Hebron Public Schools
Scientific Research-Based Intervention (SRBI)
District Plan Overview

A Brief Overview of Scientific Research-Based Intervention

Response to Intervention (RtI) is an educational process and a systematic approach for addressing the needs of at-risk learners who have not been identified as needing special education. Connecticut refers to RtI as SRBI (Scientific Research-Based Interventions). Hebron Public Schools has developed a Scientific Research-Based Intervention Plan Overview based on Connecticut's SRBI Framework. The overview explains the definition and purpose of the SRBI service delivery system and describes the prerequisites as well as the components and strategies that Hebron Public Schools will use for each aspect of the SRBI process. Hebron Public Schools has a detailed SRBI plan that contains specific names of assessments, dates of administration, established entrance and exit criteria, and a wealth of resources for intervention design.

The Connecticut State Department of Education's plan for SRBI can be viewed at:
http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf

What educators know is that a standards-based core curriculum implemented with research-based teaching practices (ex. preassessment, communicating the learning objective, direct instruction, modeling, guided practice with a gradual release of responsibility, flexible grouping, formative assessment, providing explicit feedback, choice, use of nonlinguistic representations, summarizing etc.) ensures grade level proficiency for approximately 85% of our students. Other students may struggle with the curriculum if they lack prerequisite skills and knowledge expected at a certain grade level. The primary purpose of SRBI is to help all students achieve grade level mastery within the general classroom curriculum.

Scientific Research-Based Intervention provides high quality instruction/ intervention matched to students needs and uses learning rate over time and level of performance to make educational decisions about further interventions.

In an SRBI framework, students who are not performing adequately based on standards receive interventions at the *time of need*. Data is used to determine appropriate instruction and monitor students' progress. Tiers, or layers, of support are implemented to help students achieve grade level mastery.

Four Essential Components of SRBI:
- **Core Curriculum** ~ common, standards-based curriculum; design and delivery of high-quality research-based instruction for all students; analyzed through universal common screens which determine the percentage of students not meeting benchmarks
- **Progress Monitoring** ~ data collection for the purpose of making decisions about whether students are benefiting from a specific intervention
- **Multi-tiered, Instructional Interventions** ~ involves increasingly intense levels of intervention – time and duration
- **Fidelity of Implementation** ~ ensures that instruction/intervention is delivered as it was designed

Tier I: Classroom Instruction and Intervention

Within Tier I, all students receive high quality instruction in the core curriculum. All students are screened on a periodic basis (3 times per year) to establish an academic baseline and to identify struggling learners who need additional support. The majority of Hebron Public School students respond positively to the quality core instruction in the general education classroom. In Tier I, clear, challenging expectations are established for each student. Research-based instructional strategies are used, and authentic and relevant learning tasks are designed. Teachers differentiate learning objectives, grouping formats, resources, tasks, teaching strategies and

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time allocations based on assessment information. The workshop model is a means of providing this level of instruction. Assessment information is used to support the development of student learning goals, individualized tasks, and differentiated instruction.

Tier I: Universal Instruction & Support

Focus	For **ALL** students – 100% of students in grade level
Time	5 days per week; ● 60 minutes per day for mathematics ● 120 minutes per day for balanced literacy
Curriculum	Standards Based Curriculum
Assessment	● Universal Screening 3x/year (Fall, Winter, Spring) ● Common Formative Assessment ● Summative Assessment ● Smarter Balanced Assessment Consortium ● Teacher Observations ● Anecdotal Notes ● Student Work Samples.
Delivered By	Teachers within the classroom setting

Tier II: Targeted Instruction and Support

In Tier II, students not making adequate progress in the regular classroom are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. These interventions are provided in small group in addition to instruction in the general curriculum; however, this may be embedded within the workshop model. For this small percentage of Hebron students, focused teaching and learning opportunities are designed to prevent or alleviate the challenges the student may be facing. Effective Tier II interventions include: the use of diagnostic assessments, highly focused objectives, teaching and learning opportunities, research-based instructional strategies, and frequent monitoring of student progress.

