

# Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

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Finalized 12/11/2014

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted from supporting staff in implementing the components of SRBI to using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

## I. Fillmore Central Schools

**Building:** Fillmore Central Elementary School

**Contact information for program lead:** Micki Breitsprecher/Director of Special Education

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### Staff Completing the Plan:

Paula Birch/ Speech Clinician

Kelsey Ristau/ Special Education Teacher

Geri Himlie/ Special Education Teacher

Joanie Johnson/ Second Grade Teacher

Terisa Scrabeck/ Title One Teacher

MaryBeth Ostrom/ Title One Teacher

Heath Olstad/ Principal

Micki Breitsprecher/ Director of Special Education

Sara Niemeyer/ First Grade Teacher

Vicki Nelson/ Family Support Worker

Chris Mensink/ Dean of Students

Colleen Carlson/ Title One Teacher

Connie Lindstrom/ Intervention Teacher

Tim Ostrom/ Third Grade Teacher

Richard Keith/ Superintendent

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**II. SRBI System Approach: Describe the continuum of supports.** Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

Attached Flowchart for Problem Solving Process

Services are provided in one on one, Small group, Title One, Interventionist, Special Education Services throughout the continuum of supports.

The following six areas in which a student may be found to have a learning disability will be considered within the scope of this plan and available for use to demonstrate an inadequate rate of progress as measured over time through progress monitoring while using intensive scientifically research based interventions.

- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Written expression
- Mathematics calculation
- Mathematics problem solving/ mathematical reasoning

The following two areas in which a student may be found to have a learning disability will continue to utilize the eligibility criteria that requires a severe discrepancy between ability and academic achievement:

- Oral expression
- Listening comprehension

This plan applies to students in Kindergarten through 6th grade.

### III. Specific Components Included in SRBI System: Screening

**A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring) As required in Minn. R. 3525.1341 Subp. 4.**

Students are given AIMSWeb assessments in the fall, winter, and spring. There are also given the DRA2 two times in the year; kindergarten through second in winter and spring; grades four through six fall and spring. Title I students are given AIMSWeb fluency progress monitoring every three weeks. The DRA2 is given to Title students and regular education students in the primary grades as teachers feel they are ready for the next level. This could occur every four to six weeks or upon parent request.

**B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised).** It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations. Cut-off scores are based from norms as noted in AIMSWeb and DRA2 manuals.

See Attached Tables for Reading and Math that note cut-off scores. Cut-off scores were last reviewed 2/13/2014.

**C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:**

Kindergarten

- Kindergarten Readiness Test
- Curriculum Based Assessments (Letter Recognition, Number Recognition, upper and lowercase letter sounds, number writing, oral counting, sightwords, curriculum Testing and checkups)
- Developmental Reading Assessment (DRA2)
- Standard based Report Card
- AIMSWeb (phonics, number skills)

First Grade

- Standard Based Report Cards
- Developmental Reading Assessment (DRA2)
- AIMSWeb (phonics, reading fluency, math computation, number skills)
- Curriculum Based Assessments (phonics and phonemic awareness, vocabulary/ sight words, writing rubric)

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### Second Grade

- Standard Based Report Cards
- Developmental Reading Assessment (DRA2)
- Curriculum Based Assessments (spelling/ phonics, end of the week literature tests, math chapter tests, math facts)
- AIMSWeb (reading fluency, comprehension, math computation, math concepts)

### Third Grade

- Progress Report in Grade Book
- Curriculum Based Assessments (reading weekly, novel and end of unit tests, math chapter and unit tests, fact fluency)
- Developmental Reading Assessment (DRA2)
- AIMSWeb (reading fluency, comprehension, math computation, math concepts)

### Fourth Grade

- Progress Report in Grade Book
- Curriculum Based Assessments (Harcourt Brace oral fluency, reading weekly, novel and end of unit tests, math chapter and unit tests, fact fluency)
- Developmental Reading Assessment (DRA2)
- AIMSWeb (reading fluency, comprehension, math computation, math concepts)

### Fifth Grade

- Progress Report in Grade Book
- Curriculum Based Assessments (reading weekly, novel and end of unit tests, math chapter and unit tests, fact fluency)
- Developmental Reading Assessment (DRA2)
- AIMSWeb (reading fluency, comprehension, math computation, math concepts)

### Sixth Grade

- Progress Report in Grade Book
- Curriculum Based Assessments (reading weekly, novel and end of unit tests, math chapter and unit tests, fact fluency)

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- Developmental Reading Assessment (DRA2)
- AIMSweb (reading fluency, comprehension, math computation, math concepts)

**Briefly define the assessment tool and describe how it is used.** Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

1. The AIMSweb assessment is a timed measure of letter naming, letter sounds, phoneme segmentation, and nonsense word fluency in grades K-1. In grades 1-6, reading fluency and vocabulary comprehension is assessed.

In math, AIMSweb is a timed measure of oral counting, number identification, quantity discrimination and missing numbers in grades K-1. In grades 1-6, computation is assessed. Concepts and applications are assessed in grades 2-6.

AIMSweb results are used to identify students who are at risk and would qualify for Title I.

2. The Developmental Reading Assessment (DRA2) uses a rubric involving comprehension skills and reading fluency to determine the reading level. DRA2 is used both to identify students who are at risk and might qualify for Title I and for formulating instruction within intervention.

3. Standard Based Report Cards in grades Kindergarten, First and Second. The report cards are used to determine the need the remediate.

4. Progress Report in JMC Grade Book are used in grades third, fourth, fifth and sixth. Students with a C- or below are monitored and provided morning study hall. The progress reports break tasks down such as late work, vocabulary, quizzes, and tests.

5. CBA- Curriculum Based Assessments provide more specific feedback regarding daily work.

6. Kindergarten Readiness Test gauges skills for students entering Kindergarten with skills such as letters, sounds, colors and numbers.

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### IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

**A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area.** The matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

**Grade Level** Kindergarten **Content Area** Phonemic Awareness

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		60-90 minutes per day. Phonemic Awareness is tied with other components of reading such as phonics and letter recognition.	Duration of the school year	
<b>Focus of intervention</b>	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness
<b>List the research-based instructional approaches to be used</b>		-Segmentation of a Word -Isolation of Sounds -Phoneme Blending -Rhyming -Syllables -Word Families -Phoneme Deletion -Identifying Beginning, Middle, and End sounds -Addition and Subtraction of Phonemes.	See List in Core Instruction.	-Segmentation of a Word -Blending of Sounds -Isolation of Sounds -Syllable Patterns -Word Families
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		-Harcourt Trophies Series	-RTI Book-a book of scientifically researched games. -Harcourt Trophies Series	-Orton Gillingham Checklist -Orton-Gillingham -Moby Max -Language Tool Kit Cards
<b>Describe how instruction</b>		-Whole Group 60 minutes	Title I pull out; 1-3 students	-Daily depending on

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<b>delivered, for how many minutes per day, days/week</b>		-Small Group 30 minutes -Daily 5 20 minutes	15 minutes/day	service times
<b>Describe who delivers instruction/ratio of students to staff</b>		-Classroom Teacher delivered: Whole Group # of students in room. Small Group 1-12 students.	Classroom Teacher Title 1 Paras 1:1, 2:1, 3:1	-1:1 Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-Every 3 weeks reading assessment -Quarter standard based report cards -DRA (2 times per year) -Aimsweb (3 times year) -Aimsweb progress monitoring 5-6 times per year.	Every 3 weeks for AimsWeb Progress Monitoring	-Orton Gillingham Checklist -Quarter Assessments -Teacher Observations

