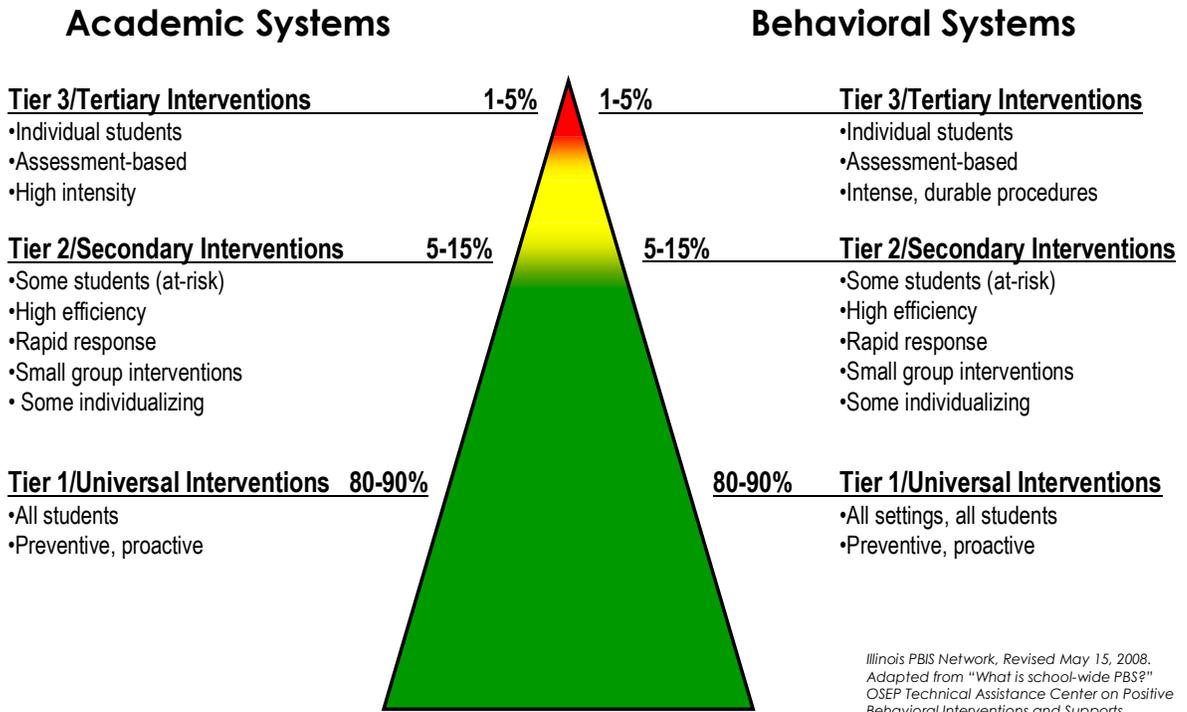# Bethpage School District
Response to Intervention – RTI Plan 2012/13
Introduction and Overview

RTI is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. It attempts to match the instruction/interventions to the student's needs. The students' progress is monitored periodically throughout the intervention. This is done to ensure the instruction is, in fact, addressing the areas of concern and an analysis of the progress made. RTI is designed to provide early intervention to 'at risk' and struggling learners prior to referral for a full evaluation and a referral to CSE. It is based on a problem-solving model (Instructional Support Team -IST) that utilizes data (universal screening and progress monitoring) to facilitate decision making. Intervention plans are designed, implemented and monitored by a multi-disciplinary (IST) team of professionals.

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

Academic Systems

Tier 3/Tertiary Interventions   **1-5%**
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   **5-15%**
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions   80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
•Individual students
•Assessment-based
•Intense, durable procedures

5-15%   **Tier 2/Secondary Interventions**
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
•Some individualizing

80-90%   **Tier 1/Universal Interventions**
•All settings, all students
•Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/schoolwide.htm

Research

RTI is generally understood to be an evidence-based approach to providing early intervention to struggling learners. Its core principles are that Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students' responsiveness to intervention is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003).

Integration of Program Areas

RTI's emphasis on integration of program areas, application of a problem solving approach, and use of evidence-based instruction as well as progress monitoring data were mentioned as practices that may improve educational outcomes such as academic achievement, behavior, and graduation rates. Indeed, RTI has programmatic collaboration built into its design since it requires coordinated decision-making and resource sharing among general education, special education, and related services personnel.