Eligibility into Tier II is determined by a combination of several factors that will primarily include a universal assessment score and may also include: current classroom performance, diagnostic results, SBAC data, district test scores, and the analysis of ongoing data. Students' progress is closely monitored to determine if the strategies taught are resulting in success, or need to be adjusted. The groups are flexible, and periodic checks will be conducted to determine if the intervention remains effective for individual students. The ultimate goal is for each student to experience independent success with the grade level curriculum and expectations within the classroom setting.

Tier II: Targeted Intervention

Focus	For identified at-risk students, who have not responded to Tier I efforts - Approximately 10% of students in grade level
Time	Minimally three times weekly, in a separate small group setting or within the workshop model

Resources	Research-based strategies and procedures designed and employed to supplement, enhance and support levels of performance
Grouping	Homogeneous small group instruction
Progress Monitoring	Progress monitoring biweekly on targeted skills to ensure adequate progress and learning
Data Collection	Tier I assessment data, Tier II intervention log, student work samples, diagnostic assessment data, progress monitoring data
Delivered By	Classroom teacher or Educational Interventionist or Literacy Specialists/Consultant (as determined by grade level, universal screening and progress monitoring data) in classroom setting

Tier III: Targeted Instruction and Support

Within Tier III fall a small range of Hebron students. These students receive individualized, intensive interventions that target skill deficits in addition to core curriculum instruction. One of the primary purposes of Tier III is to find and use instructional strategies that are best suited for individual student progress. Very small student-teacher ratios, longer periods of instruction, research-based instructional strategies, attention to individual learning styles and needs, and more frequent progress monitoring comprise Tier III interventions. Students who do not achieve the desired level of progress in response to these targeted interventions may be strongly considered for referral for a comprehensive evaluation.

Eligibility into Tier III is determined by a combination of several factors that will include assessment scores such as: current classroom performance, diagnostic results, state assessments scores, district test scores, universal assessments, and the analysis of ongoing data, including progress monitoring data from interventions. Students' progress is closely monitored to determine if the strategies taught are resulting in success, or need to be altered. The groups are flexible, and periodic checks will be conducted to determine if the intervention remains appropriate and/or necessary for individual students. The ultimate goal is for each student to experience independent success with the grade level curriculum and expectations within the classroom setting.

Tier III: Intensive Intervention

Focus	For students identified with skill deficits and who **have not** responded adequately to Tier I or Tier II efforts - Approx. 3-5% of students in grade level
Time	Small group instruction, four to five times per week or within the workshop model in addition to core curriculum and possibly Tier II interventions

Program	Sustained, intensive scientifically based interventions
Grouping	Homogeneous small group instruction
Progress Monitoring	Progress monitoring weekly
Data Collection	Tier I and II assessment data, Tier III intervention log, student work samples, progress monitoring data, diagnostic assessment data. Prior to referral to special education worksheets must be completed and submitted with the referral.
Delivered By	Educational interventionist, classroom teacher, special education teacher, Literacy Specialist/Consultant

Referral Process

The SRBI team is comprised of the classroom teacher, educational interventionists, a special education teacher, school psychologist, and administrator; OT, Speech and PT if needed. This team determines specific interventions, schedule of intervention, and what data will be used to progress monitor.

Tier 1

Step 1- Differentiated Instruction -Differentiated instruction to support students' academic and social/emotional needs. Differentiation is based on student data that is used to aid in selecting strategies, materials, and resources to support student needs. Student performance data is analyzed by the classroom teacher, and used to make decisions regarding eligibility for tier 2 interventions based on student needs.

Tier 2

Step 2- Implementing targeted interventions- The classroom teacher or instructional interventionist will utilize universal screen data along with on-going data to monitor and assess progress. Document the frequency, duration, focus for instruction on the classroom intervention log. Teachers will use the Student Profile reports from i-Ready to identify student's instructional needs. Parent notification is documented in the intervention log. The data specialists and the educational interventionist is also notified by the classroom teacher.

Step 3- Using Data to Aid in Decision-Making- Interventions have been implemented and progress monitoring data has been collected by the classroom teacher.