### Grade Level Kindergarten

### Content Area Letter Recognition

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		60-90 minutes per day. Letter recognition is tied in with other components of reading such as phonemic awareness and phonics.	Duration of the school year	
<b>Focus of intervention</b>	Letter Recognition	Letter Recognition	Letter Recognition	Letter Recognition
<b>List the research-based instructional approaches</b>		-teach and model -practice and apply	See Core Instruction box.	-Wooden Letters -Handwriting without Tears

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<b>to be used</b>		<ul style="list-style-type: none"> <li>-sound boxes</li> <li>-picture word sorts</li> <li>-making and sorting words</li> <li>-controlled text.</li> </ul>		<ul style="list-style-type: none"> <li>Workbooks</li> <li>-Sensory Tactile Manipulatives</li> <li>-Flash Cards</li> <li>-Letter Boards</li> </ul>
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		<ul style="list-style-type: none"> <li>-Harcourt Trophies Series</li> <li>-Zaner-Bloser Handwriting Series</li> </ul>	<ul style="list-style-type: none"> <li>-skill cards</li> <li>-game boards</li> <li>-below level readers</li> <li>-RTI book</li> </ul>	<ul style="list-style-type: none"> <li>-Handwriting without Tears</li> </ul>
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		<ul style="list-style-type: none"> <li>-whole group 60 minutes</li> <li>-small group 30 minutes</li> <li>-Daily 5 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Title I pull out; 1-3 students</li> <li>15 minutes per day</li> </ul>	<ul style="list-style-type: none"> <li>-Daily depending on service time</li> </ul>
<b>Describe who delivers instruction/ratio of students to staff</b>		<ul style="list-style-type: none"> <li>-Small group with classroom teacher (1-12 students)</li> <li>-large group with classroom teacher (#number of students in class)</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Title 1 Paras</li> <li>1:1, 2:1, 3:1</li> </ul>	<ul style="list-style-type: none"> <li>1:1 with Special Education Staff</li> </ul>
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		<ul style="list-style-type: none"> <li>-Every 3 weeks reading assessment</li> <li>-Quarter standard based report cards</li> <li>-DRA (2 times per year)</li> <li>-Aimsweb (3 times year)</li> <li>-Aimsweb progress monitoring 5-6 times per year.</li> </ul>	<ul style="list-style-type: none"> <li>AimsWeb Progress Monitoring every 3 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Checklists weekly</li> <li>Quarter Assessments</li> <li>Teacher Observations</li> </ul>

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**Grade Level** Kindergarten

**Content Area** Number Recognition

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		60 minutes per day	Duration of the school year	
<b>Focus of intervention</b>	Number Recognition	Number Recognition	Number Recognition	Number Recognition
<b>List the research-based instructional approaches to be used</b>		-Calendar Math Skills -Houghton Mifflin Math Series	flash cards games manipulatives	-Wooden Letters -Handwriting without Tears Workbooks -Sensory Tactile Manipulatives -Flash Cards -Number Mats
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		-Houghton Mifflin Math Curriculum	-flashcards -games from the RTI book -manipulatives from the Houghton Mifflin Math Curriculum	-Handwriting without Tears -Moby Max
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		Whole Group 60 minutes per day.	-Title I pull out services. 15 minutes per day.	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		Classroom Teacher. # of students in class	-Title 1 para's 1:3 -Classroom Teacher 1:1	1:1 with Special Education Staff
<b>Progress Monitoring</b>		-Quarter standard based		Checklists

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<b>Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		report cards -Aimsweb (3 times year) -Aimsweb progress monitoring 5-6 times per year.	Quarter Assessments Teacher Observations
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### Grade Level Kindergarten      Content Area Oral Counting

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		60 minutes per day	Duration of the school year	
<b>Focus of intervention</b>	Oral Counting	Oral Counting	Oral Counting	Oral Counting
<b>List the research-based instructional approaches to be used</b>		-Calendar Math -Houghton Mifflin Math Series -Counting Strategies -use of ten frames	-manipulatives -Houghton Mifflin Math Series	-Math Manipulatives -Flash Cards -Handwriting without Tears Workbooks
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		-Houghton Mifflin Math Curriculum	-Houghton Mifflin Math Manipulatives -RTI book with games	-Handwriting without Tears -Moby Max
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		Whole Group 60 minutes per day	Title I pull out. 15 minutes per day	Daily depending on service time

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<b>Describe who delivers instruction/ratio of students to staff</b>		-Classroom Teacher # of students in class	-Title I para's 1:3 -Classroom Teacher 1:1	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-Quarter standard based report cards -Aimsweb (3 times year) -Aimsweb progress monitoring 5-6 times per year.	-Aimsweb (3 times year) -Aimsweb progress monitoring 5-6 times per year.	Checklists Quarter Assessments Teacher Observations

### Grade Level First Grade

### Content Area Number Sense

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		50 minutes daily	1 to 2 weeks minimum	
<b>Focus of intervention</b>	Number Sense	Number Sense	Number Sense	Number Sense
<b>List the research-based instructional approaches to be used</b>		-Houghton Mifflin math series -Math centers -Calendar Math skills -Counting Strategies -Number Comparison Games -Base Ten Blocks	-manipulatives -use of ten frames -counting Strategies -vocabulary (math concepts) -individual/small group reteaching (3 students)	-manipulatives -use of ten frames -counting Strategies -vocabulary (math concepts) -individual/small group reteaching -possible replaced curriculum
<b>List the materials to be used (e.g., components,</b>		-Houghton Mifflin Math Series	-Houghton Mifflin Math Series	-Handwriting with Tears -Moby Max

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<b>programs, series, texts/reading series)</b>		-Daily 5 -smartboard -manipulative tools	-supplemented games and worksheets	
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		45-50 minutes daily	10-20 minutes/varies	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		First Grade Teacher 20-25 students	First Grade Teacher Interventionist Title 1 Staff 3-4 students	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Chapter Tests Report Card Assessments Aimsweb Assessments	Chapter Tests Report Card Assessments Aimsweb Assessments	Checklist Quarter Assessments Teacher Observation

### Grade Level First Grade

### Content Area Geometry and Measurement

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		45-50 minutes per day all year long	1 to 2 weeks- 10-20 minutes a day	
<b>Focus of intervention</b>	Geometry/ Measurement	Geometry/ Measurement	Geometry/ Measurement	Geometry/ Measurement
<b>List the research-based instructional approaches to be used</b>		-Math Series -Daily 4 -Mini Math (calendar) -Money Match -Value and Identify penny,	-Concrete hands on clocks and money -Repeated exposure -Peer tutoring (problem solving)	Hands on manipulatives Vocabulary

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		nickel, dime -Recognize characteristics of 2 and 3 dimensional shapes -Measure length using non standard units -Tell time to half and hour		
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton Mifflin Math Series -supplemented worksheets and games	Houghton Mifflin Math Series -supplemented worksheets and games	-Touch Math -Moby Max
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		45-50 minutes daily	10-20 minutes a day Usually 1-2 weeks unless student displays need	Daily depending on Service Times
<b>Describe who delivers instruction/ratio of students to staff</b>		First Grade Teacher to 20-25 students	First Grade Teacher 3-4 students	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Chapter Tests Report Card Assessment	-Teacher Assessment -Teacher Observation	Checklist Quarter Assessments Teacher Observation

