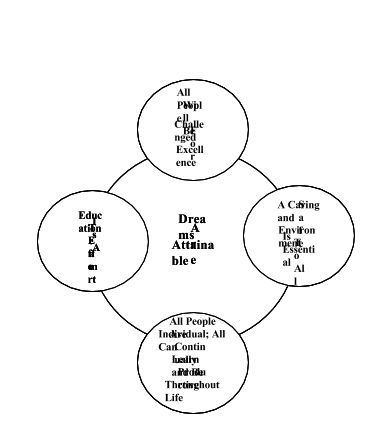
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| **“*A Life Long Celebration of Learning”***      Barnum Elementary School  Response To Intervention Handbook |



**Barnum Elementary School Vision Statement:**

**A Life Long Celebration of LEARNING!**

*Where everyone is inspired to excel in academics, character, and citizenship.*



**Barnum Elementary School Belief Statements:**

***Don’t tell me you believe “all kids can learn”…..tell me what you’re doing about the kids who aren’t learning.* - *Richard DuFour***

**OVERVIEW**

**What is Response to Intervention?**

* The practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction, and applying child response data o important educational decisions.
* Another term for RTI is MTSS: Multi-Tiered System of Supports
  + Describes **evidence-based model** of schooling
  + Uses **data-based problem-solving** to **integrate academic & behavioral instruction/intervention**
  + Instruction is delivered to students **in varying intensities (multiple tiers) based on student need**
  + Uses **“Need-driven”** decision-making used to match district resources to appropriate students at appropriate levels to **accelerate performance of all students** to achieve and/or exceed proficiency

**What is the problem-solving process?**

* A collaborative model that utilizes a scientific approach to identify student academic and social emotional needs, set measurable goals, plan and monitor scientifically based interventions and provide a context for data-based decision-making. *The Problem Solving Method* is used with Tiers 1-3: See guiding questions within each Tier.
  + Problem Identification—Is there a problem? What is it?
  + Problem Analysis—Why is it happening?
  + Plan Development—What shall we do about it?
  + Plan Implementation -
  + Plan Evaluation—Did the plan work? What is the next step?

**RTI is NOT a Special Education program:**

The most common mistake we make regarding RTI is viewing it as an extension of special education. RTI was specifically intended to address general education by strengthening classroom instruction and providing systematic intervention for *all* students in order to limit the number of students assigned to special education to those with a handicapping condition.

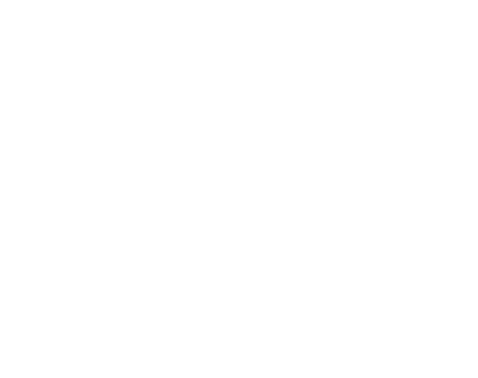
If schools consider RTI a special education initiative to get more students into special education faster, it will do far more harm than good. It will merely reinforce rather than eliminate the artificial gap that often exists between general education and special education teachers. If general education teachers assume that students who experience difficulty have some neurological difficulty, and it falls to special education teachers to solve their problem, intervention will be ineffective.

* **TIER ONE: Core instructional practices designed to be proactive and preventative for ALL students. The focus for Barnum is on improving school culture and core classroom instruction, addressing the needs of the majority of students through flexible grouping, ongoing assessment, and targeting specific skills *within the classroom*.** 
  + High quality scientific research-based curriculum and instructional strategies and materials based upon state and district standards. The core program should address the needs of 75 – 85% of students.
  + Ongoing assessment of students (academic benchmarking and review of behavior data) to determine effectiveness of core curriculum and individual strengths and needs.
  + Ongoing professional development to provide teachers the necessary tools within their classroom to ensure every student receives high quality instruction in a safe environment.
  + Differentiated instruction is done within the framework of the classroom.
  + Reading: **At least 90 minutes per day.**
  + Math: **At least 60 minutes per day.**

**Problem Solving Process: Tier 1**

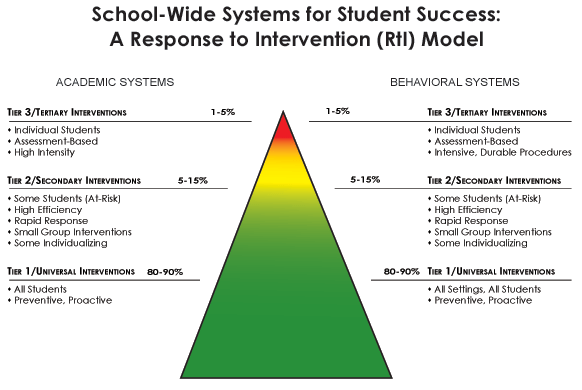
* + **Problem Identification**: Is the core program sufficient?
  + **Problem Analysis:** If the core program is not sufficient, why isn’t it?
  + **Plan Development:** How will the needs identified in the core be addressed?
  + **Plan Implementation:** How will the effectiveness and efficiency of the core be monitored over time?
  + **Plan Evaluation:** Have improvements to the core been effective?
* **TIER TWO: Targeted group interventions are designed for efficiency and rapid response for students at-risk in Tier One. The focus is on improving the performance of at-risk students through supplemental instruction in addition to the core instruction in Tier One.** 
  + Additional small group instruction taught by certified personnel. Students at risk, 10-20%, should need instruction at Tier 2.
  + Scientific research-based supplemental materials and programs that *correspond to and enhance the core curriculum.*
  + Amount of instruction and method of delivery will be determined by each grade level in team meetings based on student progress monitoring data. (Minimum 15-30 minutes per day, 3 - 4 days per week for academic intervention)
  + Students who progress to grade level are exited from Tier 2 and are monitored through benchmarking data (Tier One).
  + Students who show little or no progress are provided with a third tier of academic instruction and/or social emotional support.
  + Tier 2 students are progress monitored by the classroom teacher. AIMS Web Wednesday provides teachers substitute teachers bi-weekly; see schedule per office manager.

**Problem Solving Process: Tier 2**

* + **Problem Identification**: For which students is the core program not sufficient and why?
  + **Problem Analysis:** What specific supplemental instruction and instruction is needed?
  + **Plan Development:** How will supplemental instruction and instruction be delivered?
  + **Plan Implementation:** How will effectiveness of supplemental instruction be monitored?
  + **Plan Evaluation:** Which students need to move to a different level of instruction?
* **TIER THREE: Intensive individual interventions are delivered at a high intensity and for a longer duration in addition to core instruction in Tier One and targeted group interventions in Tier 2. The focus is on the individual student with low content area/social emotional skills and a low rate of improvement despite Tier One and Tier Two interventions.** 
  + More intensive, explicit instruction based upon specific individual targets. Less than 5 - 10% of students should need instruction at Tier 3.
  + The differences between Tier 2 and Tier 3 are the frequency and durationof the interventions and more frequent progress monitoring. (Minimum 20 - 30 minutes per day, four days a week for academic intervention)
  + Tier 3 progress monitoring will be done by Title 1 or ADSIS teacher(s).

**Problem Solving Process: Tier 3**

1. **Problem Identification**: What is the discrepancy between what is expected and what is occurring?
2. **Problem Analysis:** What is the goal? What is the intervention plan to address this goal?
3. **Plan Implementation:** How will implementation integrity be ensured?
4. **Plan Evaluation:** IS the intervention plan effective?



