

Torrington Public Schools



Handbook for Implementing Multi-Tiered Systems of Support



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Torrington Public Schools

The Torrington Public Schools will ensure every student is able to graduate with the skills and attributes that empower them to enter college or the career of their choosing.

Torrington Public School District Strategic Mission: Through engaging instruction that is relevant, rigorous, and personalized to student needs, Torrington Public Schools will:

Successfully prepare all students to be productive 21st Century citizens by ensuring that they can think critically and creatively to solve problems and construct arguments based on evidence.

To accomplish this Mission, we will work to focus the systems that support student success so they are all coherently aligned with our vision and student learning goals.



Overview of the State of Connecticut Scientific Based Research Interventions

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

Key elements of SRBI include the following:

- Core general education curriculums that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development.
- A schoolwide or districtwide comprehensive system of social-emotional learning and behavioral supports • Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall school climate so that students experience physical, social-emotional and intellectual safety.
- The use of research-based, effective instructional strategies both within and across a variety of academic domains.
- Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English language learners (ELLs).
- Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
- Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on Overview of SRBI 14.
- Educational decision making (academic and social/behavioral) driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.
- A systemic school wide or district wide approach to core educational practices in which teachers within a grade use the same common formative assessments for all students (academic and social/behavioral), address the same curricular and social-emotional competencies, and share the same behavioral expectations; assessments, curricular and social-emotional competencies and behavioral expectations also are well-coordinated across all grades.

From *Connecticut's Framework for RTI*, August 2008

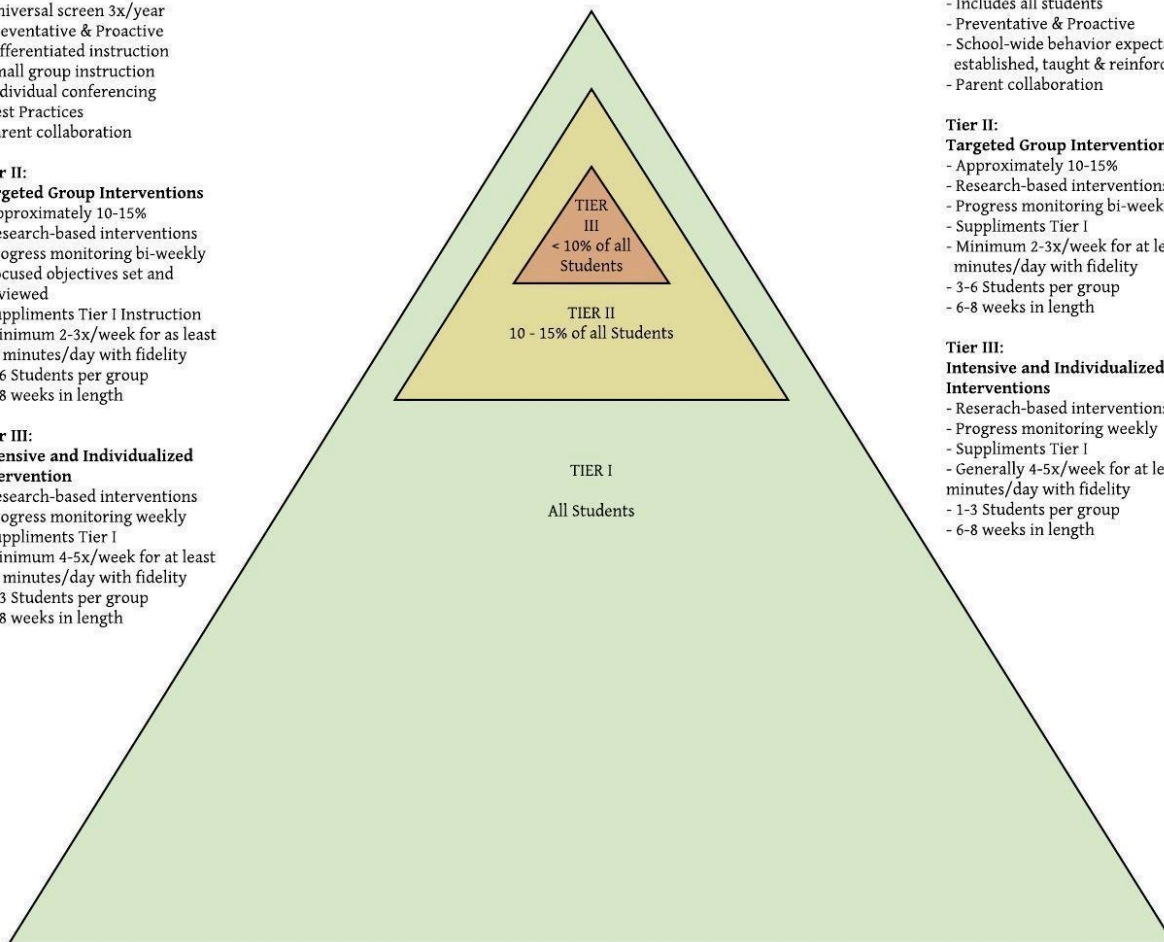
https://portal.ct.gov/-/media/SDE/SRBI/SRBI_Full_Document.pdf?la=en

- Academic**
- Tier I:**
Universal Differentiation/Instruction
 - Includes all students
 - Universal screen 3x/year
 - Preventative & Proactive
 - Differentiated instruction
 - Small group instruction
 - Individual conferencing
 - Best Practices
 - Parent collaboration

- Tier II:**
Targeted Group Interventions
 - Approximately 10-15%
 - Research-based interventions
 - Progress monitoring bi-weekly
 - Focused objectives set and reviewed
 - Supplements Tier I Instruction
 - Minimum 2-3x/week for at least 30 minutes/day with fidelity
 - 3-6 Students per group
 - 6-8 weeks in length

- Tier III:**
Intensive and Individualized Intervention
 - Research-based interventions
 - Progress monitoring weekly
 - Supplements Tier I
 - Minimum 4-5x/week for at least 30 minutes/day with fidelity
 - 1-3 Students per group
 - 6-8 weeks in length

Overview of MTSS



- Behavioral/Social-Emotional**
- Tier I:**
Universal Instruction/Positive Behavior Supports
 - Includes all students
 - Preventative & Proactive
 - School-wide behavior expectations established, taught & reinforced
 - Parent collaboration

- Tier II:**
Targeted Group Interventions
 - Approximately 10-15%
 - Research-based interventions
 - Progress monitoring bi-weekly
 - Supplements Tier I
 - Minimum 2-3x/week for at least 30 minutes/day with fidelity
 - 3-6 Students per group
 - 6-8 weeks in length

- Tier III:**
Intensive and Individualized Interventions
 - Research-based interventions
 - Progress monitoring weekly
 - Supplements Tier I
 - Generally 4-5x/week for at least 30 minutes/day with fidelity
 - 1-3 Students per group
 - 6-8 weeks in length

The MTSS Framework

At its core, the Multi-Tiered Systems of Support (MTSS) Framework is a problem-solving model that is designed to provide interventions as soon as it becomes apparent that such interventions are necessary. By providing interventions as early as possible, as consistently as possible, and with as much precision as possible, students are given what they need. With this goal in mind, each tier is defined not by specific locations, actions, or interventions, but by purpose. The overarching purpose of each individual tier is to increase the intensity and frequency of the intervention of the previous tier in order to close the gap between a student's current level of performance relative to the standard.

These guidelines are flexible enough to be adapted to individual student needs and the availability of resources. All relevant intervention information, such as interventionist, location, duration, frequency, content, and progress-monitoring assessments are determined for each specific intervention and are not universally applied across all grade-levels, schools, or areas of need.

Overview of the Tiers

Tier	Provider	Students	Group size	Duration and Frequency	Length of Intervention Cycle	Suggested Progress Monitoring Tools (not all-inclusive)
Tier 1 <i>All Students</i>	Classroom Teacher, School Counselors	All students have access to core instructional strategies and curriculum	Whole class, small group, one to one conferences	Ongoing, daily and throughout the school year	Ongoing, daily and throughout the school year	<ul style="list-style-type: none"> ● Ongoing classroom/ curriculum (i.e. CSAs) ● Universal Screeners ● Observations and diagnostic assessments as needed ● Review Data every 8-10 weeks ● Differentiation
Tier 2 <i>Students needing Additional Interventions</i>	Classroom Teacher AND/OR Interventionist	Students not meeting state or district benchmarks academically, behavioral or social-emotional expectation, who have not responded to Tier 1 instruction	maximum group size of 5-6 students	At least 30 minutes, 2-3 times per week with fidelity.	6-8 weeks (per cycle) with proper weekly documentation of academic and/or behavioral data	<ul style="list-style-type: none"> ● ELA: TCRR, STAR, DIBELS ● Intervention Data ● Math: Bridges Placement, IXL assessment and progress monitoring tools ● Behavioral (SWIS) ● Review Data every 6-8 weeks
Tier 3 <i>Students needing Intensive Interventions</i>	Interventionist, (Supported by Classroom teacher through reinforcement and prompting)	Students not meeting state or district benchmarks academically, behavioral or social-emotional expectation, who have not responded to Tier 2 instruction	maximum group size of 1-3 students	At least 30 minutes, 4-5 times per week with fidelity.	6-8 weeks with proper weekly documentation of academic and/or behavioral data	<ul style="list-style-type: none"> ● ELA: TCRR, STAR, DIBELS, ● Intervention Data ● Math: Bridges Progress Monitoring Tool ● Behavioral (SWIS) ● Review Data every 4-8 weeks.