### Grade Level First Grade

### Content Area Written Expression

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R.		25 minutes per lesson	10 minutes	20 minutes approximately

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3525.1341 Subp. 4				
<b>Focus of intervention</b>	Written Expression	Written Expression	Written Expression	Written Expression
<b>List the research-based instructional approaches to be used</b>		-Write simple sentences -Capital letters, ending punctuation, spelling -Alphabetize by first letter -modeling writing -visuals	-reteaching skill -guided writing support -oral dictation if necessary -use of visuals	-Lined Paper -Highlighted Paper -Raised Paper -Writing Prompts
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		-Writer's Workshop -Reading Series -Anchor charts	-Writer's Workshop -Reading Series -Lined paper	-Handwriting without Tears
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		25 minutes per lesson 3-4 days a week	10 minutes -twice a week usually	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		First Grade Teacher 20-25 students	First Grade Teacher 3-4 students max	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.				Checklist Quarter Assessments Teacher Observation

### Grade Level First Grade

### Content Area Comprehension/ Vocabulary

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration</b>		25 minutes per lesson	10-20 minutes per session	

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<b>of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		3-4 days a week	1-5 times a week	
<b>Focus of intervention</b>	Comprehension/ Vocabulary	Comprehension/ Vocabulary	Comprehension/ Vocabulary	Comprehension/ Vocabulary
<b>List the research-based instructional approaches to be used</b>		-Reading Series -See it say it, spell it -Identify and generate antonyms and synonyms -Use context to predict and infer word meaning -Make predictions (graphic organizer) -Graphic organizers -Leveled material	-Reteaching in small groups or individually -Visuals -Guided Reading -Leveled material -Modeled thinking -anchor charts -graphic organizers	-Intervention series -Take home books -Guided reading at ability level -anchor charts -graphic organizers
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		-Graphic Organizers -Reading Strategies -Guided Reading -Daily 5	-Graphic Organizers -anchor charts -Daily 5	-Reading Mastery -Moby Max
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		-Modeled Thinking lessons -Comprehension discussion -Retelling 25 minutes a day, 3-4 days a week	10-20 minutes per day, 1-5 days a week	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		-Classroom Teacher	1-2 students per staff -Classroom Teacher -Intervention Teacher	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-DRA -Weekly Chapter Tests -Report card assessment	-Teacher Observation -Assessment	Checklist Quarter Assessments Teacher Observation

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**Grade Level First Grade**

**Content Area Phonics**

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		25 minutes daily	10-20 minutes 1-5 days a week	
<b>Focus of intervention</b>	Phonics	Phonics	Phonics	Phonics
<b>List the research-based instructional approaches to be used</b>	Access to above grade level material	-Secret Stories -Letter and picture match with cards -Letter and picture sorts -Listen to books -Make word family flip books -Picture Slide, Sound-It-Out, Say-It-Move-It -Elkonin Box -Daily 5 -Echo Reading -Paired Reading, Partner Reading, Repeated Reading, Choral Reading -Take home leveled reading books	-Visual Vowels -See it, Say it, Spell it method -Word location pyramids -Leveled material -Reteaching in smaller groups	-Language Tool Kit (Flashcards) -Segmentation of a Word -Blending of Sounds -Word Families -Spelling Patterns
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		-Secret Stories -Picture Sorts -Harcourt Reading Series -Phonetic games -worksheets	-Harcourt Reading Series -supplemented worksheets and games -reteaching	-Orton Gillingham -Handwriting without Tears -Moby Max

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<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		-Small group (1-3 students) -1-4 times per week (6-10 minutes per day)	-1 to 2 times per week 20 minutes each time	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		-Classroom Teacher	-Classroom Teacher -Intervention Teacher	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-Daily 5 Observation -Report Card Assessment -Aimsweb Assessment	-Daily 5 Observations -Report Card Assessment -Aimsweb Assessment	Checklist Quarter Assessments Teacher Observation

### Grade Level Second Grade

### Content Area Calculation

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		10 minutes	1 to 2 weeks	
<b>Focus of intervention</b>	Calculation	Calculation	Calculation	Calculation
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>	-Advanced level worksheets from text	-Regular level worksheets from text -Houghton Mifflin math series -math games -manipulatives	-Reteach level worksheets from text -Houghton Mifflin math series	-Touch Math -Moby Max
<b>Describe how instruction</b>		-large group or small group	-During work period or by	Daily depending on service

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<b>delivered, for how many minutes per day, days/week</b>		work -hands on materials -60 minutes/ daily	para as less is delivered	time
<b>Describe who delivers instruction/ratio of students to staff</b>	General Education Teacher	General Education Teacher	-1-3 students per staff Intervention and/or General Education Teacher	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		scores collected periodically and at end of chapter -white board assessment	Progress monitoring by Title One	Checklist Quarter Assessments Teacher Observation

### Grade Level Second

### Content Area Problem Solving

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		10 minute daily		
<b>Focus of intervention</b>	Problem Solving	Problem Solving	Problem Solving	Problem Solving
<b>List the research-based instructional approaches to be used</b>		-checking strategy properties of addition and subtraction -planning, clue words	-work mat -keywords -pictures of problems	-Math Manipulatives
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton Mifflin Math	Houghton Mifflin Math	-Touch Math -Moby Max

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<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		60 minutes/ day	20 minutes/ day	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	-1-3 students per staff Intervention and/or General Education Teacher	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-Teacher Assessment -Teacher Observation	-Teacher Assessment -Teacher Observation	Checklist Quarter Assessments Teacher Observation

### Grade Level Second Grade

### Content Area Fluency

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		TBD Four weeks	20 minutes/ day	
<b>Focus of intervention</b>	Fluency	Fluency	Fluency	Fluency
<b>List the research-based instructional approaches to be used</b>		-Rereads -Read in tape -segment sentences take home books Daily 5 partner reading	-Read Naturally Title 1 RTI services	-Language Tool Kit (Flashcards) -Bending of sounds -Segmentation of Words -Word Families -Spelling Patterns -High Frequency Words
<b>List the materials to be used</b>		Harcourt Reading	Harcourt Reading	-Orton Gillingham

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>(e.g., components, programs, series, texts/reading series)</b>			Read Naturally program	
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		2 times per week 10-15 minutes	Title One Teacher daily 25 minutes Intervention Teacher 2 times per week 20 minutes	Daily depending on Service Times
<b>Describe who delivers instruction/ratio of students to staff</b>	General Education Teacher	General Education Teacher	Title One Teacher	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.	once per month	once per month	every two weeks	Checklist Quarter Assessments Teacher Observation

### Grade Level Second Grade      Content Area Decoding

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		10 minutes/ day	10 minutes/ day	
<b>Focus of intervention</b>	Decoding	Decoding	Decoding	Decoding
<b>List the research-based instructional approaches to be used</b>		-Word Families prefix/suffix/ base word -Vowel clusters -Word chunking syllables	-clusters -prefix/ suffix -blends -digraphs	Word Families Word Wall Syllable Patterns High Frequency Words