Basis for informing instructional decision-making

In regards to diagnostic classification for special education, recent RTI-related literature suggests that a central advantage of RTI over the IQ-achievement discrepancy model is RTI's provision of information directly relevant to the design, delivery, and monitoring of student progress to appropriate instruction (Bradley, Danielson & Doolittle, 2007). Currently, states are shifting from categorizing and labeling students to focusing much more on the instructional needs of students—**with the goal of basing instructional decisions on how students are progressing**. It is anticipated that this shift will help integrate general and special education, streamline resources, and promote greater inclusion of students with special needs.

Universal Screening

Universal screening is the systematic assessment of all students within a given grade, school, or district on academic indicators the district personnel have agreed are important. Schools and systems should set universal screening performance criteria to determine which students should be targeted for additional "detective work."

- These results are used to inform instruction and to help determine instructional needs.
- Building Teams need to meet to review results of benchmark testing to determine groups for specific interventions.
- All Assessments need to be administered, scored and interpreted in a consistent manner.
- Universal screening measures are aligned with classroom instruction, state standards and district benchmarks.
- Results of universal screening identify those students who are exceeding or falling below the learning expectation (benchmarks).

A 3 tiered system assumes an effective core curriculum supports approximately 80% of the learners. The other 20% would require additional support according to their needs. However, if the data indicates fewer than 80% of the students are meeting expectations then; the core curriculum should be re-evaluated and strengthened.

Multiple assessments are important because it can show growth over time and academic progress during a school year (e.g. from 'at risk' to 'not at risk' or visa versa) Students can be identified and provided the supports they need to achieve academic success.

K-2 ELA/ MATH Benchmarks
**Currently under review based on data collected

ELP Tools

	October	February	June
Kindergarten			
Upper and Lower Case Letter Recognition	15/26 (upper/ lower)	26/26 (upper/ lower)	
Sounds	15/31	26/31	31/31
Spelling	6/20	15/20	20/20
High Frequency words (List 1)	2/32	10/32	32/32
First Grade			
High Frequency Words (List 1 & 2)	43/71	67/71	71/71
Key Words	5/19	19/19	

Reading – DRA Levels (Reviewed each year based on data collection)

	October	February	June
Kindergarten	0	1	3
First Grade	3	12	18
Second Grade	18	24	28

NWEA- Reading with Goals

	Beg. of Year	Mid- Year	End of Year
Kindergarten	-	-	155.1
First Grade	160.0	170.1	176.1
Second Grade	175.9	183.4	189.2

NWEA- Math with Goals

	Beg. of Year	Mid- Year	End of Year
Kindergarten	-	-	156.1
First Grade	162.5	172.2	179.0
Second Grade	178.7	185.9	194.3

3-5 ELA/ MATH Benchmarks
**Currently under review based on data collected

NWEA- Reading with Goals

	Beg. of Year	Mid- Year	End of Year
Third Grade	190.2	194.8	199.2
Fourth Grade	199.6	203.0	206.3
Fifth Grade	207.1	209.9	212.4

NWEA- Math with Goals

	Beg. of Year	Mid- Year	End of Year
Third Grade	192.3	198.7	203.5
Fourth Grade	203.5	208.6	212.4
Fifth Grade	212.7	217.5	220.7

Bethpage's Instructional Support Team

Systems and schools should have a data team/problem solving team that is responsible for analyzing the data from universal screenings relative to the skills to ascertain whether the data indicates curriculum, instruction or student issues. The team will use data during the year to monitor growth in terms of the rate of increase shown at the district, school, classroom, or student level. The data team is responsible for targeting the areas of needed improvement and working to address the specific issues related to those areas. Additionally, the data team will identify additional "detective work" assessments needed to determine the root cause of the identified underperformance. The results from these additional "detective work" assessments will be used to identify specific instructional and/or behavioral interventions needed for individual/groups of students.

The NYS Department of Education recommends the formation of a data team/ IST at each school.

The IST is responsible for analyzing achievement data from both formative and summative measures in use. This team would lead the work of using norms to set criteria for expected growth for individual students receiving interventions. This team also leads the work. Many times, the same core team serves at each Tier and experts are invited to meetings according to the targeted area of need. An Administrator, a School Psychologist, Speech-Language Pathologist, Reading Specialist, Social Worker, School Nurse, Teacher of Special Education, ELL teacher as well as general education teachers may be asked to attend an IST meeting.

The members bring a variety of expertise, view points and experiences which ensure a wide variety of solutions to problems often encountered within the classroom. The team should not be too large or too small. Six to eight members are typical.