The Tiers Defined

Tier 1 Instruction in the Classroom

Tier 1 represents the general education core curriculum aligned to the standards, researched-based instruction, overall school climate and system of social-emotional learning and behavioral support(s) for **all** students. The purpose of Tier 1 Instruction is to respond to individual student needs through differentiated instruction, ensuring that all have access to curriculum. *Simply put, Tier 1 involves all students in the school, all the time.* Differentiated instruction may include small-group instruction, re-teaching, additional time with content, or differentiated assignments. Effective Tier 1 practices create a crucial base for the three-tiered model; the success of the other two tiers rests heavily on Tier 1. All students receiving Tier 1 support are provided with a high quality core curriculum by:

- 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 challenging expectations for each student
- Developing and maintaining rapport with all students
- Using [research-based instructional strategies](#)
- Planning lessons using Universal Design for Learning best practices
- Providing explicit instruction and modeling
- Integrating assistive technology to support and enhance learning and communication
- Assigning authentic and relevant learning tasks
- Differentiating learning objectives, grouping formats, resources, tasks, teaching strategies, and time allocations based on assessment feedback and any necessary accommodations for all learners
- 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 to review student work and common assessment data to identify learner needs linked with a [menu of related interventions](#)
- Providing ongoing professional development opportunities to ensure strong instructional skills/classroom management skills

Tier 1 Strategy Process in the Classroom - Executing the Instructional Strategies

If it becomes apparent, through observation or assessment, that a student is not adequately meeting grade-level, course, or behavioral expectations, then the classroom teacher is responsible for providing a Tier 1 strategy. In the context of MTSS, assessment serves a variety of roles including:

- Identifying students who are struggling or at-risk based on benchmarks and criteria.
- Determining students' educational needs to inform instruction.
- Monitoring the progress of the strategy.
- Determining the overall effectiveness of Tier 1 Instruction.

The classroom teacher is responsible for this initial level of support, which occurs during core instruction. When students demonstrate an inability to reach benchmark assessment targets or when they make minimal progress, the classroom teacher will document a Tier 1 strategy for the student. Tier 1 strategies should be specific, measurable, and observable. These strategies should be documented on the [Tier 1 Classroom Support Plan](#).

Tier 2 Intervention in or out of the Classroom [in Small Groups]

Tier 2 involves interventions for students experiencing difficulties who have not responded adequately to the Tier 1 core curriculum and strategies. The purpose of Tier 2 Intervention is to respond to a specific skill set or support a group of students. Tier 2 interventions ***do not replace Tier 1 Instructional Strategies***; rather, students receive ***additional*** support in Tier 2. These interventions must accurately target the student's area(s) of difficulty and be implemented with fidelity. Tier 2 intervention progress will be monitored and documented in RTI Direct bi-weekly. These strategies should be documented on the [Tier 2 Classroom Support Plan](#).

Tier 3 Intervention

Tier 3 involves more intensive, short-term interventions for students who are not responding to Tier 2 interventions successfully. Tier 3 interventions ***do not replace Tier 1 Strategies or Tier 2 interventions***; rather, students receive ***the most intensive*** support in Tier 3 intervention. Tier 3 intervention progress will be monitored and documented in RTI Direct weekly.

Team Structures to Support the MTSS Process

MTSS Team Purpose

The purpose of the MTSS Team is to provide systems and structures around providing interventions, entry and exit criteria, progress monitoring, fidelity tools, and evaluating intervention effectiveness.

SST Team Purpose

Matching students' needs of intervention and progress monitoring.

WINN (What I Need Now) Intervention Blocks

WINN Intervention Blocks have been set up from Kindergarten through Grade 8 as a support to instruction. This gives an opportunity for students to engage in enrichment or reinforcement of skill (both academic or behavioral) acquisition as needed. During the 2020-2021 school year, Torrington High School will provide intervention through the Academic Period at the end of each school day.

Benefits of the Reflective Team Process

Through systematic ongoing reflective practice, school teams can:

- Develop stronger professional learning communities
- Evaluate the effectiveness of the problem solving process
- Assess and modify the amount of time/opportunities available to refine current practices
- Assess the effects of interventions on student achievement
- Determine ways to monitor student progress at all tiers of instruction
- Ensure universal access to the core curriculum
- Offer a continuum of academic and behavioral supports and interventions
- Ensure differentiated instruction that honors student diversity

Student Success Team Protocol

Purpose

This guide provides school based teams with a framework to collaborate on MTSS tiered interventions. The guide is meant to support SST fidelity, but each school will need to contextualize information to the individualized needs of the student and the unique conditions of the building.

Rationale

Problem solving is a major component of the Student Success Team (SST) process. Effective problem solving ensures the SST can develop, use data, implement and evaluate intervention plans targeted to specific student needs. The process supports the use of academic and behavioral interventions that are measurable and that can offer research based or evidence based instruction.

Each step of problem solving contains several sub-steps. Teams need to learn, use and evaluate their use of each of these steps.

Communicating With Families/Parent/Guardians

Families will be notified through phone or email contact when their child is referred to the SST process by the classroom teacher. A formal notification will be sent if a student will be receiving MTSS intervention support in Tier 2 and Tier 3. If a family requests an update on their child's progress with intervention, the interventionist will share that information. Families can request a SST meeting at any time to discuss student progress. Sample support letters appear in [Appendix D](#)

Roles and Responsibilities

Student

- When appropriate, the student will be invited to attend the SST meeting as a participant.
- Contribute and participate in the decision making process of how to best support their academic and/or social emotional needs.
- Participate in the reflection/goal-setting process to aid in the development of a support plan.
- When appropriate, students will monitor and self-evaluate their participation in the support plan.

Family

- Will be notified by phone and/or letter of academic or social/emotional need of their child by the classroom teacher.
- Participate in SST Meetings as needed/requested.
- Inform school/staff of any changes in the home that could impact the student's academic, social or behavior progress in school.
- Responsible for providing the structure and support in the home environment to meet the student needs.

Classroom Teacher

- [Responsible for implementing and continuously improving Tier 1 instruction and strategies to meet the needs of all students.](#)
- Delivering, reviewing and monitoring high-quality, effective state and district, formative assessments, and summative assessments, and reviewing the results of these assessments. Administering Pre and Post Assessments:
 - Literacy & Math: STAR Assessments (Fall, Winter & Spring Assessments)
- SST meetings will use data to identify students and begin the MTSS process for students not meeting grade-level expectations and benchmarks in reading, math, or social-emotional/behavior. The team will use data from: State Assessments, Star

Assessment, District Common Summative Assessments (when applicable), Grades, Teacher Input, Office Referrals, Attendance, Health Concerns.

- Contacting parents and other stakeholders [MTSS Committee, SST].
- Uploading the initial [Student Success Team Referral Worksheet](#) in RTI Direct Document Repository [Referral to SST].

Administrator

- Providing support for teachers and interventionists to effectively meet the needs of all their students through coaching, professional development, etc.
- Overseeing the MTSS process and ensuring that it is adhered to.
- Reviewing aggregate data for analysis to identify and determine if there are persistent wide-spread gaps across teachers/grade levels that need to be addressed by the team.

Instructional Coaches

- Providing suggestions for effective classroom strategies.
- Identifying students through data analysis who could benefit from additional support(s).
- Using data to enhance Tier 1 instruction through grade level and content level meetings.
- Collaborating with and providing support for the classroom teacher through coaching and the MTSS Team regarding best practices for each student based on need.

Literacy/Numeracy/Behavior/Social Emotional Interventionist

- Providing scientific research-based instruction that is specific to the needs of the students in Tiers 2 and 3.
- [Providing a menu of strategies to classroom teachers for Tier 1 instruction and strategies related to behavioral or social-emotional concerns.](#)
- Administering Pre and Post Assessments:
 - Literacy: STAR [Progress Monitoring], Leveled Literacy Intervention (LLI), TCRR, DIBELS, Lexia/Lexia PowerUp, other informal reading inventory
 - Math: STAR [Progress Monitoring], Bridges Intervention Progress Monitoring Tool
 - Behavior/Social Emotional: SWIS, Attendance, Initial Line of Inquiry (Tier 3)
- Meeting with students at least 2-4 times per week within a 8-20 week cycle.
- Continuing to progress monitor students in Tiers 2 and 3 and analyze the results of such assessments.
- Entering progress monitoring data into RTI Direct Service Log once a week.
- Reporting progress of Tier 2 or Tier 3 intervention to parents at the end of each cycle as well as sharing this information with the SST Team.

Special Education Teacher (as needed)

- Providing support to the MTSS process during SST Meetings.
- Special education teachers should not be the primary interventionist.
- Identifying students through data analysis who could benefit from additional support(s).
- Fulfills Instructional Coach role at the Middle School or High School as needed.

Other Specialists as needed:

Other Specialists may participate in the SST meetings as requested. Speech and Language Pathologists, Physical and Occupational Therapists are primarily used in MTSS in the Tier 1 setting at the early grades, but may provide Tier 2 groups in the early grades.

MTSS Process

The Importance of Multiple Data Points

It is important that teachers look across multiple data points when making the decision to refer a student to the SST process. Research supports that a single data point does not provide a valid scope of a student's ability, and therefore, multiple measures must be considered. When considering referral to the SST process, the teacher should reflect upon the Tier 1 strategies in place in the classroom and how the student responded to those strategies, if not, consider the following:

1. Is a single data point inconsistent with other data sources and what the teacher knows about the student independent of the assessment?
2. If the data point is inconsistent with other data sources or observations, how does the data source differ from other data points?
3. When considering data points from multiple assessments, what is the trend and direction of student progress?
4. Are there additional data points that can be collected to gain more information about a student's performance?
5. Is there a need for additional coaching or Professional Development to help develop additional Tier 1 instructional strategies for the teacher?

