains (e.g., reading, writing, mathematics) central to students’ school progress. The most extensive research base for RTI (SRBI) involves primary grade reading, where numerous studies (Al Otaiba, 2001; Denton, Fletcher, Anthony and Francis, 2006; Speece et al., 2003; Vaughn, Linan-Thompson and Hickman, 2003; Vellutino and Scanlon, 2002; Vellutino et al., 1996) have suggested that RTI (SRBI) can greatly improve reading instruction for all students, provide intervention for students experiencing difficulty learning to read, and enable many, though not all, students at-risk of reading failure to reach grade expectations over the short term. Because these approaches involve ongoing monitoring of an entire school population, with data-driven decision making and decision rules, they also appear to be less biased with regard to race, ethnicity and gender than previous methods of identifying struggling readers (Speece et al., 2003).

For example, although serious reading difficulties occur roughly as often in females as in males, males’ reading difficulties are more often identified in traditional educational practice (Shaywitz, 2003). The reason for this gender difference appears to be that males are more likely to draw attention to their learning difficulties by acting out behaviorally---or at least, more likely to be perceived by their teachers as “behavior problems.” However, if all students’ progress is being monitored on a regular basis, students do not have to “act out” in order for their difficulties to be detected early. Likewise, Speece et al. (2003) found that a traditional method of identifying reading disabilities, involving a discrepancy between IQ and achievement, was biased heavily toward identification of white students, whereas the use of RTI (SRBI) reflected racial as well as gender equity.

Emerging applications of SRBI involving writing (Berninger and Amtmann, 2003) and mathematics (Fuchs, Fuchs and Hollenbeck, 2007) suggest some advantages of RTI (SRBI) in these domains similar to those in reading. Furthermore, the basic principles and key features of SRBI are relevant across all grades, from pre-kindergarten through Grade 12, and across a variety of domains, including content subjects such as science and social studies; quality of school climate; children’s early development, such as oral language acquisition; and behavior and social-emotional learning. These basic principles and features include the following:

1. **The assumption that scientific research should be used to inform educational practice as much as possible.** An extensive research base exists in numerous domains central to school success, including reading, many aspects of mathematics, oral language and social-emotional development. It makes sense to use this research base to inform educational practice. The Institute for Educational Sciences, What Works Clearinghouse (www.whatworks.ed.gov), the Florida Center for Reading Research (www.fcrr.org), the Collaborative for Academic, Social and Emotional Learning (www.casel.org) and the Center for Social and Emotional Education/National School Climate Center (www.nscc.csee.net) are excellent resources for educators and families to examine current practices. However, educational decisions cannot always be made with reference to research findings, because in some areas, research is limited or nonexistent. For example, much can be learned by observing in schools and classrooms where culturally and linguistically diverse students excel as readers. Findings from this type of research are valuable.
“evidence” that should count as a validation of the effectiveness of practices. (Klingner, Sorrels and Barrera, 2007).

2. **A belief in collective responsibility, accountability and the power of education.** Many educational change efforts appear to stall or to come to a halt because educators are unwilling to assume responsibility for students' low achievement and failure (Garcia and Guerra, 2004). Working toward systemic change in low-performing schools, Berman et al. (1999) found that efforts to raise achievement were hindered by districts' and educators' tendencies to place the problem within the student (and family) or within the school, without examining the links between school practices and student outcomes. Although there are important individual differences among students, all students are capable of continued learning and progress. Effective educational practices have the power to make an enormous impact on student learning. All educators in a school – classroom teachers, administrators, specialists – share responsibility and accountability for ensuring that every student receives the most effective education possible by implementing scientific research-based interventions and replicating evidence-based practices.