**STEPS FOR IMPLEMENTATION OF ACADEMIC INTERVENTION**

**STEP ONE: ASSESSMENT AND DATA COLLECTION/ANALYSIS**

* + Trained Barnum staff will collect universal screening data in the fall, winter, and spring benchmarking periods using *AIMS Web* and (**See Attachment A**). BAS information will be added.
  + At the conclusion of the benchmarking, the Principal will meet with each grade level team to analyze the assessmentdata and collect the completed *Summary of Impact of Instructional Program* – AIMS Web to determine students in need of intervention and to determine the effectiveness of the core curriculum.
  + Tier 2: Students falling below the 25th percentile as shown on the *AIMSWeb Class Distribution of Scores and Percentile* report in yellow as “Strategic- Additional Intervention”. Tier 2 interventions will primarily be provided by the general education teachers in the general education setting. Grade level teams also need to take into account MCA scores for grades 3-6.
  + Tier 3: Students falling below the 10th percentile as shown on the *AIMSWeb Class Scores and Percentile* report in red as “Intensive- Needs Substantial Intervention”. The Tier 3 interventionist will be determined through grade level team decision. Grade level teams also need to take into account MCA scores for grades 3-6.
  + The Principal, Mr. Cawcutt, will conduct two formal classroom observations of tenured faculty and three formal classroom observations for non-tenured faculty. In addition, the principal will conduct classroom walkthroughs periodically to ensure the fidelity of curriculum implementation and reading instruction in content areas.

**STEP TWO: MONITORING AND REFERRAL**

* + Grade level teams will meet on a monthly basis to determine if any need exists for individual students based on data obtained through multiple sources. The *Class Intervention Form, within the BES Information Site,* will be completed.

**STEP THREE: PARENT CONTACT**

* + Homeroom teachers will contact parents by phone or conference to discuss areas of need, inform parents of a referral to Title 1, ADSIS, or Child Study Team referral (if applicable).
  + Record of these contacts will be documented within the Intervention Form.

**STEP FOUR: INTERVENTION**

* + Teacher teams will determine, through the collection and analysis of the above data, a plan of research-based strategies and instruction to be implemented over a reasonable period of time.
  + Interventions require SMART goals\* See glossary for assistance with SMART goals
  + Create Aimline: This shows the trajectory needed for a student to reach his/her goal.
  + Consecutive Data Points Decision Rule: Teams must consider the following when considering student planning.
  + 3 data points above the aim line = Consider increasing the goal or fading intervention
  + 3 data points below the aim line = Consider changing the intervention
  + 3 data points consistent with the aim line = Maintain current intervention

**STEP FIVE: PROGRESS MONITORING**

* + Progress monitoring through *AIMSWeb*, and other *Intervention Programs* will follow at appropriate designated intervals to measure progress toward established goals.
  + Teams will meet at monthly to review the progress monitoring results and make changes in the intervention program as necessary. Specialists and classroom teachers will be provided time bi-weekly for progress monitoring within the AIMS Web Wednesday schedule.

**STEPS FOR IMPLEMENTATION OF BEHAVIORAL SUPPORTS**

**STEP ONE: EXPECTATIONS**

* + Barnum Elementary School will observe the Bomber Beliefs:

***We are RESPECTFUL, RESPONSIBLE and SAFE!***

* Barnum Elementary School will observe the rules and expectations in the Bomber Traits Matrix (see **Attachment E**) which are based upon the 3 Bomber Traits.
* Barnum Elementary School will observe the following character traits quarterly: **See Character Education within the BES Information Site.**

Quarter 1: Character Trait: Overview of Safe, Responsible, Respectful

Quarter 2: Character Trait: Responsibility (primary)/Accountability (intermediate)

Quarter 3: Character Trait: Honesty (primary)/Trustworthiness (intermediate)

Quarter 4: Character Trait: Kindness (primary)/Compassion (intermediate)

* The faculty and staff will be trained yearly on the matrix, character traits, and Above the Line through new teacher induction and the opening faculty meeting in August.

**STEP TWO: REINFORCEMENT**

* Character Education Committee and principal will schedule assemblies for the first week of school (fall) and the first week back from winter break (winter) to introduce/reinforce the following:
  + school-wide behavior expectations,
  + the Barnum Behavior Trait Matrix,
  + the quarterly character traits,
  + quarterly behavior celebrations, and
  + Behavioral infractions or areas of the building that data shows as a current problem.
  + During the first week of school (fall) and first week back from winter break (winter), classroom and special area teachers will teach the behavior expectations to students using the Barnum Behavior Matrix.

**STEP THREE: REWARDS**

* All BES faculty and staff will reinforce positive behavior through various activities:
  + Quarterly- Administration, BES Character Edu. Committee and Grade level faculty/students will plan quarterly celebrations for all students to celebrate the BES Character Traits, school-wide behavior expectations and academic/behavior achievements.
  + Daily/Weekly – BES faculty and staff are encouraged to continue recognition of individual and/or group successes within their classrooms.
  + Celebrating success will be a point of faculty/staff discussion.

**STEP FOUR: DATA ANALYSIS**

* Student infractions are recorded on the Behavior referral form within Infinite Campus by faculty and staff witnessing the behavior and reviewed by Mr. Cawcutt. The Principal will complete the administrative action and place the form in Mrs. Smith’s mailbox to be mailed home. The teacher will contact parent/guardians via phone or conference. Teachers will receive a behavior summary in their mailboxes.
* Students receiving 3 bottom the line Infinite Campus Referrals demonstrating consistent behavior will begin a behavioral intervention within Tier 2. Parent/Guardian will need to be contacted via phone or conference after each Infinite Campus (IC) behavior referral. Student behavior will be discussed at monthly within behavior meetings.
* Weekly- At weekly behavior meetings, teachers will analyze behavior data for their grade level/students through the Infinite Campus program*.* Data will reveal any particular infractions or areas of the building that have been a problem for that grade level during the past month.
  + Infraction
  + Student
  + Grade level
  + Area of school grounds
  + Time of Day

This data will be calculated according to the three-tiered model for RtI and given to grade level teams for use during weekly meetings by administration.

* Teachers will address those “hot spots” with their own homerooms by reviewing the Barnum Behavior Matrix.
  + If data analysis reveals a student or group of students is having difficulties, the grade level teacher will contact the parent; complete the *Referral for Secondary Support* if necessary.

**STEP FIVE: PROGRESS MONITORING**

* Progress monitoring through *Infinite Campus*
* Teacher teams will meet at regularly scheduled intervals to review the progress monitoring results and make changes in the intervention program as necessary. (**see p. 9 for an overview of BES Academic & Social/Emotional Interventions)**

**PROFESSIONAL DEVELOPMENT:**

Professional development activities for Barnum School personnel will be planned based upon the needs determined through the data analysis in ABC meetings, Site Team and Curriculum Committees.