Prior to the Initial SST meeting

- When Teachers exhaust Tier 1 strategies, Teachers can access the support of the SST Coordinator to define and create a targeted strategy, along with appropriate progress monitoring tools, based on data through the SST Process.
- As the classroom teacher works with the student, the classroom teacher documents the concerns using the appropriate documentation forms via the [SST Referral Worksheet](#), strategies implemented, duration, frequency of strategies and progress monitoring data.
- The classroom teacher monitors the progress of this student for a maximum of 8-10 weeks.
- If the student is making adequate progress, the classroom teacher maintains the support or increases the rigor in order to continue to move the child towards benchmark.
- If the student does not show signs of adequate progress through the Tier 1 or Tier 2 strategy or intervention, the classroom teacher will submit a Student Success Team Worksheet to the SST Coordinator who will upload the form into RTI Direct and plan an SST meeting.

At the SST Meeting

Step 1 - Review the SST Referral

Tier 1: The discussion will address the progress and growth of the student based on the state and district assessments, grades, classroom performance, office referrals, teacher concerns, and attendance. The team provides the classroom teachers with ideas to continue Tier 1 strategies in the classroom, or the team decides to provide Tier 2 supports to the student (based on the SST meeting plan, either more intensive Tier 1 classroom strategy and/or Tier 2 intervention in the classroom supported by the teacher, or pull-out support by an intervention support teacher or Student Services team members).

Tier 2: If progress monitoring data indicates that the Tier 2 intervention is not making expected/anticipated progress as outlined by the intervention plan, the Student Success Team will reconvene to consider possible next steps including: reassessing the Tier 2 intervention and making adjustments, and possibly considering a referral to Tier 3 intervention. Once a student has met the student performance goal as articulated by the intervention plan, supports will be faded.

Tier 3: If a student does not show expected and anticipated progress by the SST review date, despite attempts to improve outcomes through the use of multiple interventions, the team must carefully examine why the student is making little to no progress. Analysis of the student's performance will be extensive and thorough. Additional assessments will be administered, if deemed appropriate.

Please consider:

- *Have Tier 1 strategies/interventions been implemented with fidelity?*
- *Has the appropriate focus area for improvement been targeted?*
- *Have appropriate strategies/interventions been tried?*
- *Has the team considered increasing the amount of time and frequency of the strategies/interventions?*

SST Members may recommend the following:

- To implement more intensive intervention: Typically, implementing a more intensive intervention refers to providing additional supports to a child. However, it could mean modifying the intervention within the same tier, but with more intensity, frequency or length of duration.
- To fade interventions: If a student is successful within the current tier of intervention, as evidenced by progress monitoring tools, then the team may consider fading the frequency, duration or move towards self management level of intervention.
- To continue intervention: The SST can decide if the current level of interventions are meeting anticipated progress. If so, no change needs to occur based on continued progress monitoring.
- To gather more information: If during the SST process it becomes apparent that there is insufficient information to determine an appropriate course of action, the SST may decide to

gather more information on the student's needs. This may occur through the administration of an assessment, such as STAR or TCRR, by interviewing the student, or by any other means deemed appropriate by the team.

SST Members will use the following guidelines to make these types of decisions:

- Students receiving Tier 2 and/or more intensive interventions should be provided interventions as needed. A decision to implement a more intensive intervention should be based on the student's response to the current level of intervention, not a student's current benchmark scores. For example, if a student is multiple levels behind on the TCRR, the response may be to intensify support to a Tier 3 intervention along with the Tier 2 intervention. However, if the student is closing the gap between his or her current level of achievement and grade-level expectations in the context of a Tier 2 intervention, then the student should remain at Tier 2.
- The team should discuss the student's projected ability based upon the framework/data referencing of state and district standards and/or goals identified as being successful with less support when fading a student's intervention from tiered support. For example, if a student has begun to close the gap on a benchmark assessment like the TCRR, the team should consider if that progress was made because of the intensive intervention and not because the child is performing proficiently on his or her own. If a student has made sufficient progress in Tier 2, they should continue with Tier 1 strategies; they should not remain in the Tier 2 intervention.

Step 2 - Identify the Skill Gap Using Data

What is it that the student can't do that is needed to access their grade level curriculum?

This step is the foundation of the SST intervention plan. A plan is strong only if it matches the actual learning issue faced by the student and done with fidelity. The Team uses information gathered from data and other sources. Information is used to identify the exact learning issue that requires instructional conditions beyond the Tier 1 strategy level which includes concerns, strategies implemented, duration, and frequency as documented by the classroom teacher. If the wrong issue is identified, the plan wastes valuable instructional time for the student and is inefficient in the use of resources.

Process

- Identify the academic or behavioral/social-emotional skill gap using available data sources.
- Identify background facts. What strengths of the student can the team identify? What are some of the circumstances surrounding the unfinished learning? What does the data show us about the student's current level of performance?
- Identify promising practices (strategies that the student's performance responded positively to) and use a strength based approach to accelerate student growth.
- Identify strategies that did not seem to move the needle on the student's performance.

Step 3 - Determine the Desired Outcome

What should the student be able to do as a result of an intervention?

Through **SMART** planning, the Team identifies reasonable growth expectations based on the student's learning characteristics, current performance levels and time allotted for expected Tier 2 or Tier 3 instruction. The Team writes SMART goals.

Criteria for Goal Writing

- **Specific** - Specify what skill or strategy the student needs to learn (i.e. not just accommodations to the environment, or how the student will be expected to perform). As possible, incorporate learning strengths and interests as ways to approach and support new learning.
- **Measurable** - Establish concrete criteria for measuring progress. Determine a data monitoring system that 1) aligns with the baseline data and, 2) identifies specific progress monitoring criterion.
- **Attainable** - What is reasonable to accomplish based on learning characteristics and baseline data?
 - Identify the student baseline (current) performance level.
 - Define the desired level of student performance. (What level does the student need to achieve to have access to the grade level curriculum?)
 - Identify the achievement gap between current and desired levels of student performance.
 - Set a reasonable achievement target for expected outcomes using strategic tutoring/accelerated learning processes as much as possible.
- **Realistic** - Can the goal be accomplished given the time, resources and expertise available?
- **Timely** - Set a timeframe within the 6 - 8 weeks for achieving identified student outcomes.

[SMART Goal Examples](#)

Step 4 - Generate Strategies/Brainstorm

What can we do differently to help the student?

The Team uses brainstorming to generate strategies that are optimal and determines the appropriate intensity, frequency and duration. Brainstorming helps teams share ideas, fosters creativity, and stretches the team to “think outside of the box.”

Rules

- Everyone contributes ideas
- No judgements/evaluations during the brainstorming process. The criteria includes: *safe, ethical and legal* ideas that could actually solve the issue.

Process

- Get everyone to think of ideas - use an approach such as one minute silent brainstorm so that everyone writes down ideas to share back with the group.
- Share out by having the ideas shown visibly (use chart paper or display on a white board).
- Encourage as many ideas as possible.

Step 5 - Evaluate Brainstorm Ideas

What can we do differently that is both effective and efficient?

The Team examines potential strategies for probable impact and feasibility. The Team selects the strategy or strategies that will ensure a comprehensive approach to the issue.

Process

- Rate **each** idea through the use of the following criteria (**PASS**):
 - **P** - Is it a *positive* solution?
 - **A** - Is it *acceptable*? Can this solution be done legally, fairly, and with the cooperation of other people?
 - **S** - Is it *sensible*? Can it be done with the time and resources available?
 - **S** - Does it *solve* or help to solve the issue without causing other issues?
- Decide whether any of the ideas/solutions can be combined.
- Choose a solution or combination of solutions.

Step 6 - Develop a Plan

What will we do to implement selected strategies?

The Team develops a detailed and measurable action plan.

Process

- For each selected strategy, identify:
 - Primary and Support Implementers
 - Location of Services (prioritize in-class instruction with supports when appropriate)
 - Frequency and Duration of Implementation
 - Specific Implementation Methods/Steps
 - Progress Monitoring Tool
 - Fidelity Tool
 - Any resources or supports needed to support the plan
 - Communicate the plan with Parent/Guardian, teachers and other appropriate stakeholders

Step 7 - Implement the Plan

Is our plan succeeding?

The Team implements the plan and monitors student progress.

Process

- Monitor implementation of the action plan at intervals as determined by the SST.
- Provide needed supports for the student and the implementer.
- Monitor the amount and rate of student progress and fidelity of implementation of the plan.

Actions for Tier 2 Implementation

- Parents will be notified of student participation for intervention support services by the intervention provider(s). The Teacher or the Interventionist will provide resources for extension of instruction at home.
- For those students who qualify for pull-out Intervention Support, they will be seen by an Interventionist in addition to the core classroom. They will receive supplemental support at least 2-4 times a week. Targeted instruction will occur through small group and individualized support. Utilizing the RTI Direct Service Log, Teachers and Interventionists will continue to update progress weekly within the small group and individualized supports. These teachers will also document pre and post assessments, progress monitoring and strategies used during the intervention support cycle. At the end of the 8-20 week cycle, parents will receive progress and growth information from the Interventionist. This document should be stored in the RTI Direct document repository.