 Step 4- Progress Monitoring - During SRBI meetings, the team examines data and progress monitoring charts. Student work samples may (i.e. written responses) may also be used. For students who do not make adequate progress in tier 2 intervention, the classroom teacher or educational interventionist completes the SRBI Math Worksheet or the SRBI Reading Worksheet to articulate strategies that have been used at the classroom level for referral to the SRBI team.

Step 5- SRBI Meeting is scheduled- The team analyzes data to help determine the student's response to intervention. The team will determine whether more intensive/individualized intervention is needed or if more diagnostic or prescriptive measures need to be taken.

Tier 3

Step 6- Creating a more customized plan based on student need (Be certain that at least one special education team member is included in this part of the process) Additional specialized measures may be appropriate at this

level. Small group direct support will be streamlined along with classroom teacher interventions. A special education teacher attends SRBI meetings related to students receiving Tier 3 intervention. Parent notification is documented in the intervention log as well as by a formal intervention letter.

Step 7- <u>Next Step as needed</u>-When students are not making progress, but they have been receiving intensive intervention in conjunction with differentiated support by the classroom teacher, it may become necessary that the student will be discussed again at a SRBI meeting. If the student's projected growth within three tiered cycles has not shown adequate progress to achieve more than a year's growth by the end of the year, an SRBI meeting will be held to consider referral to special education. It is critical at this meeting to include at least one member of the special education department to provide feedback regarding next steps. This meeting will determine what adjustments need to be made to the intervention plan or if a referral to special education is necessary to gather additional information. If a referral is not deemed necessary at this time, the SRBI team will schedule a follow up meeting to review progress after 1, 2 or 3 more cycles.

SRBI Meetings:

- Student performance data is analyzed by the classroom teacher (i-Ready, SBAC, Running Records, math chapter tests, writing sample)
- Prior to a SRBI meeting, classroom and/or intervention teachers will complete intervention logs and record all data along with appropriate student work samples to determine if goals were achieved
- [SRBI Math Worksheet](#) or the [SRBI Reading Worksheet](#) will be submitted to the Special Education Secretary 5 days (see assessment calendar for deadlines) prior to the SRBI meeting
- The Special Education Secretary will share the [SRBI Math Worksheet](#) or [SRBI Reading Worksheet](#) with the SRBI team at that time
- Lowest 5-10% of regular education students in each grade level will be discussed after universal screens
- Occurrence at least every six weeks
- The Special Education Secretary will schedule and invite appropriate staff to the SRBI meetings

Essential Components of the Meeting–

1) Student Update- Classroom Teacher provides the team with an update on the student's most recent performance. The effectiveness of the interventions are evaluated and team members ask clarifying questions.

2) Intervention Plan Adjustments- The interventions in place are evaluated and necessary adjustments are made based upon data.

Overview of Hebron Public Schools' SRBI Assessments

Universal Screening

A universal screening instrument is a standardized, common assessment tool that is administered to all students in a grade level to identify those who are achieving below grade level expectations. This screening process occurs three times a year (fall, winter, and spring) and the tool, directions, timelines and scoring procedures are consistent across all teachers and students.

Diagnostic Assessment

Diagnostic assessments 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

The SRBI Model recommends frequent monitoring of student progress by tools that are sensitive to small increments of growth in learning. Progress monitoring assessments must be research-based and standardized, and are administered to students receiving Tier II and Tier III intervention to determine the extent to which the selected intervention, focused objective, lesson plan and teaching strategy helped the student make progress toward grade level proficiency. Progress monitoring assessments are administered bi-weekly or weekly and data is recorded and charted for reference.