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

		digraphs, blends, clusters High frequency words long and short vowels		
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Harcourt Reading high frequency word list	Harcourt Reading	-Orton Gillingham -Moby Max -Read Natural -Reading Mastery
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		-Grouping with grade -60 minutes/ day	-20 minutes/ day	Daily depending on Service Times
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	-Title One and/ or Intervention Teacher	1:1 with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Teacher observation Observed in cold reads DRA Testing	DRA Testing Observations	Checklist Quarter Assessments Teacher Observation

### Grade Level Second Grade      Content Area Vocabulary/ Comprehension

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		20 minutes	25-30 minutes	
<b>Focus of intervention</b>	Vocabulary/ Comprehension	Vocabulary/ Comprehension	Vocabulary/ Comprehension	Vocabulary/ Comprehension

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<p><b>List the research-based instructional approaches to be used</b></p>	<p>-Advanced level from reading series</p>	<p>-Regular level from reading series          -Vocabulary reteach          context clues          supplemental skill activities          voc. games          graphic organizers          beginning/ middle/ end          retelling story          summarizing          mental imagery          prior knowledge          paired reading          predict/preview          text look back          comprehension self-check          question/answer response</p>	<p>-Reteach level from reading series          visual organizers          context clues          reteach voc.          games          retelling          beg./ middle/ end          summarizing          repeated readings          paired reading</p>	<p>-Reteach level from reading series          -Leveled Reading          -High Frequency Words</p>
<p><b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b></p>		<p>Harcourt Reading</p>	<p>Harcourt Reading</p>	<p>-Orton Gillingham          -Read Natural          -Moby Max          -Reading Mastery</p>
<p><b>Describe how instruction delivered, for how many minutes per day, days/week</b></p>		<p>60 minutes/ day</p>	<p>Small groups during milk break or work time</p>	<p>Daily depending on Service Times</p>
<p><b>Describe who delivers instruction/ratio of students to staff</b></p>	<p>General Education Teacher</p>	<p>General Education Teacher</p>	<p>Title One and/or Intervention Teacher          Paraprofessionals/ General Education Teacher</p>	<p>1:1 with Special Education Staff</p>
<p><b>Progress Monitoring Data to be collected</b>          Required in Minn. R.</p>		<p>CBA through weekly and quarterly vocabulary tests</p>	<p>weekly tests</p>	<p>Checklist          Quarter Assessments          Teacher Observation</p>

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

3525.1341 Subp.3 F.			
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**Grade Level** Third Grade      **Content Area** Problem Solving

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		75 minutes per day	1-2 weeks till student gathers background knowledge	
<b>Focus of intervention</b>	Problem Solving/ Real World Application	Problem Solving/ Real World Application	Problem Solving/ Real World Application	Problem Solving/ Real World Application
<b>List the research-based instructional approaches to be used</b>		-Step by step -applied math problems: using question/answer relationships -Manipulatives -word problem: say, ask, check		MobyMax Touch Math IPAD Graph Organizers
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton-Mifflin Math Text		MobyMax
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		75 minutes per day whole group	-Small group during Daily 5 or work time (5 days a week 2 times a day) 15 minutes a time	Daily depending on service time in IEP
<b>Describe who delivers</b>		General Education	-Title One and/or	1:1 and small group with

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>instruction/ratio of students to staff</b>		Teacher ratio 1:20	Intervention Teacher 1:3 General Education Teacher 1:5	Special Education Teacher
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Math Chapter Tests Daily Work AIMsWeb	manipulatives	MobyMax- daily, weekly, quarterly, yearly tracking. Teacher Observation Quarter Assessments Checklists

### Grade Level Third Grade **Content Area** Computation/ Concepts (ie. time, money, geometry, fractions, measurement)

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		75 minutes per day	15 minutes per day in small group Title One 30 minutes per day RtI 20 minutes 2 times per week	
<b>Focus of intervention</b>	Computation/ Concepts	Computation/ Concepts	Computation/ Concepts	Computation/ Concepts
<b>List the research-based instructional approaches to be used</b>		-manipulatives -introducing easy to difficult problems -fact mastery through incremental rehearsal (gradually add unknown facts intermixed) -peer tutoring	-Concrete to abstract -review -manipulatives	Manipulatives Graphic Organizers MobyMax

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton-Mifflin Math Text	manipulatives	Math games manipulatives flash cards
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		75 minutes per day whole group	-Small group during Daily 5 or work time (5 days a week 1 time a day) 15 minutes a time	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher ratio 1:20	-Title One and/or Intervention Teacher 1:3 General Education Teacher 1:5	1:1 and small group
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Fact Fluency Test Math Chapter Tests Daily Work AIMsWeb	Daily Work-Formative Assessments	Checklists Quarter Assessments Teacher Assessments MobyMax daily, weekly, quarterly, yearly.

### Grade Level Third Grade Content Area Data Analysis

<b>Level Of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		75 minutes per day	-Classroom Teacher 15 minutes per day in small group -Title One Teacher 30 minutes per day -RTI Teacher 20 minutes 2 times per week	
<b>Focus of intervention</b>	Data Analysis	Data Analysis	Data Analysis	Data Analysis

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>List the research-based instructional approaches to be used</b>		-manipulatives (interactive graphs, fraction strips) -use question/answer relationships to interpret math graphics -step by step procedure	-Interactive graphs with Smart Board -Fraction Strips -Gather data and create own graphs(Do It vs. See It) - Manipulatives -Concrete to abstract	Manipulatives MobyMax
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton-Mifflin Math Text	manipulatives	Manipulatives MobyMax Computer Program
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		75 minutes per day in whole group	-Small group during Daily 5 or work time	Daily depending on Service Times
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher 1:20	-Title One and/or Intervention Teacher 1:3 -General Education Teacher 1:5	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-Chapter Test -Daily Work -AIMS 3 times per year -MCA Data	-Daily Work- Formative Assessments	Checklists Observations Quarterly Assessments

**Grade Level** Third Grade

**Content Area** Reading Fluency

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration</b>		45 minutes per day	-Title One 25 minutes 5	

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4			times per week -Small group 20 minutes 2 times week	
<b>Focus of intervention</b>	Fluency	Fluency	Fluency	Fluency
<b>List the research-based instructional approaches to be used</b>		-Daily 5 (paired reading, listening) -Listening, Reading, Corrective Feedback -Paired reading -repeated reading	-High frequency word lists -Read Naturally	High Frequency words Dolch word list Repeated reading Orton Gillingham Corrective Reading Reading Mastery
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>	Leveled Readers for small group	Harcourt	Leveled Readers for small group	Language Tool Kit (Flashcards) Dolch words repeated reading book set Correct Reading Reading Mastery
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>	1 time per week 20 minutes	45 minutes per day	-Title One 5 times per week for 25 minutes -Small Group 2 times week 20 minutes	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>	General Education Teacher 1:5	General Education Teacher 1:20	-Small group of 5 students to 1 staff or less with Title One Teacher -General Education Teacher 1:5	1:1 and small group with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		DRA2 2 times per year AIMSWeb 1 time a month cold reads	DRA 4-5 times per year	Checklist, Probs AimsWeb Quarterly Assessments Teacher Observation