Actions for Tier 3 Implementation

- Parents will be notified of student participation for more intensive intervention support services by the intervention provider. The Interventionist will provide resources for extension of instruction at home.
- For those students who qualify for more intensive pull-out Intervention Support, they will be seen by an Interventionist in addition to core classroom instruction. They will receive supplemental support at least 4 times a week. Targeted instruction will occur through small group and individualized supports. Utilizing the RTI Direct Service Log, Interventionists will continue to update progress weekly within the small group and individualized supports. These teachers will also document pre and post assessments, progress monitoring and strategies used during the intervention support cycle. At the end of the 8-20 week cycle, parents will receive progress and growth information from the Interventionist. This document should be stored in the RTI Direct document repository.

Step 8 - Evaluate the Plan

Did our plan succeed?

The Team analyzes summative data to determine if expected student outcomes were met through the intervention plan. The plan is carefully scrutinized to assess if it was implemented with fidelity and if additional services are needed to support appropriate tiered instruction.

Process

- Compare student baseline data to the outcome data.
- Assess the degree of action plan implementation fidelity.
- Determine what changes occurred because of the strategies that were implemented.
- If the strategies were successful, determine how generalization of the strategies will be supported in the classroom (Tier 1).
- Decide if the intervention should be ended, continued, adjusted or changed.
- Team completes the [Self Analysis of Problem Solving Document](#) and the [Self-Analysis of Meeting Protocol](#) periodically.

Appendix A: Tier 1 Instructional Strategies

Tier 1 Instructional Strategies for Academic Access in the **regular classroom**: No single strategy is equally effective for all students. Apply continuous monitoring and assessment to evaluate how well a strategy is working, adjust and try new strategies as necessary to help develop student success.

<p><u>Environment/Scheduling</u></p>	<ul style="list-style-type: none"> ● Provide Clear work area ● Quiet work space ● Remove distracting materials ● Provide written or visual schedule ● Multisensory presentation of information ● Post assignments/homework ● Get class/student attention prior to speaking <ul style="list-style-type: none"> ○ Teach the class a signal - Consistent approach ● 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 surfaces (use of binder) ● Provide time to cool off at desk or other location
<p><u>Assignments</u></p>	<ul style="list-style-type: none"> ● 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 or personal dictionaries ● Have students paraphrase instructions or concepts ● Use rubrics ● Break long term projects into smaller components/chunks ● Provide alternative materials ● Teach prioritization skills ● Use uncluttered assignment formats ● Use spatially cued formatting ● Highlight important words and concepts
<p><u>Instructional Strategies</u></p>	<ul style="list-style-type: none"> ● Anchor new concepts ● Use think alouds ● Cue/prompt/cold call ● Extra practice/extra time ● Model shorter independent work periods ● Highlight/underline ● Use graph paper/lined paper ● Personalize examples ● Pre-teach/reteach 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 students ● Provide concrete examples ● Use graphic/visual organizers ● Color code ● Chunk information ● Compact curriculum ● Analyze task ● Provide multisensory reading instruction ● Use tracking strategies for reading (ruler/finger/window) ● Provide templates for written work

	<ul style="list-style-type: none"> • Use word retrieval prompts/word banks
<p>Tier 1 Instructional Strategies for Academic Access: No single strategy is equally effective for all students. Apply continuous monitoring and assessment to evaluate how well a strategy is working, adjust and try new strategies as necessary to help develop student success.</p>	
<p><u>Organization</u></p>	<ul style="list-style-type: none"> • 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
<p><u>Tests/Quizzes/Assessments</u></p>	<ul style="list-style-type: none"> • Provide extra time • Give prior notice of test/quiz • 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 (broken up by period or days) • Complete part of test in writing and part orally • Simplify test vocabulary • Reduce multiple choice distractors • Provide word bank • Spatially cued format
<p><u>Grading</u></p>	<ul style="list-style-type: none"> • Provide extra credit options • Grade improvement (retakes/test corrections) • No handwriting penalty • Use technology options (computer, GoogleForms, GoogleDocs, etc) • No spelling penalty except on final copy - if graded for grammar • Pass/fail option

Appendix B: Intervention Resources

Academic/Behavioral & Social-Emotional Strategies & Interventions		
<u>Tier 1 Strategies</u>	<u>Tier 2 Interventions</u> All attempted Tier 1 strategies plus one or more of the following:	<u>Tier 3 Interventions</u> All attempted Tier 1 strategies & Tier 2 Interventions, plus one or more of the following:
<ul style="list-style-type: none"> ● Extended time/wait time ● Strategic Seating ● Differentiated instructional practices ● Scaffolding ● Small group instruction ● Flexible grouping ● Workshop models--including goal setting, conferencing, student choice, and feedback ● Technology integration ● Parent communications ● Individual feedback ● Guided Study Hall (MS/HS) ● Alternate assignments/assessments ● Homework/Assessment accommodations ● Use of calculator ● Use of math manipulatives ● Use of rubrics ● Check/monitor work in progress ● Monitor academic performance ● Student choice ● Orientation of lab/equipment ● File/record review ● Restorative Circles ● Reflection Room ● Academic & Behavioral goal setting ● Clear schoolwide and classroom expectations ● Student-led norms ● Attendance Strategy <ul style="list-style-type: none"> ○ Home visit ○ Wellness check ○ Referral for In-home support 	<ul style="list-style-type: none"> ● Push-in support ● Multisensory reading instruction ● Research Based Group Instruction <ul style="list-style-type: none"> ○ Reading ○ Math ○ Social-Emotional Learning ● After school program ● Summer Programming (MS/HS) ● Pull out support ● Small Group Check-In/Check-Out [Academic or Behavioral] ● Tracking of Academic and or Behavioral concerns [Prior to SST] <ul style="list-style-type: none"> ○ Breaks ○ Walks ○ Manipulatives ● Guided Meditations ● Skill Groups - ongoing <ul style="list-style-type: none"> ○ Executive Functioning ○ Lunch Bunch, etc. 	<ul style="list-style-type: none"> ● Pull out support ● Supplemental reading/math/behavior ● Individual behavior support plans ● Specific Intervention groups [2-3 students with specific needs] ● Behavior Support Plan [Data collection prior to initial line of inquiry] ● Individualized Check in/check out

Materials	Training
<p>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</p>	<p>What to Write: Note what training--if any--is needed to prepare the adult (from instructional coach or administrator) or student to carry out the intervention.</p>

<p>Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.</p>	
<p>Type of Data Used to Monitor:</p>	
Baseline	Outcome Goal
<p>How often will data be collected? (e.g., daily, every other day, weekly):</p>	

From Jim Wright

Contact Log: Tier 1/Classroom Intervention Plan

Teacher		Student(s)	
---------	--	------------	--

Session	Date	Start/End Time or Session Length	Student(s) Attending	NOTES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

15				
16				
17				
18				
19				
20				

Data Collection: Tier 1/Classroom Intervention Plan

Teacher		Student(s)	
Data collection Method			

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
1			6		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
2			7		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
3			8		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
4			9		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
5			10		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
11			16		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
12			17		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
13			18		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
14			19		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
15			20		

Tier 2: Classroom Support Plan

This worksheet is designed to help teachers to create a classroom plan for tier 2 academic and behavioral interventions during the 2020-2021 school year.

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:		Teacher:		Date of Plan:	
Intervention Start Date:		Intervention End Date:		Total/ Intervention Weeks:	

Description of the Student Problem

Please include any data you have (Star Reading, Star Math, Dibels, TCRR, PSAT, etc.) including the results of the tier 1 student support plan.

--

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. (Online learning platforms that can be used for this cycle of intervention are: Freckle, Star Accelerated Reader, Renaissance MyOn and Lexia.)

--

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training--if any--is needed to prepare the adult (from instructional coach or administrator) or student to carry out the intervention.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.	
Type of Data Used to Monitor:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

From Jim Wright

Contact Log: Tier 2/Classroom Intervention Plan

Teacher		Student(s)	
---------	--	------------	--

Session	Date	Start/End Time or Session Length	Student(s) Attending	NOTES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

15				
16				
17				
18				
19				
20				

Data Collection: Tier 2/Classroom Intervention Plan

Teacher		Student(s)	
Data collection Method (Star 360, Star Reading or Star Math)			

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
1			6		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
2			7		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
3			8		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
4			9		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
5			10		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
11			16		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
12			17		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
13			18		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
14			19		

Obsv#	Date	Datapoint	Obsv#	Date	Datapoint
15			20		

Student Success Team Referral Worksheet

Student: Click or tap here to enter text. Classroom Teacher: Click or tap here to enter text. Grade: Choose an item.

Meeting Date: Click or tap to enter a date. Concern(s): Choose an item. Choose an item. Behavior OT/PT Speech

SST Members Present: Click or tap here to enter text.

Was the student in RTI previously? Yes No

Please complete Part A prior to the SST meeting and have copies available for all SST members.

Part A

Student Strengths (supported by Data): Click or tap here to enter text.
Student Concerns (rank if more than one and support by Data): Click or tap here to enter text.
Family Contact/History: Click or tap here to enter text.

Bring copies of literacy, math, behavior and/or any other relevant data.

Small Group/Differentiated Instruction by General Education Teacher (Universal Tier 1 Instruction)

How has core curriculum been intentionally planned to meet individual student needs? Strategies tried:

Click or tap here to enter text.