The SRBI Model recommends the collection of data for every student at least three times per year (fall, winter, and spring). Hebron Public Schools use multiple data sources including a common universal screen, standardized tests, the state assessment, curricular based assessments and diagnostic assessments. Analysis of this data allows teachers to determine the students who are ready to learn from the core curriculum, the students who are ready for greater curricular challenges, and the students who may need targeted intervention. The following charts represent the Universal Screening Plan for Hebron Public Schools.
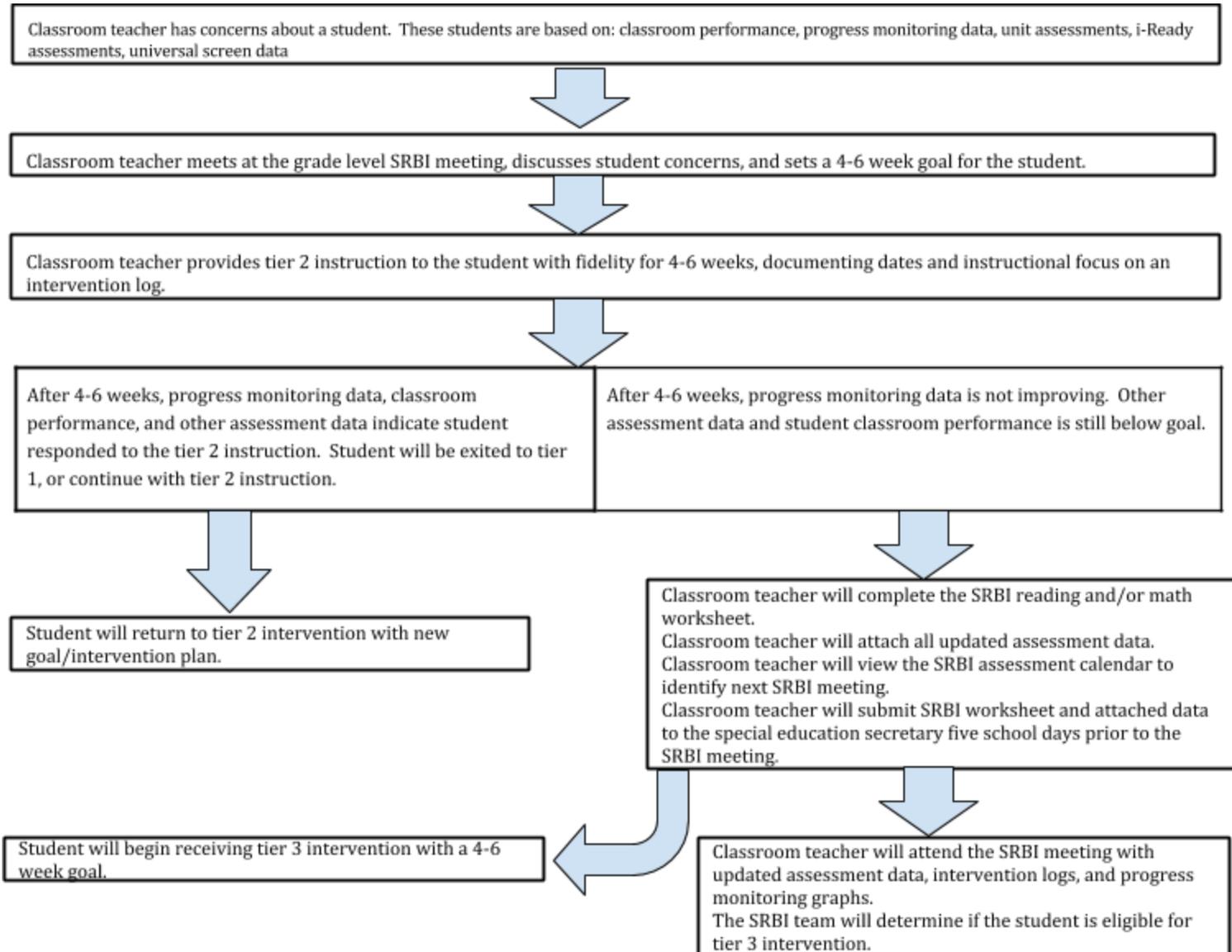
Universal Screening and Progress Monitoring for
Math: Hebron Public Schools

