



# **Academic and Behavioral SRBI Strategies and Interventions for ALL Students**

*A Scientific Research-Based Intervention  
Handbook for the Guilford Public Schools*



**GUILFORD PUBLIC SCHOOLS – Guilford, CT**

**[www.guilford.k12.ct.us](http://www.guilford.k12.ct.us)**

**May 2010**

# Guilford Public Schools Scientific Research-Based Instruction Response to Intervention

## TABLE OF CONTENTS

Foreword.....	iii
Guilford Public Schools SRBI District Committee .....	iii
A Brief Overview of Response to Intervention.....	1
SRBI Process - Overview Graphic.....	2
Intervention Tiers.....	3
Tier I Instruction.....	4
Tier II Intervention.....	5
Tier III Intervention.....	6
Guilford SRBI Roadmap.....	7
School SRBI Team .....	8
An Explanation of the GPS SRBI Assessments.....	8
Appendices .....	9
A) GPS Pyramid of Instruction and Intervention Strategies	
B) Additional Suggestions to Access Learning	
C) GPS Universal Screenings, Benchmark Assessments and Progress Monitoring for Reading	
D) GPS Universal Screenings, Benchmark Assessments and Progress Monitoring for Mathematics	
E) GPS Universal Screenings, Benchmark Assessments and Progress Monitoring for Behavior	
F) Scientific Research Basis for Instructional Strategies	
G) Glossary of Terms	
H) Sampling of Assessment Tools used in the GPS	
I) Progress Monitoring Tools	
Forms	
1) Record of Tier I Instruction – Student Information Sheet	
2) GPS SRBI Student Success Plan (GPS-SSP)	
3) Parent Notification of Student Success Plan	



## Foreword

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

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

Guilford Public Schools District SRBI Committee:

Tara Beatty	Special Education Teacher, Guilford Lakes Elementary School
Sarah Blum-Smith	Grade 1 Teacher, A. W. Cox Elementary School
Patricia Free Brett, Ed.D	Director of Pupil Services, Guilford Public Schools
Nancy Fisco	Reading Specialist, Calvin Leete Elementary School
E. Anne Keene, Ed.D	Assistant Superintendent, Guilford Public Schools
Brian Lemon	School Psychologist, Adams and Baldwin Middle Schools
Paula McCarthy	Principal, Melissa Jones Elementary School
Cory Slifstein	Science Teacher, Adams Middle School
Nicholas Spera, Ed.D	Dean of Students, Guilford High School
Catherine Walker	Principal, Adams Middle School

April 2010

## **A Brief Overview of Response to Intervention**

Response to Intervention (RtI) is an initiative spurred by federal court action and education research. It is both an educational process and a systematic approach for addressing the needs of low-performing learners who have not been identified as needing special education. Its primary purposes are to revise the process by which we identify students with learning disabilities and help all students achieve grade level proficiency.

A standards-based core curriculum implemented with research-based teaching and learning practices (e.g. communicating the learning objective, modeling, guided practice, flexible grouping, formative assessment, explicit feedback, choice, etc.) ensures grade level proficiency for most students. However, some students often struggle with this approach.

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

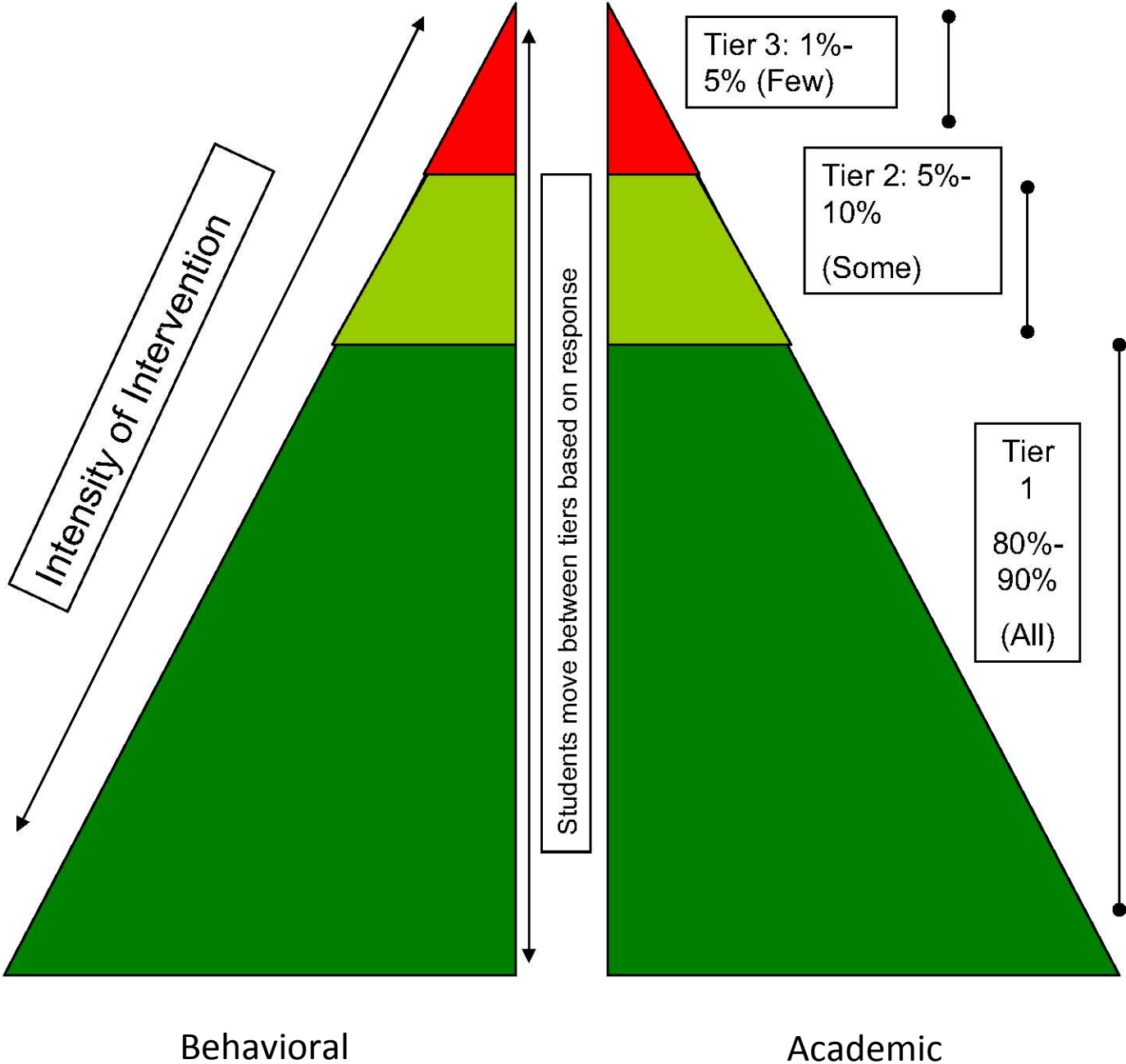
[http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI\\_full.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf)

In place of the discrepancy model, schools create and implement general education strategies and interventions and various layers, or "tiers" of student support in an attempt to help students achieve standards. These interventions use assessment data to identify important learning needs. Then, educators develop related intervention plans. Teachers and support personnel use these intervention plans in the general education classroom with individual students, with flexible small groups, and in support programs. The SRBI process uses assessment data to identify students when data suggest that these students may be performing below course or grade level expectations. The SRBI process also allows educators to identify high priority learning objectives, to design related interventions, and to monitor student progress toward proficiency. While language arts and mathematics are the primary foci for this initiative, we also incorporate behavioral interventions in our work.