Skills/Competencies Targeted (Academic and/or Behavioral Tiered Interventions)

Skill/Competency Targeted (i.e. <i>phonics, fluency, identifying numbers, adding within 10, emotional regulation, focus</i>)	Dates:	Tier 1 or Tier 2?	Who?	Progress Monitoring Outcome:
Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

Updated: 1/8/2020

Student Success Team Plan Review Worksheet

Part B

Next Steps:

Focus Area: <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> Behavior <input type="checkbox"/> OT/PT <input type="checkbox"/> Speech		
SMART Goal: Click or tap here to enter text.		
Tier: Choose an item.	Person Responsible: Click or tap here to enter text.	Number of Days Per Week/Minutes: Click or tap here to enter text.
Progress Monitoring Tool/Frequency: Click or tap here to enter text.		
Strategies and Activities: Click or tap here to enter text.		

Focus Area: <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> Behavior <input type="checkbox"/> OT/PT <input type="checkbox"/> Speech		
SMART Goal: Click or tap here to enter text.		
Tier: Choose an item.	Person Responsible: Click or tap here to enter text.	Number of Days Per Week/Minutes: Click or tap here to enter text.
Progress Monitoring Tool/Frequency: Click or tap here to enter text.		
Strategies and Activities: Click or tap here to enter text.		

Next Meeting Date: Click or tap to enter a date.

Updated: 1/8/2020

[SST Meeting Worksheet Lock](#)

**Torrington School District
Mathematics Worksheet**

(To document that a student has received appropriate instruction and intervention in mathematics)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects mathematics. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. Core General Education Mathematics Instruction (Tier I)

- Student has participated in daily general education mathematics instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide math curriculum that addresses state standards and all important areas of math, (e.g., through the explicit teaching of strategies that promote conceptual understanding, problem-solving, calculation skills, and procedural accuracy and fluency):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

- Student has participated in small group, differentiated math instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student’s instructional level have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

- Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

Description/Source of Evidence of Progress Monitoring: **Results attached**

Assessment <small>(e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)</small>	Skills/Competencies Targeted <small>(e.g., math concepts, problem solving, calculation skills, procedural accuracy and fluency)</small>	Dates

4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

- Interventions have been implemented** based on specific student needs in important areas of math such as math concepts, problem solving, calculation skills or procedural accuracy and fluency.
- Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

a. If calculation skills have been identified as an area of weakness:

- Student’s conceptual understanding of numbers has been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit instruction with use of visual representations such as pictures or manipulatives).
- Student’s automatic recall of facts has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with explicit teaching of algorithms for calculation linking procedures to a conceptual understanding (e.g., written procedures for 2-digit subtraction with regrouping, long division).
- Student has been provided with regular opportunities to practice learned calculation skills in appropriate contexts, including cumulative review of previously learned skills.
 - Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

b. If problem-solving skills have been identified as an area of weakness beyond what can be accounted for by identified calculation deficits and/or poor reading:

- Student’s math-related vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to math problem solving.
- Student’s specific problem-solving skills (e.g., ability to determine which operation to use to solve a problem, identifying relevant vs. irrelevant information) have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice learned problem-solving skills, including cumulative review of previously learned skills.
 - Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

- The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	Student’s response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (Curriculum Based Measurement -CBM or other appropriate measure)	Dates of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

(Teacher signature)

(Date)

(Signature of person(s) responsible for item #5)

(Date)

**Torrington School District
Reading Worksheet**

(To document that a student has received appropriate instruction and intervention in reading)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects reading. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. Core General Education Language Arts Instruction (Tier I)

- Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide reading curriculum that addresses state standards and the five areas of reading (e.g., through read-alouds; systematic phonics instruction; word study and structural analysis; fluency-building activities; explicit vocabulary instruction; literature think-alouds; comprehension strategy instruction):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

- Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student’s instructional level (90-95% word accuracy and at least 75-80% comprehension) have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

- Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

Description/Source of Evidence of Progress Monitoring: **Results attached**

Assessment <small>(e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)</small>	Skills/Competencies Targeted <small>(e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension)</small>	Dates

4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

- Interventions have been implemented based on specific student needs in one or more of the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.
- Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

a. If decoding skills have been identified as an area of weakness:

- Student’s phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with systematic, explicit phonics instruction.
- Student has been provided with regular opportunities to practice learned decoding skills in texts.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

b. If a student’s oral reading fluency has been identified as an area of weakness:

- Student’s phonics skills have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).
- Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

c. If a student’s reading comprehension skills have been identified as an area of weakness beyond what can be accounted for by identified decoding and/or reading fluency deficits:

- Student’s vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student’s broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

- The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	Student’s response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (CBM or other appropriate measure)	Dates of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

_____ (Teacher signature) _____ (Date)

_____ (Signature of person(s) responsible for item #5) _____ (Date)

Torrington School District
Written Expression Worksheet

(To document that a student has received appropriate instruction and intervention in written expression)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects written expression. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. Core General Education Written Expression Instruction (Tier I)

- Student has participated in daily general education written expression instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide writing curriculum that addresses state standards and all important areas of writing (e.g., through explicit teaching of basic writing skills, planning and organizational strategies, and writing knowledge; use of a writing process, with strategies for editing and revision; opportunities for practice; appropriate use of technology in writing; reading-writing connections):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

- Student has participated in small group, differentiated written expression instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials appropriate to the student’s instructional level have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

- Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

Description/Source of Evidence of Progress Monitoring: Results attached

Assessment <small>(e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)</small>	Skills/Competencies Targeted <small>(e.g., basic writing skills, planning, text generation/content development, revision)</small>	Dates

4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

- Interventions have been implemented based on specific student needs in important areas of writing, such as basic writing skills, text generation, or revision/editing processes.
- Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

a. If basic writing skills have been identified as an area of weakness:

- Student's basic writing skills (e.g., handwriting/keyboarding, spelling, capitalization, punctuation, sentence structure) have been evaluated and targeted interventions have been provided in specific areas of need.
- Student has been provided with appropriate access to and teaching about the use of technology in writing to improve basic writing skills (e.g., use of spell-checkers).
- Student has been taught strategies for reviewing and editing written work to improve basic writing skills.
- Student has been provided with regular opportunities to practice basic writing skills.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

b. If text generation (i.e., content aspects of writing that involve translating ideas into language) has been identified as an area of weakness, beyond what can be accounted for by identified weaknesses in basic writing skills:

- Student's vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to writing.
- Student's ability to plan and organize writing have been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit teaching of strategies for brainstorming or researching ideas).
- Student's knowledge about writing (e.g., writing for an intended audience, use of formal vs. informal language in writing, schemas for different writing tasks such as reports vs. narratives) has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with appropriate access to and teaching about the use of technology in writing to improve text generation (e.g., use of online thesaurus to improve word choice/avoid repetition of the same word).
- Student has been taught strategies for reviewing and revising written work to improve content/text generation.
- Student has been provided with regular opportunities to practice text generation.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

- The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	Student's response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (CBM or other appropriate measure)	Dates of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

(Teacher signature)

(Date)

(Signature of person(s) responsible for item #5)

(Date)

**Torrington School District
Multidisciplinary Evaluation Report for
Students Suspected of Having a Specific Learning Disability**

Student: _____ DOB: _____ Grade: _____
 School: _____ Date of Report: _____

The following information must be reviewed by the Planning and Placement Team and documented in the appropriate spaces.

I. Required Evaluation Components

A. Parental Input: _____

B. Interventions and Instructional Strategies Used Prior to Referral:
 [All student-centered intervention and progress monitoring data is attached, including information from math, reading, and/or writing worksheets, as appropriate. Data should include implementers and dates of progress monitoring.]

C. Educationally Relevant Medical Findings, if any: N/A

D. Regular Classroom Observation: Area of Difficulty: _____
 Academic setting: _____ Date(s): _____
 Observer(s) : _____
 Behavior observed and the relationship to academic functioning: _____

Assessment Information:	
<u>Assessment</u>	<u>Evaluator (Name and Title)</u>
e.g., curriculum-based, standardized, criterion-referenced	_____
_____	_____
_____	_____
_____	_____

II. Criteria Respond to each criteria used to determine eligibility for students suspected of having a specific learning disability.	Criteria Met	
	YES	NO

A. Is student achieving adequately for the student’s age or meeting State-approved grade-level standards in one or more of the following areas when provided with learning experiences appropriate for the student’s age or State-approved grade level standards? If NO, indicate in which area(s) student is NOT achieving adequately below: <i>[Note: At least <u>one</u> area must be identified.]</i> <input type="checkbox"/> mathematics calculation <input type="checkbox"/> mathematics problem solving <input type="checkbox"/> oral expression <input type="checkbox"/> written expression <input type="checkbox"/> listening comprehension <input type="checkbox"/> reading comprehension <input type="checkbox"/> fluency <input type="checkbox"/> basic reading skills		*
---	--	---

B. Is student making sufficient progress in the area identified above to meet age or State-approved grade-level standards, even with scientific research-based interventions?		*
C. The student has been provided with explicit and systematic instruction in the essential components of scientific, research-based reading instruction or math from a qualified teacher, including regular assessments of achievement to document the student’s response to scientific, research-based intervention as a part of the evaluation procedures.		*
D. Learning difficulty is <i>primarily</i> due to:	YES	NO
1. Lack of instruction in math, reading or writing ^o (<i>Based on Math, Reading or Writing Worksheets</i>)		
2. A visual, hearing or motor disability		
3. Intellectual Disability		
4. Emotional Disturbance		
5. Cultural factors		
6. Environmental or economic disadvantage		
7. Limited English proficiency		
E. Has NO been (✓)’d for all items in D above (#1-7)?		
F. Does information gathered through the required evaluation components (including consideration of a dual discrepancy**) indicate that a specific learning disability exists in the area identified above (in A)? – If a specific learning disability exists in one of the eight areas above (in II A), attach a summary statement of all formal and informal assessment data used to document the existence of such a disability.		
G. Are special education and related services required to address the specific learning disability identified in II F?		