Gr	Universal Screen (fall, winter, spring)	Additional Data points	Progress Monitoring (Tier II bi-weekly, Tier III weekly)
K	i-Ready	- Number Identification - Quantity Discrimination - Unit Assessments - Classroom Data	Number Identification
1	i-Ready	- Number Identification - MBSP Computation Assessment - Unit Assessments - Classroom Data	MBSP Computation Probes
2	i-Ready	- MBSP Computation Assessment - Unit Assessments - Classroom Data	MBSP Computation Probes
3	i-Ready	- MBSP Computation Assessment - MBSP Applications Assessment - Unit Assessments - Classroom Data	- MBSP Computation Assessment - MBSP Applications Assessment
4	i-Ready	- MBSP Computation Assessment - MBSP Applications Assessment - Unit Assessments - Classroom Data	- MBSP Computation Assessment - MBSP Applications Assessment
5	i-Ready	- MBSP Computation Assessment - MBSP Applications Assessment - Unit Assessments - Classroom Data	- MBSP Computation Assessment - MBSP Applications Assessment
6	i-Ready	- MBSP Computation Assessment - MBSP Applications Assessment - Chapter Assessments - Classroom Data	- MBSP Computation Assessment - MBSP Applications Assessment

Reading: Hebron Public Schools

Gr	Universal Screen (fall, winter, spring)	Additional Data points	Progress Monitoring (Tier II bi-weekly, Tier III weekly)
K	i-Ready	- Running Records - Vanderbilt-Letter/Sound Fluency (Sept.) - DIBELS Nonsense Word Fluency (Jan.-June) - Classroom data	- Vanderbilt- Letter/Sound Fluency (Sept.-Dec.) - DIBELS Nonsense Word Fluency (Jan.-June)
1	i-Ready	- Running Records - Word Identification Fluency - Classroom data	Vanderbilt- Word Identification Fluency (Correct wpm)
2	i-Ready	- Running Records - DIBELS-Passage Reading Fluency - Classroom data	- DIBELS- Passage Reading Fluency (Correct wpm in passages)
3	i-Ready	- Fluency Benchmark - Classroom data - Running Records	- DIBELS DAZE - Fluency Probes*
4	i-Ready	- Fluency Benchmark - Classroom data - Running Records	- DIBELS DAZE - Fluency Probes*
5	i-Ready	- Fluency Benchmark - Classroom data - Running Records	- DIBELS DAZE - Fluency Probes*
6	i-Ready	- Fluency Benchmark - Classroom data - Running Records	- DIBELS DAZE - Fluency Probes*

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SRBI Process

Classroom teacher has concerns about a student. These students are based on: classroom performance, progress monitoring data, unit assessments, i-Ready assessments, universal screen data

Classroom teacher meets at the grade level SRBI meeting, discusses student concerns, and sets a 4-6 week goal for the student.

Classroom teacher provides tier 2 instruction to the student with fidelity for 4-6 weeks, documenting dates and instructional focus on an intervention log.

After 4-6 weeks, progress monitoring data, classroom performance, and other assessment data indicate student responded to the tier 2 instruction. Student will be exited to tier 1, or continue with tier 2 instruction.

After 4-6 weeks, progress monitoring data is not improving. Other assessment data and student classroom performance is still below goal.

Student will return to tier 2 intervention with new goal/intervention plan.

Classroom teacher will complete the SRBI reading and/or math worksheet.
Classroom teacher will attach all updated assessment data.
Classroom teacher will view the SRBI assessment calendar to identify next SRBI meeting.
Classroom teacher will submit SRBI worksheet and attached data to the special education secretary five school days prior to the SRBI meeting.

Student will begin receiving tier 3 intervention with a 4-6 week goal.

Classroom teacher will attend the SRBI meeting with updated assessment data, intervention logs, and progress monitoring graphs.
The SRBI team will determine if the student is eligible for tier 3 intervention.

FORMS

Intervention Logs

Intervention logs may be created to fit the needs of the teacher. An intervention implementation log documents four aspects of the intervention integrity: the student attendance, the date that the student received the intervention, the program or strategy selected for the intervention, and the focus of the intervention. Additional notes should be included as needed.

Various Templates for Intervention Logs

Online Calendar Log   **(2017 - 18 log added June 13)**

Online Reading Intervention Log

Small Group Intervention Log

Math ☐ **Reading** ☐ **Tier II** ☐ **Tier III** ☐

Student(s) Name:

Date	Absent	Focus Area /Activity/Lesson	Notes	Implementer's Initials

Individual Student Intervention Log

Student:_____	Math: _____ Reading: _____ (check which applies) Intervention Level: Tier II _____ Tier III _____

Date	Focus Area/Activity/Lesson	Notes (note attendance)

Hebron Elementary School

SRBI: Guide to Progress Monitoring Graphs
For Students Receiving Tier II and/or Tier III
Math or Reading Intervention

Reading Progress Monitoring Assessments:
- **Fluency Checks:** Fluency checks assess students' reading rate, accuracy, expression and comprehension. The scores are reported as words correct per minute.
- **Daze:** The Dibels Daze assessment measures comprehension at the sentence level. The scores are reported as an adjusted score (the number of correct responses minus half the number of incorrect responses).