Since this is a support team for the referring teacher, roles should be shared. Thus, the various roles should be rotated. It may be necessary for the school psychologist or school administrator to initially chair the first few meetings but afterwards, this role can also be rotated.

<u>Roles and Responsibilities within IST team:</u>

Chairperson:
- He/she gathers the referral forms and notifies the IST members of the date, place, and time the meeting will take place. Chairperson also makes sure the paperwork necessary (initial referral forms, follow up forms, report cards, etc.) is distributed to IST members prior to the meeting. (Assist with organization of data)

Meeting Moderator:
- This member makes sure all IST members are heard. He/she keeps the meeting focused so that all questions re: the referral are dealt with and teacher's concerns are addressed. It will also be the chairperson's job to summarize what was agreed upon re: interventions, what will be utilized to monitor progress, who will be responsible for the intervention and the monitoring, how frequently student will be monitored, and when follow-up meeting will take place.

Recorder:
- This member records the meeting's salient points and recommendations. A form will be provided. In this way, the referring teacher can concentrate on the ideas presented at the meeting and does not have to worry about taking notes or agreements made. The rest of the team members are provided with a copy following the meeting. Responsible for keeping notes in a universal binder and/or student file.

Case manager:
- This member will support the referring teacher by periodically talking with, perhaps observing and making sure communication between referring teacher and support personnel is taking place. He/she makes sure the intervention is taking place as agreed upon at the meeting and the parent has been notified of the intervention plan. (This role should be rotated among special area teachers.)

Description of Tiers

Tier 1:

STANDARDS-BASED CLASSROOM LEARNING:
All students participate in general education learning that includes:
- Universal screenings to target groups in need of specific instructional support.
- Differentiation of instruction incorporating fluid, flexible grouping and multiple styles of learning.
- Progress monitoring of learning through multiple formative assessments.

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.
- Standards-based learning environments, implemented with fidelity, are necessary to ensure all students have access to quality instruction. This fidelity of implantation ensures that 80-100% of students are successful in the general education classroom (Tier 1).
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction. Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
- Common Formative Assessments will be used in all classrooms for all students. All teachers in all classrooms should use a variety of formative assessment strategies to continuously know individual student achievement. The assessment process needs to be consistent among the teachers in a grade level/department.
- Data from formative assessments should guide immediate decision making on instructional next steps.
- Differentiation of Instruction refers to the need for educators to tailor curriculum, teaching environments, and practices to create appropriately different learning experiences for students based on frequent assessments.
- Flexible Groups are used to organize students for instruction based on need. Groups are not static, and teachers use frequent formative assessments to establish and modify the composition of groups.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. Bloom's Taxonomy should guide the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers will be required to support appropriate teacher questioning and feedback skills.
- Vertical (across grade level) instructional conversations will support and challenge all teachers to provide instruction where students demonstrate depth of understanding, including such cognitive processes as

explanation, interpretation, application, analysis of perspectives, empathy, and self knowledge.

The Department of Education recommends districts and schools maintain a deep focus on the development of standards-based learning environments in all classrooms.

What does Tier 1 look like in action?	Examples of Tier 1	Non-examples of Tier 1
	Fifth grade students work on writing informational reports on Science topics. Teachers use a variety of instructional approaches to support struggling students, support English language learners, and support advanced learners within the classroom. Third grade teachers use short term flexible grouping to support students struggling with answering implicit and explicit comprehension questions. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress. Second grade students participate in a reading universal screening to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Kindergarten teachers give colleagues copies of weekly activities and center projects. First grade teachers administer DRA2 three times a year. Results of first DRA2 are used to create reading groups. These reading groups progress through the curriculum. The second DRA2 is given at mid-year and used to reorganize reading groups for continued curriculum work. Teachers administer county universal screening and keep a record of the results. Students are not informed of progress. Instructional team does not review data.

Tier 2:

Student Movement to Tier 2

- System and/or school benchmark assessments are used to determine student progress toward grade level mastery of the benchmarks.
- The universal screening process is used to identify students requiring additional "detective work" assessments in reading. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicate a need for Tier 2 support, the IST will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support:
  - Is the learning concern a curriculum issue?
  - Is the learning concern an instructional issue?
  - Is the learning concern a student issue?

The questions should be addressed in the order listed.

- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 supported is needed. However, common sense is critical in assessing student performance and individual responses to Tier 1 instruction.