Note: If all of the (✓)’s are in the NO column, then the student meets the criteria for II D (i.e., “learning difficulty is NOT the result of” these other factors).

- ***Criteria A-C:** The student has been provided with scientific, research-based interventions in area of concern and repeated measures of progress were utilized to determine the student’s response to the intervention(s).
- ^o**Criteria D-1:** Math, Reading and/or Writing Worksheets are attached (unless math, reading and/or writing are not an area of weakness).
- ****Dual Discrepancy:** Dual discrepancy means that a student has BOTH low performance relative to age or grade level standards AND insufficient progress even when provided with scientific, research-based interventions.

Statements of Assurances:

H. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (i.e., progress monitoring) has been provided to parents.

Date(s) information provided: _____

I. Student's parents were notified about state policies for performance, strategies for increasing the student's rate of learning and parent's right to request an evaluation.

Date(s) information provided: _____

J. The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.

K. A disorder in one of the basic psychological processes in understanding or in using spoken or written language was not **required** as part of the eligibility decision.

The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education services:

YES [All criteria (A-G) have been met.] **NO**

Each team member certifies by his/her signature that this report reflects her/his conclusion. (**Bold** means required.)

<u>Signature</u>	<u>Title</u>
_____	General education teacher _____
_____	Examiner/special education instruction _____
_____	Examiner/pupil personnel services _____
_____	Administrator _____
_____	Other _____
_____	Other _____
_____	Other _____

If this report does not reflect a team member's conclusion s/he must indicate below her/his reasons and conclusion.

Name: _____ **Title:** _____ **Signature:** _____

Reason(s) and conclusion:

February 5, 2018

Dear Parent/Guardian:

Southwest School is fortunate to have an intervention teacher who will support learners on their journey to becoming skilled math problem solvers. All students receive math instruction with their classroom teachers. The intervention teacher provides additional instruction to support students' math skills. The Math Intervention Teacher will be meeting on a regular basis with the classroom teacher.

Beginning on February 5th, your child will be part of a numeracy group. Your child's group will be meeting four days a week for 30 minutes. Instruction will focus on things such as math strategies, number sense, and problem solving. Your child's progress will be monitored over a 6-8 week period. These groups are flexible in nature, so your child may continue with this instruction after the 6-8 week period or may be dismissed from services based on his/her performance.

I look forward to working with your child this year. Please contact me with any questions you might have.

Sincerely,

Mary Svetz-Juliano
Math Interventionist, Southwest School
860-489-2311 ext 2547
mjuliano@torrington.org



Torrington Middle School

200 Middle School Drive
Torrington, CT 06790
t. 860-496-4050 ~ f. 860-496-1089

Dear Parent(s)/Guardian(s),

Rhonda Jackson
Interim Principal

Hilary Sterling
Administrative Dean

Leanne Maguire
Assistant Principal

Kelly Sousa
Assistant Principal

The Torrington Public Schools are fortunate to have literacy support teachers who will support learners on their journey to becoming skilled readers and writers. All students receive literacy instruction with their classroom teachers, while the literacy support teachers provide additional instruction to bolster students' literacy skills. The literacy teachers and classroom teachers maintain close communication throughout the year to ensure all children receive the most appropriate and comprehensive learning experience.

You are receiving this letter because we felt your child would benefit from small group targeted reading instruction based on their scores on the STAR, NWEA MAP, and SBAC assessments along with their classroom progress. This group will meet in room 210 twice a week on Mondays, Tuesdays, Wednesdays, or Thursdays, either during your child's Study Hall or Special, for eight weeks, beginning on Monday 1/6/2020. Your child will not be penalized for work that is missed in those classes, and will be allowed to stay in class if a lesson cannot be missed.

Thank you for your support, and please feel free to contact me if you have any questions. I can be reached at jprovencher@torrington.org or 860-496-4050 x1210.

Sincerely,

John Provencher
Torrington Middle School Literacy Specialist

Child's name _____

Class your child will miss on Mondays, Tuesdays, Wednesdays, or Thursdays during period _____

____ Yes, I give permission for my child to receive reading support through RTI in room 210.

____ No, I do not give permission for my child to receive reading support through RTI.

Parent Signature _____ Date _____

Please complete and return this portion to Mr. Provencher in room 210 by Monday January 6, 2020.

The Torrington Board of Education does not discriminate in any of its programs, activities or employment practices on the basis of any protected class status.



Torrington Middle School

200 Middle School Drive
Torrington, CT 06790
t. 860-496-4050 ~ f. 860-496-1089

Rhonda Jackson
Interim Principal

Hilary Sterling
Administrative Dean

Leanne Maguire
Assistant Principal

Kelly Sousa
Assistant Principal

Estimados Padres / Tutores:

Las Escuelas Públicas de Torrington tienen la suerte de contar con maestros de alfabetización que apoyarán a los estudiantes en su camino para convertirse en lectores y escritores expertos. Todos los estudiantes reciben instrucción de alfabetización con sus maestros de aula, mientras que los maestros de apoyo de alfabetización brindan instrucción adicional para reforzar las habilidades de alfabetización de los estudiantes. Los maestros de alfabetización y los maestros de aula mantienen una comunicación estrecha durante todo el año para garantizar que todos los niños reciban la experiencia de aprendizaje más adecuada e integral.

Recibió esta carta porque pensamos que su hijo se beneficiaría de la instrucción de lectura dirigida a grupos pequeños basada en sus puntajes en las evaluaciones STAR, NWEA MAP y SBAC junto con el progreso de su clase. Este grupo se reunirá en la sala 210 dos veces por semana los lunes, martes, miércoles o jueves, ya sea durante la Sala de estudio o especial de su hijo, durante ocho semanas, comenzando el lunes 06/01/2020. Su hijo no será penalizado por el trabajo perdido en esas clases, y se le permitirá permanecer en clase si no se puede perder una lección.

Gracias por su apoyo, y no dude en ponerse en contacto conmigo si tiene alguna pregunta. Me pueden contactar en jprovencher@torrington.org o 860-496-4050 x1210.

Sinceramente,

John Provencher
Especialista en Alfabetización de Torrington Middle School

Nombre del niño _____

Clase que su hijo perderá los lunes, martes, miércoles o jueves durante el período _____

____ Sí, doy permiso para que mi hijo reciba apoyo de lectura a través de RTI en el salón 210.

____ No, no doy permiso para que mi hijo reciba apoyo de lectura a través de RTI.

Firma del padre _____ Fecha _____

Complete y devuelva esta porción al Sr. Provencher en la habitación 210 antes del viernes 6 de enero de 2020.

The Torrington Board of Education does not discriminate in any of its programs, activities or employment practices on the basis of any protected class status.



Torrington Middle School
 200 Middle School Drive
 Torrington, CT 06790
 t. 860-496-4050 ~ f. 860-496-1089

Rhonda Jackson
 Interim Principal
Charlie McSpirtt
 Assistant Principal
Leanne Maguire
 Assistant Principal
Hilary Sterling
 Administrative Dean

Dear Parent(s)/Guardian(s),

The Torrington Public Schools are fortunate to have Numeracy support teachers who will support learners on their journey to becoming skilled math problem solvers. All students receive math instruction with their classroom teachers, while the numeracy support teachers provide additional instruction to bolster students’ math skills. The numeracy teachers and classroom teachers maintain close communication throughout the year to ensure all children receive the most appropriate and comprehensive learning experience.

You are receiving this letter because we felt your child would benefit from small group targeted math instruction based on their scores on the NWEA MAP and SBAC assessments along with their classroom progress. This group will meet twice a week in room 209 Mondays, Tuesdays, Wednesdays, or Thursdays, either during your child’s study hall or special, for eight weeks, beginning on Monday 12/2/19. Your child will not be penalized for work that is missed in those classes, and will be allowed to stay in class if a lesson cannot be missed.

Thank you for your support, and please feel free to contact me if you have any questions. I can be reached at jbudge@torrington.org or 860-496-4050 x1209.

Sincerely,

John Budge
 Torrington Middle School Numeracy Support Specialist

 Child’s name _____

Class your child will miss on Mondays, Tuesdays, Wednesdays, or Thursdays during period _____

____ Yes, I give permission for my child to receive math support through RTI in room 209.

____ No, I do not give permission for my child to math reading support through RTI.

Parent Signature _____ Date _____

Please complete and return this portion to Mr. Budge by in room 209 by Friday November 1, 2019

The Torrington Board of Education does not discriminate in any of its programs, activities or employment practices on the basis of any protected class status.



Torrington Middle School

200 Middle School Drive
Torrington, CT 06790
t. 860-496-4050 ~ f. 860-496-1089

Rhonda Jackson

Interim Principal

Charlie McSpirtt

Assistant Principal

Leanne Maguire

Assistant Principal

Hilary Sterling

Administrative Dean

Estimado padre (s) / tutor (es),

Las Escuelas Públicas de Torrington tienen la suerte de contar con maestros de apoyo en materia de matemáticas que apoyarán a los alumnos en su viaje para convertirse en expertos en resolver problemas de matemáticas. Todos los estudiantes reciben instrucción de matemáticas con sus maestros de aula, mientras que los maestros de apoyo numérico proporcionan instrucción adicional para reforzar las habilidades matemáticas de los estudiantes. Los maestros de aritmética y los maestros de aula mantienen una comunicación estrecha durante todo el año para garantizar que todos los niños reciban la experiencia de aprendizaje más apropiada e integral.

Recibió esta carta porque pensamos que su hijo se beneficiaría de la instrucción de matemáticas dirigida a grupos pequeños en función de sus puntajes en las evaluaciones NWEA MAP y SBAC junto con el progreso de su clase. Este grupo se reunirá dos veces por semana en la sala 209 los lunes, martes, miércoles o jueves, ya sea durante la sala de estudio de su hijo o durante un horario especial, durante ocho semanas, comenzando el lunes 02/12/19. Su hijo no será penalizado por el trabajo perdido en esas clases, y se le permitirá permanecer en clase si no se puede perder una lección.

Gracias por su apoyo, y no dude en ponerse en contacto conmigo si tiene alguna pregunta. Me pueden contactar en jbudge@torrington.org o 860-496-4050 x1209.

Sinceramente,

John Budge
Especialista en Aritmética de la Torrington Middle School

Nombre del estudiante _____

Clase que su hijo perderá los lunes, martes, miércoles o jueves durante el período _____

____ Sí, doy permiso para que mi hijo reciba apoyo matemático a través de RTI en el salón 209.

____ No, no doy permiso para que mi hijo reciba apoyo en lectura matemática a través de RTI.

Firma del padre _____ Fecha _____

Complete y devuelva esta porción al Sr. Budge en la habitación 209 antes del viernes 1 de noviembre de 2019.

The Torrington Board of Education does not discriminate in any of its programs, activities or employment practices on the basis of any protected class status.

Appendix D: SST Forms

Sample SST Agenda - Initial Start of School year Model:

Student Success Team Meeting Agenda

Date and Time of Meeting

Location: School Conference Room

Topic: Meeting of the SST

Attendees:

Facilitator:

Time keeper:

Note taker:

Next steps tracker:

Meeting Objectives:

- Assign roles
- Determine and establish norms for the SST.
- Set primary objective for SST (Determine which cases to address this year).
- Brainstorm a list of academic and behavioral interventions at Torrington Middle School.

Materials that will be used at the meeting: Post Norms (once developed)

Pre-Work:

- Members should gather and be ready to share forms previously used, think about norms they feel are important for the group, and be ready to form a list of school wide interventions (both academic and behavioral) already in use.
- Data gathering?

Schedule: 65 minutes

Time	Mins.	Activity
8:30-8:33	3 min	Check in notes
8:33-8:35	2 min	Review meeting objectives for today notes
8:35-8:45	10 min	Objective: Assign Roles notes
8:45-9:00	15 min	Objective: Determine and establish norms notes
9:00-9:15	15 min	Objective: Set primary objective for SST meetings notes
9:15 - 9:25	10 min	Objective: Brainstorm current academic and behavioral interventions notes
9:25-9:35	10 min	Review next steps and complete Agenda Checklist notes
		Discuss what worked well about this meeting and what we would have liked to change plus: delta:

Sample SST Agenda - Typical Meeting Model:

Student Success Team Meeting Agenda

Date and Time of Meeting

Location: School Conference Room

Topic: Meeting of the SST

Attendees:

Facilitator:

Time keeper:

Note taker:

Next steps tracker:

Meeting Objectives:

- Determine and establish norms for the SST.
- Set primary objective for SST (Determine which cases to address this year).
- Brainstorm a list of academic and behavioral interventions at Torrington High School.

Materials that will be used at the meeting: Post Norms (once developed)

Pre-Work:

- Members should gather and be ready to share forms previously used, think about norms they feel are important for the group, and be ready to form a list of school wide interventions (both academic and behavioral) already in use.

Schedule: 60 minutes

Time	Mins.	Activity
8:30- 8:33	3 min	Check in <i>notes</i>
8:33- 8:35	2 min	Review meeting objectives for today <i>notes</i>
8:35- 8:40	5 min	Objective: Review Previous Student A Plan <ul style="list-style-type: none"> • Review effectiveness/results of implementation of SMART goal • Adjust/Develop Strategies • Plan new Next Steps (SMART goal)/continue/fade supports <i>notes</i>
8:40- 8:45	5 min	Objective: Review Previous Student B Plan <ul style="list-style-type: none"> • Review effectiveness/results of implementation of SMART goal • Adjust/Develop Strategies • Plan new Next Steps (SMART goal)/continue/fade supports <i>notes</i>
8:45- 9:00	10 min	Objective: Student #1 <ul style="list-style-type: none"> • Review Student Concerns • Develop Strategies • Plan Next Steps (SMART goal) <i>notes</i>
9:00 - 9:10	10 min	Objective: Student #2 <ul style="list-style-type: none"> • Review Student Concerns • Develop Strategies • Plan Next Steps (SMART goal) <i>notes</i>
9:10- 9:20	10 min	Review next steps and complete Agenda Checklist <i>notes</i>
9:20- 9:30	10 min	Discuss what worked well about this meeting and what we would have liked to change plus: delta:



TORRINGTON PUBLIC SCHOOLS

Effective SST

Self-Analysis of Meeting Protocol

Effective team practices facilitate strong SST problem solving. All Team members share leadership responsibilities. Teams that reflect regularly on their planning, communication, and collaboration skills support more optimal instructional conditions associated with SRBI.

<u>Timeline</u>	<u>Actions</u>	<u>Effective? (Yes/No)</u>	<u>Next Steps</u>
<i>Before the Meeting</i>	Set and distribute agenda (giving members enough time to prepare).		
	Members collect all needed resources/information.		
	Established group/ground rules/norms are posted.		
<i>During the Meeting</i>	Roles are assigned and honored.		
	Team reviews ground rules.		
	Team reviews agenda and timeframes at the start of the meeting.		
	Meetings start and end on time.		
	All members participate actively.		
	Members use active listening skills (paraphrasing, summarizing, etc.).		
	All members feel safe sharing ideas that may not be favored by others.		
	The team tries to build consensus.		
<i>After the Meeting</i>	The team conducts regular, periodic, self-assessments.		
	Follow up on tasks associated with action plan that are to be completed.		
<i>Ongoing</i>	School SRBI Team meets at least quarterly to assess effectiveness of practice.		



TORRINGTON PUBLIC SCHOOLS

Effective SST Teams

Self-Analysis of Problem Solving

Effective Problem solving is a critical aspect in developing, implementing, and evaluation SRBI interventions. Teams that reflect regularly on their problem solving skills support more optimal instructional conditions associated with SRBI.

<u>Step and Substeps</u>	<u>Strengths of Our Team</u>	<u>Challenges for Our Team</u>
<i>1. Identify the Exact Learning Issue</i>		
Identify the <i>exact</i> problem or learning issue		
Identify background facts (including student strengths)		
Identify solutions already tried		
<i>2. Determine the Desired Outcome and Write Goal</i>		
Specific		
Measurable		
Attainable		
Reasonable		
Timely		
<i>3. Generate Strategies</i>		
Brainstorming rules		
Brainstorm		
<i>4. Evaluate / Select Strategies (PASS)</i>		
<i>5. Develop Plan</i>		
Identify strategies vs. accommodations		
Specific implementation		

methods/steps		
Time (Frequency and Duration)		
Location of services (both interventions and classroom transfer of learning)		
Step and Substeps	Strengths of Our Team	Challenges of Our Team
Implementor(s) - Primary and Support		
Resources and Supports Needed		
6. Implement the Plan		
Monitor implementation of the action plan.		
Provide needed support(s) for the student(s) and for the implementer(s).		
Monitor the amount and rate of student progress.		
7. Evaluate the Plan		
Compare student baseline data to the outcome data.		
Assess the degree of action plan implementation fidelity.		
Determine changes that occurred due to implemented strategies.		
Determine how generalization of successful strategies.		
Decide if the intervention should be faded, continued, adjusted or changed.		
Assess the amount of time needed to support a student. General estimates: Tier 2: short term (2-8 weeks), Tier 3: long term (up to 16 weeks) Year long is not appropriate for Tier 2 or 3.		



TORRINGTON PUBLIC SCHOOLS

SMART Goals

- Specific
- Measurable
- Attainable
- Realistic
- Timely

Elementary School

Grade	Goal Statement Example	How is this goal SMART?	
K-5 Numeracy	(By date), student will increase accuracy in counting as many as 20 objects arranged in a variety of ways (line, a rectangular array, or a circle) from 40 to 80 percent when administered a teacher created, weekly formative assessment.	S	Counting accuracy
		M	Weekly formative assessment
		A	Skill aligned with standard
		R	Measure growth over specific time period
		T	By date

Grade	Goal Statement Example	How is this goal SMART?	
K-5 Literacy	_____ will increase her accuracy and oral reading fluency from 56 to 75 WCPM (Words Correct Per Minute) as measured by the DIBELS Oral Reading Fluency (by date).	S	Accuracy in oral reading fluency
		M	Increase from 56 to 75 wcpm
		A	Skill aligned with the standards
		R	Short period of time
		T	Includes by when date

Grade	Goal Statement Example	How is this goal SMART?	
K-5 Behavioral	(By date), _____ will increase her use of coping/calming strategies (i.e. request a break,	S	Working on one strategy

	deep breathing) from a rate of 50% of opportunities to a rate of 80% of opportunities, as measured by daily teacher observations.	M	Increase from 50% to 80%
		A	Skill aligned with student need
		R	Short period of time
		T	Includes by when date

Middle School

Grade	Goal Statement Example	How is this goal SMART?	
6-8 Math	(by date), _____ will increase	S	
		M	
		A	
		R	
		T	

Grade	Goal Statement Example	How is this goal SMART?	
6-8 Literacy		S	
		M	
		A	
		R	
		T	

Grade	Goal Statement Example	How is this goal SMART?	
6-8 Behavioral		S	
		M	
		A	
		R	
		T	

High School

Grade	Goal Statement Example	How is this goal SMART?	
9-12 Math		S	
		M	
		A	
		R	
		T	
Grade	Goal Statement Example	How is this goal SMART?	
9-12 Literacy		S	
		M	
		A	
		R	
		T	
Grade	Goal Statement Example	How is this goal SMART?	
9-12 Behavioral		S	
		M	
		A	
		R	
		T	

Appendix E: Child Find

STATE OF CONNECTICUT CHILD FIND REGULATION

Sec. 16. Section 10-76d-7 of the Regulations of Connecticut State Agencies is amended as follows:

(a)(1) Each board of education shall accept and process referrals for the initial evaluation of a child to determine if the child is a child with a disability from appropriate school personnel, as well as from a child's parents, or from a physician, clinic or social worker, provided the parent so permits, in order to determine a child's eligibility for special education and related services. The State Department of Education shall make available a standard referral form which shall be used in all referrals for the initial evaluation of a child to determine if the child is a child with a disability. (2) The local or regional board of education shall make available information concerning the procedures for requesting an initial evaluation of a child to all parents and professional staff of such board. Such information shall include, but not be limited to, a description of the general education interventions that are provided to meet the needs of individual children before a referral for a special education evaluation is requested and the special education referral and evaluation process. The information shall identify at least one person in each school building for either parents or professional staff of the board to contact regarding school policies and procedures for special education referrals and evaluations. The board may include such information in the student handbook, on the board's website or in another location to afford parents and staff access to such information. (3) A parent is not required to submit the standard referral form for a referral. A concern expressed in writing from the parent to supervisory or administrative personnel of the board of education or a teacher of the child that the child may be a child with a disability or a written request that the child be referred for a special education evaluation or the use of other terms which clearly indicate a concern that a child may be a child with a disability and the child should be evaluated for special education shall be accepted by the board of education as a referral. The date of referral for purposes of this subsection and section 10-76d-13 is the date board personnel receive such request. The date of referral is not the date the board referral form is filled out by the board. Each board of education shall develop a process for accepting referrals from parents who cannot put their request in writing. (b) Before a child is referred to a planning and placement team, alternative procedures and programs in general education shall be explored and, where appropriate, implemented. Notwithstanding the provisions of this section, a board of education shall accept a referral for an initial evaluation to determine if a child is a child with a disability and shall convene a PPT meeting to consider the referral to determine if an evaluation of the child is appropriate. (c) Provision shall be made for the prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance, including truant behavior, or progress in school is considered unsatisfactory or at a marginal level of acceptance. (d) If the referral for the initial evaluation is made by someone other than the child's parent, the board shall provide notice of the referral to the parent no later than five days after the referral is received by the board.

February 23, 2012

Appendix F: Glossary

Aimline (Goal-Line): The straight line connecting a student’s baseline level of performance with his or her long range goal; the slope of the aimline shows the expected rate of improvement if the student is going to meet the long range goal.

Baseline: The student’s current level of performance in his or her focus area for improvement prior to implementation of an intervention.

Behavior: In the context of SRBI/MTSS, behavior is used non-judgmentally to mean any action or mannerism that a student engages in that may prevent the student from achieving academic success. The may include “problem behaviors” or “acting out”, but may also include more subtle behaviors, such as distractibility, sadness, or shyness. In practice, anything that is non-academic but that negatively impacts academics can be addressed as part of behavioral interventions.

Benchmark (noun): Important student assessment outcomes or goals for a grade within a particular domain (e.g., reading) that students should be achieving at particular times during the course of a school year (e.g., according to local norms).

Benchmark (verb): To determine whether the students are achieving grade level standards.

Benchmark Assessments: Assessments used to set benchmarks and/or to determine whether students are achieving grade-level or course standards.

Common Formative Assessments: Assessments conducted during the process of student learning that are used primarily to inform instruction and that are used across a grade, level, or course.

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

Differentiated Instruction (DI): An approach to teaching that emphasizes ways to meet the differing needs of an individual or 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. Differentiated instruction is an integral part of Tier 1 Instruction and Intervention. Differentiated instruction can both be pro-active (e.g. offering alternative methods and outcomes before the start of instruction) or reactive (e.g. providing interventions based on instructional outcomes). The latter becomes Tier 1 Intervention.

Fountas and Pinnell Benchmark Assessment System (F&P BAS): A reading assessment system that assigns letters to 27 levels of reading achievement.

Focused Intervention: An intervention that is determined by first diagnosing the needs of a student and then tailoring instruction towards that need. Focused interventions are domain-specific (e.g. reading), and address basic skills and concepts.

Flexible Grouping: Grouping of students based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time. Such groupings are changeable as grouping criteria change.

Heterogeneous Grouping: Grouping students with different instructional needs to accomplish the same goal.

Homogeneous Grouping: Grouping of students with similar instructional needs to accomplish the same goal.

Interventionist: The educator responsible for delivering an intervention.

Intensive Intervention: An intervention that is designed specifically to address the individual needs of a student within a single domain (e.g. reading) and that is implemented more rigorously and frequently than focused interventions.

Multi-Tiered System of Supports (MTSS): Another, more recent term for SRBI/MTSS.

Progress Monitoring (PM): Using data from observation and/or assessment to track a student's progress toward a goal. Progress monitoring occurs at pre-determined and frequent points in time and is used as the primary means of determining a student's response to a particular intervention.

Professional Learning Community (PLC): A group of educators who work collectively to improve instruction and student achievement.

Response to Intervention (SRBI/MTSS): A system of supports and interventions that increase in intensity across multiple tiers.

Scientific Research-Based Interventions (SRBI/MTSS): The Connecticut version of SRBI/MTSS or MTSS.

Setting: The place within a school where instruction or intervention occurs.

Slope: The slope of the trendline is compared to that of the aimline to measure a student's rate of improvement; if the slope of the trendline is less than that of the aimline, the student is not progressing at a rate sufficient enough to meet the goal within the given timeframe.

SRBI/MTSS Team: A team consisting of a classroom teacher, administrator, and interventionist (among others) who determine and monitor interventions for Tiers 2 and 3.

Student Success Team (SST): An alternative name for an SRBI/MTSS Team that is primarily used at the elementary level.

Summative Assessments: Assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g. end-of-unit assessments).

Trendline: The line of best fit for a student's successive scores from the beginning of an intervention to the present; the slope of the trendline shows the student's average rate of improvement.

Trend: The directionality of the response of a student to on-going 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 little or no improvement toward the goal.

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

Universal Screeners: A universal common assessment that is given for the purpose of identifying ("flagging") students who are at risk for low achievement. Universal screeners are generally given in reading and math.

Appendix G: Resources

SRBI/MTSS Websites and Institutes:

[Florida Center for Reading Research](#)

[National Center on Intensive Intervention](#)

[National Center on Response to Intervention](#)

[The SRBI/MTSS Action Network](#)

[Connecticut State Department of Education Website on SRBI/MTSS](#)

[Connecticut's Framework for SRBI/MTSS - Full Document](#)

[Connecticut's Framework for SRBI/MTSS - Executive Summary](#)

[Certification Guidance for SRBI/MTSS Roles](#)

[A Family Guide to SRBI/MTSS](#)

Appendix H: DATA TEAMS

The Use of Data Teams in the SRBI/MTSS Process

The purpose of a school data team is to develop, monitor, evaluate, and modify the school improvement plan. The team will focus its efforts on developing strategies that will change instructional practices addressing the needs of each school and/or department. “For example, they may focus on the organization and implementation of math and literacy programs, development and organization of schoolwide PBIS, scheduling, and improvement of chronic absenteeism.” In summary, the data team has a global view of the school’s operation. SRBI/MTSS may be one aspect of the data team’s focus. Administrators, classroom teachers, interventionists and PPS team members will meet and make informed decisions relative to instructional and behavioral learning goals for students based on current data, state and district assessments, grades and classroom performance. (The Use of Data Teams in Connecticut’s SRBI Process, August 2010) PLCs work will continue to extend the analysis of instructional data and best practices.

Data Team Members:

1. Administrator(s)
2. SRBI/MTSS Literacy and Numeracy Interventionists
3. Instructional Coaches
4. Social Worker and/or Psychologists
5. PPS Team members as needed (Speech, OT, PT)
6. Classroom Teachers

Data Team Meetings will meet at least once a month to discuss students of concern and students receiving Tier 2 Literacy and Numeracy Intervention Support Services. This group will determine who will be involved in the Intervention Support Services, monitor and share student progress.

References

Connecticut State Department of Education, *Using Scientific Research-Based Interventions: Improving Education for All Students*, February 2008 Executive Summary.

Howard, Mary, *Response to Intervention: Practical Strategies for Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5) Resource Handbook*, Bureau of Education and Research, WA (2009).

Howard, Mary, *RTI From All Sides: What Every Teacher Needs to Know*. Heinemann, NH (2009).