Math Progress Monitoring Assessments:
- **Computation:** Each test contains 25 math computation problems representing yearlong grade-level math computation curriculum. The scores are reported as the number of correct digits on the computation problems.
- **Applications:** Each test samples skills in the areas of math concepts and applications representing yearlong curriculum. The scores are reported as the number of correct responses.

Progress Monitoring Timelines: Students receiving Tier II intervention are administered progress monitoring assessments every two weeks. Students receiving Tier III intervention are administered progress monitoring assessments every week.

Progress Monitoring Goals: Goals are based on national standards and nationally normed samples. The Criteria for entrance/exit for Tier II intervention is set at the 50th percentile, and the criterion for Tier III is set at the 25th percentile.

Trendline: The Trendline of student progress is displayed as the "Linear" line on the progress monitoring graphs.

Hebron Public Schools

High Expectations, Bright Futures

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Katie Uriano
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Eric Brody
Principal, Hebron Elementary School

Date: May 2017

To the Parents/Guardians of _____ :

We are committed to ensuring that all students in Hebron Public Schools succeed! In an effort to do so, our staff continuously examines the performance of each student in the building to be sure that his or her academic performance is consistent with our grade level expectations. We administer a series of math and reading assessments three times a year called "universal screens." When we find that a student has not met performance goals on the universal screens we provide additional math and/or reading instruction based on the needs of each student.

The support provided through tiered instruction is designed to target the specific needs of a student in math and/or reading. The progress of each student who receives support is monitored closely to ensure that the student's skills are improving. It is important to note that students who receive either tier II or tier III support do so in addition to their general education program.

After reviewing the performance data, we will be providing the following support:

Math Support	**Reading Support**
_____ tier III math	_____ tier III reading
_____ tier III math services are no longer needed at this time	_____ tier III reading services are no longer needed at this time

Should you have any questions, please do not hesitate to contact our reading department, math department, your child's classroom teacher, or me as needed. Many thanks for your support in our efforts to ensure that all students succeed!

Sincerely,

Katie B. Uriano   Eric Brody
Principal   Principal

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SCIENTIFIC RESEARCH-BASED INTERVENTIONS (SRBI)

What is SRBI?

Teachers, administrators, and families want all children to succeed. SRBI is a way of teaching students and making sure they are within the range of grade-level expectations. If students start to struggle with academics or behavior, they get help quickly. There are many ways to get children who are struggling to learn the additional help they need to be successful. One way is with the use of "scientific research-based interventions" (SRBI).

SRBI are a way to provide regular education support and instruction to any child who is struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and other learning supports. Eligibility is determined by a combination of several factors that may include: current classroom performance, SBAC scores, district test scores, universal assessments, and the analysis of ongoing data.

SRBI are most commonly used in addressing needs in the areas of reading, math, and behavior. A "continuum of support" is developed by school districts and programs to meet the needs of the children they serve. Specific interventions may vary because they are based on individual student needs.

What are the key components of an SRBI Framework?

The SRBI framework has three "tiers". Each tier provides differing kinds and degrees of support.

- **TIER I** – All children receive high quality curriculum and instruction in the general education classroom or program. At Gilead Hill and Hebron Elementary, students receive 60 minutes of mathematics instruction and 90 minutes of reading/language arts instruction daily. In Tier I, challenging expectations are established for each student. Research-based instructional strategies are used and relevant learning tasks are designed. Teachers differentiate learning objectives, grouping formats, resources, tasks, teaching strategies and time allocations based on assessment information. Daily, teachers use assessment information to modify learning goals, tasks, and instruction.