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

### Grade Level Third Grade Content Area Comprehension

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		45 minutes per day	-Title One 5 times per week 25-30 minutes -Small Group 20 minutes 2 times per week -RTI 2 times per week 25 minutes	
<b>Focus of intervention</b>	Comprehension	Comprehension	Comprehension	Comprehension
<b>List the research-based instructional approaches to be used</b>	-Advanced level reading books from reading series	-student comprehension self-check tools -Regular level reading books from reading series -Summarize -Partner read -Guided Reading -activate prior knowledge/preview -SQ3R -Question/answer relationships -GIST (who, what, where, when, why, and how) - somebody/wanted/but/so	-Reteach level reading books from reading series -Read Naturally -Summarize	-Intervention level reading books from reading series -Read Naturally -1:1 oral leveled reading (1 time per week 10 minutes) Corrective Reading Reading Mastery Think Alouds Story mapping
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>	Leveled Readers	Harcourt	Leveled Readers	Corrective Reading Series Reading Mastery Series
<b>Describe how instruction delivered, for how many minutes per day,</b>	1 time per week 20 minutes	Small groups during work time/ Daily 5	-Small reading groups 2 times per week 20 minutes -Title One 25 minutes 5	1:1 reteach 15 minutes Daily depending on service

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>days/week</b>			times per week -RTI 25 minutes 2 times per week	time
<b>Describe who delivers instruction/ratio of students to staff</b>	General Education Teacher 1:5	General Education Teacher to 18-24 student	Title One and/or Intervention Teacher 1:1 General Education Teacher 1:5	1:1 and small group with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-AIMsWeb 3 times per year -Practice Book in daily work -End of the Story Test -MCA -DRA 2 times per year	-DRA 4-5 times per year	Fluency checks in AIMSWeb every three weeks Reading Probs Teacher Observation Quarter Assessments

### Grade Level Third Grade

### Content Area Vocabulary

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		15 minutes	-Title One 25 minutes 5 times per week -Small Group Reading 25 minutes 2 times per week	
<b>Focus of intervention</b>	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<b>List the research-based instructional approaches to be used</b>	-Leveled library	-Leveled library -mental imagery -Highlight Strategy -Work work -Partner Read -Listen	-Leveled library -Review	-Leveled library -Sentence Writing Kansas Learning Strategy Word Identification Strategy Word mapping

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>	Leveled Readers for small reading group	Harcourt Text, practice book and journal	Leveled Readers for small groups	Kansas Learning Strategy Word Identification Strategy
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>	20 minutes 1 time per week	3 out of 5 day per week 1 to 2 times per day	-Title One 25 minutes 5 times per week -Small reading group 25 minutes 2 times per week	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>	General Education Teacher 1:5	General Education Teacher 1:20	-Title One 1:5 -General Education 1:5	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		-Daily work/ observations -AIMsWeb 3 times per year -Journal	-AIMS Web - Daily Work/ observations	Lesson by Lesson Quarterly Assessment Teacher Observation

### Grade Level Fourth Grade      Content Area Problem Solving

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		1 time per week 75 minutes	10 -30 minutes	
<b>Focus of intervention</b>	Problem Solving	Problem Solving	Problem Solving	Problem Solving
<b>List the research-based instructional approaches to be used</b>		- New strategy every chapter -Reading for meaning (highlight) -Packet review before state	Real life problem solving	Manipulatives Graphic Organizers MobyMax Kansas Learning Strategies for addition,

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

		testing -steps posted -applied math problems: using question answer relationships -Say, Ask, Check Method for story problems		subtraction, multiplication, division, and place value. Manipulatives.
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton-Mifflin	Houghton-Mifflin	Math games manipulatives MoblyMax Computer Program flash cards
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		1 time per week 75 minutes	10 -30 minutes	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		Classroom Teacher	-Title One and/or Intervention Teacher 1:1	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Daily work Chapter Test MCA and AIMSweb	Daily work Chapter Test MCA and AIMS web	Checklists, Probes Teacher Observation Quarterly Assessments

**Grade Level** Fourth Grade

**Content Area** Computations/ Concepts (fractions, decimals, time, money, place values,

graphs, measurements)

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration</b>		75 minutes/ 10 minutes	Title (30 minutes)	

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4			Small Group (10 minutes) Rtl (15-20 minutes)	
<b>Focus of intervention</b>	Computation/ Concepts	Computation/ Concepts	Computation/ Concepts	Computation/ Concepts
<b>List the research-based instructional approaches to be used</b>		<ul style="list-style-type: none"> <li>-Problem a day</li> <li>-Daily mental math</li> <li>-White boards shown answer</li> <li>-Check for understanding</li> <li>-Splash Math (App Ipad)</li> <li>-Study Island (current concept)</li> <li>-Measurement manipulatives</li> <li>-Peer tutoring</li> <li>-introducing easy to difficult problems</li> <li>-fact mastery through incremental rehearsal (gradually add unknown to known facts)</li> <li>- Question and answer relationship</li> </ul>	<ul style="list-style-type: none"> <li>-Concrete to abstract</li> <li>-Review topics till mastery is consistently 90%</li> <li>-Intervention material in the math curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Manipulatives</li> <li>MoblyMax</li> </ul>
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Houghton-Mifflin	Houghton-Mifflin	MoblyMax Computer Program
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		75 minutes	Small group with Title One and/or Intervention Teacher	Daily depending on service time
<b>Describe who delivers</b>		classroom teacher	Classroom	1:1 and small group with

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>instruction/ratio of students to staff</b>			Title One Rtl	special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Daily work Chapter Tests AIMsWeb MCA	Formative Assessments	Checklists, Probes Teacher Observation

### Grade Level Fourth Grade      Content Area Math Fluency

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		10 minutes	10 minutes	
<b>Focus of intervention</b>	Facts	Facts	Facts	Facts
<b>List the research-based instructional approaches to be used</b>		-Weekly timed test -Game practice (dice, cards, around the world) -learning wrap up/ flashcards -Ipad apps -fact mastery through incremental rehearsal (gradually add unknown to known facts)	-Flashcards	MobyMax Flashcards Mnemonics to remember basic facts Kansas Learning Strategies for addition, subtraction, multiplication, and division Touch Math
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Daily Math	Daily Math	MobyMax Kansas Learning Strategies for basic facts

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		10 minutes	10 minutes	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	-Title One and/or Intervention Teacher small groups of 3-4 students per one teacher	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Fact Fluency Test (Graphed weekly) AIMsWeb	Fact Fluency Test (Graphed weekly)	Checklists, Probes MobyMax tracker daily, weekly, quarterly, yearly Teacher Observation Quarterly Assessments

### Grade Level Fourth Grade      Content Area Vocabulary

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		15 minutes	10 minutes	
<b>Focus of intervention</b>	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<b>List the research-based instructional approaches to be used</b>		-sentences (written and oral) -Glossary page -Dictionary Skills -Read own, partner	Review on wall	-SAV-4 Frame -Sentence Writing Kansas Learning Strategy- Word Identification Word Maps Visual Imagery/flashcards
<b>List the materials to be used</b>		Harcourt Brace	Leveled Readers	Kansas Learning

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>(e.g., components, programs, series, texts/reading series)</b>				Strategy-Word Identification Graphic Organizers
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		10-15 minutes a day	Title One (30 minutes)	Daily dependent on service time.
<b>Describe who delivers instruction/ratio of students to staff</b>		Classroom Teacher	Title One Classroom Teacher	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Vocabulary page Book Test Journal once a week AIMsWeb	AIMsWeb	Checklist Quarterly Assessments Teacher Observation