NEEDS BASED LEARNING:
In <u>addition to Tier 1</u>, targeted students participate in learning that is different by including:
- Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
- On-going progress monitoring to measure student response to intervention and guide decision-making.
- Tier 2 becomes the answer to the question — **"What are we already prepared to do when they do not learn?**
- Using universal screening data, summative assessment data and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.
- All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through the universal screening and progress monitoring protocol.

- A school wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas.
- Tier 2 interventions should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone.
- **Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming "*standard intervention protocols*" that are proactively in place for students who need them.**
- Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided.
- Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being — "Tier 2 students" and thereby create lower expectations or "tracking" for those students.
- Progress monitoring should be used for identified students involved in Tier 2 to measure the effectiveness of the intervention. Attention to transfer of learning to the Tier 1 core classroom should be considered.
- The collaboration between the Tier 2 intervention teacher and Tier 1 classroom teacher(s) should be frequent and focused on progress monitoring data.
- Collaborative discussion and planning will support transfer of learning.
- Collaborative discussion and planning will support appropriate and rigorous instruction in the intervention class.
- Specific academic interventions should be established for students who are missing core academic skills (e.g. strong reading skills) that will increase the probability that these high risk students will have the necessary skills to be successful.

What does Tier 2 look like in action?	Examples of Tier 2	Non-examples of Tier 2
	A small Group for 2nd grade reading support in the area of comprehension meets 3 to 4 times per week for 30 minutes each session through creative scheduling in addition to the reading instruction provided to all 2nd graders. Research based intervention is implemented in each session and there is dedicated time for regular classroom teacher and small group teacher to routinely collaborate. Fifth grade students needing support in higher order thinking skills as measured on the formative assessments to be provided a small group during Intervention Time which has been built into the school's master schedule by the school's administration. Pre-identified interventions are reinforced by classroom teachers. Progress monitoring tools are used to determine evidence of application of skills to independently read texts. Data from frequent assessments is used to show student growth or lack of growth. Continued use of a specific intervention administered in small groups is based on student performance.	Small group support is provided for general reading difficulties with no connection to targeted areas of specific deficits identified through the DRA2 or Progress Monitoring data of individual students in the group. A small group of third grade students are placed in a Reading Intervention group outside the classroom. This reading group is the student's only access to reading instruction during the school day. Primary student's additional interventions are determined by the teacher's intuition.

Student Movement to Tier 3

- The IST team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction. The fidelity checks should be administered by an expert in the targeted area of need (i.e., literacy coach or other reading expert for reading, master math teacher for math, School Psychologist, Speech-Language Pathologist, Teacher of Special Education, etc.) These fidelity checks should be tracked by the school's administration.
- Additional Tier 2 interventions may be required if little or no progress is documented. The IST will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the IST should assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, if the student has reached his or her goal(s) and can be moved back to Tier 1 or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

Progress Monitoring

Progress monitoring is a scientifically based practice used to assess student's academic performance and evaluate the effectiveness of instruction. It can be implemented with individual students (or a whole class). To implement progress monitoring, the student's current levels (baseline) are determined and goals are established.
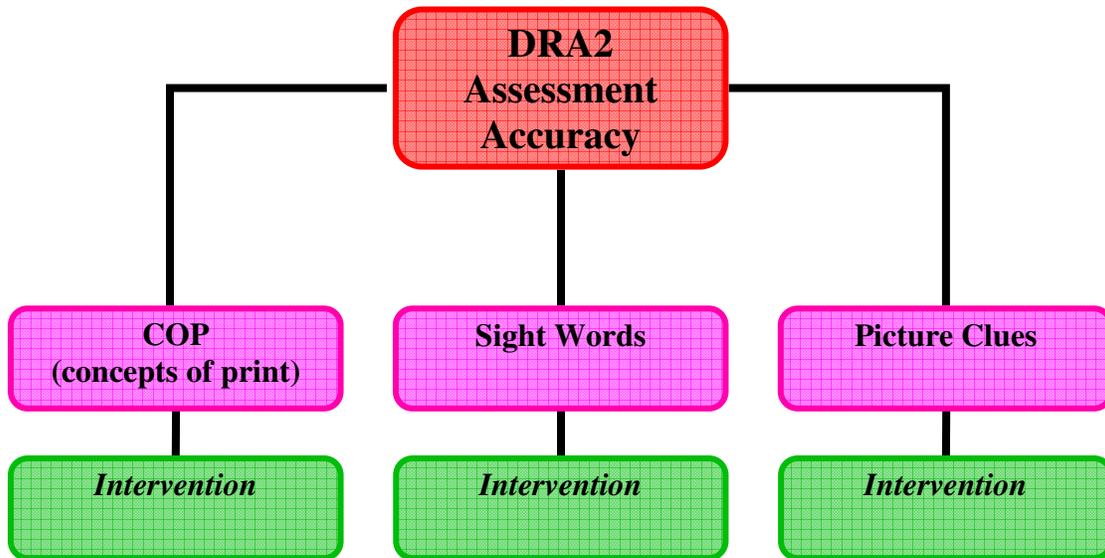
Progress Monitoring Schedule