- **TIER II** –A student who receives Tier II support will receive, in addition to regular math and/or reading instruction, additional instruction in a small group of 3-5 students for 30 minutes 3 times per week. In order to track a child's progress, teachers will be conducting quick assessments biweekly to determine if the intervention remains appropriate and/or necessary for the student. The ultimate goal is for each student to experience independent success with the grade level curriculum and expectations within the classroom setting.

- **TIER III** –A student who receives Tier III support will receive instruction individually or with one or two students for 30 to 45 minutes 4 times per week, in addition to regular math and/or reading instruction. In order to track a child's progress, they will be given quick assessments each week. The ultimate goal is for each student to experience independent success with the grade level curriculum and expectations within the classroom setting.

How do students enter and exit the different tiers?

At Gilead Hill and Hebron Elementary, universal common assessments and grade level assessments are used to identify children who may need additional instruction. Every student is screened three times a year. Teachers may administer additional assessments to gain more specific information about areas of concern. Students regularly move in and out of these flexible instructional tiers.

Students receiving Tier II or Tier III instruction are monitored with progress monitoring assessments. These quick assessments show how well the teaching strategy is working or if it needs to be adjusted or changed. Learning rates can differ from one child to another. Some learn quickly what they were missing and no longer need intervention, while others take longer.

How do you know when a struggling student needs to be considered for special education services?

Sometimes a student does not make enough progress through the intervention used in SRBI. The teacher knows this from progress monitoring data. When progress does not occur, or occurs too slowly, the teacher tries a different strategy and continues to monitor progress. If a student is still not meeting goals, the teacher may ask other teachers for ideas to solve the problem through grade level team and or SRBI meetings. If a student continues to struggle with learning, the child's team may meet with parents to decide whether the child needs evaluation for special services. At this point, the SRBI process may be helpful in providing information that may lead to special education identification.

Sample Intervention Lesson

DECODING MULTISYLLABLE WORDS- INTERVENTION FRAMEWORK

Intervention: Decoding multisyllable words containing two or more word parts

Time	Protocol Tasks and Sequence
2 min.	Greet students, establish rapport, provide segue from the last lesson, **name and post** the skill objective, explain the agenda for the day.

3 min.	**Provide direct instruction with multisyllable principle or strategy**
	Explain the rule.
	    A. Tell when/why it is useful.
	    B. Explain the steps for implementing the rule with an unknown word.
	    C. Provide examples of words/situations when the rule would be useful.
	    D. Demonstrate the rule with a word list.
	    E. Demonstrate the rule with target words placed within sentences.
	    F. Explain your thought process as you use the rule with text in which an unknown word that fits the rule.

5 min.	Provide **coached phonics practice** with the rule using **explicit feedback** that advises students about the errors they may be making and how to correct them. Use white boards, tiles, worksheet, etc. ● *Example*: **Dictation**—Have students use lined paper or white boards and dictate two- or three- syllable words practicing the same syllable type/affix that you have been working on: 1) Say "now we are going to practice spelling ___ syllable words. We will spell one syllable at a time." Guide students in their progress at hearing the sounds and identifying the pattern in each syllable as they write one syllable at a time.
2 min.	Turn and Talk- Provide each student with a word. Have students model the process of decoding multi-syllable word for their partner. **Provide individual explicit feedback** that advises students about the errors they may be making and how to correct them. OR Word Practice for Automaticity—create a word recognition grid that contains 20 or so words that follow the pattern you have been practicing. You can repeat words some of the time. Set a timer for 1 minute and have the students challenge themselves to "speed drills"—how quickly can they recognize and read the words? Boys love this competitive practice.
5 min.	**Day 1** — Give students a passage with multi-syllable words highlighted. Students whisper read while teacher monitors student approach to multi-syllable highlighted words. **Day 2 -3** — Use the same approach listed above using a different text or paragraph. Text can include poetry, non-fiction or fiction. Depending on student progress, pull away the support of pre-highlighted text.
3 min.	**Closure:** Debrief the learning cycle and **ask students to explain what they learned and how it will help them in reading.** Elicit personal reflection about their progress toward objective. Teacher provides individual feedback about progress, accomplishments, and future goals.

(example provided by Cheshire Public Schools)