3. **A willingness to be transparent with a relentless focus on continuous improvement.**

There is insufficient exploration of the institutional and individual practices, assumptions and processes that contribute to poor student performance (Valencia, Valenzuela, Sloan and Foley, 2001). There are some educators who believe that the students and the families are at fault because, from their perspective, “these children” enter school without the necessary prerequisite knowledge and skills, and that so-called “uncaring parents” neither value nor support their child's education (Betsinger, García and Guerra, 2001; Valencia, Valenzuela, Sloan and Foley, 2001). Because these educators do not view themselves as “part of the problem,” there is little willingness to look for solutions within the educational system itself. When using SRBI, student assessment data are analyzed openly and collaboratively by teams of educators. When individual students or groups of students are not doing well, the emphasis is on self-reflection and examination of current curriculums, instruction and learning environments to make improvements, rather than on apportioning blame. Transparent communication and collaboration must extend beyond the four walls of the school. For example, grade-level expectations

(see [www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=320954&sdenv_gid=1757](http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=320954&sdenv_gid=1757)) for students, results of assessments, and analysis of findings should be shared with families on a regular basis.

4. **A focus on prevention and early intervention.** Prevention of and early intervention for school failure clearly are more cost-effective, as well as more humane, than allowing serious problems to develop and trying to remediate those problems later (Connecticut Early Childhood Education Cabinet, 2006). In beginning reading, for example, there is a voluminous research base that can greatly assist prevention and early intervention efforts (National Research Council, 1998; National Reading Panel, 2000). However, prevention and early intervention are concepts that pertain to all grade levels and domains, not only early reading. For example, some students are quite successful in the elementary grades, only to experience difficulty at the middle or secondary levels (Snow et al., 1991); prevention and prompt intervention at upper-grade levels can lead to better outcomes for these students. In all grades and domains, prevention requires high-quality general education curriculums, instruction, a positive and safe school climate, and a comprehensive system of social-emotional learning and behavioral supports. Moreover, this kind of general education system benefits all students, including high as well as low achievers. Prevention also requires actively seeking out students who are at risk for future academic or behavioral problems and providing early intervention to all students who need it. Interventions involve explicit teaching in a student’s focus area(s) needing improvement, improving the school climate or directly addressing the function of a student’s inappropriate behavior, for example, through social skills
training. Simply repeating the same curriculum and instruction with which the student has already failed, such as retention in grade, or superficial classroom accommodations (e.g., changes in seating arrangements, reduction in number of assigned math problems) do not constitute interventions. Similarly, since suspension and expulsion are ineffective interventions for students with perceived behavioral difficulties; alternatives to suspension and expulsion are essential (Skiba and Peterson, 2000).

5. **Schoolwide or districtwide high-quality core curriculums, instruction and comprehensive social/behavioral supports.** SRBI are systemic, requiring the leadership of school and district administrators such as superintendents, principals and supervisors to communicate a clear vision and coherent plan for improved student outcomes. Individual teachers are not individually responsible for devising their own curriculums or comprehensive systems of social-emotional learning and behavior supports. Rather, school and district personnel support and collaborate with teachers in their academic missions in the development of high-quality curriculums and materials, fostering a positive school climate in which all members of the school community treat one another respectfully, as well as in effectively addressing students’ behavioral and social-emotional needs through a schoolwide, comprehensive system of social-emotional learning and behavioral supports. This **systemic approach** ensures that all teachers are working toward common goals and that all students receive instruction in the same core competencies regardless of which teacher they happen to have. Without this kind of approach, no matter how competent and hardworking individual teachers may be, the lack of coordination and consistency across classrooms or grades may render the educational system ineffective for many students.

Curriculums, materials, climate and programming for social-emotional learning and behavioral supports may involve published programs or may be developed by the individual district. But, in either case, all are supported by research findings to the greatest extent possible. Curriculums comprehensively address the abilities that research has shown to be important to achievement in a given domain. For example, in primary-grade reading, those abilities include phonemic awareness, phonics, fluency, vocabulary, and both reading and listening comprehension (National Reading Panel, 2000); and in social-emotional learning the essential assets include self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social and Emotional Learning, 2003). Important skills and knowledge are taught explicitly and systematically, and there is reasonable differentiation of instruction, such as through the use of flexible grouping practices and varied ways of presenting the same content. Furthermore, teachers employ instructional and behavioral strategies that research has shown to be effective within and across a variety of domains, such as identifying similarities and differences, reinforcing effort and providing recognition, and setting objectives and providing feedback (Marzano, Pickering and Pollock, 2001).