**GUILFORD PUBLIC SCHOOLS  
SRBI Process - Overview**

	<b>Setting</b>	<b>Person(s) Responsible</b>	<b>Students</b>	<b>Instruction</b>	<b>Assessments/ Data Collection</b>	<b>Timeline</b>
<b>Tier I Instruction</b>	Regular Classroom	<ul style="list-style-type: none"> <li>• General education teacher</li> <li>• Grade level teams</li> <li>• Collaborative Teams/PLCs</li> <li>• Interdisciplinary Teams</li> </ul>	<ul style="list-style-type: none"> <li>• All students</li> </ul>	<ul style="list-style-type: none"> <li>• Research-based instruction</li> <li>• Core classroom curriculum for all students</li> <li>• Variety of grouping formats</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing classroom/ curriculum assessments</li> <li>• Universal screening assessments &amp; benchmarks</li> <li>• Observations by teachers, psychologists, counselors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the school year, small group teaching, individual instruction, and feedback is based on student needs and goals</li> </ul>
<b>Tier II Intervention</b>	Regular classroom and/or support service environment	<ul style="list-style-type: none"> <li>• General education teacher</li> <li>• Support personnel (i.e. specialists or other trained interventionists)</li> </ul>	<ul style="list-style-type: none"> <li>• Students who did not respond to Tier I instruction and who are not making appropriate progress</li> </ul>	<ul style="list-style-type: none"> <li>• Homogeneous small group (3-5 students)</li> <li>• Supplemental instruction</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent progress monitoring</li> <li>• Pre- and Post-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support (Recommended 15-30 additional minutes 2-3 times per week for appropriate short term duration)</li> </ul>
<b>Tier III Intervention</b>	Regular classroom and/or support service environment	<ul style="list-style-type: none"> <li>• General education teacher</li> <li>• Specialized teacher</li> <li>• Support personnel (i.e. specialists or other trained interventionists)</li> </ul>	<ul style="list-style-type: none"> <li>• Students who did not respond to Tier I or Tier II and who are not making appropriate progress</li> </ul>	<ul style="list-style-type: none"> <li>• Homogeneous small group (1-3 students)</li> <li>• Supplemental instruction</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent progress monitoring</li> <li>• Pre- and Post-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support (Recommended 30 additional minutes 4-5 times per week for appropriate duration)</li> </ul>

# Intervention Tiers



## Tier I Instruction

**Description:** The majority of school-aged students respond successfully to quality core instruction in the general education classroom. In Tier I general education, the classroom teacher implements research-based best practices and appropriate accommodations for all students, as needed. Tier I instruction takes place in the general classroom setting. Tier I practices are monitored for effectiveness by measuring students' learning progress on an ongoing basis through classroom-based measures such as student work samples, common assessments and benchmarks. At times, a teacher may identify a student who is either struggling to learn the core curriculum or having difficulty maintaining appropriate behavior in the general education classroom. In addition, universal assessments may identify students who exhibit gaps in critical skills and/or content knowledge and are in need of additional supports. The classroom teacher will implement appropriate accommodations to address these learning and behavioral concerns.

In Tier I instruction, we ensure that all students are provided with a high quality core curriculum. We do this by:

- Creating lessons that invite persistent student effort and realize high levels of student engagement;
- Having a thorough understanding of content knowledge and child development;
- Setting clear learning goals for students focused on content standards and grade level expectations;
- Establishing clear, common academic and behavioral expectations for students;
- Developing and maintaining rapport with all students;
- Providing rigorous, research-based instruction and modeling;
- Integrating technology to support and enhance learning and communication;
- Creating authentic and relevant learning tasks;
- Differentiating learning objectives, grouping formats, resources, tasks, teaching strategies, and time allocations based on assessment information;
- Offering explicit and timely student feedback;
- Using assessment information to modify learning goals, tasks, and instruction;
- Sharing assessment data with students;
- Reflecting on lesson effectiveness;
- Collaborating with colleagues in a professional learning community environment to review student work and common assessment data to identify learner needs linked with a menu of related accommodations and interventions;
- Providing ongoing professional development opportunities to ensure strong instructional skills/classroom management skills;
- Facilitating metacognitive strategies and Accountable Talk<sup>SM</sup> in all learning activities.

If progress monitoring and assessment data indicates a need for more intense interventions, a teacher or teachers may collect and present pertinent data to the school's SRBI team by completing a Student Information Sheet.

## Tier II Intervention

**Description:** Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage (5 – 15%) of students who are not making progress or demonstrating achievement or behavioral objectives given Tier I practices and accommodations. Students who receive Tier II interventions should also continue to receive Tier I instruction. Tier II interventions are designed to address the specific learning or behavioral challenges a student may be facing.

When Tier I progress monitoring and assessment data indicates a need for more intense interventions, a teacher or teachers will collect and present pertinent data to the school's SRBI team using the Student Information Sheet form (Form 1). If the student's learning, achievement and/or behavior data warrant intervention, a GPS Student Success Plan (SSP) will be developed by the building SRBI team (Form 2). The school SRBI team meets regularly to review student data and to develop and monitor new and existing Student Success Plans, which include specific interventions and progress monitoring guidelines for individual students.

All students receiving Tier II intervention are provided with a Student Success Plan specifying effective, targeted intervention practices. Parents are notified of their child's involvement and progress, and a copy of the Student Success Plan will be placed in a building SRBI file, to be monitored regularly until progress monitoring data indicates that intervention is no longer needed.

We will ensure the above by employing Tier II intervention practices, which may include:

- Diagnostic assessments;
- Collaborative planning by the SRBI team and a student's teachers;
- Targeted academic and/or behavioral goals;
- Highly focused supplemental teaching and learning opportunities of a predetermined duration;
- Consultation and/or direct service from specialists;
- Frequent monitoring of student progress using assessments linked to curriculum based measurements;
- Analysis of assessment data to determine the need for continued intervention, additional intervention or a change of intervention.

If a student receiving Tier II intervention is not making significant academic or behavioral progress toward the specified goals, the building SRBI team will modify the existing Tier II Student Success Plan before considering the next level of support.