### Grade Level Fourth Grade      Content Area Reading Fluency

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		45 minutes	45 minutes	
<b>Focus of intervention</b>	Fluency	Fluency	Fluency	Fluency
<b>List the research-based instructional approaches to be used</b>		-Read Aloud -Partner read -Listening, reading, and receiving corrective feedback -Repeated reading	-High frequency word lists -Read Naturally	High Frequency words Dolch word list Repeated reading Orton Gillingham Corrective Reading Reading Mastery

**Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan**

<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Harcourt Brace	Harcourt Brace	Language Tool Kit (Flashcards) Dolch words repeated reading book set Correct Reading Reading Mastery
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		45 minutes	1 time per week ? Title 5 times Read Naturally Independent Reading	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		Classroom Teacher	small group of 5 students to 1 staff or less Title One and/or Intervention Teacher	1:1 and small group with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		DRA2 AIMSWeb	DRA2 AIMsWeb	Checklist, Probs AimsWeb Quarterly Assessments Teacher Observation

**Grade Level** Fourth Grade      **Content Area** Comprehension

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		45 minutes	25-30 minutes	

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

Focus of intervention	Comprehension	Comprehension	Comprehension	Comprehension
<b>List the research-based instructional approaches to be used</b>	-Advanced level reading books from reading series	-Regular level reading books from reading series -Vocabulary reteach -Reading Strategies new each week -Summarize -Partner read -Questioning Guided Reading - Student Comprehension Self Check Tool -Activating Prior Knowledge -SQ3R-summarize  -Text look back -Mental Imagery -Somebody/Wanted/But/So -GIST (who, what, where, when, why, and how)	-Reteach level reading books from reading series -Read Naturally -Summarize -Pulling our strategy/ meaning	-Intervention level reading books from reading series -Read Naturally -QAR (Question, Answer, Relationship) Strategy -Compare and Contrast -Poetry Reads Reading Mastery Corrective Reading Think Alouds Kansa Learning Strategy - Self-Questioning
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Harcourt Brace	Leveled Reading Comprehension strategies supplemental books	Corrective Reading Series Reading Mastery Series Kansas Learning Strategy-Self -Questioning
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		45 minutes	Title One 30 minutes	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher to 22-24 student	Title One Teacher small group of 1-5 students	1:1 and small group with special education staff
<b>Progress Monitoring</b>		DRA2		Fluency checks in

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

<b>Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Reading Test	AIMSWeb every three weeks
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**Grade Level** Fifth/Sixth Grade    **Content Area** Number Operation

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		20 minutes	20 minutes	
<b>Focus of intervention</b>	Number Operation	Number Operation	Number Operation	Number Operation
<b>List the research-based instructional approaches to be used</b>		-Smart Exchange -Daily math ADD -Rocket Math -Study Island -Math Series -Ipad apps	-Flashcards -Study Island for non band student	-Mobily Math Flash cards Touch Math Graphic Organizers Transmath
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Textbook	Resource Book	MoblyMax Computer Program Touch Math Transmath Series
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		30-40 minutes of instruction	-Title One push in model 1 time per week -stay in from recess -Morning homework room	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	-Title One Teacher small groups of 3-6 students per one teacher  Fit Groups 10-11 students	1:1 and small group with special education staff

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			4 times per week	
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Fact Fluency Test (Graphed weekly)		MobyMax daily, weekly, quarterly, yearly. Probes, Checklists Chapter Quizzes, Tests Teacher Observations Quarterly Assessments

### Grade Level Fifth/Sixth Grade Content Area Algebra

Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		20 minutes	20 minutes	
<b>Focus of intervention</b>	Algebra	Algebra	Algebra	Algebra
<b>List the research-based instructional approaches to be used</b>		-Math Series	-Math series	Transmath MobMax Manipulatives
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Textbook	Resource Book	Transmath MobyMax computer program
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		30-40 minutes examples, teacher guided	-Title One Teacher -Recess -Morning Study Hall	Daily depending on service time

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<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	General Education Teacher Title One Teacher	Special Education Teacher
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Tests	Tests	Checklists, Probes, MobyMax daily, weekly, quarterly, yearly. Teacher Observation Quarterly Assessments

### Grade Level Fifth/Sixth Grade    Content Area Geometry/ Measurement

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		20 minutes	20 minutes	
<b>Focus of intervention</b>	Geometry/ Measurement	Geometry/ Measurement	Geometry/ Measurement	Geometry/ Measurement
<b>List the research-based instructional approaches to be used</b>		-Math Series -Study Island	-Manipulatives	Manipulatives Transmath MobyMAX
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Textbook	Resource Book	Transmath MobyMax manipulatives
<b>Describe how instruction delivered, for how many minutes per day,</b>		30-40 minutes	20 minutes Title One Teacher	Daily depending on service time

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<b>days/week</b>				
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	General Education Teacher Title One Teacher	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Tests	Tests	Checklists Probes Quarterly assessments Teacher Observation MobyMax daily, weekly, quarterly, yearly. Chapter Quizzes, Tests.

### Grade Level Fifth/Sixth Grade Content Area Data Analysis/ Probability

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		20 minutes	20 minutes	
<b>Focus of intervention</b>	Data Analysis/ Probability	Data Analysis/ Probability	Data Analysis/ Probability	Data Analysis/ Probability
<b>List the research-based instructional approaches to be used</b>		-Math Series -Study Island -Experiments		Transmath MobyMax
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Textbook	Resource Book	Transmath MobyMax Program
<b>Describe how instruction</b>		30-40 minutes of	20 minutes	Daily depending on service

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<b>delivered, for how many minutes per day, days/week</b>		instruction	Title One Teacher	time.
<b>Describe who delivers instruction/ratio of students to staff</b>		General Education Teacher	General Education Teacher Title One Teacher	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Test Practice		Probes Quarterly assessments Quizzes, Tests Daily, weekly, quarterly, yearly. Teacher Observations

**Grade Level** Fifth/ Sixth Grade

**Content Area** Reading Fluency

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		20 minutes 2 times per week	20 minutes	
<b>Focus of intervention</b>	Fluency	Fluency	Fluency	Fluency
<b>List the research-based instructional approaches to be used</b>		-Read Aloud -Partner read/ re-reads -Tape Story	-High frequency word lists -Read Naturally	High Frequency words Dolch word list Repeated reading Orton Gillingham DISSECT Word Identification Strategy Corrective Reading Reading Mastery

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<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Textbook Harcourt Trophies Leveled Readers	Resource Book	Language Tool Kit (Flashcards) Dolch words repeated reading book set Correct Reading Reading Mastery
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		20 minutes 2 times per week Read Aloud Partner/ small group readings	1 time per week RTI Teacher 20 minutes 2 times per week	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		Homeroom Teacher to 22-23 students	small group of 5 students to 1 staff or less Title One and/or Intervention Teacher	1:1 and small group with Special Education Staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		DRA2 AIMSWeb	Oral reading fluency	Checklist, Probes AIMSWeb Quarterly Assessments Teacher Observation

**Grade Level** Fifth/ Sixth Grade

**Content Area** Vocabulary

<b>Level of Intervention</b>	<b>Advanced (Optional)</b>	<b>Core Instruction</b>	<b>Secondary Supports (Supplemental)</b>	<b>Tertiary Supports (Intensive)</b>
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		25 to 30 minutes	2 times week	