* The focus for professional development activities will be reflected in the Barnum Elementary Staff Development Plan, School Improvement Plan and District Technology Plan. Professional development activities are divided into two categories: Outside PD and In-house PD.
  + External Professional Development: Teachers will attend outside activities through administrative directive or teacher request. All external professional development must be initially approved by Site Team and Mr. Cawcutt, Principal. Then by Mr. Bottem, Superintendent.
    - Only those activities determined to be required by program requirements or that are aligned with the School Improvement and/or Technology Plan will be approved.
    - Upon completion of the activity, teachers or administrators will be expected to in-service the pertinent Barnum Faculty & Staff during the proper forum (i.e. faculty meeting, in-service training, after school meeting, grade level meeting, workshop/class, etc.) within **two weeks** of attendance.
  + In-house Professional Development: Barnum recognizes individual expertise of its teachers. PD opportunities will provide teachers with opportunities to teach their peers.
* Mentoring- Barnum teachers act as technology or content area mentors. All staff members are assigned to one of these mentors. Mentors meet for breakfast once a month to discuss issues among the staff in regards to technology integration. These mentors assist with the direction of other in-house PD.
* Workshops/Classes- Barnum teachers design classes that correlate with their strengths in the areas defined for PD in that school year. Classes are offered after school or during the summer.
* Articulation- A schedule has been created to allow grade level teachers to meet on a daily basis for planning, integrating core subjects, and collaborating with special area teachers.
* New Teacher Induction- A lead mentor has been designated to induct new teachers. The lead mentor meets with first and second year teachers once a week for at least 2 hours each. Some activities include co-teaching, video-taping, observation and feedback of teaching, observation of veteran teachers, etc.
* The following areas have been identified for this school year:
  + Technology integration, teaching reading in the content areas, increasing the achievement of special education students addressing the social/emotional needs of students, differentiating core instruction, and intervention strategies for tiered instruction.

**Assessment Definitions:**

***AIMSweb*** is a scientifically based, formative assessment system that “informs” the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. AIMSweb reports student progress in a 3-tiered problem solving model through web-based data management and reporting applications to provide a proactive solution for universal screening and progress monitoring.

***Universal Screening*** is a brief assessment that is given to all students. It measures critical skills at each grade level. It is easy to administer and score.

***Benchmarking*** is assessment using probes and is performed three times per year: fall, winter, and spring. It is used to identify successful and at-risk students by developing local norms and comparing students to state and national norms. It is effective in establishing baselines and goal setting.

***Progress Monitoring*** is a weekly, bi-weekly, or monthly assessment used to determine if response to intervention (RtI) and rate of improvement (ROI) for students or groups is sufficient.

**Barnum School System for Success: RtI Model**

**ACADEMIC SYSTEMS – See the RTI folder within the BES Information Site for more information and resources.**

**Tier 3/Tertiary Interventions:**

-One-on-three academic skills instruction

-Diagnostic Screening (academic, Speech/language, etc.)

-Tutoring- individual/small group

-Successmaker , IXL Math

**Tier 2/Secondary Interventions:**

- Successmaker, IXL Math

-Tutoring- small group

-Academic Skills Groups

-Phonological Awareness Group (K)

-Observation of Student

**Tier 1/Universal Instruction:**

-Research-based Reading/Math Curriculum

-Technology Integration, Differentiation

-Small group reading instruction (K-6)

-Large uninterrupted reading block

-Successmaker, IXL Math

Further available web resources:

***ACADEMIC RESOURCES:***

**Intervention Central**. The widely used website created by Jim Wright contains several useful intervention strategies and material packets; almost all of which are available for free. [www.interventioncentral.com](http://www.interventioncentral.com/)

**Reading Rockets**. Available for free on the NASP website, the Reading Rockets toolkit has descriptions of research-based reading instruction and interventions. <http://www.nasponline.org/resources/reading/NASPtoolkit.pdf>

**Scientifically Based Research. A Link from Research to Practice**. This website was created by iSTEEP and invites practitioners and researchers to submit practical tools, the scientific basis for which is reviewed by an anonymous panel before being included.  <http://www.gosbr.net/>

**Florida Center for Reading Research**. The Florida Center for Reading Research is housed at Florida State University and its website provides perhaps the most comprehensive review of reading curricula, assessments, interventions, and programs available to the public. [www.fcrr.org](http://www.fcrr.org/)

**PALS Reading and Math** were developed by researchers at Vanderbilt University to help teachers accommodate diverse learners and promote their academic success: <http://kc.vanderbilt.edu/pals/>

**Information on school-wide/system-wide Programs:** <http://www.bestevidence.org/index.cfm>

**BEHAVIORAL SYSTEMS**

\*Students on academic IEP’s ***follow the same process*** should behavior concerns arise.

**Tier 3/Tertiary Interventions - TLC Room, School Psychologist/Counselor**

* <http://www.pbisworld.com/>
* Behavior Screening (behavior rating scales, Simple Functional Behavioral Assessment, inventories, etc.)
* Social Skills Instruction-individual/small group
* Individual Counseling and family therapy referral
* Check-in/Check-out w/Individual Features
* Corrective Teaching

**Tier 2/Secondary Interventions:**

Tier Two Basics – These interventions are implemented based on a systematic procedure that identifies students who are non-responsive to tier one.

* <http://www.pbisworld.com/>
* Daily report cards with reinforcement for increasing behavioral success
* Observation of student by school psychologist or EBD teacher(s)
* Mentoring programs (one on one regularly occurring sessions with an identified staff person who befriends and supports) This may be through Americorp and/or HS student connections.
* Check in- check out systems (Student meets with a staff person to review target behavior and receive encouragement and self monitoring data sheet in a.m., and reviews results in p.m.)
* Self monitoring systems (Student records success/failure in specific time intervals in classes.
* Behavior contracting (Student, staff, family agree on specific outcomes for specific behaviors.)
* Social skills instruction or school counseling (Student participates in ongoing school sessions.)

**Tier 1/Universal Instruction:**

* School-wide Behavior Program
* Expectations, Incentives, Rewards
* Health and Wellness Initiative
* Nutrition, Fitness, Character Ed

**ATTACHMENT A**

Assessment/Data Analysis Protocol

|  |  |  |
| --- | --- | --- |
| Time | Activity | Person(s) Responsible |
| **Fall- 9/1/-10/15**  **Benchmarking** | Previous year’s Spring grade level reports will be emailed to classroom teachers | Nanci Paulseth/Ann-Marie Vossler/Literacy Corps Teachers |
| Second Week of September | Benchmark Oral Fluency tests done individually  1-6 Grade Teachers will administer MAZE (3-6), M-COMP (1-6) and M-Cap (3-6) in classroom as large group. | Nanci Paulseth/Ann-Marie Vossler/ Literacy Corps Teachers  Teachers Completed assessment scores will be returned to Ms. Vossler’s mailbox. |
| Second Week of September | Aimsweb TEL/TEN for Kindergarten | K- Reading Teacher |
| Remainder of September | Make-ups and students that move in will be tested through remaining weeks in September. Move in lists with classroom teachers will be obtained through the office. | Make-ups will be determined through the class rosters from Benchmarking by Paulseth and Vossler |
| Third and Fourth Week in September | Scoring/Data Entry  Scored tests submitted by classroom teacher. | Ann-Marie Vossler |
| First Week in October | Reports viewed by teachers and administrator on-line utilizing passwords.  \*Classroom teachers will communicate scores to other grade level teachers through weekly ABC grade level meetings. | Classroom Teachers |