### **Tier III Intervention**

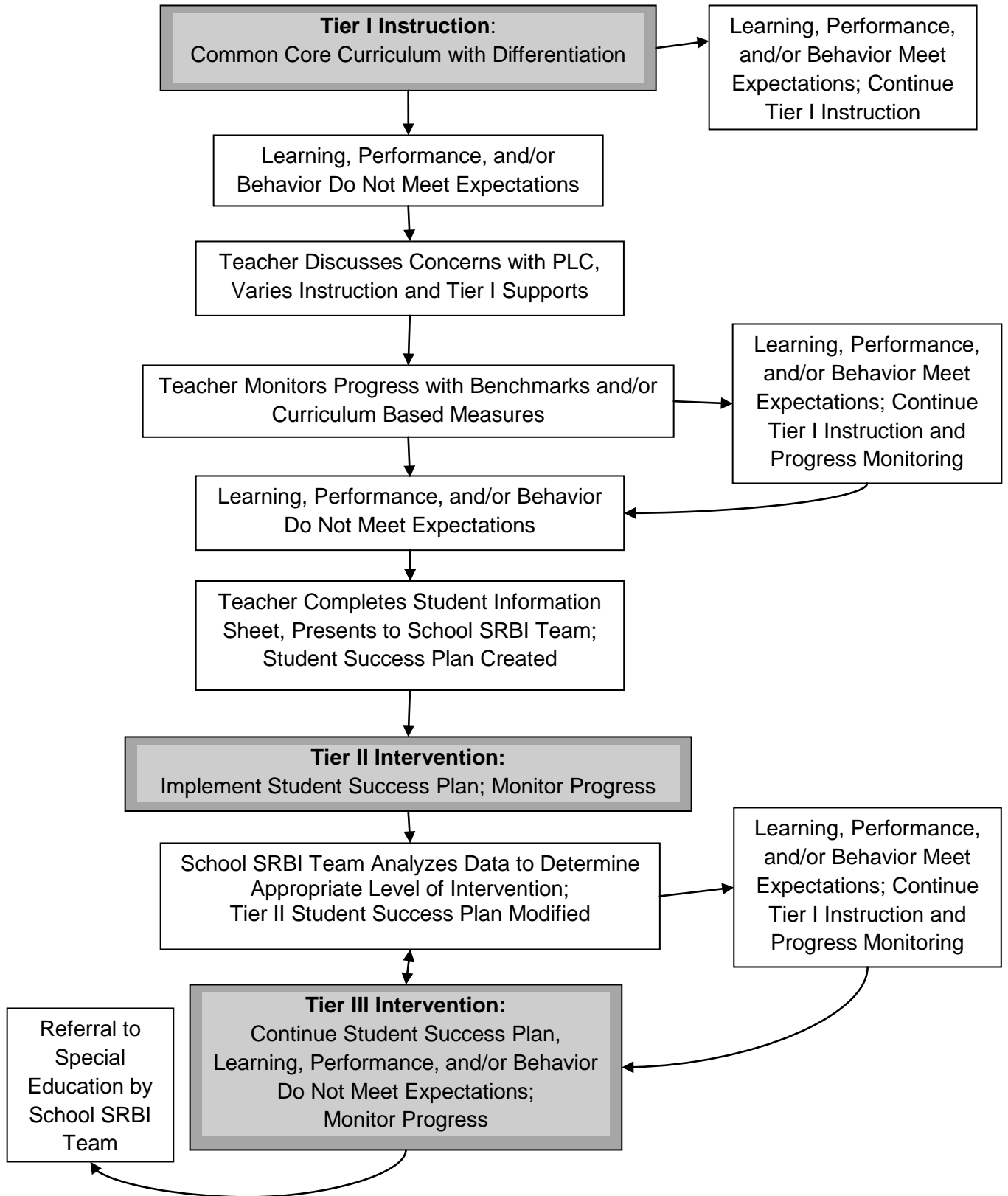
**Description:** Tier III interventions are designed to provide a greater intensity of support than Tier II, as characterized by more frequent, focused, individualized learning opportunities for students. These interventions might be for students who have not made sufficient or sufficiently accelerated progress with Tier II interventions. In addition, a school SRBI team might determine that assessment data shows that a student's needs require greater immediate support. Tier III Intervention is implemented with a smaller student-teacher ratio, a longer duration of intervention, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III Intervention remain part of the general education system. Furthermore, students receiving Tier III interventions may require the implementation of multiple instructional and behavioral supports from all three tiers in order to accelerate progress by the end of the intervention period. Instruction and Tier III intervention will be reflected in the Student Success Plan.

All students in Tier III are provided with more frequent, individualized interventions. Parents are notified of their child's involvement and progress and a copy of the Student Success Plan will be placed in a student's cumulative file. We will ensure this by employing Tier III intervention practices which may include:

- Collaboration among the student's teachers and the building SRBI team to refine the existing Student Success Plan and address the learning needs of each identified student in Tier III;
- Administering frequent progress monitoring linked to targeted goals;
- Highly focused, supplemental teaching and learning opportunities of a predetermined duration;
- Consultation and/or direct service from specialists;
- Frequent monitoring of student progress using assessments linked to curriculum based measurements;
- Analysis of assessment data to monitor student progress and determine the need for continued intervention, additional intervention or a change of intervention.

If a student receiving Tier III interventions does not show adequate progress, the school SRBI team will carefully examine why. It is important for the team to review the effectiveness of previous interventions to determine if a different intervention regime would benefit the learner. Based on these considerations, the SRBI team determines whether a referral to special education is necessary.

## Guilford SRBI Roadmap



## **School SRBI Team**

A school SRBI team is a multi-disciplinary group of school professionals who meet on a regular basis to address teachers' concerns about students and to help design targeted intervention plans called Student Success Plans. The purpose of the SRBI team is to be an effective problem solving group that:

- Assesses teachers' concerns about students' academic and/or behavioral difficulties;
- Identifies student strengths, interests, and talents;
- Reviews baseline data that has been collected;
- Identifies desired outcomes and methods for measuring progress;
- Designs and monitors specific individual Student Success Plans.

## **An Explanation of the Guilford Public Schools' SRBI Assessments**

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

### **Universal Screening**

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

### **Benchmark Assessments**

Benchmark assessments are also "common," curriculum-based measurements which are administered to all students within a grade level. Their purpose is to determine how much each student is progressing within a given academic year and also to inform instruction. In some cases, the same assessment instrument (e.g. DRP or CMT) could be used for both universal screening and to benchmark individual student progress over time.

### **Diagnostic Assessment**

These tools help educators detect and identify important and specific skills or concepts that may be missing in a student's learning. Once recognized, these explicit learning needs can be targeted for intervention and direct instruction.

### **Progress Monitoring Assessments**

Progress monitoring assessments must be administered to students receiving Tier II or Tier III intervention to determine the extent to which the chosen intervention, focus objective, lesson plans, and teaching strategies helps a student make progress toward proficiency objectives. Most progress monitoring assessments are aligned with the curriculum and/or end of year grade level expectations and have been subjected to validation and research from one or more universities or Rtl centers. Educators often administer progress monitoring assessments (such as curriculum based measurements – CBMs) weekly or bimonthly and record data, displaying results in table or graphic form.

## **APPENDICES**

- A) GPS Pyramid of Instruction and Intervention Strategies
- B) Additional Suggestions to Access Learning
- C) GPS Universal Screenings, Benchmark Assessments and Progress Monitoring for Reading
- D) GPS Universal Screenings, Benchmark Assessments and Progress Monitoring for Mathematics
- E) GPS Universal Screenings, Benchmark Assessments and Progress Monitoring for Behavior
- F) Scientific Research Basis for Instructional Strategies
- G) Glossary of Terms
- H) Sampling of Assessment Tools used in the GPS
- I) Progress Monitoring Tools

## **FORMS**

- 1) Record of Tier I Instruction – Student Information Sheet
- 2) GPS SRBI Student Success Plan (GPS-SSP)
- 3) Parent Notification of Student Success Plan

**Appendix A.**  
**Guilford Public Schools**  
**Pyramid of Instruction and Intervention Strategies**

NOTE: Codes are Elementary (ES), Middle School (MS), High School (HS). Tier II is inclusive of Tier I strategies and Tier III is inclusive of Tier II and Tier I strategies. This list is not exhaustive and can be amended as appropriate.