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Focus of intervention	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<b>List the research-based instructional approaches to be used</b>		-Textbook series(8 each week) -Novels (2 per chapter) -Flashcards -Context Clues -Work structure -Guided reading -Independent checks -Literature groups -Themed Book Reports -Dictionary Skills	-Synonyms/ Antonyms -Multiple meaning words -Homonyms/ Homographs	-Sentence Writing -1:1 Oral reading 5 minutes 1 time per week Kansas Learning Strategy-Word Identification Visual Imagery/flashcards Word Mapping DISSECT Word Identification Strategy
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Harcourt Trophies Novels Study Island	Harcourt Trophies Monthly Book Reports	Kansas Learning Strategy-Word Identification
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		20 minutes 3 times per week- Teacher guided	20-25 minutes 2 times a week	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		Reading Teacher to 22-23 students	Title One and/or Intervention Teacher	1:1 and small group with special education staff
<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		Novel Tests Reading Series Short Tests Weekly Vocabulary Tests		Checklist Quarter Assessments Teacher Observation

**Grade Level** Fifth/ Sixth Grade

**Content Area** Comprehension

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Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/duration of Intervention</b> Required in Minn. R. 3525.1341 Subp. 4		25 to 30 minutes		
<b>Focus of intervention</b>	Comprehension	Comprehension	Comprehension	Comprehension
<b>List the research-based instructional approaches to be used</b>		<ul style="list-style-type: none"> <li>-Daily Language Review (DLR)</li> <li>-Related reading level ability</li> <li>-Context clues</li> <li>-Book report projects</li> <li>-Reading logs (300 pages per month)</li> <li>-Predictions</li> <li>-Compare/ contrast</li> <li>-Rereads</li> </ul>	<ul style="list-style-type: none"> <li>-Story Maps</li> <li>-Venn Diagrams</li> <li>-T-Charts</li> <li>-Summarize</li> <li>-Leveled Reading groups</li> </ul>	<ul style="list-style-type: none"> <li>-SAV-4 Frame</li> <li>-Sentence Writing</li> <li>-Compare and contrast</li> <li>-Author's Purpose</li> <li>-1:1 oral reading check</li> <li>Reading Mastery</li> <li>Corrective Reading</li> <li>Think Alouds</li> <li>Graphic Organizers</li> <li>Kansas Learning</li> <li>Strategy-Self Questioning</li> </ul>
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		Harcourt Trophies Novels Study Island	Harcourt Trophies Reading Series Workbook Monthly Book Report	Reading Mastery Series Corrective Reading Series Kansas Learning Strategy-Self Questioning
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>		45 minutes 3 times per week	Title One Teacher 25 minutes 2 times per week RTI Teacher 20 minutes 2 times per week	Daily depending on service time
<b>Describe who delivers instruction/ratio of students to staff</b>		Homeroom Teacher to 22-23 students	Title One Teacher 1:3 or 1:4 RTI Teacher 20 minutes 2 times per week	1:1 and small group with special education staff

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<b>Progress Monitoring Data to be collected</b> Required in Minn. R. 3525.1341 Subp.3 F.		AIMsWeb DRA Story Tests	Checklist, Probes Quarterly Assessment Slossen Oral Reading Test Teacher Observation
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**B. List references for interventions, instruction, or instructional instructional strategies that verify that they are evidence-based.** Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices

Intervention	Sources of Evidence
Paired Reading	<ul style="list-style-type: none"> <li>• Topping, K. (1987). Paired reading: A powerful technique for parent use. <i>Reading Teacher</i>, 40, 608-614.</li> </ul>
Harcourt Trophies	<ul style="list-style-type: none"> <li>• Beck, I. (2005)</li> </ul>
Repeated Reading	<ul style="list-style-type: none"> <li>• Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading Research Quarterly</i>, 22, 389-406.</li> <li>• Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. <i>Reading Research Quarterly</i>, 20, 553-565.</li> <li>• Rashotte, C.A. &amp; Torgesen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>, 20, 180-188.</li> <li>• Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. <i>Journal of Educational Research</i>, 83(3), 147-150.</li> </ul>
Mental Imagery	<ul style="list-style-type: none"> <li>• Gambrell, L.B. &amp; Bales, R.B. (1986). Mental imagery and the comprehension-monitoring performance of fourth- and fifth-grade poor readers. <i>Reading Research Quarterly</i>, 21, 454-464.</li> <li>• Gambrell, L.B. &amp; Jawitz, P.B. (1993). Mental imagery, text illustrations, and children's story comprehension and recall. <i>Reading Research Quarterly</i>, 23, 265-273.</li> </ul>
Prior Knowledge	<ul style="list-style-type: none"> <li>• Hansen, J. &amp; Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. <i>Journal of Educational Psychology</i>, 75, 821-829.</li> </ul>
Reading Practice	<ul style="list-style-type: none"> <li>• Shany, M.T. &amp; Biemiller, A. (1995). Assisted reading practice: Effects on performance for poor readers in grades 3 and 4. <i>Reading Research Quarterly</i>, 30, 382-395.</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Rose, T.L., &amp; Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading</li> </ul>

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	<p>performance. <i>Learning Disabilities Quarterly</i>, 7, 39-44.</p> <ul style="list-style-type: none"> <li>• Van Bon, W.H.J., Boksebeld, L.M., Font Freide, T.A.M., &amp; Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. <i>Journal of Learning Disabilities</i>, 24, 471-476.</li> </ul>
Text Look Back	<ul style="list-style-type: none"> <li>• Garner, R., Hare, V.C., Alexander, P., Haynes, J., &amp; Vinograd, P. (1984). Inducing use of a text lookback strategy among unsuccessful readers. <i>American Educational Research Journal</i>, 21, 789-798.</li> </ul>
GIST	<ul style="list-style-type: none"> <li>• Cunningham, 1982</li> </ul>
Somebody/Wanted/But/So	<ul style="list-style-type: none"> <li>• Macon, Bewell, &amp; Vogt, 1991</li> </ul>
Reading Fluency	<ul style="list-style-type: none"> <li>• (Rose &amp; Sherry, 1984; Van Bon, Boksebeld, Font Freide, &amp; Van den Hurk, J.M., 1991)</li> </ul>
Comprehension Self Check	<ul style="list-style-type: none"> <li>• Anderson, T. (1980). Study strategies and adjunct aids. In R. J. Spiro, B. C. Bruce, &amp; W. F. Brewer (Eds.) <i>Theoretical Issues in Reading Comprehension</i>, Hillsdale, NJ: Lawrence Erlbaum Associates.</li> <li>• Babbs, P. J. (1984). Monitoring cards help improve comprehension. <i>The Reading Teacher</i>, 38(2), 200-204.</li> </ul>
SQ3R	<ul style="list-style-type: none"> <li>• Based upon Robinson, Francis Pleasant. (1970) <i>Effective study</i>. New York: Harper &amp; Row.</li> </ul>
Manipulatives	<ul style="list-style-type: none"> <li>• RTI: Best Practices in Mathematics Interventions. Jim Wright <a href="http://www.interventioncentral.org">www.interventioncentral.org</a></li> </ul>
Peer Tutoring	<ul style="list-style-type: none"> <li>• Menesses, K. F., &amp; Gresham, F. M. (2009). Relative efficacy of reciprocal and nonreciprocal peer tutoring for students at-risk for academic failure. <i>School Psychology Quarterly</i>, 24, 266–275.</li> </ul>
Incremental Rehearsal	<ul style="list-style-type: none"> <li>• Burns, M. K. (2005). Using incremental rehearsal to increase fluency of single-digit multiplication facts with children identified as learning disabled in mathematics computation. <i>Education and Treatment of Children</i>, 28, 237-249.</li> </ul>
Intermixing Easy and Challenging	<ul style="list-style-type: none"> <li>• Hawkins, J., Skinner, C. H., &amp; Oliver, R. (2005). The effects of task demands and additive interspersal ratios on fifth-grade students' mathematics accuracy. <i>School Psychology Review</i>, 34, 543-555.</li> </ul>
Question/Answer Response	<ul style="list-style-type: none"> <li>• Mesmer, H.A.E., &amp; Hutchins, E.J. (2002). Using QARs with charts and graphs. <i>The Reading Teacher</i>, 56, 21-27.</li> <li>• Raphael, T. (1982). Question-answering strategies for children. <i>The Reading Teacher</i>, 36, 186-190.</li> <li>• Raphael, T. (1986). Teaching question answer relationships, revisited. <i>The Reading Teacher</i>, 39, 516-522.</li> </ul>
Step by Step Problem Solving	<ul style="list-style-type: none"> <li>• Uberti, H. Z., Mastropieri, M. A., &amp; Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. <i>Intervention in School and Clinic</i>, 39(5), 269-275.</li> </ul>