|  |  |  |
| --- | --- | --- |
| **Winter 1/01-2/01 Benchmarking** |  |  |
| Second Week of January | Benchmark Oral Fluency tests done individually  1-6 Grade Teachers will administer MAZE (3-6), M-COMP (1-6) and M-Cap (3-6) in classroom as large group. | Nanci Paulseth/Ann-Marie Vossler/ Literacy Corps Teachers  Teachers Completed assessment scores will be returned to Ms. Vossler’s mailbox. |
| Second Week of January | Aimsweb TEL/TEN for Kindergarten | K- Reading Teacher |
| Remainder of January | Make-ups and students that move in will be tested through remaining weeks in September. Move in lists with classroom teachers will be obtained through the office. | Make-ups will be determined through the class rosters from Benchmarking by Paulseth and Vossler |
| Third and Fourth Week in January | Scoring/Data Entry  Scored tests submitted by classroom teacher | Ann-Marie Vossler |
| First Week in February | Reports viewed by teachers and administrator on-line utilizing passwords.  \*Classroom teachers will communicate scores to other grade level teachers through weekly ABC grade level meetings. | Classroom Teachers |

|  |  |  |
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| **Spring 5/1-6/1 Benchmarking** |  |  |
| First/Second Week of May | Benchmark Oral Fluency tests done individually  1-6 Grade Teachers will administer MAZE (3-6), M-COMP (1-6) and M-Cap (3-6) in classroom as large group. | Nanci Paulseth/Ann-Marie Vossler/ Literacy Corps Teachers  Teachers Completed assessment scores will be returned to Ms. Vossler’s mailbox. |
| Second Week of May | Aimsweb TEL/TEN for Kindergarten | K- Reading Teacher |
| Remainder of May | Make-ups and students that move in will be tested through remaining weeks in September. Move in lists with classroom teachers will be obtained through the office. | Make-ups will be determined through the class rosters from Benchmarking by Paulseth and Vossler |
| Third and Fourth Week in May | Scoring/Data Entry  Scored tests submitted by classroom teacher | Ann-Marie Vossler |
| First Week in June | Reports viewed by teachers and administrators on-line utilizing passwords.  \*Homeroom teachers will communicate scores to other grade level teachers through weekly ABC grade level meetings. | Teachers |

Locations for Test Administration-

Kindergarten (ISEL/PPVT/PAT)

Paulseth- 3rd Hall, Room 118

Vossler- Room 118

Literacy Corps-Literacy room

**ATTACHMENT B**

Barnum Elementary School

Academic Grade Level Meeting

Purpose: Teams collaborate to review student results and improve practice(s) to meet measurable student achievement goals.

Follow these steps at the initial September meeting and then for any new student(s) thereafter.

1. Bring, or have available, data to review: AIMS web, MCA, curriculum based measures, attendance
2. Identify students below the 25 and 10th%ile(s) and needing Tier II & Tier III intervention.
3. For each student needing intervention, set achievement goals to work toward based on assessment data.
4. Record/Create Intervention Plan with the BES Intervention Plan document within the BES Information Site.

At the conclusion of the first meeting, or discussion of student(s), Intervention Form #1 should be complete.

After the initial documentation of need for students below proficiency targets in Tier II & III:

1. Review the list of students who are being monitored and are receiving a Tier II or III intervention.

2. Review progress monitoring reports from AIMSweb for these students.

3. **Students who are making progress:**

a. Are they making progress? Have they met their target/goal? Do they need to be dismissed from support service?

b. Discuss what, why, and how the intervention was successful. Share resources if applicable.

4. **If not making progress, discuss the the Problem Solving Process as outlined in Tier’s 1-3.**

5. Record any changes to plans in on BES Intervention Plan.

6. If a second intervention is put in place, add it to the BES Intervention Plan.

- Be sure to complete **all** intervention form data.

7. Discuss whether any students need to be referred to Child Study Team. If so, **complete** referral documentation should be provided to the building principal/

\*\*Discuss how we support high achieving students. Share ideas for how to differentiate instruction for all students in core instruction.

**Attachment C**

Behavior Meeting

Barnum Elementary School

Follow these steps at the initial meeting and then for any new student(s) thereafter.

1. Review classroom/teacher data: ***We are currently reviewing a variety of behavior data collection systems.***

a. Behavior

b. Time

c. Location

d. Students and faculty/staff involved

2. Identify areas to focus on for classroom guidance lessons. Are there areas that need to be re-taught or revisited as part of classroom lessons? (Tier 1)

1. Barnum Elementary School will observe the following character traits quarterly:

Quarter 1: Character Trait: Overview of Safe, Responsible, Respectful

Quarter 2: Character Trait: Responsibility (primary)/Accountability (intermediate)

Quarter 3: Character Trait: Honesty (primary)/Trustworthiness (intermediate)

Quarter 4: Character Trait: Kindness (primary)/Compassion (intermediate)

3. Identify students with 3 below the line referrals\*. Document which students have 3 below/bottom line referrals. (Tier 2)

**a**. Discuss parent communication with these students.

* 1. Has teacher been in contact (via phone) with parent(s) regarding referrals?
  2. Is a meeting needed with parent and student? Document contacts.

1. Discuss intervention ideas with team for how to support students with 3 referrals. Document intervention using the student data form. At next meeting: Review intervention progress on student
2. At next meeting: Review intervention progress on student

ii. If student is not making progress:

Is the intervention being implemented as planned (i.e. with ﬁdelity, has child been absent, etc.)

iii. If so, is a change to intervention is needed?

iv. Discuss referral to CST after 5-7 weeks

4. Identify students exhibiting internalizing behaviors such as being unhappy, depressed, withdrawn, physical complaints; attendance/tardies, etc.

* + Discuss parent communication with these students

1. Has the teacher been in contact (via phone) with parent(s) regarding concerns? Is a meeting needed with parent and student? Document contacts.
   * Discuss referral for secondary support. See form provided below

Discuss whether each student should be referred to Child Study Team. Any students referred to CST, teacher needs to contact parent. Document contact.

A **referral** is a documented behavior incident within Infinite Campus.

**REFERRAL FOR SECONDARY SUPPORT**

**Student Name: Student Grade:**

**Date: Teacher:**

**Referral by: Relationship to Student:**

**Current Services: \_\_\_\_\_ Resource \_\_\_\_\_ Speech/Language**

**\_\_\_\_\_ ESL \_\_\_\_\_ Social Work \_\_\_\_\_ Tier 2/3 Intervention:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Services from outside agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area of Concern: \_\_\_\_\_ Academic only \_\_\_\_ Behavior only**

**\_\_\_\_\_ Both Academic & Behavior**

**Describe behaviors of concern:**

**Request for the following services:**

**\_\_\_\_\_ Check-In/Check-Out (CiCo)**

**\_\_\_\_\_ Social Instructional Group**

**\_\_\_\_\_ Counseling**

**\_\_\_\_\_ Peer Mediation**

**\_\_\_\_\_ Mentoring (as available)**

**\_\_\_\_\_ Tutoring (as available)**

**\_\_\_\_\_ Student Conference with the Principal**

**\_\_\_\_\_ Observation of Student**

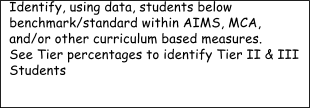
**\_\_\_\_\_ Call/Meeting with Family School Support Worker**