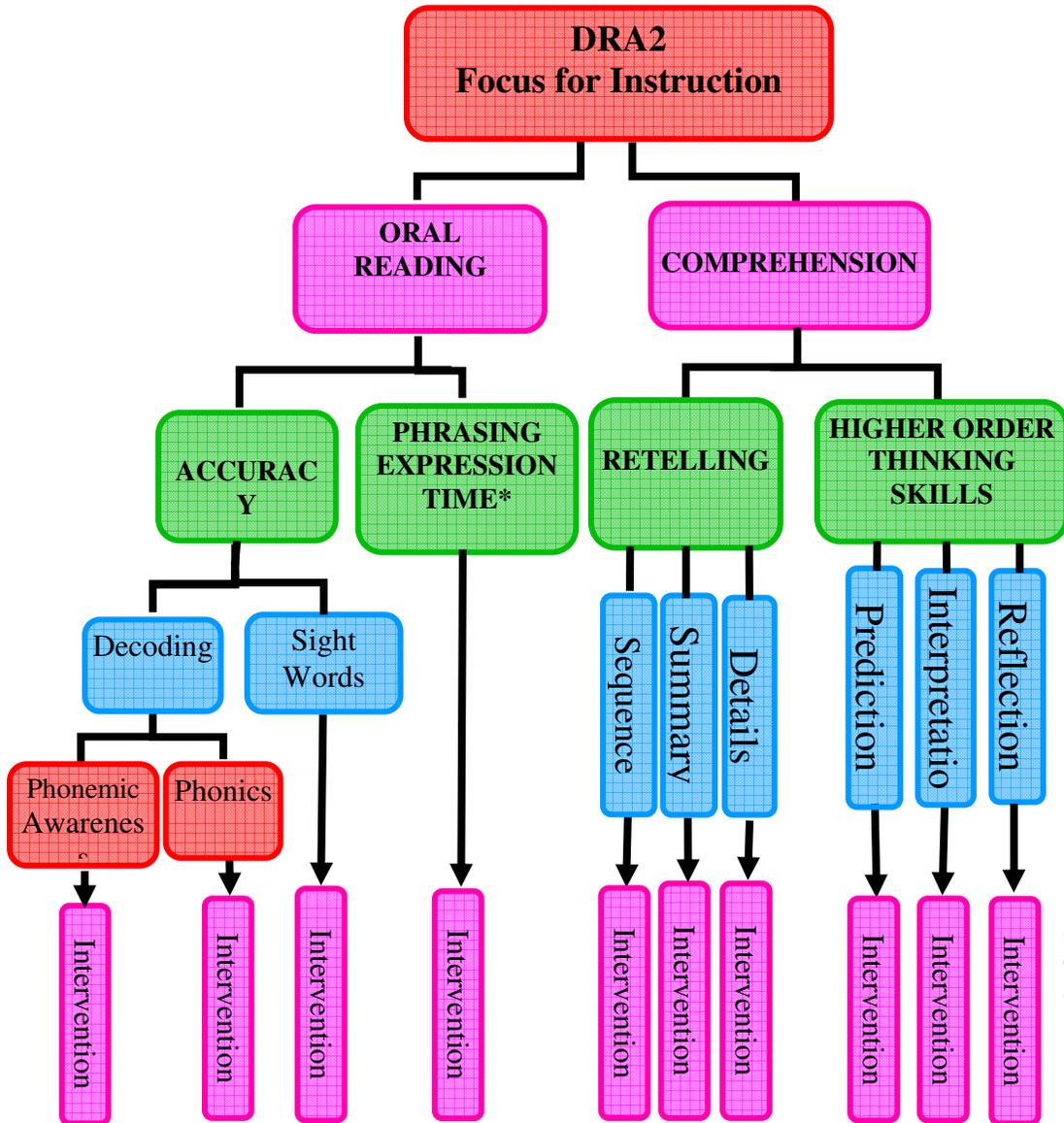| Tier	Frequency of monitoring	Examples of Assessments
Tier 1	every 6 weeks	Curriculum Based Measures (CBM) ex: Treasures Unit test, weekly spelling/ vocabulary tests, End of Unit tests, Fundations. NWEA
Tier 2	every 4 weeks	Running records, more frequent ELP tools/DRA-2 testing
Tier 3	every 2 weeks	As mandated by IEP