<b>ACADEMIC</b>		<b>BEHAVIORAL</b>	
<b>TIER I Instruction</b>		<b>TIER I Instruction</b>	
<ul style="list-style-type: none"> <li>Administration of universal assessment</li> <li>Extended time/Wait time</li> <li>Strategic seating</li> <li>Differentiated instructional practices</li> <li>Scaffolding</li> <li>Small group instruction</li> <li>Flexible grouping</li> <li>Writer workshops</li> <li>Guided reading</li> <li>Technology integration</li> <li>Parent communications</li> <li>Individual feedback</li> <li>Guided study hall (MS/HS)</li> <li>Alternate assignments/assessments</li> <li>Homework/assessment accommodations</li> <li>Use of calculator</li> <li>Use of facts tables/formula charts</li> <li>Use of rubrics</li> <li>Check/monitor work in progress</li> <li>Monitor academic performance</li> <li>Student choice</li> <li>Principles of Learning</li> <li>Orientation to lab/equipment</li> <li>File/Record review</li> </ul>	<ul style="list-style-type: none"> <li>Team building activities</li> <li>Clear classroom/school expectations</li> <li>Behavior management strategies</li> <li>Discipline policy enforcement</li> <li>Character education lessons</li> <li>Parent/guardian communication</li> <li>Teacher/student conferences</li> <li>Afterschool clubs/activities</li> <li>Athletic participation (MS/HS)</li> <li>Monitor absences/attendance/discipline log</li> <li>Planned ignoring</li> <li>File/record review</li> <li>Minimize transition time</li> <li>Post daily/weekly schedules (ES/MS)</li> <li>Organization strategies</li> <li>Recognition rituals</li> <li>Positive feedback</li> </ul>		
<b>TIER II Intervention</b>		<b>TIER II Intervention</b>	
<ul style="list-style-type: none"> <li>Administer diagnostic assessment(s)</li> <li>Before/after school tutoring</li> <li>Push-in supports</li> <li>Multi-sensory reading instruction</li> <li>Homework/organization club</li> <li>Academic Labs (HS)</li> <li>Assistive technology</li> </ul>	<ul style="list-style-type: none"> <li>Conduct observations</li> <li>Individual conference w/staff</li> <li>Early/late class dismissal (MS/HS)</li> <li>Participation in Mentoring program</li> <li>Lunch groups</li> <li>Consult related services staff/specialists</li> <li>Time outs</li> </ul>		

ACADEMIC		BEHAVIORAL	
TIER II Intervention		TIER II Intervention	
Peer tutor	Flexible schedule	Books on tape, CD, web-based	Schedule/class change
Summer Reading Camp (ES)	Schedule co-teaching environment	Use of hot pass (MS/HS)	Collaboration w/outside agencies
		Home visits	Behavior contracts
TIER III Intervention		TIER III Intervention	
Pull out supports	Reading Recovery (ES)	Supplemental reading/math	More intensive schedule/class change
		Functional Behavior Assessments	Behavior Improvement Plans (BIP)

### Essential Considerations When Selecting Intervention Strategies

1. Make intervention strategies decisions based on individual needs.
2. Select intervention strategies that reduce the effect of learning needs to access instruction and show progress.
3. Document intervention strategies meticulously.
4. Become familiar with the types of intervention strategies that can be used for instruction and behavior.
5. Be specific about the “where, when, who, and how” of providing intervention.
6. Monitor and evaluate intervention strategies used.
7. Get input about intervention strategies from teachers, students, parents; use input to make decisions at meetings.
8. Provide intervention strategies based on curriculum-based measures.
9. Select intervention strategies based on individual needs in each content area.

## Appendix B.

### Additional Suggestions to Access Learning

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

#### Environment/Scheduling

- Provide clear work area
- Quieter work space
- Remove distracting materials
- Provide written or visual schedule
- Multi-sensory presentation of information
- Post assignments/homework
- Get class/student attention prior to speaking
- Slow down speech rate
- Make clear transitions during class activities
- Minimize or structure transitions
- Provide motor breaks
- Use labels and visual representations
- Use angled working surface (use of binder)
- Provide time to cool off at desk or other location

#### Assignments

- Monitor/check student work
- Shorten tasks
- Provide assignment choices
- Hands-on-learning activities
- Do critical parts of assignment in school
- Prioritize task activities
- Use combination oral/written assignments
- Give additional practice
- Provide word bank / personal dictionaries
- Have student paraphrase instructions or concepts
- Use rubrics
- Break long-term projects into smaller components
- Provide alternative materials
- Teach prioritization skills
- Use uncluttered assignment formats
- Use spatially cued formatting
- Highlight important words and concepts

#### Instructional Strategies

- Anchor new concepts
- Use think-alouds
- Cue/Prompt
- Extra practice / extra time
- Use shorter independent work periods
- Highlight/underline
- Use graph paper/lined paper
- Personalize examples
- Pre-teach/re-teach content and vocabulary
- Use flexible groupings
- Provide review / lesson closure
- Use manipulatives and models
- Use memory strategies
- Practice with computer supported instruction

- Restate information/directions
- Teach note-taking/test-taking strategies
- Provide notes/outlines to student
- Purposefully group students
- Provide concrete examples
- Use graphic/visual organizers
- Color code
- Chunk information
- Compact curriculum
- Analyze task
- Provide multi-sensory reading instruction
- Use tracking strategies for reading (ruler/finger/window)
- Provide templates for written work
- Use word retrieval prompts / word banks

#### Organization

- Use assignment book/pad
- Provide extra space for work
- Use binder/organization system
- Use folders to hold work
- Keep extra materials (pencils, etc.) in class
- Post assignments
- Post schedule and routines
- List sequential steps
- Conduct binder/locker/cubby clean out
- Provide study outlines

#### Tests/Quizzes/Assessments

- Provide extra time
- Give prior notice of test
- Preview/Review test procedures
- Rephrase test questions/directions
- Provide test study guides
- Allow open book/notebook test
- Provide alternative tests
- Complete test sections at various times
- Complete part of test in writing and part orally
- Simplify test vocabulary
- Reduce multiple choice distracters
- Provide word bank
- Spatially cued format

#### Grading

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

## Appendix B. Additional Suggestions to Access Learning

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

### Behavioral Supports

Teach class rules  
Use team building activities  
Allow breaks between tasks  
Use expected behavior  
Provide de-escalation strategies  
Post class rules/expectations  
Use of anxiety/stress reducer  
Model desired behavior  
Provide role play activities  
Use nonverbal signals  
Use structured warning system  
Provide verbal reminder  
Use planned ignoring  
Use verbal praise/private praise  
Provide positive social reinforcement

### Behavioral Supports

Establish in class/in school reward system  
Use contingency plan (e.g. Class marble jar)  
Use privileges or responsibilities  
Use corrective feedback  
Use peer supports/mentoring  
Use student self-monitoring  
Include in lunch/social skill group  
Provide social skills games  
Ask parent/guardian to sign homework/planner  
Ask parent/guardian to sign behavior plan  
Refer to support staff  
Develop a Functional Behavior Assessment (FUBA) and implement a Behavior Intervention Plan (BIP)