**\_\_\_\_\_ Assistance setting up further support through HDC/Duluth Psych, other**

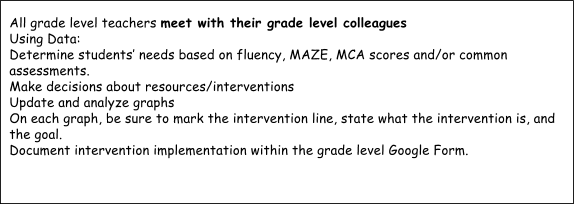
**\_\_\_\_\_ Other:**

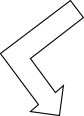
**ATTACHMENT E**

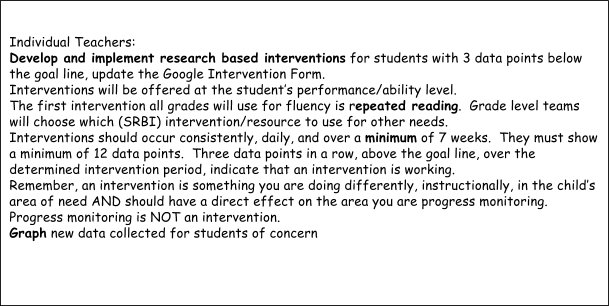
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| --- | --- | --- | --- | --- | --- | --- |
|  | Lunchroom | Hallways | Bathroom | Playground | Bus | Classroom |
| Be Respectful | * Use inside voices * Use manners (Please and thank you!) * Keep hands and feet to self | * Use inside voices * Quietly greet others * Pick up litter * Keep hands and feet to self | * Leave bathroom clean * Allow privacy * Flush | * Take turns * Invite others to play * Respect personal space * Enter building quietly * Be a good sport | * Use inside voices * Be ready * Be on time * Use kind words | * Use inside voices * Be on task * Be on time * Be engaged in the activity * Use kind words * Take turns * Follow the classroom rules |
| Be Responsible | * Clean up space (floor and table) * Eat what you take * Eat only the food on your tray | * Walk at a safe pace (quickly and quietly) * Walk in a straight line * Walk on the right side of the hallway | * Throw garbage in container * Use water, soap, and paper towel responsibly * Let adult know of problems * (plugged toilet, out of soap, no paper) | * Bring equipment back * Use equipment properly * Return found items * Dress Appropriately | * Clean up space * Listen to driver * Have a plan for going home * Keep aisles clean | * Give your best effort * Be ready * Complete work * Participate in classroom discussion * Clean up after yourself |
| Be Safe | * Follow adult directions * Wash hands * Walk safely | * Keep shoes tied * Walk * Keep hallway clear | * Wash hands * Keep hands and feet to self | * Follow adult directions * Line up immediately at whistle | * Stay in your seat * Keep your hands and feet to self * Make eye contact with driver before crossing the road * Stay out of danger zone * Walk on sidewalks | * Follow adult directions * Use materials properly * Walk safely |

**Barnum Elementary School Intervention Process**





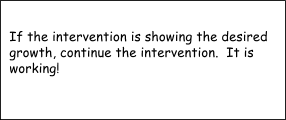
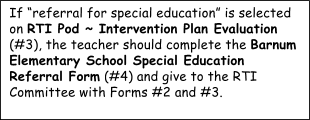












Referral forms are on the ‘H’ drive. All referrals need to come through the grade level team prior to coming to CST.

**BES Benchmark Targets**

M-Cap

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | Target | 5 | 13 | 18 |
| 3 | Target | 5 | 10 | 14 |
| 4 | Target | 13 | 15 | 18 |
| 5 | Target | 8 | 10 | 13 |
| 6 | Target | 11 | 15 | 17 |

M-Comp

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Target | 7 | 26 | 37 |
| 2 | Target | 15 | 30 | 38 |
| 3 | Target | 20 | 40 | 53 |
| 4 | Target | 23 | 42 | 55 |
| 5 | Target | 12 | 20 | 30 |
| 6 | Target | 16 | 24 | 31 |

Reading CBM

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Target |  | 30 | 53 |
| 2 | Target | 55 | 80 | 92 |
| 3 | Target | 77 | 105 | 119 |
| 4 | Target | 105 | 120 | 136 |
| 5 | Target | 114 | 129 | 143 |
| 6 | Target | 136 | 149 | 161 |

Reading Maze

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Target | 1 | 3 | 7 |
| 2 | Target | 4 | 9 | 14 |
| 3 | Target | 11 | 14 | 15 |
| 4 | Target | 12 | 19 | 19 |
| 5 | Target | 16 | 21 | 25 |
| 6 | Target | 21 | 27 | 27 |

Letter Naming Fluency (LNF)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target | 13 | 38 | 46 |
| 1 | Target | 40 | 49 | 56 |

Letter Sound Fluency (LSF)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target | 2 | 20 | 33 |
| 1 | Target | 25 | 40 | 46 |

Phoneme Segmentation Fluency (PSF)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target | 2 | 18 | 41 |
| 1 | Target | 35 | 45 | 49 |

Nonsense Word Fluency (NWF)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target |  | 19 | 33 |
| 1 | Target | 27 | 45 | 57 |

Number Identification (NIM)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target | 22 | 45 | 55 |
| 1 | Target | 36 | 55 | 60 |

Quantity Discrimination (QDM)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target | 7 | 16 | 25 |
| 1 | Target | 18 | 28 | 32 |

Missing Number (MNM)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| K | Target | 2 | 9 | 13 |
| 1 | Target | 9 | 16 | 18 |

The instructions are carefully worded with simple, age-appropriate language. What you say to the students is in bold print. Say to the students:

For grades 2–6: We’re going to take an 8-minute math test.

For all grades:

* **Read the problems carefully and work each problem in the order presented.**
* **Do not skip around.**
* **If you do not know how to work a problem, mark it with an X and move on. Once you have tried all of the problems in order, you may go back to the beginning of the worksheet and try to complete the problems you marked.**
* **Write the answers to the problems in the blanks. For multiple choice questions, place the letter (A, B, or C) of the correct answer in the blank.**
* **You do not have to show your work, but you may if that is helpful for you in working the problems.**
* **Keep working until you have completed all of the problems or I tell you to stop.**
* **Do you have any questions?**

Answer any questions the students may have, hand the students their probes, and say:

* **Here are your tests.**
* **Put your name, your teacher’s name, and the date on each page in the space provided.**
* **Do not start working until I tell you to begin.**

Allow the students’ time to write their information on the probe.

* **Begin.**

If a student asks a question or requests clarification, redirect him or her to the probe and say:

* **Read the directions again, and work the problem the best you can.**
* **If you still do not understand the problem or are unable to work it, you may move to the next question.**

When the appropriate time has elapsed (8 minutes for grades 2–6), say:

* **Stop and put down your pencil.**

If a student(s) continues to work, re-state:

* **Stop working now and put down your pencil.**

At this time, the examiner should collect the probe(s) and proceed to scoring.

Section 2 • Administration and Scoring

Scoring Guidelines - After Testing

Once the students have completed the M–CAP probes, collect and score. Unlike AIMSweb M–CBM, there is no correct digit or partial-credit scoring; the problem either receives full credit or no credit. If any part of an answer is incorrect, whether it is a one-part or multi-part question, the score for that item is 0. For the user’s convenience, the Answer Keys are designed for easy scoring. The teacher circles the score value for a correct answer and a 0 for an incorrect answer. The total score value is then summed at the bottom of the page.

**Reading and Math Fluency Update**

The Barnum School District has set school wide specific reading and math skill goals for each grade level based on educational research. Your child will be monitored throughout the school year to see if these specific goals are being met. As your child meets these goals their ability to read independently, comprehend text, and perform in math will improve. This will be true as long as the number of errors remains low.

Your child will be assessed using a tool called AIMSweb. Benchmark testing is administered in the fall, winter, and spring. Each test is described on the back and your child’s scores are listed. Goal scores, listed below, indicate where we would like your child to be. Scores will be sent home after benchmarking. If your child’s score is at or near the goal score, they will continue with our normal lessons in school. Students not meeting the goal will be assessed at least every two weeks and results will be graphed. Teachers will meet to review these results and implement interventions to increase these scores.