Tier 2/3 Interventionist will keep data for interventions. All data collection should be given to Building Principal and reviewed by building teams via communication day (data review) meetings and grade level meetings.

Based on measurements from data collection, teaching or instruction is adjusted as needed. In this way, the student's progress is monitored and instructional needs or techniques are adjusted to meet the student's learning needs. Instruction is data driven.

Kindergarten
Mid-Year
Universal Screener-DRA2
Levels A-3

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              │     DRA2        │
              │  Assessment     │
              │   Accuracy      │
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│      COP      │ │  Sight Words  │ │ Picture Clues │
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Reading
DRA2 Levels 4+
Universal Screener-DRA2

DRA2
Focus for Instruction

ORAL READING

COMPREHENSION

ACCURACY

PHRASING EXPRESSION TIME*

RETELLING

HIGHER ORDER THINKING SKILLS

Decoding

Sight Words

Sequence

Summary

Details

Prediction

Interpretatio

Reflection

Phonemic Awarenes s

Phonics

Intervention

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*Fluency interventions should be combined with other interventions and not done in isolation.

Tiers	Assessments and Data	Instructional Practices
Tier 1	• DRA2 three times per year • ELP Tools Kindergarten • Running Records • NWEA • EMP	Balanced Literacy: • Read aloud/Shared reading • Small group guided reading • Daily independent reading • Daily independent writing • Explicit instruction in text comprehension, phonics, vocabulary, and fluency
Tier 2	• DRA2 5 times per year • Select goals for instruction from DRA2 • Weekly Running Records • Progress monitoring in area of need every two weeks	Balanced Literacy: • Read aloud/Shared reading • Small group guided reading • Daily independent reading • Daily independent writing • Explicit instruction in text comprehension, phonics, vocabulary, and fluency Additional instructional time using research-based interventions targeted at the student's area/s of need which occur either in the classroom or outside the classroom and support balanced literacy classroom instruction.
Tier 3	• DRA2 5 times per year • Select goals for instruction from DRA2 • Weekly Running Records • Weekly progress monitoring in area of need	Balanced Literacy: • Read aloud/Shared reading • Small group guided reading • Daily independent reading • Daily independent writing • Explicit instruction in text comprehension, phonics, vocabulary, and fluency Increased time and intensity of instruction using highly focused interventions in student's area/s of need which support balanced literacy classroom instruction.

Glossary

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation).

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

Curriculum-based Measure – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react

responsively. There are four elements of the curriculum that can be differentiated: content, process, products and learning environment.

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is *evidence* that the interventions improve student outcomes. (Rathvon, 1999).

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

IST - (Instructional Support Team) This team is responsible for analyzing achievement data from both formative and summative measures in use. This team would lead the work of using norms to set criteria for expected growth for a student receiving interventions. This team also leads the work in identification of scientifically based interventions needed to support the learner. At Tier 3, the IST is charged with considering data and developing more intense and individualized interventions in an attempt to help the student gain needed basic skills. School level participants should include the principal, grade level/content area representatives, counselors, and the school psychologist.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or "probes," comprised of academic material taken from the child's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes, depending on the skill being measured. The child's performance on a CBM probe is scored for speed, or fluency, and for accuracy of performance. Since CBM probes are quick to administer and simple to score, they can be given repeatedly (for example, twice per week). The results are then charted to offer the instructor a visual record of a targeted child's rate of academic progress. (Jim Wright, Intervention Central website: http://www.interventioncentral.com/).

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of

instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention – Response to Intervention (RTI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. The opportunity to practice the skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

Scientifically-based research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

Standard Intervention Protocol – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2.

Standards-Based Classroom – A standards-based classroom is a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day's learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

Tiered Instruction – Levels of instructional intensity within a tiered delivery model.

Universal Screening – A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards.