

**Colby School District
Student Servicing
Handbook
PLC/RtI/PBIS**

Revised March 2013

EDUCATIONAL PHILOSOPHY

The Board of Education of the School District of Colby recognizes the importance of accepting the individual into the system as he/she is, and providing him/her with a stimulating environment and learning experience designed to promote the purposes set forth in the following philosophy.

MISSION STATEMENT

*The mission of the School District of Colby is **LEARNING for ALL.***

PHILOSOPHY OF SCHOOL DISTRICT OF COLBY

The purposes of education in the Colby Public Schools are four-fold. They are best defined as self-realization, human relationship, economic efficiency and civic responsibility.

For self-realization, the school must provide the student with opportunities and learning experiences compatible with his respective abilities. The educational program should be broad and general for all youth, but still maintain a diversity of quality and balance that lends to individual differences. Effort should be made to develop the student, not only in the so-called formal instructional fields, but also in the areas of aesthetic values such as literature, music, and art. In addition, the student should be provided with opportunity to ascertain his own strengths and weaknesses, capacities and limitations in terms of his own environment and should be exposed to the joys of achieving goals that he and society find desirable.

Social growth and human relationship in the student must be fostered and guided. The student must identify his position in the home, church, and society in general. It is desirable that he know the satisfaction of joining in a variety of interests and activities with others and recognize that his own development and welfare is, in part, the product of the influence of others.

It is the purpose of the school to educate the student as a wise consumer of goods and services. Economic efficiency as a potential producer should also be stressed. The wise selection of a chosen field of work is to be encouraged. Emphasis should be placed on securing a desirable balance between the individual's needs and his wants.

Instruction in civic responsibility is to be offered. The individual must recognize and observe laws as necessary for personal and group relations. Citizenship and the responsibilities of a citizen to his government should be incorporated into the curriculum as well as educational experiences that encourage the individual's desire to become a useful member of society.

It is recognized that the function of education is not restricted to the school. Cooperation from the home, church, and society is necessary for a sound foundation for useful and happy living in a society. The school should be responsive to the demands of the citizens

of the community. The educational program should be elastic enough to be sensitive to the will of the people.

The school recognizes the needs of youth as defined by the Education Policies Commission of the National Education Association. These needs are met to the best of the school's ability and are listed as follows:

IMPERATIVE NEEDS OF YOUTH

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

All youth need to grow in ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Response to Intervention (RtI) Overview

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions—gifted & remedial—is essential for addressing the full range of students’ academic and behavioral needs. Collaboration among educators, families and communities is the foundation of effective problem solving. On-going academic and behavioral performance data should inform instructional decisions. Effective leadership at all levels is crucial for RtI implementation.

Major Components

Core programming

- High quality instruction of Common Core Curriculum
- Essential outcomes identified based on common core curriculum
- Essential outcomes assessed
- Differentiation is regularly practiced
- 80% of students are successful with universal instruction

Collaborative practices

- Teams use collaborative time to bring about student change
- Teams use data to make decisions about servicing students

Balanced assessment system

- Screening for reading, writing, math and behavior three times a year
- Pre-testing, formative and summative assessments for the minimum of the essential outcomes
- Diagnostic assessments delivered to struggling students to break down specific academic needs
- Progress monitoring of students who are receiving interventions

Culturally responsive practices

- Universal curriculum is delivered using a culturally responsive lens
- Teams use a culturally responsive lens when discussing students’ needs
- Teams complete a culturally responsive checklist for servicing students during SST

Leadership and support

- **Building administrators participate in SST (Student Support Teams)**
- Building administrators are involved in or knowledgeable about what occurs during collaborative team time
- All administrators are involved in decisions regarding core programming and student servicing planning

Family involvement

- Parents/guardians are informed of what is being learned
- There is an effective communication plan
- Families are informed of work accomplished during collaborative team times
- Families are a part of the SST process
- Families are informed of screening data and progress monitoring results in a meaningful way

Systematic approaches to student servicing

- Scientifically researched or evidence based interventions and extension instruction is identified by the district
- Buildings have a defined schedule and personnel identified to deliver interventions

Wisconsin Definition of RtI

Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all students through:

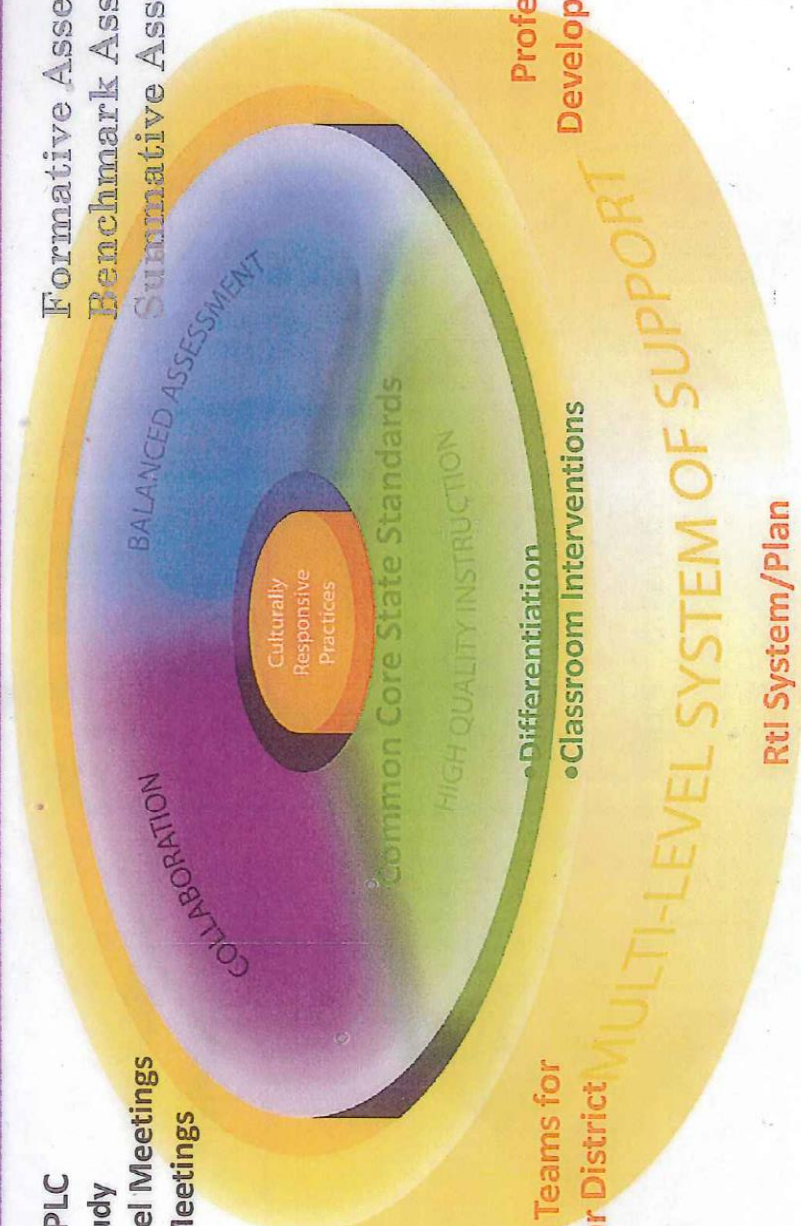
- High quality instructional practice
- Continuous review of student progress (multiple measures)
- collaboration

Wisconsin Department of Public Instruction, 2010

PLC

- Lesson Study
- Grade Level Meetings
- Content Meetings

Formative Assessments
Benchmark Assessments
Summative Assessments



Leadership Teams for
Building or District

- Differentiation
- Classroom Interventions

RtI System/Plan

- Intensive Interventions
- PBIS

Professional
Development Plan



RtI Model of Student Servicing Process

The student servicing process is based on a three tiered model that includes Universal-how we service all students, Selected-how we intervene with small groups of students, and Intensive--how we service students who need an individual Student Support Team meeting.

Below, you will find an explanation of the tiers needed to guide you through the process.

Universal

Definition: High quality instruction is provided to **all students** in the general education setting through the Common Core Curriculum and behavioral expectations. Universal instruction is also used to differentiate through a culturally responsive lens taking student needs into account.

Tier I includes the curriculum, programs, and services that are used with all students with the expectation that minimally 80% of all students will make adequate progress according to screening benchmark expectations.

Universal instruction includes:

- High quality instruction
- Clearly identified Learning Targets
- Formative assessment that drives instruction
- Differentiation for multiple levels of learning
- Instruction through a culturally responsive lens
- Screening for students who struggle/excel three times a year
- A clearly defined set of behavioral expectations
- Universal instruction on expected behaviors
- Clear distinction between office vs. non-office referrals
- Clear and consistent documentation of behavioral referrals

Instructional teams:

- Analyze the data from their screener
- Discuss and support each other in best educational practices
- Share strategies for classroom management
- Share differentiated lessons

When a child is struggling or excelling universally:

- The instructor conferences with the student
- The instructor communicates with parents/guardians
- The instructor consults with previous teachers, additional school personnel or the special education case manager
- The instructor reviewed student's cumulative file
- Accommodates, differentiates, and documents for the student

Selected

Definition: Based on screening data, instructional team discussions and identification of student intervention needs, teams develop intervention plans for small groups of students with similar needs and interventions are then delivered in small group settings for 8-10 weeks unless the specific intervention specifies a different time frame.

Selected instruction includes:

- Delivery of research based academic interventions in small group
- Monitoring of student progress every 4-6 weeks
- Delivery of small group behavioral instruction
- Deliver interventions through a culturally responsive lens

PLC Teams:

- Use results of screening data to determine who would benefit from diagnostic assessment
- Determine students who would benefit from small group intervention
- Assign students to intervention groups
- Review progress monitoring charts
- Discuss concerns a teacher is having with individual student
- Determine whether the student would benefit from formal interventions
- Determine whether a formal SST meeting should be organized

Intensive

Definition: Intensive is considered a problem-solving, team approach through which students with significant needs are identified, and measurable targeted options are collaboratively planned and continuously reviewed to address student progress. The ratio of student to teacher is no more than 1:3 and interventions are typically delivered daily.

Student Support Teams (SST)

Intensive instruction includes

- A problem solving team meeting is organized and held to further analyze student strengths/weaknesses
- An individual plan is developed including input from parent and child
- Individual interventions are delivered and progress is continually monitored

SST teams:

- SST continually meets to review progress
- SST collects and analyzed progress using slope of progress (rate of progress) over time
- Complete a culturally responsive checklist
- Parents are fully engaged with team and progress of child
- It has been proven that the child is not struggling due to a lack of instruction including attendance

- Team determines whether situation is a special education possibility or whether child will continuously need interventions (See decision rules)

All students receive high quality, differentiated, culturally responsive core academic and behavioral instruction.

Universal Screening

Student exceeds Benchmark

Student meets benchmark

Student does not meet benchmark

Student is well below benchmark

Enrichment Universal Core Instruction Selected Intervention

	Instruction	Collaboration/ Results Monitoring	Balanced Assessment System	Review Progress
<p>Student is a year or more above grade level.</p> <p>No Yes</p>	<p>High quality, differentiated core instruction PLUS Additional challenges based on student need.</p>	<p>Collaboration and results monitoring by PLC including parent and student input</p>	<p>Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring</p>	<p>Successful – continue with enrichment</p> <p>Not making progress – return to Universal CORE instruction or reevaluate enrichment</p>
<p>Student Receives CORE instruction.</p>	<p>High quality, differentiated core instruction</p>	<p>Collaboration and results monitoring by PLC including parent and student input</p>	<p>Universal screening, formative, benchmark, and summative assessments</p>	<p>Successful – continue with Universal CORE Instruction</p>
<p>-review cum file -communicate with parent and student -differentiate -consult with PLC Team</p> <p>No Yes</p>	<p>High quality, differentiated core instruction PLUS Intervention based on student need (by teacher or by interventionist)</p>	<p>Collaboration and results monitoring by PLC including parent and student input</p>	<p>Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring every 4-6 weeks</p>	<p>Successful</p> <ul style="list-style-type: none"> - Exit and monitor <p>Not meeting goal line</p> <ul style="list-style-type: none"> -try a different intervention -Request diagnostic testing - move to intensive if no progress or significantly behind
<p>Student has received selected intervention</p>	<p>High quality, differentiated core instruction PLUS Intensive intervention based on student need</p>	<p>Collaboration and results monitoring by PLC including parent and student input</p>	<p>Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring every two weeks</p>	<p>Successful</p> <ul style="list-style-type: none"> - Continue until grade level -Return to selected or Universal <p>Not meeting goal line</p> <ul style="list-style-type: none"> -request Student Study Team

Potential Response to Intervention (RtI) Decision Rules

	Expectations	Fidelity	Decision-making	Student progress
Universal	Students will be screened in reading, writing, math and behavior in fall, winter and spring	<p>Students who enter school in-between screening will be screened within two weeks of entering school</p> <p>Delivery of the screener should be done in accordance with the intended instructions</p> <p>All new staff members will be trained on screening administration prior to the first screening timeframe (mentors/Title I can assist in this)</p>	Instructors will collaboratively analyze student screening data no less than two weeks after screening results are available	<p>Students who are at least three levels below benchmark or a year behind grade level based on their screening results, should be considered for intervention in addition to universal instruction</p> <p>Students who fall a grade level above benchmark, based on their screening results, should be considered for additional challenge</p> <p>Behavioral screener will be conducted the first week of October, see appendices for how to score.</p>
Selected	<p>Decisions regarding intervention effectiveness are a collaborative team decision, not based on individual analysis</p> <p>Professional Learning Community teams will set individual student slope goals, when applicable, based on district identified slopes and student expectations</p> <p>Upon conclusion of successful intervention, students will be assessed one month later to determine if skill has transferred into practice</p>	<p>Students must have received intervention at 90% fidelity (with an attendance rate of at least 85%)</p> <p>Data for students receiving a intervention option will be collected at least every 4-6 weeks and in accordance with the recommendations identified by the district</p> <p>Scientifically research or evidence-based interventions were delivered as intended</p> <p>Intervention instruction was delivered at least four times a week for 30 or more minutes-unless the specific intervention specifies otherwise</p>	<p>Professional Learning Community teams will analyze progress monitoring results at least monthly</p> <p>Intervention options will not be considered effective or ineffective prior to at least 6 weeks of instruction</p> <p>Teams will complete a Culturally Responsive Checklist to determine if other intervening variables are impacting academic success</p>	<p>If the four most recent consecutive scores are all at or above the goal line, and the student has not met grade level expectations, keep the current intervention option and increase the goal</p> <p>If the four most recent consecutive scores are all below the goal line, however student is making progress, keep the current goal and modify the instruction</p> <p>If the four most recent consecutive scores are all at the goal line, maintain the current goal and intervention option</p> <p>If the six most recent consecutive scores are all below the goal line, consider intensive intervention options</p>
Intensive	<p>Decisions regarding intervention effectiveness are a team decision, not based on individual analysis</p> <p>Intensive intervention teams will set individual student slope goals, when applicable, based on district identified slopes and student expectations</p> <p>Upon conclusion of successful intervention, students will be assessed every two weeks for one month to ensure skill has transferred into practice</p>	<p>Students must have received intervention at 90% fidelity (with an attendance rate of at least 85%)</p> <p>Scientifically research or evidence-based interventions were delivered as intended, 5 times a week for 30 or more minutes-as specified by specific program</p> <p>Upon conclusion of the intensive intervention option, and the two additional assessments, the team will hold a meeting to review the success of the intensive intervention plan</p>	<p>Professional Learning Community teams will analyze progress monitoring results at least monthly</p> <p>Intervention options will not be considered effective or ineffective prior to at least 6 weeks of instruction</p> <p>Review Culturally Responsive Checklist to determine if other intervening variables are impacting academic success</p>	<p>If the four most recent consecutive scores are all at or above the goal line, and the student has not met grade level expectations, keep the current intervention option and increase the goal</p> <p>If the four most recent consecutive scores are all at the goal line, maintain the current goal and intervention option</p> <p>If the four most recent consecutive scores are all below the goal line, keep the current goal and modify the instruction</p> <p>If the six most recent consecutive scores are all below the goal line, reconvene the SST meeting and consider additional educational options</p>

Summary of Family Communication/Involvement in Regard to RtI

- The School District of Colby student servicing process is sent home or posted on the district website
- An explanation of Response to Intervention (RtI) is sent home or posted on the district website
- Instructors will send home the essential learning outcomes at the beginning of each course or grade level
- Students are provided with their screening results, with an explanation of what their score means to them, when age appropriate
- Parents/guardians are informed of interventions being delivered at selected and intensive levels
- Parents/guardians are notified of student progress on interventions
- Students are a part of monitoring their own progress when age appropriate
- Parents/guardians are always invited to be a part of any SST meeting when Intensive intervention will be provided to their child
- Parents/guardians/students are provided ways in which to support student intervention needs at home

Universal Teacher Expectations

Universal teacher expectations

- All instructors will inform parents/guardians/students of essential outcomes at the start of each course or grade level
- Essential outcomes focused on for current lesson/unit will be posted in classroom
- Instructors will incorporate 21st century skills into their lesson planning and instructional delivery
- Instructors will differentiate their instruction
 - Instructors will differentiate their instruction with a balanced assessment system
 - Instructors will differentiate through a culturally responsive lens
 - Instructors will challenge students through their differentiated practices and will communicate these extensions to parents

Learning Target

A Learning Target is a measurable learning outcome that is essential for students to bring into their long-term memory. It is not negotiable as to whether or not the students know this concept or can do this skill; they are considered an essential part of student learning. These are based on the district curriculum from the CCSS.

Grading and Reporting Philosophy Statement

Best practice indicates that academic grades should reflect what a student knows and can do in regard to their academic ability; it is best that any social emotional, behavioral or compliance performance be reported separately.

21st Century Skills

Skills students will need to be successful in the 21st Century workplace

1. Critical thinking and problem solving as opposed to only recalling factual knowledge
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative and applied practice
5. Effective oral and written communication
6. Accessing and analyzing information from print and non-print media
7. Curiosity and imagination

Balanced Assessment system

- Instructors will use their screening information, along with essential outcome **pre-assessment** results to **differentiate** instruction for readiness
- Instructors will **formatively assess** for a minimum of their essential outcomes

- Instructors will differentiate for students using a culturally responsive lens

Pre-assessment means either formally or informally assesses which students know, need instruction or struggle with the concept being taught

Formative assessment refers to assessments used before or during learning to **inform** instruction.

Summative assessment refers to assessments that are typically given at the end of the instructional period or to identify whether a child has learned the essential outcome.

Differentiation

What does it mean to differentiate?

Ways to differentiate:

- 1. Content/skills**-What you teach (Learning Targets)
 - Providing tiered expectations (multiple levels of complexity)
 - Allowing choice for content/skills, with the same outcome
 - Teaching content/skills to some, allowing others to extend or engage in independent projects, preteaching or reteaching content/skills to others
- 2. Process**-How you teach the content/skills
 - Developing activities, lessons, approaches to bring about learning
 - Differentiating instruction or activities for different students based on need, interest or learning style
 - Offering choice of activities or projects
- 3. Product**-How the student demonstrates understanding of essential outcomes
 - Applying formative and summative assessments in multiple forms for the same outcome—oral, written, plays, posters, multi-media forms, etc. (appropriate to the skill/task being assessed)
 - Truly measuring mastery of content, not compliance of activity

Differentiation is:	Differentiation is not:
<ul style="list-style-type: none"> • Understanding where your students are in their learning • Facilitating learning • Focusing on learning (student centered) • Utilizing a balanced assessment system—pretesting, formative and summative assessment • Understanding the importance of accommodating and modifying to ensure equal access to learning • Responding to diverse students' needs • Structuring, planning and organizing • Utilizing flexible grouping for multiple needs and reasons • Providing rigor 	<ul style="list-style-type: none"> • Teaching to all students without truly understanding who already knows the material to be taught • Focusing only on teaching (teacher centered) • Instructing to all using homework or participation as grades, and a one-shot summative test • Feeling that accommodations and modifications are not the instructor's responsibility and are unfair • Unstructured • Another word for tracking • Giving additional busywork to accelerated students • Watering down the curriculum • A program, model, or recipe

Differentiation Preparation

1. **Learning Targets** are identified for the class (material that is essential to satisfying the requirements of the course/grade level/subject area and, in most cases, brought to mastery)
2. Teacher understands the importance of **accommodating and modifying** for students and know what is expected for students who have an IEP
3. Students are informed of what is taught and what they need to learn (learning target) prior to instruction beginning
4. Teacher has developed **essential questions** for each learning target
5. The teacher and students have determined a set of protocols, rules or expectations prior to instruction that provides for smooth and consistent **classroom management**
6. Teacher has organized the classroom to be conducive to small group work

Level I Differentiation

Basic

1. There is a **pretest** for each unit including all essential learning targets
2. Teachers identify groups of students for **grouping of instruction** for, at a minimum, the **essential learning target**
 - Students who already know-the material
 - Students who need basic instruction, application and practice
 - Students who do not have the skills necessary to understand the concept to be taught
 - Students who need an accommodation or modification
3. Teachers **develop engaging and relevant lessons** that have an identified objective for each group and accommodates and modifies as needed
4. Teachers have a bank of appropriate, relevant and engaging **anchor activities** for students not receiving direct instruction
5. Teacher uses **essential questions** for each unit of study to guide instruction and class discussions
6. Teachers have predetermined and taught **classroom management** expectations and **collaborative learning skills**
7. For those students who are learning a new learning target, potential **formative assessments** are identified and utilized throughout the lesson/unit of study
8. **Summative assessments** are identified for each essential outcome that can genuinely measure whether a student knows or can critically think about the concept or that they can do what is expected

Level II Differentiation

Intermediate

1. Teacher understands and applies all **Level I differentiation** expectations
2. Teacher understands and identifies students' different **learning styles** and will occasionally offer choice of activities, classwork, and/or ways to demonstrate their knowledge (assessment)
 - Auditory, visual, kinesthetic, verbal/linguistic
3. Teacher understands that students' have **multiple intelligences** and varies lessons and classwork to promote these intelligences
4. Teacher **varies grouping/collaborative learning** continuously
 - Sometimes for learning target content (readiness or ability)
 - Sometimes for lesson or activity choice (developed for different learning styles or intelligence)
 - Sometimes for interest (mixed ability and learning style)
 - Sometimes for sake of cooperative learning (mixed ability and learning style)

Level III Differentiation

Advanced

1. Teacher understands and applies all **Level I and Level II differentiation** expectations
2. Teacher understands what it means to **be culturally responsive** in instructing and connecting with students
3. Teacher uses **student data** to set goals with students, conferences with them and engages them in taking **ownership for their own learning**
4. Teacher has **high expectations** of all students and works alongside of them, **facilitating their learning**
5. Teacher understands the **21st century skills** and how they relate to lesson planning, methods of learning and the process of learning
 - Critical thinking and problem solving
 - Collaboration and leadership
 - Agility and adaptability
 - Initiative and entrepreneurialism
 - Effective and oral written communication
 - Accessing and analyzing information
 - Curiosity and imagination

Differentiation self-assessment found in Appendix

Cultural Responsive Instruction

Why is cultural proficiency important?

- It is a tool for creating an environment in which everyone has equitable access to success. Elements include:
 - Assessing culture
 - Valuing diversity
 - Managing the dynamics of difference
 - Adapting to diversity
 - Institutionalizing cultural knowledge

From Culturally Proficient Instruction: A Guide for People Who Teach

What are some elements of Culturally Responsive Teaching?

- Communication of high expectations
- Active teaching methods that promote student engagement for all
- Teacher as facilitator
- Positive perspectives on parents and families of culturally and linguistically diverse students
- Cultural sensitivity
- Reshaping the curriculum so it is culturally responsive to the background of students
- Culturally mediated instruction, characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content.
- Student controlled classroom discourse
- Small group instruction and academically-related discourse

From The Knowledge Loom: Culturally Responsive Teaching

For more information on Cultural Responsiveness, please refer to Wisconsin Response to Intervention: A Guiding Document

Professional Learning Communities (PLC)

Shared Responsibility: All staff (general education teachers, special education teachers, paraprofessionals and student servicing staff) assumes an active role in students' assessment and instruction.

Universal & Selected PLC Team Consists of:

Elementary: Grade level teams plus an administrator or title I (additional staff members will be invited to attend meetings as needed)

Middle:

Grade level teams: Grade level instructors from same grade levels plus administrator or pupil service, within each wing (additional staff members will be invited to attend meetings as needed)

Core Intervention Team: A group of individuals whose role is to initiate diagnosis of student need and assign to appropriate intervention options that could take place outside of the PLC team. The team could consist of school counselors, school psychologists, administration, content area specialist, and intervention teachers

High:

RtI PLC: Two cohorts of 4-6 core and elective teachers per grade level and designated pupil service personnel meeting to address student servicing needs

Instructional PLC: The department and content area teachers meeting to develop curriculum and assessment in their content area

Core Intervention Team: A group of individuals whose role is to initiate diagnosis of student need and assign to appropriate intervention options that could take place outside of the PLC team. The team could consist of school counselors, school psychologists, administration, math department representative, English department representative, special education teacher representative and intervention teachers

Pupil Services Staff: School psychologists, school counselors, are invited to attend PLC meetings as needed, they are not a permanent member of PLC teams

RtI PLC Team Expectations

1. Will create and update data records a minimum of three times a year based on screening administered by:
 - Elementary: Classroom teacher
 - Middle: Core Teacher
 - High: AST Teacher
2. The PLC will review screening results of any new students entering school within two weeks of their first day of class
 - Elementary: Classroom teacher
 - Middle: Core Teacher
 - High: AST Teacher
3. After administration of the screeners, teams will analyze the screening results data to identify students they need to examine further or who might be in need of additional or different educational options
4. Teams will initiate diagnosis of student needs and assign to intervention options
 - Elementary PLC team will initiate diagnosing student concerns to align students with appropriate intervention option
 - Middle and High PLC teams will refer students to the Core Intervention Team within one week of analysis of data
5. Team meeting minutes are given to administration within one week of meeting
6. *Selected Intervention Parent Letter* is sent home when student is identified as needing intervention and screening results
 - Elementary-RtI PLC
 - Middle-RtI PLC
 - High-RtI PLC
7. PLC or Core Intervention Teams will review the completed RtI Form
8. Teams will review progress monitoring charts, using district decision rules, for any student on their team receiving a selected intervention, at least monthly, and make recommendations to the intervention teacher or Core Intervention Team
9. Teams will initiate a SST meeting (intensive) for students who are not achieving success in the selected level
10. *Parents will be notified of student progress at least twice per quarter or trimester.*

Leadership expectations:

1. Review recommendations from RtI PLC for student servicing
2. Request and review additional assessment (diagnosis) as needed to determine specific student needs
3. Develop a master list of students in need of interventions
4. Document students receiving selected and intensive interventions
5. Oversee whole school intervention needs to ensure that at least 80% of needs are met through universal instruction

Intervention Teacher Expectations

1. Access appropriate intervention instruction
2. Send home notification of intervention and report progress
3. Involve student and parents in setting and reaching individual goals
4. Communicate with regular classroom teachers to encourage application and practice of the skills learned
5. Document progress monitoring data (with student if possible)
6. Document attendance (# of interventions received/# of interventions intended) on the RtI form
7. Deliver interventions with fidelity, using the five step process for delivery of interventions

Intervening

(Intervention refers to both extension and remediation needs)

When to intervene:

When a child enters a grade level with skills missing **OUTSIDE OF THAT YEAR'S CURRICULAR CONTENT**, or from prior years of instruction

(Kindergarten is the exception.)

When to differentiate:

Understanding where your students are at in their learning. Instructors will adjust instruction for groups of students with **THEIR CURRICULAR CONTENT**

Interventions are value added. In other words, they do not replace the curricular material at any grade level; they are in addition to.

Interventions:

- Teach a new skill or never acquired skill or challenge a students through critical thinking and problem-solving
- Provide extension for students beyond differentiation
- Direct instruction when there is a remediation need
- Tailor to unique needs of students

Intervention groups:

Selected -no more than eight students in elementary, no more than 10 in secondary

- based on program recommendations and or behavioral needs

Intensive-no more than three students at any grade level

What to look for in effective interventions

Remedial:

- Will provide student with direct instruction.
- It is not just practice of a skill
- It goes beyond a strategy for learning a new skill
- Review the sources cited—is it credible?
- It can address specific skill deficit, not just a canned program.

Extension:

- It provides opportunity for growth, not just more of the same
- It brings about critical thinking
- It allows the student to problem-solve related to real life

Steps of Intervention Delivery (when instructing for remediation):

- 1) Introduce the skill. To build a rationale for using the skill, discuss the problem or difficulty that it can resolve
- 2) Teach & demonstrate the skill. Deliver the intervention, the instruction.
- 3) Make them use it! Students employ the skill independently in real academic situations and apply it in multiple environments so they practice the skill.
- 4) Assess student understanding using district identified decision rules
- 5) Analyze assessment and repeat. Use multiple interventions for the same outcome (use multiple activities or lessons)

Potential Academic Intervention categories

Reading

- Phonics (letter sounds and letter identification)
- Phonemic awareness (blending, rhyming or chunking letter sounds or sounding out a word)
- Reading fluency (how fluid and smooth they read of a passage or sight words)
- Reading comprehension (how well they understand what they read, applies reading strategies)
- Recognize first and last name
- Understands concepts of print
- Reading extension

Math

- Time or money
- Number Identification
- Knows shapes and colors
- Measurement
- Patterning, sorting, classifying
- Graphing
- Numeracy skills (forward and backward counting and skip counting)
- Computation (addition, subtraction, multiplication, division, place value, regrouping)
- Math facts
- Fractions
- Problem solving skills (word problems, real world math application)
- Pre-algebraic skills (order of operations, using variables, etc)
- Solving equations using variables, fractions and order of operations
- Math Extension

Writing

- Construction of letters, numbers or words (handwriting)
- Writing name
- Sentence structure
- Story elements
- Conventions (grammar, editing skills, etc.)
- Writing organization (paragraph development, beginning, middle & end)
- Summarize in writing (what is read, ideas, answers, etc)
- Writing of research papers
- Writing extension

Progress Monitoring

Progress Monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

National Center on Progress Monitoring, www.studentprogress.org

Universal Progress Monitoring = Universal screening in reading, writing, math and behavior (currently reading only). Administered and analyzed three times a year.

Selected Progress Monitoring = measures that indicate progress student is making based on intervention delivery. Data collected every four to six weeks during intervention delivery and up to a month after conclusion of intervention.

Intensive Progress Monitoring = measures that indicate progress student is making based on intervention delivery. Data collected at least weekly using a valid assessment tool.

Peer goal line-The slope same age peers would achieve from the beginning of the intervention time to the end of the intervention time.

Student's goal line-The slope the student is expected to reach by the end of the intervention or designated benchmark period. Goals can adjust throughout the length of the intervention. Students can be expected to achieve 1.5 to 2 times that of their peers, depending on the intensity of intervention.

Trendline-The slope the student achieves throughout the intervention time. A slope is considered most valid when there are nine or more data points.

Progress Monitoring Expectations

1. Intervention instructors are expected to monitor progress of students at Selected Level according to district instructions
2. Interventionist is expected to monitor progress of student every two weeks at Intensive Level
3. All teams will identify student slope and end of intervention goal

Selected and Intensive progress monitoring tools should meet the following criteria:

- Easy to administer
- As closely aligned to intervention as possible
- Sensitive to small changes
- Scoring is valid
- There are multiple versions of the assessments (to avoid memorization of assessment)

Calculating Slope:

$$\frac{\text{Last Score} - \text{First Score}}{\text{\# of weeks of intervention}}$$

EXAMPLE:

If a student's Lexile score=201 at week 1

And her Lexile score=278 at week 32

Her slope (or rate of progress) is 2.4

$$\frac{278-201}{32} = 2.4 \text{ slope}$$

1. Using the information provided above, determine the peer slope
2. Multiply peer slope by 1.5 or 2.0 to identify student slope (goal line)
3. Multiply student slope by number of weeks to determine expected student growth
4. Add expected student growth to baseline score to determine end of intervention goal

Intensive SST Process

Student Support Team (SST)

SST Purpose Statement:

A SST is an intensive problem-solving team approach through which students with significant needs are identified, and measurable targeted options are collaboratively planned and continuously reviewed to address student progress.

Why would one develop an individual data-driven plan through a SST?

Data-driven plans are developed when an individual student is experiencing academic, social, emotional or behavioral situations that require an individual data-driven plan to be developed, to provide a structure for student success.

Situations may include, but are not limited to:

- Failing multiple classes
- Marked change in behavior or performance
- Continuous attendance issues
- Significant difficulty with organization and assignment completion
- Extreme disruptive behavior
- Significant deficit in reading, writing or math
- Social or emotional disruption
- Student is performing significantly above grade level

An individual data driven plan should be initiated when basic skill levels are extremely low, interventions have been tried without success or an instructor has tried multiple approaches to assist a student without success and feel they would benefit from collaborating with a Student Support Team.

Pre-SST checklist

Prior to referring a child to a SST meeting, have the following been attempted:

- Contacted parent to collaborate about concern*
- Held conference with student about concern (when appropriate)*
- Discussed concern during PLC meeting*
- Universal instruction was differentiated*
- Selected interventions/strategies tried and documented, unless situation was serious enough to warrant a SST without selected instruction*
- Consulted with other necessary personnel*
- Reviewed Student cumulative file and reviewed prior intervention notes*

How do you initiate a SST on a child?

1. The PLC team or Core Intervention Team completes the Pre-SST Checklist and turns in to administrator and RtI coordinator.

Parental Involvement Statement

When parents are involved in their children's education, both children and parents are likely to benefit. Researchers report that parent participation in their children's schooling frequently:

- Enhances children's self-esteem
- Improves children's academic achievement
- Improves parent-child relationships
- Helps parents to develop positive attitudes towards school and a better understanding of the schooling process

Patricia Clark Brown, author of *Involving parents in the Education of Their Children*. ERIC Digest

The Colby School District believes that parent/guardian participation in the SST meeting is a crucial partnership that is vital to understanding the whole student and the level of concern with regard to their school success.

Parental Communication Expectations

If parents/guardians are not a part of the SST, they shall receive information regarding student progress after each SST meeting.

Special Education Considerations

If a special education student is having a concern that would typically warrant a SST, the staff member with the concern will consult with the student's special education case manager and a determination will be made as to whether or not an IEP meeting is reconvened or a SST is held.

SST Selected Expectations

The Intensive SST process is a problem-solving approach to address individual student needs for those who have not progressed through Universal or selected instruction. It is not to be viewed as a pre-special education referral process.

When the SST team meets, the following steps should be taken:

1. **Input** from staff, administrators, student and parent/guardian solicited
2. **Review of student data**, which could include but is not limited to standardized testing, screening results, benchmark assessments, classroom work, formative assessments, anecdotal data, observations, summative assessments, and progress monitoring data.
3. **Prioritization** of student needs

4. Setting of a **goal** for student based on data
5. Identification of **intervention need**, strategies to support needs, accommodations to be made or ways to differentiate instruction
6. Identification of tool to **monitor progress** along with the frequency of monitoring
7. Identification of student **slope** expected
8. Identification of ways in which **parent/guardian and student can support the intervention plan**
9. Setting of future dates for **review of progress**

SST Documentation

- RtI files
- Written documentation from interventionist

Specific Learning Disability Criteria

The intention of selected interventions is not to automatically move to a special education referral, but to ensure that the student is not struggling due to a lack of valid instruction. In order for a referral for SLD to be made by an educator, it is mandatory that the following procedures be in place:

Key Definitions

Interventionist- licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil.

Observer- person who has an understanding of what constitutes a scientifically researched or evidence based intervention and how to deliver the intervention.

Data analyst - one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology. A psychometrically valid and reliable methodology relies on multiple data sources, analyzing progress monitoring data that exhibit adequate statistical accuracy for the purpose of identification of insufficient progress as compared to a national sample of same-age peers.

Diagnostician- a person who is qualified to analyze what areas of either reading, writing, or math the student is struggling with so that the intervention can specifically address that need.

SLD Criteria

1. The median of three data points (a valid assessment given three times) is used as a baseline measure of a student's present level of performance
2. The SST will analyze where the student's same age peers are at in regard to their slope (see page 34 for slope calculation) and determine the slope the child will need to have to reach their peers. If the slope is unreasonable, the SST will set a reasonable slope goal for that child.
3. The team will use assessment results from the diagnostician to determine intervention need
4. When the child is receiving interventions the following will occur:
 - a. Student will be in a group with no more than two other students
 - b. Only a certified teacher, an "interventionist", will deliver the intervention
 - c. Only scientifically, research or evidence based interventions will be used
 - d. Student will receive at least 90% fidelity of intended interventions
 - e. Data will be collected at least weekly using a valid progress monitoring assessment
 - f. Interventions will be delivered 4-5 times a week
 - g. An "observer" will watch one intervention being delivered to ensure it was delivered using the intended process (see page 28 for intervention delivery)
 - h. Nine data points will be collected per intervention cycle, two cycles will be delivered
5. The SST will review the progress monitoring data at least monthly
6. If all of the above criteria has been met, the student may be considered for special education placement if one of the following occur:
 - a. student's slope has flat-lined or has decreased

- b. The student has a high rate of progress (slope), however they will not reach their same age peers in any reasonable time
- c. The student's rate of progress (slope) is higher than that of the same age peers, however the school cannot maintain the intensity of intervening within a regular education setting

The **SLD Categories** (to be followed when student concerns are in one or more of the following areas):

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Universal Appendices

Differentiation Self-Assessment

		Yes	No
1	I have an identified set of learning targets for my courses or for reading, writing and math in elementary		
2	I consistently pre-assess the minimum of the learning targets to determine appropriate instruction for my students		
2	I consistently group my students in a flexible manner based on their knowledge		
4	I promote students' taking responsibility for their own learning		
3	I consistently group my students in a flexible manner based on their interest, learning style, or intelligence type		
3	I know the learning styles of the students I teach		
2	I formatively assess , for a minimum of the learning targets, continuously to ensure that the students are learning. I do not grade these assessments, but use them to guide my instruction and grouping		
2	Students are provided with multiple opportunities to demonstrate their knowledge through a variety of summative assessments		
1	Students are informed of what is taught and what they need to learn prior to instruction beginning		
1	I engage students in a discussion about an essential question related to the essential outcomes prior to beginning a unit/lesson on that outcome		
1	The students and/or I have determined a set of protocols, rules or expectations prior to instruction that provides for smooth and consistent classroom management		
3	When developing grouped or differentiated lesson options, I often give choice through interest, product or process		
4	I understand how to differentiate using a multi-cultural lens (cultural responsiveness)		
4	The students in my classroom set personal goals		
2	Students in need of an extension (students who know the material already) are provided with the opportunity to learn through creating, critically thinking, or problem-solving. They are never simply given additional work, asked to teach those who do not know the material, or left to guide their own learning without goal setting with the instructor		
4	I understand how 21 st century skills are related to lesson planning, methods of learning and the process or learning		
4	I consider myself a facilitator of learning, where learning is the focus, as opposed to simply instructing, where it is the student's responsibility to learn.		
3	I am conscious of how I teach based on my own learning style and make a conscious effort to vary my instructional approach		
1	I understand importance of accommodating /modifying for students and know what is expected for students who have an IEP		

Mapping of my Differentiation

Find your strengths and weaknesses. Shade in the chart for every “yes” you gave according to the # on the left of the chart.

Number of Yes answers	5				
	4				
	3				
	2				
	1				
		1 Differentiation Prep work	2 Level I Basic	3 Level II Intermediate	4 Level III Advanced

Areas of differentiation I need more professional development/coaching on:

My personal goal for developing my differentiation:

Understanding Your Child’s Reading Score

Lexile

A reading lexile is a number that indicates how well a student can understand what they read. Grade levels have different ranges of lexile levels that differ, and the range decreases as a student ages. The reason for this decrease is that a student has more potential growth when they are younger because they have more to learn about how to read. A typical 2nd grade student might gain 300 lexile points a year, where an 11th grade student might gain 25 lexile points.

Remember, a lexile score is one snapshot in time and it is typical for a student’s lexile to raise or lower slightly throughout the year. They may have read a piece of reading of their interest during their assessment (raising their score), or they may not have felt well on that day (lowering their score); these all impact their lexile score on that day. It is best to look at your child’s growth in lexile over time and not put too much emphasis on one assessment.

Parents can use this level as a guideline for choosing books that are challenging, but not too difficult. Many library books will indicate a lexile level, and if not, books can be lexiled at websites such as www.lexile.com.

The Scholastic Reading Inventory (SRI) grade level ranges for a lexile are as follows:

LEXILE LEVEL RANGE	GRADE LEVEL
Beginning Reader (BR)-100	Kindergarten
100-400	1 st grade range
300-600	2 nd grade range
500-800	3 rd grade range
600-900	4 th grade range
700-1000	5 th grade range
800-1050	6 th grade range
850-1100	7 th grade range
900-1150	8 th grade range
1000-1200	9 th grade range
1025-1200	10 th grade range
1050-1225	11 th grade range
1075-1225	12 th grade range

Typical Yearly Lexile Growth	
Grade	Lexile Growth
1-2	300 points
3-5	100 points
6-7	70 points
8-9	50 points
10-11	25 points

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	–	A	B	B	C	C	C	D	D	D
1	D/E	E	F	F	G	H	H	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	Y	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+	Z+

- The Progress Monitoring by Instructional Text Reading Level chart is intended to provide reasonable expectations for 10 months of the school year. School districts should adjust the expectations to align with their school/district requirements and professional teacher judgment.
- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (e.g., text introduction). At levels A–K, the instructional level is the highest level a student can read with 90–94% accuracy and excellent or satisfactory comprehension, or 95–100% accuracy with limited comprehension. At levels L–Z, the instructional level is the highest level a student can read with 95–97% accuracy and excellent or satisfactory comprehension, or 98–100% accuracy with limited comprehension.
- The student's independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student's instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student's instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be needed.
- At some points in time, students may be transitioning from one level to another (for example, Y/Z in month 5 of grade 7). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level Y as reading on grade level.