**Appendix C. READING: GPS Universal Screening, Benchmark Assessments and Progress Monitoring for Reading**

<b>Grade</b>	<b>Universal Screening</b>	<b>Benchmark Assessments</b>	<b>Progress Monitoring</b>
<b>K</b>	Observational survey Progress Report	DRA Curriculum Based Measurements	Curriculum Based Measurements
<b>1</b>	Spring K DRA Progress Report	DRA Curriculum Based Measurements	Curriculum Based Measurements
<b>2</b>	Spring Grade 1 DRA Progress Report	DRA Curriculum Based Measurements	Curriculum Based Measurements
<b>3</b>	Spring Grade 2 DRA Progress Report	DRA Curriculum Based Measurements	Curriculum Based Measurements
<b>4</b>	Spring 3 DRA Grade 3 CMT	DRA Curriculum Based Measurements	Curriculum Based Measurements
<b>5</b>	Spring 4 DRA Grade 4 CMT	Curriculum Based Measurements	Curriculum Based Measurements
<b>6</b>	Grade 5 CMT	Curriculum Based Measurements	Curriculum Based Measurements
<b>7</b>	Fall Reading Inventory Grade 6 CMT	Curriculum Based Measurements	Curriculum Based Measurements
<b>8</b>	Fall Reading Inventory Grade 7 CMT	Curriculum Based Measurements	Curriculum Based Measurements
<b>9</b>	Grade 8 CMT	Pre-CAPT Assessment Curriculum Based Measurements	Curriculum Based Measurements
<b>10</b>	Pre-CAPT Assessment	Curriculum Based Measurements	Curriculum Based Measurements
<b>11</b>	Grade 10 CAPT	Curriculum Based Measurements	Curriculum Based Measurements
<b>12</b>	Grade 10 CAPT	Curriculum Based Measurements	Curriculum Based Measurements

**Appendix D. MATHEMATICS: GPS Universal Screening, Benchmark Assessments and Progress Monitoring for Mathematics**

<b>Grade</b>	<b>Universal Screening</b>	<b>Benchmark Assessments</b>	<b>Progress Monitoring</b>
<b>K</b>	Common Assessments	K Progress Report	Curriculum Based Measurements
<b>1</b>	Common Assessments K Progress Report	EM Mid-Yr and Year End Assessments	Curriculum Based Measurements
<b>2</b>	Common Assessments Basic Skills Test	EM Mid-Yr and Year End Assessments	Curriculum Based Measurements
<b>3</b>	Common Assessments Basic Skills Test	GPS Fall and Winter Math Benchmarks	Curriculum Based Measurements
<b>4</b>	Common Assessments Basic Skills Test Grade 3 CMT	GPS Fall and Winter Math Benchmarks	Curriculum Based Measurements
<b>5</b>	Common Assessments Grade 4 CMT	GPS Fall and Winter Math Benchmarks	Curriculum Based Measurements
<b>6</b>	Common Assessments Grade 5	GPS Fall and Winter Math Benchmarks	Curriculum Based Measurements
<b>7</b>	Common Assessments Basic Skills Test Grade 6 CMT	GPS Fall and Winter Math Benchmarks	Curriculum Based Measurements
<b>8</b>	Common Assessments Basic Skills Test Grade 7 CMT	GPS Fall and Winter Math Benchmarks	Curriculum Based Measurements
<b>9</b>	Common Assessments Grade 8 CMT	Common Assessments	Curriculum Based Measurements
<b>10</b>	Common Assessments Grade 9 Pre-CAPT	Common Assessments	Curriculum Based Measurements
<b>11</b>	Common Assessments Grade 10 CAPT	Common Assessments	Curriculum Based Measurements
<b>12</b>	Common Assessments Grade 10 CAPT	Common Assessments	Curriculum Based Measurements

**Appendix E. BEHAVIOR: GPS Universal Screening, Benchmark Assessments and Progress Monitoring for Behavior**

<b>Grade</b>	<b>Universal Screening</b>	<b>Benchmark Assessments</b>	<b>Progress Monitoring</b>
<b>K-6</b>	Work Habits and Personal/Social sections of the Progress Report	Office disciplinary referrals	Classroom Observations
<b>7-12</b>	District Policies pertaining to student behavior	Office disciplinary referrals	Classroom Observations

## APPENDIX F: Scientific Research Basis for Instructional Strategies

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child is:</b>		
<b>Overwhelmed by information presented</b>	<b>Content Comprehension:</b> All content has a purpose, as well as structures, patterns, and processes. That is the basis for determining what is and is not important in the discipline. These can be represented by <u>concept maps, mental models, and visual representations</u> .	Bransford, J.D., Brown, A. L., and Cocking, R.R. (Eds.) (2000). Donovan, M.S., and Bransford, J.D. (2005). Hill, H.C., Blunk, M.L., Charalambous, Y., Lewis, J.M., Phelps, G.C., Sleep, L. and Ball, D.L. (2008) Kilpatrick, J., Swafford, J., and Findell, B. (Eds.) (2001). Kraus, S., Brunner, M., Kunter, M., Baumert, J., Neubrand, M., Blum, W., et. Al. (2008)
	<b>Mental Models:</b> drawings, stories, and analogies that translate ideas into sensory representations or experiences that help make sense of information and increase memory of information.	Baghban, M. (2007) Marzano, R. (2007) Marzano, R. and Arrendonda, D. (1986) Donovan, M. S., and Bransford, J.D. (2005) Guastello, E. F., Beasley, T.M., and Sinatra, R. C. (2000) Resnick, L., and Klopfer, L. (1989)
	<b>Step Sheets:</b> planning and procedural self-talk help students do tasks from start to finish	Marzano, R. and Arrendonda, D. (1986) Feuerstein, R. (1980) Krueger, K. A., and Dayan, P. (2009)
<b>If the child :</b>		
<b>Does not remember information the next day</b>	<b>Mental Models:</b> drawings, stories, and analogies that translate ideas into sensory representations or experiences that help make sense of information and increase memory of information.	Baghban, M. (2007) Marzano, R. (2007) Marzano, R. and Arrendonda, D. (1986) Donovan, M. S., and Bransford, J.D. (2005) Guastello, E. F., Beasley, T.M., and Sinatra, R. C. (2000)
	<b>Sorting Information Using Patterns and Criteria:</b> memory is based upon summarization and/or attachment to prior knowledge. The mind sorts information against patterns, mental mindsets, and paradigms to determine what is “important” and “unimportant” data. By teaching patterns within data, students can find what is important more quickly and accurately.	Guastello, E.F., Beasley, T. M., and Sinatra, R.C. (2000) Hock. M., and Mellard, D. (2005) Marzano, R. (2007)
	<b>Automaticity:</b> The more complex a process, the more parts of that process have to be automatic. Ability to respond automatically is important to success. Automaticity requires practice.	Bloom, B. (1976)