Thank you for any reinforcements you can help with at home.

**Reading Oral Fluency Benchmark Reading Silent Fluency Benchmark**

**(CBM) (Maze)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall** | **Winter** | **Spring** |
| **1** |  | 30 | 53 |
| **2** | 55 | 80 | 92 |
| **3** | 77 | 105 | 119 |
| **4** | 105 | 120 | 136 |
| **5** | 114 | 129 | 143 |
| **6** | 136 | 149 | 161 |
|  | **Fall** | **Winter** | **Spring** |
| **3** | 11 | 14 | 15 |
| **4** | 12 | 19 | 19 |
| **5** | 16 | 21 | 25 |
| **6** | 21 | 27 | 27 |

**Math Fluency Benchmark Goals Math Application Benchmark Goals**

**(M-Comp) (M-CAP)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall** | **Winter** | **Spring** |
| **1** | 7 | 26 | 37 |
| **2** | 15 | 30 | 38 |
| **3** | 20 | 40 | 53 |
| **4** | 23 | 42 | 55 |
| **5** | 12 | 20 | 30 |
| **6** | 16 | 24 | 31 |
|  | **Fall** | **Winter** | **Spring** |
| **2** |  |  | 18 |
| **3** | 5 | 10 | 14 |
| **4** | 13 | 15 | 18 |
| **5** | 8 | 10 | 13 |
| **6** | 11 | 15 | 17 |

**Kindergarten Benchmark Goals**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall** | **Winter** | **Spring** |
| **Letter Naming Fluency** | 13 | 38 | 46 |
| **Letter Sound Fluency** | 2 | 20 | 33 |
| **Phonemic Segmentation** | -- | 18 | 41 |
| **Nonsense Word Fluency** | -- | 19 | 33 |
| **Number Recognition** | 22 | 45 | 55 |
| **Quantity Discrimination** | 7 | 16 | 25 |
| **Missing Number** | -- | 9 | 13 |

**First Grade Benchmark Goals**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall** | **Winter** | **Spring** |
| **Letter Naming Fluency** | 40 | -- | -- |
| **Letter Sound Fluency** | 25 | -- | -- |
| **Phonemic Segmentation** | 35 | -- | -- |
| **Nonsense Word Fluency** | 27 | 45 | 57 |
| **Number Recognition** | 36 | 55 | 60 |
| **Quantity Discrimination** | 18 | 28 | 32 |
| **Missing Number** | 9 | 16 | 18 |

**Turn over for your child’s scores**

**Individual Benchmark Scores**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grades 1-6** | **Your Child’s Scores** |  |  |
|  | Fall | Winter | Spring |
| **Reading Fluency Score** – Student is presented with a reading passage at his/her grade level and asked to read for one minute. The teacher counts the number of words read accurately and the number of errors. |  |  |  |
| **Math Fact Fluency Score** – On a math probe, the student is timed and is asked to solve math problems at their level. (2 min Grades 1-3, 4 min Grades 4-6) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grades K-1** | **Your Child’s Scores** |  |  |
|  | Fall | Winter | Spring |
| **Letter Naming Fluency Score**– Student is presented with a page of letters and names them for one minute. |  |  |  |
| **Letter Sound Fluency Score** – Student is presented with a page of letters and names the sounds for one minute. |  |  |  |
| **Phonemic Segmentation** **Score**– Student is told a word and asked to tell what sounds are in the word. The teacher counts the number of sounds the student accurately identifies in one minute. |  |  |  |
| **Nonsense Word Fluency Score** – The students is asked to read nonsense words by saying the sound each letter makes. The teacher counts the number of sounds the student accurately identifies in one minute. |  |  |  |
| **Number Recognition Score** – Student looks at a page of numbers and names them off for one minute. |  |  |  |
| **Quantity Discrimination Score** – Student looks at a page of boxes with two numbers, then tells the number that is greater (one minute test). |  |  |  |
| **Missing Number Score** – Student looks at a group of numbers with one missing and states the missing number (one minute test). |  |  |  |

Cut here and return this part to the classroom teacher.

I have read my child’s benchmark report. If I have questions I will contact my child’s teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s Name Parent Signature Date

**GLOSSARY of key terms and concepts**

**accommodation:** A change made to instruction and/or assessment that does not change the content being measured or the rigor level required for the student to demonstrate proficiency.

**action research.** A process of collective inquiry in which individuals work together to become more proficient at identifying and solving problems. The steps of action research include: (1) formulating a problem, (2) identifying and implementing a strategy to address the problem, (3) creating a process for gathering evidence of the effectiveness of the strategy, (4) collecting and analyzing the evidence, and (4) making decisions based on the evidence.

**adaptation:** An adjustment to the instructional content or performance expectations for students with disabilities from what is expected or taught to students in the core program.

**adaptive challenges**. Challenges for which the solution is not apparent; challenges that cause us to experiment, discover, adjust, and adapt (Heifetz & Linsky, 2002). Adaptive challenges may also be described as second-order change.

**adequate yearly progress (AYP):** The minimum student achievement levels schools are expected to make annually, according to an accountability system mandated by the No Child Left Behind Act of 2001, defined by individual states, and approved by the U.S. Department of Education.

**aimline.** Shows the general trajectory needed for a student to reach his/her goal. Typically set so student gets back “on target” or “on grade level” within a set amount of time. Aimlines are created by drawing a straight line from the student’s first data point to the date and score representing his/her target score or goal. SMART goals are used to create the target score or goal.

**attainable goals.** Goals perceived as achievable by those who set them. Attainable goals are intended to document incremental progress and build momentum and self-efficacy through short-term wins.

**balanced assessment.** An assessment strategy that recognizes no single assessment yields the comprehensive results necessary to inform and improve practice and foster school and system accountability. Balanced assessments utilize multiple measures of student achievement, including formative assessments for learning and summative assessments of learning. Balanced assessment also refers to using different types of assessments based upon the knowledge and/or skills students are called upon to demonstrate. Rather than relying exclusively on one kind of assessment, schools and teams develop multiple ways for students to demonstrate proficiency.

**building shared knowledge**. Learning together. Members of professional learning communities always attempt to answer critical questions by first learning together. They engage in collective inquiry to build shared knowledge. This collective study of the same information increases the likelihood that members will arrive at the same conclusion. Members of a PLC, by definition, will learn together.

**capacity building**. “Developing the collective ability—dispositions, skills, knowledge, motivation, and resources—to act together to bring about positive change” (Fullan, 2005, p. 4).

**cascade approach:** Attributed to Stanley Deno, this term describes a continuum of five environments in which students with special needs can be served: homebound, special schools, self-contained classrooms, general education classrooms with pull-out support, and full inclusion in general education classrooms.

**collaboration.** A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

**collective commitments**. The third pillar of the PLC foundation. Collective commitments (or values) represent the promises made among and between all stakeholders that answer the question, What must we do to become the organization we have agreed we hope to become?

**collective inquiry.** The process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, educators engage in collective inquiry into more effective practices by examining both external evidence (such as research) and internal evidence (which teachers are getting the best results). They also build shared knowledge regarding the reality of the current practices and conditions in their schools or districts.

**common assessment.** An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. State and provincial assessments and district benchmark assessments are “common” assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed common assessments provide members with the basis of comparison that turns data into information and help individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

**common formative assessment**. An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns—areas in which students generally are having difficulty achieving the intended standard—and (4) improvement goals for individual teachers and the team.

**community**. A group linked by common interests. Whereas the term organization tends to emphasize structure and efficiency, community suggests shared purpose, mutual cooperation, and supportive relationships.