6. **Monitoring fidelity of implementation.** Fidelity of implementation is crucial both to the success of the core general education program and to the success of interventions. Fidelity of implementation refers to teachers’ use and delivery of curriculums, instructional strategies, strategies to foster a positive school climate, social/behavioral supports and interventions in the manner in which they were designed and intended to be used. For example, teaching specific lessons in a particular sequence is important with most curriculums because foundational concepts or prerequisite skills are taught before more complex concepts and skills. Similarly, it also is critical to adhere to the treatment time, use of appropriate materials and other key features required for a given intervention. Failing to implement a high-quality, research-based curriculum or intervention with fidelity is like buying a car with high-quality safety features and then neglecting to wear a seat belt; no curriculum, climate, behavioral system or intervention can be maximally effective without fidelity of implementation. Monitoring fidelity of implementation, therefore, is essential. If fidelity is lacking, the reason should be determined and
addressed through coaching, additional professional development, necessary changes in curriculum or materials, or through other appropriate means.

7. Culturally responsive teaching. Many different cultures and languages may be represented in a single school or classroom. Culturally responsive teaching (Gay, 2000; Ladson-Billings, 1994) is important to address the needs of a wide range of students and to enable all students to have the opportunity to succeed. Consideration of the diversity of the student population and providing teaching that takes into consideration cultural differences within the classroom also are part of IDEA 2004 requirements. Furthermore, Connecticut State Guidelines for Identifying Children with Intellectual Disability (CSDE, 2007b) specifically require culturally responsive pedagogy as a prerequisite for appropriate identification of intellectual disability, along with effective instruction and early intervening services.

Gay (2000) defines culturally responsive teaching as “using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them” (p. 29). Characteristics of culturally responsive teaching include positive perspectives of families and parents, communication of high expectations for all students, the inclusion of knowledge that is relevant to students, and the understanding that learning occurs within the context of culture (Teaching Diverse Learners, 2007). Culturally responsive teachers are conscious of their own culture/racial identity, attitudes and biases, and how they affect teacher-student relationships and influence teaching practices. Culturally responsive teachers also are interested in gaining knowledge about the cultures represented in their classrooms and using that knowledge to help bridge cultural differences, for example, by varying teaching strategies, attending and discussing community events, and showing students how cultural diversity can enrich classroom learning. Cultural diversity is often accompanied by linguistic diversity, as when children are English language learners or speak varieties of English that differ from the academic language typically used in school (Cummins, 2001). Teachers need knowledge about the power of linguistic difference and language acquisition. Teachers can build on students’ use of language and facilitate students’ learning of academic English without conveying negative attitudes toward students’ native dialect, language or culture.

In their review of the empirical literature about teachers’ expectations, Good and Nichols (2001) offer that teachers’ beliefs and behaviors relate to student performance. For example, these researchers report studies that show black students receiving lower teacher evaluations than white students despite higher test scores, as well as studies indicating that black students, especially males, receive lowered academic scores because of classroom conduct. These authors also note other research indicating that over time, students whose teachers perceive as less capable begin to ask fewer questions in class, an outcome that suggests that the students are learning “their place.” Students frequently internalize these labels and embark on a cycle of increasingly poor academic performance or disruptive actions. Affirming teachers, however, hold high standards for their students, and they expect their students to improve academically and conduct themselves appropriately. Teachers typically find that their students take pride in these expectations and respond accordingly (Ladson-Billings, 1994).

With culturally responsive instruction, assumptions and stereotypes do not prevail and all students entering school are assessed on a broad range of skills so gaps are accurately identified early. Interventions are designed and delivered with a sense of urgency that will ensure all students are on a trajectory for success as evidenced by data. These interventions are especially urgent in the primary grades when considering research that indicates that students who fail to reach grade level in reading by the end of third grade are unlikely to ever catch up (Juel, 1988). Students at-risk of reading failure need the best possible instruction at the earliest point in time (Lyon and Fletcher, 2001).

To be successful in teaching culturally and linguistically diverse students with and at-risk for disabilities, teachers need to master the skills of effective instruction. Empirical evidence indicates that the
strategies that provide for clearly specified goals, high rates of academic responding, and progress monitoring are effective and particularly valuable for culturally and linguistically diverse learners (Cartledge and Kourea, 2008). This evidence supports the importance of universal, effective core practices for all students using SRBI.

8. A comprehensive assessment plan with universal common assessments and progress monitoring. Just as core curriculums, climate and behavioral supports are systemic, the assessment plan for a school or district must be systemic as well. If individual teachers within a grade routinely employ different assessments of the same domain (e.g., math), then comparisons of the effectiveness of curriculums or instruction across classrooms would be impossible, like comparing apples to oranges. Likewise, if assessments are not consistent or coordinated across grades, it would not be feasible to track students’ progress across grades. To be effective for monitoring progress, assessment tools must have certain characteristics. Among other qualities, they must be sensitive indicators of overall student growth, be reliable and valid, and be relatively quick and easy for educators to administer (Research Institute on Progress Monitoring, 2007). School and district assessment plans also must be comprehensive, including not only important academic and behavioral domains, but also several different types of assessments within each domain.

Particularly critical to SRBI are universal common assessments: measures that are the same for (i.e., common to) all students within a grade in a school or district (i.e., universally) and that are administered to all of those students on a routine basis (e.g., fall, winter and spring), typically by general educators. Universal common assessments may be summative, employed mainly to assess cumulative learning at a particular point in time (e.g., district benchmark assessments); or formative, done during the process of student learning primarily to inform instruction. Universal common assessments that are formative in nature receive much emphasis in SRBI, because these kinds of assessments are used to monitor the progress of all students, identify difficulties early, and help teachers differentiate instruction to meet individual student needs.

Finally, it should be noted that a comprehensive assessment plan includes some types of assessments that are not routinely given to all students, but rather given on a need-only basis, such as diagnostic assessments and comprehensive evaluations. Diagnostic assessments are used both by general educators and specialists to clarify and target the difficulties of individual students when the information provided by universal common assessments is not sufficient to do so. Comprehensive evaluations involve extensive formal testing by specialists, with substantial input from general educators including (but not limited to) the results of universal common assessments, and progress monitoring data to determine a student’s eligibility for special education. Appropriate use of universal common assessments, especially those that are formative in nature, should help to reduce, but will not eliminate, the need for diagnostic assessments and comprehensive evaluations.

9. Data analysis, not just data collection. Collection of the assessment data described above is only a first step. To be useful, the data must be carefully analyzed and used to make improvements at multiple levels, including core curriculums or behavioral system, school climate, classroom instruction, differentiation of instruction within a classroom, and adjustments to interventions. This kind of data analysis is best done in teams (CALI, 2007). Data teams function at the level of the district, school and grade (or content area); they should include school administrators, content/grade-level general educators and specialists, such as special educators, bilingual educators, reading/language arts consultants, and behavioral/mental health personnel (e.g., school psychologists, social workers, guidance counselors, school nurses). School psychologists have the background knowledge and expertise in assessment, data analysis, consultation and intervention research that can be particularly useful to the work of data teams. Three essentials for data teams include adequate time for planning
and collaboration that still protects teachers’ instructional time, technological resources, such as computer software and Web-based services for data management and analysis, and a collegial working environment that is fostered through the collaborative examination of student work. Technology does not simply provide an easy way to store or manage information; it becomes a learning tool for use by data teams in determining how to maximize outcomes for all students.