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child :</b>		
<b>Cannot discern what is and is not important to remember in text</b>	<b>Nonfiction Reading Strategy:</b> to complete a task requires a systematic approach	Feuerstein, R. (1980) Gaddy, S.A., Bakken, J.P., and Fulk, B.M. (2008) Bakken, J.P. (2005)
	<b>Sorting Information Using Patterns and Criteria:</b> memory is based upon summarization and/or attachment to prior knowledge. The mind sorts information against patterns, mental mindsets, and paradigms to determine what is “important” and “unimportant” data. By teaching patterns within data, students can find what is important more quickly and accurately.	Guastello, E.F., Beasley, T. M., and Sinatra, R.C. (2000) Hock. M., and Mellard, D. (2005) Marzano, R. (2007)
	<b>Fiction Reading Organizer:</b> to summarize fiction one has to remember characters, plot development, setting, problems and/or goals. Organizers (story maps and plot charts) facilitate summarization and sorting	Idol, L. and Jones, B.F. (1991) Jones, B. F., Pierce, J., and Hunter, B. (1991) Stone, R.H., Boon, R.T., Fore, C., III, Bender, W.N., and Spencer, V. G. (2008)
<b>If the child:</b>		
<b>Cannot discriminate main idea</b>	<b>Nonfiction Reading Strategy:</b> to complete a task requires a systematic approach	Feuerstein, R. (1980) Gaddy, S.A., Bakken, J.P., and Fulk, B.M. (2008) Bakken, J.P. (2005)
	<b>Sorting Information Using Patterns and Criteria:</b> memory is based upon summarization and/or attachment to prior knowledge. The mind sorts information against patterns, mental mindsets, and paradigms to determine what is “important” and “unimportant” data. By teaching patterns within data, students can find what is important more quickly and accurately.	Guastello, E.F., Beasley, T. M., and Sinatra, R.C. (2000) Hock. M., and Mellard, D. (2005) Marzano, R. (2007)
	<b>Fiction Reading Organizer:</b> to summarize fiction one has to remember characters, plot development, setting, problems and/or goals. Organizers (story maps and plot charts) facilitate summarization and sorting	Idol, L. and Jones, B.F. (1991) Jones, B. F., Pierce, J., and Hunter, B. (1991) Stone, R.H., Boon, R.T., Fore, C., III, Bender, W.N., and Spencer, V. G. (2008)

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child:</b>		
<b>Has trouble accessing prior knowledge in order to transfer it to new learning situations</b>	<b>Cues, questions, and advanced organizers</b> Using scaffolding, tools, and memory joggers such as mnemonics, to increase recall of information helps students use what they already know, especially for key vocabulary, to expand their learning and analytical thinking and to use information already learned to solve new and/or novel problems.	Friedman, M. and Fisher, S.

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child:</b>		
<b>Cannot read with comprehension; Can read but does not understand what was read</b>	<b><i>Pre-Reading Strategies:</i></b> <b>Think-alouds</b>	Pressley and Afflerbach (1995) Hinson (2000) Wilhelm (2001)
	<b>DTRA</b> (Directed Reading-Thinking Activity)	Stauffer (1969) Readence, Moore, Rickelman (2000)
	<b>Anticipation Guide</b> <b>Chapter Tour</b>	Stone (1983) Marzano, Pickering, Pollock (2001) Buehl (2001)
	<b>Probable Passage</b>	*Beers (2003)
	<b>KWL</b> <b>Clustering</b>	Ogle (1986) Readence, Moore, Rickelman (2000) Rico, G. (1983)

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child:</b>		
<b>Cannot read with comprehension; Can read but does not understand what was read</b>	<p><i>During Reading Strategies:</i></p> <p><b>Talk during reading</b> (predicting, questioning, connecting, clarifying, commenting)</p>	<p>Paliscar, A.S. and Brown, A.L. (1984)</p> <p>Pearson and Dole (1987)</p> <p>Pearson and Fielding (1991)</p> <p>Pressley, Johnson, Symons, McGoldrick, and Kurita (1989)</p> <p>Brown et. al, (1996)</p>
	<b>Transactional strategies instruction</b>	<p>Brown, R., Pressley, M., Van Minter, P., and Schuder, T. (1996)</p> <p>Rosenblatt, L.M. (1938) (1978)</p>
	<b>Coding Text/Visual Cues</b>	<p>*Beers (2003)</p> <p>Nystrand and Gamoran (1992)</p>
	<b>It Says/I Say/And So</b>	<p>*Beers (2003)</p>
	<b>Mapping</b>	<p>Idol, L., and Jones, B.F. (1991)</p> <p>Jones, B.F., Pierce, J., Hunter, B. (1988)</p> <p>Stevens and Brown (1999)</p> <p>Readence, Moore, Rickelman (2000)</p>
	<b>Reciprocal Teaching:</b> summarize, question, clarify, predict	<p>Palincsar, A.S., and Brown, A.L. (1984)</p> <p>Scruggs and Mastropieri (1998)</p>
	<b>Note Taking Template: Focus on Metacognition</b>	<p>Resnick, L. (1995)</p> <p>Carr and Ogle (1987)</p> <p>Lysynchuk, Pressley, and Vye (1990)</p> <p>Taylor and Frye (1998)</p>

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child:</b>		
<p><b>Cannot read with comprehension; Can read but does not understand what was read</b></p>	<p><i>After Reading Strategies:</i></p> <p><b>Likert Scales/Semantic Differential Scales Retelling Most Important Word It Says/I Say/And So Somebody Wanted But So Post-reading KWL to summary</b></p>	<p>Chomsky (1972) Fazio, Naremore and Connell (1996) *Beers (2003) Morrow (1985)</p>
<b>If the child:</b>		
<p><b>Has trouble with vocabulary;</b></p>	<p><b>Repetition and Multiple Exposure Task Restructuring</b></p> <p><b>Reading Text Rich in New Words</b></p>	<p>Adams and Cerqui (1989) Allen (1999) Baker, Simmons, and Kameenui (1995) Baumann and Kameenui (1991) Nagy (1988) Vacca, Vacca, and Gove (2000) Beck, Perfetti, and McKeown (1982) Beck, I.L. and McKeown, M. (1991) Dickenson and Smith (1994) Elley (1989) Morrow, Pressley, Smith and Smith (1997)</p>
<b>If the child:</b>		
<p><b>Has trouble with word recognition, automaticity, and fluency.</b></p>	<p><b>Explicit instruction in Decoding Word Recognition Instruction</b></p> <p><b>Readers' Theater</b></p>	<p>LeBerge and Samuels (1974) Breznitz (1997) Tan and Nicholson (1997) Nicholson (1991) Snow, Burns, Griffin (1998) Honig, Diamond, and Gutlohn (2000) Zutell and Rasinski (1991) Stahl (2005)</p>

Observed Behavior	Strategy and Explanation	Research Base
<b>If the child's:</b>		
<b>Writing samples are disorganized</b>	<p><b>Mental Models:</b> drawings, stories, and analogies that translate ideas into sensory representations or experiences that help make sense of information and increase memory of information.</p> <p><b>Self-Assessment Rubrics:</b> evaluation is at the highest level of Bloom's Taxonomy in thinking. Criteria tell what is important and what is not important. When you provide rubrics for students to self-assess, they can then embed those criteria into learning.</p> <p><b>Writing Organizers (Hand, Ladder, Cross, Hamburger)</b> To write, one must organize according to the purpose for writing and the structure of text. Teaching basic text patterns helps students sort what is important and less important.</p>	<p>Baghban, M. (2007)</p> <p>Marzano, R. (2007)</p> <p>Marzano, R. and Arrendonda, D. (1986)</p> <p>Donovan, M. S., and Bransford, J.D. (2005)</p> <p>Guastello, E. F., Beasley, T.M., and Sinatra, R. C. (2000)</p> <p>Resnick, L., and Klopfer, L. (1989)</p> <p>Andrade, H.G. (1999)</p> <p>Bloom, B. (1976)</p> <p>Bransford, J.D., Brown, A. L., and Cocking, R.R. (Eds.) (2000).</p> <p>Idol, L., and Jones, B.F. (1991)</p> <p>Guastello, E. F., Beasley, T.M., and Sinatra, R. C. (2000)</p> <p>Chalk, J.C., Hagan-Burke, S., and Burke, M.D. (2005)</p>
<b>If the child's:</b>		
<b>Writing samples are short, with limited vocabulary</b>	<b>Sketching for vocabulary</b>	<p>Apperly, I.A., Williams, E. and Williams, J. (2004)</p> <p>Marzano (2007)</p>
	<b>Word Maps</b> <b>Word Webs</b>	<p>Carrell, C. (1987)</p> <p>Joshi, R. M. (2005)</p> <p>Tanenhaus, M.K., Spivey-Knowlton, M.J., Eberhard, K.M., and Sedivy, J. C. (1995)</p>
	<b>Writing Organizers</b>	<p>Idol, L., and Jones, B.F. (1991)</p> <p>Guastello, E. F., Beasley, T.M., and Sinatra, R. C. (2000)</p> <p>Chalk, J.C., Hagan-Burke, S., and Burke, M.D. (2005)</p>

## APPENDIX G. GLOSSARY OF TERMS

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

**benchmark:** important student outcomes or goals for a grade within a particular domain (e.g. reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year.

**benchmark assessments:** assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.

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

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

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

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

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

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

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

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

**differentiated instruction:** an approach to teaching that emphasizes ways to meet the differing needs of a group of students within the general education setting, for example, through the use of flexible small groups, varied instructional materials, or different ways of presenting the same content; differentiation of instruction is an integral part of Tier I.

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

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

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

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

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

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

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

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

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

**progress monitoring:** using data to track students' progress toward a goal.

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

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

**School SRBI Team:** team of educators that are responsible for data analysis, decision making, and progress monitoring in Tier II and Tier III, and that may overlap with Tier I; they include certain core members (e.g., principal, teacher, school psychologist) as well as other members that may rotate on and off the team depending on the needs of the student under consideration (e.g., specialists, ELL tutor or school social worker).

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

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

**summative assessments:** assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., the Connecticut Mastery Test, the Connecticut Academic Performance Test).

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

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

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

**Tier III:** more intensive or individualized short-term interventions for students who fail to respond adequately to Tier I and/or Tier II interventions; it is also part of the general education system.

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

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

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

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

## APPENDIX H. ASSESSMENT TOOLS IN GPS

### TYPES OF ASSESSMENTS

SRBI Teams need to analyze a wide range of data in order to develop an effective Student Success Plan. Examples of the data include but are not limited to:

- **Report Cards** – provide teacher rating of student progress toward learning standards, as well as an indicator of behavior.
- **Standardized Test Results** – provide valuable comparative data on a state-wide or level. Some tests measure achievement while others are more diagnostic.
- **Informal Assessments** – provide information that can have a diagnostic value. These assessments can be teacher made or commercially produced.
- **Teacher/Parent/Student Ratings Scales** – assist in the measurements of areas that are not easy to assess through the use of tests, such as attitude, behavior, interests, etc.
- **Classroom Work Samples** – are actual examples of students' work such as writing assignments, projects, homework, etc., can provide great insight.
- **Curriculum Based Measurement (CBM)** – is a standardized procedure for teachers to track and record student progress in a specific area, using brief and simple tests.
- **Screening Data** – provides general information on student skill and abilities. Its purpose is to identify potential “at risk” students.
- **Classroom Observation** – provides valuable information, not only on how the student responds to instruction, but also on the effectiveness of the “match” between the curriculum/instruction and student learning.
- **Disciplinary Referrals** – are another important means of determining the extent to which classroom learning is being affected by disciplinary conduct.
- **Attendance Data** – is an important component of a comprehensive assessment. Data on both excused and unexcused absences as well as “tardies” are critical.
- **Functional Behavioral Assessments** – observations and team analysis of student behavior.

#### Examples of Benchmark Assessments:

- DRA
- Writing Prompts
- Mid and Year End Unit Tests
- Fall and Winter Math Benchmarks

## APPENDIX I. PROGRESS MONITORING IN GPS

*Progress Monitoring is using data to track students' progress toward a goal.*

### THREE USES OF PROGRESS MONITORING

1. To collect direct and frequent measures of student progress.
2. To use this data to establish individual instructional goals for student in need.
3. To use this data to make instructional changes.

### PROGRESS MONITORING

Is an ongoing systematic process for gathering data to measure academic, social, or behavioral performance of a student using a variety of methods including:

- Running Records
- Teacher made quizzes, tests and assessments (K-12)
- Quick Reads
- Behavioral Observations (K-12)
- Priority Words Assessments (K-4)
- Phonological Assessments
- DRA 2
- Observation Survey (K-1)
- Math Benchmark Assessments (3-8)
- Student Writing Samples
- Math Basic Skills Assessments
- Classroom observations
- Disciplinary records
- Behavior Plans

### PROGRESS MONITORING ON TIER I, TIER II, TIER III

- Tier I:** Use data to assess the student response to core instruction and identify students who require more intensive intervention.
- Tier II:** Use data to determine whether sufficient response occurred during supplemental instruction.
- Tier III:** Use data to determine when a student's response in an upper tier is sufficient to permit successful re-entry to a lower level.

### HOW PROGRESS MONITORING WORKS

- The student's current level of performance is determined and goals are identified for learning to take place over time.
- The student's academic performance is measured on a regular basis (weekly/monthly).
- Progress toward meeting the student's goal is measured comparing expected and actual rates of learning.
- Teaching is adjusted as needed.

## **CHARACTERISTICS OF EFFECTIVE PROGRESS MONITORING**

Measurement should be frequent, consistent, accurate, reliable, and sensitive to short term change.

Monitoring measures should be :

- easily and commonly collected
- easy to use in the classroom setting and that limit disruptions
- easy for teachers to interpret
- easy to compare
- easy to chart and graph

## **Benefits of Progress Monitoring**

- Accelerated learning because students are receiving more appropriate instruction.
- More informed instructional decisions.
- Documentation of student progress for accountability purposes.
- Higher expectations for students by teachers.

## **Examples of Progress Monitoring Tools :**

- Lexia graphs
- Earobics data
- IRI – Informal Reading Inventories
- Running Records
- DRA and fluency, comprehension, engagement
- DRA graph
- DRA Word Analysis
- Sitton Achievement Tests
- Fluency data
- Curriculum Based Measurements – Reading and Math
- Writing samples
- Work samples/portfolios
- Orton Gillingham assessments
- Wilson Assessments
- Writing prompts
- Reading Recovery data
- Summer Reading Camp data
- Anecdotal notes - re: student's "availability" to learn
- Reading Worksheet
- [www.easycbm.com](http://www.easycbm.com)

<b>Guilford Public Schools</b> <b>Student Information Sheet - Record of Tier I Instruction</b>		
*Pages 1 and 2 to be completed by the general education teacher(s) <i>prior</i> to development of a Student Success Plan by the School SRBI Team		
Student Name:	Date of Birth:	Grade:
Parent/Guardian Name(s):		Parent Contact Information:
Student's Teacher(s):		Date of Parent/Guardian Notification of Concern:
		Date of Referral to SRBI Team:

Student Attendance to Date: _____ Absences    _____ Tardies	Has the Student Ever Been Retained? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, grade/year(s) repeated:
--	---

**Academic/Behavioral Strengths (check all that apply)**

<b><u>Reading Skills</u></b> <input type="checkbox"/> Fluency <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary  <b><u>Writing Skills</u></b> <input type="checkbox"/> Fluency <input type="checkbox"/> Content <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics/Spelling	<b><u>Math Skills</u></b> <input type="checkbox"/> Application <input type="checkbox"/> Numeracy <input type="checkbox"/> Algebraic Reasoning <input type="checkbox"/> Geometry <input type="checkbox"/> Statistics  <b><u>Organizational Skills</u></b> <input type="checkbox"/> Organized area <input type="checkbox"/> Easily finds materials <input type="checkbox"/> Effective use of planner	<b><u>Memory Skills</u></b> <input type="checkbox"/> Short term items <input type="checkbox"/> Long term <input type="checkbox"/> Multiple step directions  <b><u>Academic Habits</u></b> <input type="checkbox"/> Persists for a long time <input type="checkbox"/> Works well independently <input type="checkbox"/> Completes assignments <input type="checkbox"/> Works well with others <input type="checkbox"/> Actively participates	<b><u>Language Skills</u></b> <input type="checkbox"/> Articulation <input type="checkbox"/> Expressive <input type="checkbox"/> Receptive <input type="checkbox"/> Pragmatic  <b><u>Behavior</u></b> <input type="checkbox"/> Interactions with peers <input type="checkbox"/> Interactions with adults <input type="checkbox"/> Motivated <input type="checkbox"/> Enthusiastic
--	--	---	---

**Academic Concerns/Weaknesses**

<b><u>Reading Skills</u></b> <input type="checkbox"/> Fluency <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary  <b><u>Writing Skills</u></b> <input type="checkbox"/> Fluency <input type="checkbox"/> Content <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics/Spelling	<b><u>Math Skills</u></b> <input type="checkbox"/> Application <input type="checkbox"/> Numeracy <input type="checkbox"/> Algebraic reasoning <input type="checkbox"/> Geometry <input type="checkbox"/> Statistics Writing  <b><u>Organizational Skills</u></b> <input type="checkbox"/> Messy area <input type="checkbox"/> Loses materials <input type="checkbox"/> Ineffective use of planner	<b><u>Memory Skills</u></b> <input type="checkbox"/> Short term items <input type="checkbox"/> Long term <input type="checkbox"/> Multiple step directions  <b><u>Academic Habits</u></b> <input type="checkbox"/> Gives up easily <input type="checkbox"/> Does not work well independently <input type="checkbox"/> Incomplete assignments <input type="checkbox"/> Does not work well with others <input type="checkbox"/> Does not actively participate	<b><u>Language Skills</u></b> <input type="checkbox"/> Articulation <input type="checkbox"/> Expressive <input type="checkbox"/> Receptive <input type="checkbox"/> Pragmatic
--	---	---	---

**Behavioral Concerns**

<b><u>Inattentive</u></b> <input type="checkbox"/> Easily distracted <input type="checkbox"/> Excess motor activity  <b><u>Defiant</u></b> <input type="checkbox"/> Toward adults <input type="checkbox"/> Toward peers  <b><u>Poor Attendance</u></b> <input type="checkbox"/> Cutting Class <input type="checkbox"/> Skipping the School Day	<b><u>Withdrawn</u></b> <input type="checkbox"/> With adults <input type="checkbox"/> With peers <input type="checkbox"/> Not liked by peers  <b><u>Argumentative</u></b> <input type="checkbox"/> When criticized <input type="checkbox"/> With directives	<b><u>Disruptive to Others</u></b> <input type="checkbox"/> Verbally <input type="checkbox"/> Physically  <b><u>Aggressive</u></b> <input type="checkbox"/> Verbally <input type="checkbox"/> Physically <input type="checkbox"/> Toward self <input type="checkbox"/> Toward others	<b><u>Miscellaneous</u></b> <input type="checkbox"/> Destroys property <input type="checkbox"/> Steals <input type="checkbox"/> Lies <input type="checkbox"/> Poor coping skills <input type="checkbox"/> Seems anxious <input type="checkbox"/> Avoids Tasks
--	--	--	---



**FORM 2**

**GUILFORD PUBLIC SCHOOLS – STUDENT SUCCESS PLAN (SSP)**

Student Name:	Date of Birth	Grade:	Student Success Plan #
Parent/Guardian Name(s):	Parent/Guardian Contact Information:	Date of Parent/Guardian Notification:	Date Current Success Plan Developed & Implemented:
SRBI Team Point Person(s):		<input type="checkbox"/> Tier II <input type="checkbox"/> Tier III	Review Date for Current Plan:
Current Goal(s) for Intervention stated in clear and measureable terms:			
<b>STRATEGIES FOR INTERVENTION</b>			
<b>The SRBI Team determines and records the strategies to be implemented and the student’s response to intervention</b>			
Specific Measureable Interventions	Frequency & Duration	Person(s) Responsible	Progress Monitoring Evidence <i>(attach assessment documentation and work samples as appropriate)</i>

**Student Response to Intervention and SRBI Team Action**

**Date:** \_\_\_\_\_

- \_\_\_\_\_ Satisfactory Performance, student learning and or behavior needs addressed, discontinue interventions
- \_\_\_\_\_ Satisfactory Progress, continue interventions in current SSP (extend current SSP)
- \_\_\_\_\_ Some Progress, continue and/or modify interventions (develop new SSP)
- \_\_\_\_\_ Unsatisfactory Progress, modify and/or intensify interventions (develop new SSP)

**Cc: Student SRBI File**

Form 3.

**GUILFORD PUBLIC SCHOOLS  
PARENT NOTIFICATION OF STUDENT SUCCESS PLAN**

Date:

Dear Parents/Guardians of \_\_\_\_\_

In the Guilford Public Schools, services are available to all students to provide support and instruction to students who are experiencing difficulty with learning or behavior. A student's progress in these areas is monitored and these findings are used to make decisions about teacher and other learning supports. This process is referred to as "Response to Intervention" (RTI) and in Connecticut as Scientific Research Based Instruction (SRBI).

Previous assessments and or observations indicate that your student's had experienced difficulty in the following area (s): \_\_\_\_\_

The student's goal is:

\_\_\_\_\_.

Your student's teacher is working with additional school staff and has developed a plan to address his goal. If you have any questions or would like additional information, please contact your student's teacher or me.

Sincerely,

Principal

Cc. As applicable:  
Classroom teacher  
School Counselor  
Student SRBI file