**consensus**. Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.

**continuous improvement process**. The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

**core curriculum:** A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

**criterion-referenced assessment.** An assessment used to determine if a student or group of students have met a specific standard or intended learning outcome (Ainsworth & Viegut, 2006).

**critical questions of collaborative teams**. In a PLC, collaboration focuses on four critical questions of learning: (1) What is it we want each student to learn, (2) How will we know when each student has learned, (3) How will we respond when a student experiences difficulty in learning, and (4) How will we enrich and extend the learning for students who are proficient?

**crucial conversation**. Dialogue in which “the stakes are high, opinions vary, and emotions run strong”(Patterson, Grenny, McMillan, & Switzler, 2002, p. 3).

**curriculum-based assessment (CBA):** Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

**curriculum-based measurement (CBM):** Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

**curriculum casualties:** Students whose low achievement may be the result of poor instruction rather than of a learning disability.

**curriculum leverage.** The skills, knowledge, and dispositions that will assist the student in becoming proficient in other areas of the curriculum and other academic disciplines (Reeves, 2002).

**data-based and data-driven decision-making:** A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

**data points:** Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

**data versus information**. Data represent facts or figures that, standing alone, will not inform practice or lead to informed decisions. To transform data into information requires putting data in context, and this typically requires a basis of comparison.

**dependent variable:** Element that may be influenced or modified by some treatment or exposure.

**differentiation.** Differentiation has come to mean “consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.” (Tomlinson, 1999)

**discrepancy:** a) Difference between two outcome measures; b) IQ-achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test; c) Difference between pre-test and post-test on a criterion-referenced test.

**disproportionality:** The over- or under-representation of minority students in special education. In other words, there is a disproportionate number, either a significantly larger or smaller percentage, of students from a specific minority background receiving special education services than the percentage of that minority in the population generally.

**early literacy skills:** The reading readiness abilities in letter naming and letter sounds upon which beginning reading is built.

**early numeracy skills:** The math readiness abilities in oral counting, number identification, and missing number recognition upon which beginning math is built.

**endurance.** The quality that defines knowledge, skills, and dispositions students are expected to retain over time as opposed to those they merely learn for a test (Reeves, 2002).

**English-language learner (ELL):** A student whose home language is not English and who has not attained proficiency in English as measured by standardized tests.

**essential learning**: The critical skills, knowledge, and dispositions each student must acquire as a

result of each course, grade level, and unit of instruction. Essential learning may also be referred

to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum

(Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success

criteria (Hattie, 2009), or learning expectations and tangible exemplars of student proficiency

(Saphier, 2005).

**evidence-based practice:** Educational practices/instructional strategies supported by relevant scientific research studies.

**explicit instruction:** Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

**fidelity:** The degree of accuracy with which an intervention, program, or curriculum is implemented according to research finding and/or its developer’ specifications.

**first-order change**. Innovation that is incremental, representing the next step on an established path

and operating within existing paradigms. The change can be implemented by using the existing

knowledge and skills of the staff. The goal of first-order change is to get better at what is already

being done (Marzano, Waters, & McNulty, 2005).

**formative assessment.** An assessment for learning used to advance and not merely monitor

each student’s learning; the assessment informs the teacher regarding the effectiveness of

instruction and the individual student regarding progress in becoming proficient. The checks

for understanding that individual teachers use in the classroom on a daily basis are examples of

formative assessments. In a PLC, collaborative teams also use common formative assessments

to (1) identify students who are experiencing difficulty in their learning, (2) provide those student

with additional time and support in a way that does not remove them from new direct instruction,

and (3) give them additional opportunities to demonstrate their learning.

**foundation of a professional learning community.** PLCs rest upon a shared mission of high levels

of learning for all students. In order to achieve that mission, educators create a common vision of

the school they must create, develop collective commitments or values regarding what they will

do to create such a school, and use goals as measurable milestones to monitor their progress.

**functional analysis assessment (FAA):** Assessments that use a variety of techniques to 1) diagnose the causes(s) of a behavior and 2) to identify interventions that might address the cause(s).

**functional behavioral assessment (FBA):** A process to identify a student’s behavioral problem, determine its function or purpose, and develop interventions to teach acceptable alternate behaviors.

**Genius of And.** The ability to embrace paradox. Embracing the Genius of And allows an individual to

avoid the choice between A or B and to choose both A and B at the same time (Collins & Porras,

1997). A commitment to simultaneous loose and tight leadership serves as an example of the

Genius of And. See also Tyranny of Or.

**goals.** Measurable milestones that can be used to assess progress in advancing toward a vision.

Goals establish targets and timelines to answer the question, What results do we seek, and how

will we know we are making progress?

**guaranteed and viable curriculum.** A curriculum that (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted (Marzano, 2003).

**guiding coalition.** An alliance of key members of an organization who are specifically charged to lead a change process through the predictable turmoil. Members of the coalition should have shared objectives and high levels of trust.

**high expectations**. Positive inferences teachers make about the future academic achievement of their students based on what they know about their students (Good & Brophy, 2002). “High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization’s response when some students do not learn” (Lezotte, 1991, p. 4).

**Individuals with Disabilities Education Improvement Act of 2004 (IDEIA or IDEIA 2004):** A federal statute, originally passed in 1975, that prescribes services to students aged 3-21 with disabilities.

**inclusion:** Students with identified disabilities are educated with general education age-/grade-level peers.

**intensive interventions:** Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

**IQ-achievement discrepancy:** The difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test.

**knowing-doing gap.** The disconnect between knowledge and action; the mystery of why knowledge

of what needs to be done so frequently fails to result in action or behavior consistent with that

knowledge (Pfeffer & Sutton, 2000).

**Law of the Few.** The ability of a small close-knit group of people to champion an idea or proposal until

it reaches a tipping point and spreads like an epidemic throughout an organization (Gladwell, 2002).

**learning.** The acquisition of new knowledge or skills through ongoing action and perpetual curiosity.

Members of a PLC engage in the ongoing study and constant reflective practice that characterize an organization committed to continuous improvement.

**learning disabilities:** See *specifiec learning disabilities*

**learning organization.** “Organizations where people continually expand their capacities to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (Senge, 1990, p. 3).

**learning rate:** A student’s average progress over a period of time.

**Lexile levels:** Numbers form 0-2,000 that denote both reading ability and text difficulty to help teachers identify a child’s current reading level.

**local education agency (LEA):** A specific school district or a group of school districts in a cooperative or regional configuration.

**mission.** The fundamental purpose of an organization. Mission answers the question, Why do we exist?

**moral purpose.** “Acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole” (Fullan, 2001, p. 3). Fullan lists a commitment to moral purpose as a critical element of effective leadership and contends leadership must be ultimately assessed by the extent to which it awakens and mobilizes the moral purpose of those within the organization.

**No Child Left Behind (NCLB):** Federal standards for students in elementary, middle, and high schools, as prescribed by the No Child Left Behind/Elementary and Secondary Education Act.

**norm-referenced assessment**. An assessment designed to compare the performance of an individual or group with a larger “norm” group typically representing a national sample with a wide and diverse cross-section of students (Ainsworth & Viegut, 2006).

**over identification (over-representation):** Refers to the over representation of students in special education programs/services that is above state and national averages; identification of more students for services through special education than the proportion of that population in the general population.