Behavior Screener

Student: _____ Date: _____ Teacher: _____

Does the student currently have a behavior plan? YES NO

Does the student have poor attendance (more than 15%)? YES NO

	Question	Rating 1 - Rarely 2 - Sometimes 3 - Frequently	Comments (Optional)
1	Student's emotional responses do not fit circumstances	1 2 3	
2	Student struggles to attend to a lesson in a whole group setting	1 2 3	
3	Student struggles to attend to a lesson in a small group setting	1 2 3	
4	Student struggles to interact with peers appropriately in a structured setting	1 2 3	
5	Student struggles to interact with peers appropriately in an unstructured setting	1 2 3	
6	Student gets physically aggressive with other children or adults	1 2 3	
7	Student is overly anxious, worried, or sad	1 2 3	
8	Student disregards/argues with teacher direction or correction	1 2 3	
9	Student seeks attention in a negative manner	1 2 3	
10	Student has 2 or more office referrals in a month from your classroom	1 2 3	
		Total Score _____	

Other comments/concerns:

Strategies implemented:

Scoring Behavioral Screener

(This may change as district seeks to establish norms)

***Checklist is to be completed at the elementary school the first week of October and updated/reviewed at each trimester

***Checklist is to be completed by middle/high school as needed for specific students of concern

Score	Direction
10-18	Universal instruction
19-24	Selected intervention/strategy. Monitor progress every 4-6 weeks, consider SST if there is no improvement in 6 weeks. If significant progress is made consider moving back to universal instruction.
25-30	Move directly to intensive intervention, arrange SST meeting to establish a behavior plan. Review plan with SST at least monthly. If progress toward goal is not noted within 12 weeks with behavioral revision, consider special education referral (kindergarten may be an exception, SST will determine this on individual basis)

Selected Appendices

PLC TEAM MEETING LOG

School District of Cambridge will focus on all students' achievement through data driven collaboration and continuous learning

DATE: _____

TIME: _____

LOCATION: _____

Team Members Present: _____

TEAMROLES: Team Leader: _____

Notetaker: _____

Timekeeper: _____

Possible Data Considered during this meeting to ensure our decisions are data-based:

- SRI
 Standardized Testing
 Classroom Assessments
 Progress Monitoring Charts
 Guided Reading /Running Records
 Other _____

What did our data tell us?

Student servicing notes

Name of Student (if applicable)	Concern	Action

Parent contacts to make:

Who will make contact:

When:

General meeting notes:

Action Step	Person Responsible	Target Completion Date

Agenda Items for next meeting: DATE: _____ TIME: _____ LOCATION: _____

Accommodations, Modifications, Interventions...What's the Difference?

	STRATEGIES (Teacher technique)	DIFFERENTIATION (Additional or extended instruction based on classroom learning targets)	ACCOMMODATIONS (Environmental)	INTERVENTIONS (Direct Instruction on a deficit, or challenging extension of thinking)	MODIFICATIONS (Changes in curricular expectation)
What they ARE:	<p>They are techniques or approaches that are used to deliver educational material or to manage classroom or individuals.</p> <p>Can be a plan of action to achieve a particular goal for attendance or behavior.</p> <p>The standard or expectation DOES NOT CHANGE</p>	<p>Creating multiple paths so that students of different abilities, interests or learning styles experience equally appropriate ways to absorb, use and apply concepts.</p> <p>Can include re-teaching or pre-teaching within the regular education setting PART OF UNIVERSAL INSTRUCTION</p> <p>The standard or expectation DOES NOT CHANGE</p>	<p>Changes in the environment that assist a student in meeting a standard or expectation.</p> <p>The standard or expectation DOES NOT CHANGE</p> <p>They allow students fair/equal access to education</p>	<p>Supporting the learning of academic standard by teaching a new or never acquired skill.</p> <p>Extension of learning that is needed beyond what the universal instruction can offer.</p> <p>The standard or expectation DOES NOT CHANGE</p> <p>They are measurable</p>	<p>Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs or abilities.</p> <p>The standard or expectation DOES CHANGE</p> <p>They allow individual students the opportunity to be successful by changing the expectations for them</p>
Examples:	<p>Giving small segments of a larger reading piece by piece until the reading is completed</p> <p>Development of a student attendance calendar</p>	<p>Pre-assessing, understanding your learners and presenting a lesson that is tiered according to needs.</p> <p>Providing multiple ways to demonstrate what was learned</p> <p>Providing long-term, project-based learning opportunities to those who need a challenge</p>	<p>Taking of test in a separate room</p> <p>Completion of work one-on-one with assistance</p> <p>Preferential seating</p> <p>Assistive technology</p>	<p>Additional, direct instruction in area of reading comprehension.</p> <p>Reading Recovery</p> <p>Direct instruction on a mathematical concept that is provided in addition to the universal curriculum.</p>	<p>Not expecting the student to achieve at grade level (however adequate growth is still expected)</p>
Where do they fit in our RtI model?	<p>They support all aspects of education--academic, behavioral, social emotional and attendance--in either the universal instruction or value added instruction/intervention</p>	<p>If instruction on the learning targets are truly differentiated for based on readiness or ability, we have many more students leaving each classroom with the basic skills they needed to master at that grade level.</p> <p>This leaves fewer students with the need for an intervention outside of the universal educational setting.</p>	<p>They will assist in removing barriers to learning at all levels or tiers.</p>	<p>They are the direct instruction that is provided to a group of students or an individual student to either close an achievement gap or extend thinking.</p> <p>Typically the instruction that is delivered in Selected & Intensive</p>	<p>They are typically special education students who have received multiple interventions prior to their disability identification.</p> <p>Students who need a modification still participate in our interventions, when appropriate.</p>

The Checklist to Address Culturally Responsive Practices

Section II: Response to Interventions

Student: _____

Student #: _____

School: _____

Grade: _____

Completed by: _____



Instructional Team-Universal
Date completed _____

Student Support and Intervention Team-Selected
Date completed _____

The Checklist for Culturally Responsive Practices in Schools

Directions: Respond to questions 1-7 below by checking the description that most closely matches the results of the interventions tried and the student’s performance. Comments may be added by typing in the comment box below each question.

1. Were the interventions tried based on data and provided at an appropriate frequency, intensity and duration?

If “A” applies, check the . If “B” applies, complete the rubric.

A. The interventions tried were based on data and implemented with fidelity. This is not a primary factor in the student’s learning or behavior difficulties in school.

B. The fidelity of the interventions may be a factor. Our team’s analysis indicates:

Intervention s are based on data	0	1	2	3	4
	No information is available at this time.	The intervention selected was based on: <ul style="list-style-type: none"> • previous assessment information. Progress monitoring was not attempted.	The intervention selected was based on: <ul style="list-style-type: none"> • previous assessment information, and • teacher’s observation of the student’s performance. Progress monitoring was infrequently attempted.	The intervention selected was based on: <ul style="list-style-type: none"> • previous assessment information, • teacher’s observation of the student’s performance, and • ongoing classroom assessments. Progress monitoring was attempted at least at the beginning and end of the intervention.	The intervention selected was based on: <ul style="list-style-type: none"> • consistently administered, frequent and varied assessments. Progress monitoring probes were frequently administered and used to determine whether the intervention was effective.
Intervention s are implemente dwith the appropriate frequency, intensity, and duration	0	1	2	3	4
	No information is available at this time.	Interventions were unable to be provided with the frequency, duration, or intensity planned. The effectiveness of the intervention cannot be determined.	Interventions were inconsistently provided at the frequency, intensity, and duration planned. It is likely that a different schedule of intervention implementation would result in better student progress.	Interventions were usually provided at the frequency, intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.	Interventions were consistently provided at the frequency, intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.

Comments	
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2. How has the student’s family been involved in the problem-solving process?

If “A” applies, check the . If “B” applies, complete the rubric.

- A. The interventions tried were based on data and implemented with fidelity. This is not a primary factor in the student’s learning or behavior difficulties in school.
- C. The fidelity of the interventions may be a factor. Our team’s analysis indicates:

Staff and families share information and problem solve together	0	1	2	3	4
	No information is available at this time.	Concerns about the student have not been shared with the student’s family. The school and family do not yet have a cooperative working relationship.	The student’s family has been informed about school concerns. They have had some opportunities to learn how the school proposes to address the concerns. Opportunities for the school and family to mutually problem solve have not occurred.	The student’s family and staff have had several opportunities to share and exchange ideas about strategies to support the student. Mutual problem solving occurs regularly. Opportunities for the family to participate in their child’s schooling are often available.	A variety of information sharing approaches have been used on a consistent basis. Conversations between the student’s family and staff consistently include mutual problem solving, information about family values, and the student’s interests and experiences. Varying opportunities for the family to participate in their child’s schooling are consistently available.
Translation is provided	0	1	2	3	4
	No information is available at this time.	Materials are not translated into the student’s home language. An interpreter is not offered to the family.	Some materials are translated into the student’s home language. An interpreter is sometimes available and offered.	Written materials are usually translated into the student’s home language. An interpreter is usually available and offered.	Written materials are consistently translated into the student’s home language. An interpreter is consistently available and offered.
Comments					

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3. Was there a mismatch between the student's race, culture or unique background and experiences and the school environment that may contribute to the student's learning or behavior difficulties?

If "A" applies, check the . If "B" applies, complete the rubric.

- A. Race, culture, and unique background and experiences are not a primary factor in the student's learning or behavior difficulties in school.
- B. The student's race, culture and unique background and experiences may be a factor. Our team's analysis indicates:

	0	1	2	3	4
Student's culture, language and heritage is valued	No information is available at this time.	<p>The student has few opportunities to share his/her life experiences with others in the classroom.</p> <p>The student does not see self represented in the curriculum and classroom materials.</p> <p>The student has few relationships with staff or peers that are trusting, reciprocal and supportive.</p>	<p>The student has occasional opportunities to share his/her life experiences with others in the classroom.</p> <p>The student seldom sees self represented in the curriculum and classroom materials.</p> <p>The student has some relationships with staff or peers that are trusting, reciprocal and supportive.</p>	<p>The student has regular opportunities to share his/her life experiences with others in the classroom.</p> <p>The student occasionally sees self represented in the curriculum and classroom materials.</p> <p>The student has several relationships with staff or peers that are trusting, reciprocal and supportive.</p>	<p>The student has regular opportunities to share information regarding his/her life experiences with others in the classroom. This information is considered when instructional activities are planned.</p> <p>The student consistently sees self represented in the curriculum and classroom materials.</p> <p>The student has numerous relationships with staff or peers that are trusting, reciprocal and supportive.</p>
Student has the opportunity to utilize prior knowledge & learning style preferences are accommodated	No information is available at this time.	<p>The student has few opportunities to build on prior knowledge and experiences.</p> <p>The student experiences a few classroom activities with varied learning style activities and interactions.</p>	<p>The student has occasional opportunities to build on prior knowledge and experiences.</p> <p>The student experiences some classroom activities with varied learning style activities and interactions.</p>	<p>The student has regular opportunities to build on prior knowledge and experiences.</p> <p>The student's classroom experiences frequently incorporate varied learning style activities and interactions.</p>	<p>The student has regular opportunities to build on prior knowledge and experiences.</p> <p>The student's classroom experiences are consistently connected to his/her culture via community based experiences and activities that use varied learning styles and interactions.</p>

Student understands the rules and expectations	0	1	2	3	4
	No information is available at this time.	<p>The rules and expectations are implied but not reviewed explicitly and regularly with the student.</p> <p>The student seldom participates in school activities designed to increase engagement and connection to school.</p> <p>The student seldom receives encouragement and support.</p>	<p>Some rules and expectations are reviewed explicitly and regularly with the student.</p> <p>The student occasionally participates in school activities designed to increase engagement and connection to school.</p> <p>The student occasionally receives encouragement and support.</p>	<p>Most of the rules and expectations are reviewed explicitly and regularly with the student.</p> <p>The student frequently participates in school activities designed to increase engagement and connection to school.</p> <p>The student frequently receives encouragement and support.</p>	<p>All rules and expectations are explicitly taught, visually displayed, and regularly reviewed to ensure the student's learning and understanding.</p> <p>The student consistently participates in school activities designed to increase engagement and connection to school.</p> <p>The student consistently receives encouragement and support.</p>
Comments					

4. Were language differences a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the . If "B" applies, complete the rubric.

- A. Language differences are not a primary factor in the student's learning or behavior difficulties in school.
- B. Language differences may be a factor. Our team's analysis indicates:

Student's language skills are assessed	0	1	2	3	4
	No information is available at this time.	The student's use and understanding of oral and written language is not assessed.	The student's use and understanding of oral and written language is assessed using quizzes and end of lesson tests.	The student's use and understanding of oral and written language is assessed prior to the start and at the end of	The student's use and understanding of oral and written language is consistently and continually assessed.

				instruction.	
Interventions are provided to explicitly teach the use and understanding of oral and written language skills	0	1	2	3	4
	No information is available at this time.	The student does not experience interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is not a match to the language used in classroom instruction. The student rarely has access to texts and other curriculum materials that are rich in visuals.	The student sometimes experiences interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is sometimes matched to the language used in classroom instruction. The student occasionally has access to texts and other curriculum materials that are rich in visuals.	The student usually experiences interventions to support the understanding of and use of oral and written language. The student's language level and vocabulary development is usually matched to the language used in classroom instruction. The student usually has access to texts and other curriculum materials that are rich in visuals.	The student experiences consistent and frequent interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is consistently matched to the language used in classroom instruction. The student consistently has access to texts and other curriculum materials that are rich in visuals.
Student has the opportunity to practice and regularly use new language skills	0	1	2	3	4
	No information is available at this time.	The student has opportunities to practice oral and written language as part of instruction for the whole class. Instructive feedback is not provided	The student sometimes has opportunities to practice oral and written language as part of large and small group instruction. Instructive feedback is occasionally provided.	The student has frequent opportunities to practice oral and written language in large and small group instruction. Instructive feedback is usually provided.	The student has consistent, ongoing opportunities to practice oral and written language skills in large and small group as well as individual instruction. Instructive feedback is consistently provided.
Comments					

5. Were mobility or excessive absences a factor contributing to the student’s learning and/or behavioral difficulties?

If “A” applies, check the . If “B” applies, complete the rubric.

A. Excessive absences and/or mobility are not primary factors contributing to the student’s learning or behavior difficulties in school.

B. Absences and/or mobility may be a factor. Our team’s analysis indicates:

Attendance and mobility patterns are assessed	0	1	2	3	4
	No information is available at this time.	The student’s attendance and mobility patterns have not been investigated.	Information about the student’s attendance and mobility was gathered from school records. Root causes of the observed patterns are not yet identified.	A good picture of the student’s attendance and mobility was gathered from school records and interviews with the student and family. A hypothesis is formed regarding possible root causes of the observed patterns.	A thorough picture of the student’s attendance and mobility was gathered from school records and interviews with the student and family. Root causes of the observed patterns are well understood.
Interventions are provided to improve attendance and mobility and/or reduce the impact on learning and behavior	0	1	2	3	4
	No information is available at this time.	The student has not yet experienced interventions to improve attendance or reduce the impact of poor attendance and/or mobility on learning and behavior. There has been no contact with the student’s family.	The student sometimes experiences interventions that address the root cause of poor attendance and reduce the impact on learning and behavior. The new student and family receive initial information to help in the transition to a new environment.	The student often experiences interventions that address the root cause of poor attendance and reduce the impact on learning and behavior. The new student and family often receive support to adjust to school and build relationships with peers.	The student consistently experiences interventions to resolve issues that address the root cause of poor attendance and accelerate the student’s progress in learning and behavior. The new student and family consistently experience support to adjust to school and build relationships with peers.
Engagement and connection to school are encouraged	0	1	2	3	4
	No information is available at this time.	The student has not yet experienced opportunities to participate in activities that increase his/her connection to school.	The student has some opportunities and receives some encouragement to participate in activities and events that will increase his/her	The student has frequent opportunities and receives frequent encouragement to participate in activities and events that will increase his/her	The student consistently has opportunities and receives encouragement to participate in activities and events that will increase his/her connection to school, including personal contact to invite involvement.

			connection to school.	connection to school.	
Comments					

6. Were life stressors (i.e. family health, divorce, immigration trauma, witness to violence) a factor contributing to the student’s learning and/or behavioral difficulties?

If “A” applies, check the . If “B” applies, complete the rubric.

- A. Life stressors are not a primary factor contributing to the student’s learning or behavior difficulties in school.
- B. Life stressors may be a factor. Our team’s analysis of life stressors indicates:

Information about life stressors is gathered	0	1	2	3	4
	No information is available at this time.	Information about potential life stressors has not yet been gathered.	The student and family provided some information about potential life stressors. The lack of a trusting relationship between school and home limited the data available.	The student and family provided some information about life stressors that may have impacted the student’s performance in the past. Incomplete data is available about current potential life stressors.	There is consistent ongoing communication between the student, family and school about the impact of life stressors on the student’s performance, including a complete history.
Interventions are provided to reduce the impact of the life stressor	0	1	2	3	4
	No information is available at this time.	The student has not yet received Interventions to reduce the impact of the life stressor.	The student has received some interventions to reduce the impact of the life stressor.	The student has received frequent Interventions to reduce the impact of the life stressor.	The student has consistently received interventions to minimize the impact of the life stressor.
Student and family connect to community supports	0	1	2	3	4
	No information is available at this time.	The student and family have not yet been provided with information about community resources that might help them cope with the identified life stressor.	The student and family have been provided with print material about community resources that might help them cope with the identified life stressor.	The student and family have had explanations about available community resources. Staff have provided some assistance to help the student or family access community supports.	The student and family have received regular, direct assistance to access community supports. Family, school and community work together to support the success of the student.
Comments					

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7. Were socio-economic and environmental status factors contributing to the student’s learning and/or behavioral difficulties?

If “A” applies, check the . If “B” applies, complete the rubric.

A. Socio-economic status is not a primary factor contributing to the student’s learning or behavior difficulties in school.

B. Socio-economic status may be a factor. Our team’s analysis indicates:

	0	1	2	3	4
Information about socio-economic status (SES) and how it impacts learning and/or behavior is gathered	No information is available at this time.	Information about the family’s socio-economic status and how it impacts the student’s performance in school has not yet been considered.	The family provided some information about their socio-economic status and how it impacts the student’s performance. The lack of a trusting relationship between school and home limits the information available.	The family provided some information about their socio-economic status that may have impacted the student’s performance in the past. Incomplete data is available about current status.	There is consistent ongoing communication between the family and school about how socio-economic status impacts the student’s performance in school.
Interventions are provided to reduce impact	No information is available at this time.	The student has not yet participated in interventions to reduce the impact of the family’s socio-economic status on his/her success in school.	The student has experienced some interventions to reduce the impact of the family’s socio-economic status on his/her success in school.	The student has often experienced interventions to reduce the impact of the family’s socio-economic status on his/her success in school.	The student consistently experiences interventions to reduce the impact of the family’s socio-economic status on his/her success in school.
Student and family connect to community supports	No information is available at this time.	The family has not yet been provided with information about available community resources.	The family has been provided with print material about available community resources.	The family has received explanations about available community resources. Some assistance to help the family access	The family has received regular, direct assistance to access community supports. Family, school and community work together to support the success of the student.

				community supports has been provided.	
Comments					

8. Please provide a brief analysis of the interventions tried, the student's progress over time, and responses to questions

1 – 7 of the checklist. Identify evidence that supports the conclusions reached, either in the report format below or as an attachment. Be sure to be specific and present data here rather than referencing information that can be found in another location.

What were the main concerns about the student?
Summarize the interventions tried and the student's progress.
How was the student's family involved in the process?
How do external factors (i.e., language, culture, mobility, life stressors, socio-economic status, and environmental factors) interfere with the student's learning or behavior in school?
<p>Please indicate conclusions and recommendations by selecting from the following statements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student made progress and no longer requires intervention. <input type="checkbox"/> The student is making progress; choose new interventions from the next level to accelerate progress or address additional needs; continue to monitor progress. <input type="checkbox"/> The student has not made progress. Choose new interventions from the current level and continue to monitor progress.

- **The student has not made progress. Choose new interventions from the next level and continue to monitor progress.**
- **The student has not made progress and multiple attempts at intervention have been tried. Make a referral to special education.**
- **Other:**

Key Terminology

21st Century Skills-Skills students will need to be successful in the 21st century workplace. The 21st Century skills are:

1. Critical thinking and problem solving as opposed to only recalling factual knowledge
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative and applied practice
5. Effective oral and written communication
6. Accessing and analyzing information from print and non-print media
7. Curiosity and imagination

Accommodation Manipulations in students' environment that will remove or counter a barrier to their learning.

Balanced Assessment System A comprehensive system of assessing students' abilities and needs at the state, school, classroom and individual level.

Culturally Responsive Instruction

Inclusive content covered in the curriculum, reflecting the diversity of society. It is based on how students from diverse backgrounds see themselves and their experiences in the curriculum. Their prior knowledge, including their culture and language is central to student learning.

Data points Refers to the assessment results gathered using an identified progress monitoring tool

Data analyst One licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology. A psychometrically valid and reliable methodology relies on all data sources specified in par. (g)., analyzing progress monitoring data that exhibit adequate statistical accuracy for the purpose of identification of insufficient progress as compared to a national sample of same-age peers.

Diagnostician A person who is qualified to analyze what areas of either reading, writing or math the student is struggling with so that the intervention can specifically address that need.

Differentiation Additional or extended instruction based on assessment on of the essential learning outcomes. Instruction considers learning style, intelligence, interest, goal setting, cultural responsiveness, and multiple approaches to teaching and assessing.

Duration In RtI, this is used in terms of the amount of weeks an intervention will continue.

Essential Learning Outcome

An Essential Learning Outcome is a measurable learning target that is essential for students to bring into their long-term memory. It is not negotiable as to whether or not the students know this concept or can do this skill; they are considered an essential part of student learning.

Extension Challenging a students through critical thinking and problem-solving.

Fidelity refers to the extent to which a process and/or instruction are implemented as intended to maximize effectiveness. When checking for fidelity we ask if each identified component of the process and/or instruction is:

- Evident in the process or instruction.
- Implemented in the manner specified.
- Implemented to the degree specified.

Formative assessment refers to assessments used before or during learning to **inform** instruction.

Frequency In RtI, this is used in terms of intervention delivery in regard to the amount of days in a week and time in a day an intervention is delivered.

Intensive Intervention- is considered a problem-solving, team approach through which students with significant needs are identified, and measurable targeted options are collaboratively planned and continuously reviewed to address student progress. The ratio of student to teacher is no more than 1:3 and interventions are typically delivered daily.

Intervention-refers to a systematic use of a technique, program or practice designed to improve learning or performance in specific areas of student need focusing on single or small numbers of discrete skills with substantial numbers of instructional minutes in addition to those provided to all students

Interventionist- licensed educator who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil.

Lexile_A reading lexile is a number that indicates how well a student can understand what they read.

Modification Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs or abilities.

Normed data refers to national norms that indicate grade level expectations, grade level ranges or grade level growth expectancies

Observer- person who has an understanding of what constitutes a scientifically researched or evidence based intervention and how to deliver the intervention.

Peer goal line-The slope same age peers would achieve from the beginning of the intervention time to the end of the intervention time.

Performance measures refer to multiple measures of information or data that can include formal assessments, culturally responsive checklist, attendance data, teacher observations, behavioral data, student work samples, etc.

PLC Professional Learning Community Teams of staff members who collaboratively use data to analyze student academic, social/emotional and behavioral needs, initiate intervention options and monitor student progress.

Pre-assessment means either formally or informally assess which students know, need instruction or struggle with the concept being taught

Progress Monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Universal Progress Monitoring = Universal screening in reading, writing, math and behavior. Administered and analyzed three times a year.

Selected Progress Monitoring = measures that indicate progress student is making based on intervention delivery. Data collected every four to six weeks during intervention delivery and up to a month after conclusion of intervention.

Intensive Progress Monitoring = measures that indicate progress student is making based on intervention delivery. Data collected at least weekly using a valid assessment tool.

Response to Intervention (RtI) Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all students through:

- High quality instructional practice
- Continuous review of student progress (multiple measures)
- Collaboration

Selected Intervention Based on screening data, instructional team discussions and identification of student intervention needs, teams develop intervention plans for small groups of students with similar needs and interventions are then delivered in small group settings for 8-10 weeks.

Slope is used to analyze the rate of progress needed over time to reach a goal. It is calculated using the following: End score subtracted by beginning score and divided by the number of weeks of intervention. For example: $254-158/9 = 10.6$ or the student would have to gain 10.6 points on their assessment each week to reach their goal.

Strategies In RtI, these are considered teacher approaches to instruction or the techniques we use to address attendance or behavioral needs. These typically support intervention delivery.

Student goal line-The slope the student would have to achieve to reach their same age peers from the beginning of the intervention time to the end of intervention time.

Summative assessment refers to assessments that are typically given at the end of the instructional period or to identify whether a child has learned the non-negotiable target.

Trendline-The slope the student achieves throughout the intervention time. A slope is considered most valid when there are nine or more data points.

Universal Intervention High quality instruction is provided to all students in the general education setting through the Common Core Curriculum and behavioral expectations. Universal is also used to differentiate instruction through a culturally responsive lens, taking individual, as well as group, needs into account.

Universal Intervention includes the curriculum, programs, and services that are used with all students with the expectation that 80% of all students will make adequate progress according to screening benchmark expectations.