10. **Data-driven decision making with clear decision rules.** Decisions about core curriculums, instruction, climate, behavioral systems and interventions are not driven by educational “philosophy” or the opinions of individuals. Rather, these decisions are driven by data, especially by student assessment data, with explicit rules for making decisions. For example, core curriculums, classroom instruction and the learning environment should be successful for at least 80 percent of all students. If more than 20 percent of students are failing to achieve important outcomes and standards for a grade, the quality and fidelity of curriculums, classroom instruction and/or learning environment must be closely examined and improved. Similarly, a research-based, schoolwide system of social-emotional learning and behavioral supports should be effective for at least 80 to 90 percent of all students (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2007). Student assessment data also should drive decisions about professional development within a school or district. Specific areas where students demonstrate the greatest need (e.g., vocabulary development, computational skills, relationship building) would be the top priorities for teachers’ professional development.
Southington Public Schools SRBI Service Pyramid

**Academic**
- All of Tier I and Tier II plus
  - Intensive individual instruction 3-5 times per week
  - Weekly progress monitoring

**Behavior**
- All of Tier I and Tier II plus at least one of the following:
  - Additional group counselling or individual counselling provided
  - Modified FBA/BIP

**Tier III:**
- <5%

**Academic**
- All of Tier I plus
  - Research based interventions
  - Additional Small Group Instruction 3-5 times per week
  - Focused Objectives set & reviewed
  - Progress monitoring

**Behavior**
- All of Tier I plus at least one of the following:
  - Individual behavior chart
  - Small group counselling at least 1 time per week
  - Data collection
  - Parent collaboration

**Tier II:**
- <10%

**Tier I:** (ALL Students)

**Academic**
- Core Instruction
- Preventative & Proactive
- Differentiated Instruction
- Small group instruction
- Individual conferring
- Best practices

**Behavior**
- School Wide Behavior Expectations Set
- Classroom Behavior Expectations Set

*Consideration for a special education referral may occur at any point in the SRBI process.*
### Southington Public Schools

**Scientific Research Based Interventions (SRBI) Flowchart**

#### TIER I: General Education

- The classroom teacher delivers the core curriculum to all students while differentiating instruction through the use of strategy-based groups and one-on-one conferencing.
- Students not meeting grade level expectations are provided with differentiated instruction targeted to the area of need in the classroom.
- Ongoing formal and/or informal formative assessments are administered regularly.
- If the student does not respond to the differentiated instruction in 6 to 8 weeks, Tier II may be considered.
  - Teachers notify a member of the school based SRBI Team (as designated by the building administrator) when a student’s lack of progress needs to be reviewed.
- Parents are notified via phone call or conference by the classroom teacher if there is a documented concern about a student.

#### TIER II: General Education with Increased Support

- Tier I differentiated instruction continues with the classroom teacher as stated above.
- Parents are notified via phone call or conference by the classroom teacher, and an official Tier II letter is sent home electronically.
- Support staff or the classroom teacher implement additional targeted interventions 2-4 times per week, 15-30 minutes per session, focusing on the same specific goal across Tier I and Tier II.
- Progress monitoring assessments are administered every other week to track progress and modify interventions.
- Assigned certified staff member, as determined by school administrator, will document data in SchoolNet.
- The School based SRBI team meets to set or review student intervention plans at least every 6-8 weeks.
  - If students respond to the intervention plan in 8 to 20 weeks, they may require a tier adjustment.
  - If students do not respond to the intervention plan in 8 to 20 weeks, they may move on to Tier III.

#### TIER III: General Education with Intense Support

- Tier I and II interventions continue with the classroom teacher and/or specialists as stated above.
- Parents are notified via phone call or conference by the classroom teacher and/or specialist, and an official Tier III letter is sent home electronically.
- At the SRBI Team Meeting, administrators, teachers, and specialists decide upon a sustained, intensive, targeted, intervention plan focusing on the same specific goal across all three tiers.
- The teacher or staff member implements additional targeted interventions 4 to 5 days per week, 30-45 minutes per session.
- Assigned certified staff member, as determined by school administrator, will document data in SchoolNet.
- Progress monitoring assessments are administered weekly or bi-weekly to track progress and modify interventions.
- The School-based SRBI team meets to set or review student intervention plans at least every 6-8 weeks.
  - If students respond to the intervention plan in 8 to 20 weeks, they may require a tier adjustment.
  - If students do not respond to the intervention plan in 8 to 20 weeks, a PPT and special education referral may be considered.*
- Parental notification is required if a special education referral is recommended.

*Consideration for a special education referral may occur at any point in the SRBI process.

**Diagnostic Decision Tree for Reading**
## ELA SRBI Progress Monitoring & Resources for Classroom Teachers

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>*Progress Monitoring Options</th>
<th>How Often</th>
<th>Intervention Strategies/Resources</th>
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<tbody>
<tr>
<td>Early Literacy</td>
<td>● DIBELS-LNF</td>
<td>Bi-weekly (DIBELS)</td>
<td><a href="http://www.fcrr.org/resources/resources_vpk.html">http://www.fcrr.org/resources/resources_vpk.html</a></td>
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<td>● DIBELS-FSF</td>
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<td>● DIBELS-PSF</td>
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<td></td>
<td>● STAR Early Literacy</td>
<td>4 weeks (STAR)</td>
<td><a href="http://www.fcrr.org/resources/resources_sca.html">http://www.fcrr.org/resources/resources_sca.html</a></td>
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<tr>
<td>Decoding</td>
<td>● DIBELS- NWF (Basic CVC)</td>
<td>Bi-weekly</td>
<td>Lexia CORE 5</td>
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<tr>
<td></td>
<td>● DORF-Accuracy &amp; WPM</td>
<td></td>
<td>The Reading Strategies Book- Jen Seravallo</td>
</tr>
<tr>
<td></td>
<td>● Running Records (not F&amp;P)</td>
<td></td>
<td>DIBELS Sample Intervention Activities</td>
</tr>
<tr>
<td>Fluency</td>
<td>● DORF-Accuracy &amp; WPM</td>
<td>Bi-weekly</td>
<td>Learning A to Z</td>
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<td></td>
<td>● Running Records (not F&amp;P)</td>
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<td>Read Live</td>
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<tr>
<td>Vocabulary</td>
<td>● CORE Vocabulary</td>
<td>4 weeks</td>
<td>Teachers College Reading Progressions</td>
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<td></td>
<td>● F &amp; P Vocabulary</td>
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<td>Newsela</td>
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<td></td>
<td>● STAR Reading</td>
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<tr>
<td>Comprehension:</td>
<td>● STAR Reading</td>
<td>4 weeks</td>
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<td></td>
<td>● Key Ideas &amp; Details</td>
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<td></td>
<td>● Craft &amp; Structure</td>
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<tr>
<td></td>
<td>● Integration of Knowledge &amp; Ideas</td>
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*These assessment tools are used in addition to your formal and informal formative assessments to measure application of targeted skills and strategies in context.

**iBLOCK - Steve will copy and paste info previously provided to SPS Staff**

Tier II Literacy shared with Tier II Math (3 days lit., 2 days math)
Tier III SRBI School Based Team Meeting
Problem Solving Approach Protocol (Suggested)
*15 minutes*

1. Presentation of Student and Supporting Data (5 minutes)
2. Clarifying Questions about Student/Intervention (2 minutes)
3. Individual Writing to Brainstorm Ideas (2 minutes)
4. Participant Discussion/Suggestions (4 minutes)
5. Presenter Reflection to Identify Focused Objective & Intervention (2 minutes)
Data Collection Form (Optional)

*Must be input into school net also*

Student Name _____________________________________________________________

Teacher __________________________ School Year ____________________________

<table>
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<tr>
<th>Intervention Cycle #</th>
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<tr>
<td>Focused Objective:</td>
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<td>Intervention- including schedule:</td>
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<td>Progress Monitoring Assessment Used:</td>
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Documentation of dates of intervention & notes about the intervention

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