**performance-based assessment**. An assessment that requires students to demonstrate learning through demonstration or completion of a task (for example, essays, oral presentations, open-ended problems, labs, or real-world simulations). Prior to administering a common performance based assessment, a collaborative team in a PLC must (1) agree on the criteria by which members will judge the quality of student work and (2) demonstrate that they apply those criteria consistently—establish interrater reliability.

**positive behavior support (PBS):** Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

**power standard.** The knowledge, skills, and dispositions that have endurance and leverage, and are essential in preparing students for readiness at the next level (Reeves, 2002); the most essential learning or outcomes.

**prerequisite knowledge.** See readiness for the next level of learning.

**probes:** Brief, timed samples of a students’ proficiency in reading, math, early literacy, or early numeracy, aligned to grade-level standards.

**problem-solving approach:** Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.

**problem-solving system:** A form of RTI that utilizes staff members’ input and examines diagnosed student needs to formulate individualized students plans.

**problem-solving team:** Group of education professionals coming together to consider student-specific  
data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

**professional.** Someone with expertise in a specialized field; an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in its evolving knowledge base.

**professional development**. A lifelong, collaborative learning process that nourishes the growth of individuals, teams, and the school through a daily job-embedded, learner-centered, focused approach (National Staff Development Council, 2000).

**professional learning community (PLC).** An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**progress monitoring:** A scientifically based practice used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

**protocol system:** A form of RTI in which students qualify for intervention programs according to pre-established criteria and the nature of their deficiencies.

**pyramid of interventions.** A systematic school wide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The multi-tiered intervention occurs during the school day, and students are required rather than invited to devote the extra time and secure the extra support for learning.

**pyramid response to interventions (PRTI):** The practice of implementing the structures and procedures of response to intervention within the culture of a professional learning community; PRTI combines the regulatory requirements of response to intervention with the time-proven effectiveness of the pyramid of interventions.

**readiness for the next level of learning.** The quality of having acquired the skills, knowledge, and dispositions essential for success in the next unit, course, or grade level (Reeves, 2002).

**reciprocal accountability.** The premise that leaders who call upon members of the organization to engage in new work, achieve new standards, and accomplish new goals have a responsibility to those members to develop their capacity to be successful in meeting these challenges: “For every increment of performance we ask of educators, there is an equal responsibility to provide them with the capacity to meet that expectation” (Elmore, 2004, p. 93). For example, principals of professional learning communities recognize they have an obligation to provide staff with the resources, training, mentoring, and support to help them successfully accomplish what they have been asked to do.

**research based instruction:** Curriculum and educational interventions that have been scientifically proven to be effective for most students.

**response to intervention (RTI):** Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

**results orientation**. A focus on outcomes rather than inputs or intentions. In PLCs, members are committed to achieving desired results and are hungry for evidence that their efforts are producing the intended outcomes.

**scaffolding:** An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

**school culture**. The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

**school structure**. The policies, procedures, rules, and hierarchical relationships within the school.

**second-order change.** Innovation that represents a dramatic departure from the expected and familiar. Second-order change is perceived as a break from the past, is inconsistent with existing paradigms, may seem to be at conflict with prevailing practices and norms, and will require the acquisition of new knowledge and new skills (Marzano, Waters, & McNulty, 2005). See also adaptive challenges.

**simultaneous loose and tight leadership**. A leadership concept in which leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight). The concept has also been referred to as “directed empowerment” (Waterman, 1987), a “culture of discipline with an ethic of entrepreneurship” (Collins, 2001, p. 124), and “defined autonomy” (Marzano & Waters, 2009).

**SMART goals**. Goals that are Strategic & Specific, Measurable, Attainable, Results-oriented, and Time bound (O’Neill & Conzemius, 2005).

**specific learning disability (SLD):** IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child’s age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade-level standards.

(i)Oral expression.  
(ii) Listening comprehension.  
(iii) Written expression.  
(iv) Basic reading skill.  
(v) Reading fluency skills.  
(vi) Reading comprehension.  
(vii) Mathematics calculation.  
(viii) Mathematics problem solving.

**speech and language impairment (SLI):** Problems in communication and related areas such as oral motor function.

**student study team (SST):** A group who meets regularly to recommend and implement strategies to assist students who are experiencing difficulties. The group may include administrators, teachers, psychologists, special education staff, and parents.

**stretch goals.** Goals intended to inspire, to capture the imagination of people within the organization, to stimulate creativity and innovation, and to serve as a unifying focal point of effort. Stretch goals are so ambitious that they typically cannot be achieved without significant changes in practice. Stretch goals are also referred to as BHAGs: “Big Hairy Audacious Goals” (Collins & Porras, 1997, p. 9).

**summative assessment**. An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming.

**supplementary intervention:** Supports that augment primary instruction to directly address an area of need; often implemented in small-group settings but may be individualized; associated with Tier 2, the middle tier of an RTI model.

**systematic data collection:** Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

**systematic intervention.** A school wide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The multi-tiered intervention occurs during the school day, and students are required rather than invited to devote the extra time and secure the extra support for learning. Systematic intervention means that what happens when a student does not learn is no longer left to the individual teacher to determine but is addressed according to a systematic plan. See also pyramid of interventions.

**systematic process.** A specific effort to organize the combination of related parts into a coherent whole in a methodical, deliberate, and orderly way toward a particular aim. In a PLC, a systematic process reflects an aspect of the “tight” culture.

**systematic reform:** Change that occurs in all aspects and levels of the educational process and that impacts all stakeholders within the process — students, teachers, parents, administrators, and community members — with implications for all components, including curriculum, assessment, professional development, instruction, and compensation.

**teachable point of view.** A succinct explanation of an organization’s purpose and direction that can be illustrated through stories that engage others emotionally and intellectually (Tichy, 1997).

**team**. A group of people working interdependently to achieve a common goal for which members are

held mutually accountable. Collaborative teams are the fundamental building blocks of PLCs.

**team learning process**. The cyclical process in which all teams in a PLC engage to stay focused on learning. The team learning process includes: clarifying essential student learnings (skills, concepts, and dispositions) for each course and content area; agreeing on common pacing of instruction; developing multiple common formative assessments aligned to each essential outcome; establishing specific, rigorous target scores or benchmarks that will lead to success on high-stakes assessments; analyzing common assessment results; and identifying and implementing improvement strategies. Teams address each step in the process by first building shared knowledge rather than pooling opinions.

**team norms**. In PLCs, norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

**tier:** A level in a pyramid of interventions or an RTI system that includes interventions and supports for a clearly defined group of students.

**tiered model:** Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

**time management**. The ability to organize and execute one’s time around priorities (Covey, 1989).

**Title I:** The first major section of the No Child Left Behind Act, which funds and specifies compensatory programs for socio-economically disadvantaged students.

**trend line:** Line on a graph that connects data points; compare against aimline to determine responsiveness to intervention.

**Tyranny of Or**. “The rational view that cannot easily accept paradox, that cannot live with two seemingly contradictory forces at the same time. We must be A or B but not both” (Collins & Porras,

1997, p. 44). Ineffective organizations fall victim to the Tyranny of Or. See also Genius of And.

**universal screening:** A quick check of all students’ current levels of performance in a content or skill area. This is administered three times per year.

**validated interventions:** Intervention supported by education research to be effective with identified needs of sets of students.

**validity:** An indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.

**values**. The specific attitudes, behaviors, and collective commitments that must be demonstrated in order to advance the organization’s vision. Articulated values answer the question, How must we behave in order to make our shared vision a reality? See also collective commitments.

**vision**. A realistic, credible, attractive future for an organization. Vision answers the question, What do we hope to become at some point in the future?