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Word Problem: Say, Ask, Check	<ul style="list-style-type: none"> <li>• RTI: Interventions for Elementary Students With Math Difficulties Jim Wright <a href="http://www.interventioncentral.org">www.interventioncentral.org</a></li> </ul>
DISSECT Strategy	<ul style="list-style-type: none"> <li>• Lenz, B.K. &amp; Hughes, C.A. (1900). A word identification strategy for adolescents with learning disabilities. <i>Journal Of Learning Disabilities</i>, 23, 194-158</li> </ul>
Reading Mastery	<ul style="list-style-type: none"> <li>• <i>Reading Mastery</i>, What Works Clearinghouse, September 28, 2006</li> </ul>
MobyMax	<ul style="list-style-type: none"> <li>• <a href="http://www.MobyMax.com">www.MobyMax.com</a> is a research-based pedagogy that incorporates multiple cognitive techniques <i>Principles of Scientific Based Reasearch in MobyMax</i></li> </ul>
Corrective Reading	<ul style="list-style-type: none"> <li>• <i>Corrective Reading</i>, What Works Clearinghouse, July 2, 2007</li> </ul>
Transmath	<ul style="list-style-type: none"> <li>• <i>Transmath</i>. What Works Clearinghouse May 2012</li> </ul>
Kansa Learning Strategies	<ul style="list-style-type: none"> <li>• <b>University of Kansas Center for Research on Learning</b> <a href="http://www.ku-crl.org">http://www.ku-crl.org</a> <ul style="list-style-type: none"> <li>○ Sentence Writing</li> <li>○ <a href="#">Proficiency in the Sentence Fundamentals in the Sentence Writing Strategy</a></li> <li>○ <a href="#">Writing Strategy</a></li> <li>○ Basic Math Facts Addition, Subtraction, Multiplication, Division</li> <li>○ Place Value</li> <li>○ <a href="#">Word Identification Strategy</a></li> <li>○ <a href="#">Self-Questioning Strategy</a></li> </ul> </li> </ul>

Goudvis, A. & Harvey, S., (2007). *Strategies That Work*. 2nd ed. : Stenhouse Publishers.

Bear, D. & Invernizzi, M. & Johnston, F. & Templeton, S., (2008, 2004, 2000, 1996). *Words Their Way*. 4th ed. e.g. England: Pearson Merrill Prentice Hall

Crawford, C. & Gillet, J. & Temple, C., (2008, 2004, 2000). *Understanding Reading Problems: Assessment and Instruction*. 7th ed. e.g. England: Pearson Education, Inc.

Caldwell, J. & Leslie, L., (2005). *Intervention Strategies to Follow Informal Reading Inventory Assessment*. 1st ed. : Pearson Education, Inc.

Fountas, I. & Pinnell, G., (1996). *Guided Reading: Good First Teaching for All Children*. 1st ed. : Heinemann.

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### V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

#### A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Grade	Benchmark	Slope (Growth)	Level	Other
<b>Core Instruction</b>  <b>**Use Local AIMS Web norms to determine percentile</b>	25 <sup>th</sup> percentile or above. Classroom (teacher) based interventions for students between 40 <sup>th</sup> and 25 <sup>th</sup> percentile	Goal line is drawn to get student to 50 <sup>th</sup> percentile on grade level probes. Once that has been met progress monitoring is discontinued and benchmark scores will be monitored.	Core classroom instruction provided. For student between 50 <sup>th</sup> and 25 <sup>th</sup> percentile available classroom interventions are provided and progress is monitored monthly by classroom teacher	If more than 20% of students in a classroom are below 25 <sup>th</sup> percentile it may be decided to provide entire class with additional or alternate instruction (intervention) until 80% of students meet benchmark.
<b>Secondary</b>	25 <sup>th</sup> percentile or below	Goal line is drawn to get student to 50 <sup>th</sup> percentile for the spring norms of current instructional level. Once that is met by the student consistently meeting the mark 4 of 5 trials, progress monitoring is conducted at next grade level until 50 <sup>th</sup> percentile is met.	Student continues to receive core instruction plus a Tier 2 intervention based on reading area of need. Student may receive multiple Tier 2 interventions for multiple areas of concern.	Progress monitoring occurs every 3 weeks. If 2 of 3 consecutive data points show a flat or negative slope, draw a line on the graph and change the intervention. If 2 of 3 consecutive data points are above the goal line, draw a line on the graph and increase the goal.
<b>Tertiary</b>	10 <sup>th</sup> percentile or below and/or non-responsive to Tier 2 interventions	Same as Tier 2	Student continues to receive core instruction plus a Tier 3 intervention.	Progress monitoring occurs at least bi-weekly and same decision making rules apply as in Tier 2.

#### B. Describe rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations)

#### Assignment of Tiered Intervention:

Students who fall in the 20-50<sup>th</sup> percentile range are at some risk of not meeting benchmarks. Students who are below the 20<sup>th</sup> percentile are at risk. Using national norms, grade-level teams can determine which students continue to be in

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the “Some Risk” and “At Risk” categories according to progress monitoring data. Students falling in the “Some Risk” category will receive core instruction as well as classroom based intervention strategies by their classroom teachers. Students at the 25<sup>th</sup>-10<sup>th</sup> percentile will receive core instruction in addition to Tier 2 intervention. Students below the 10<sup>th</sup> percentile, or those that have shown to be unresponsive to Tier 2 intervention will receive core instruction in addition to Tier 3 intensive intervention.

### **Determining Instructional Level:**

Instructional reading levels is found by doing a Developmental Reading Assessment (DRA) in grades K-3. Using three AIMS Web probes and taking the median scores, test down from the student’s grade level until you find the grade where the student is meeting the spring benchmark at the 25<sup>th</sup> percentile. That is the student’s instructional level. Progress monitoring can begin at the next grade level up.

### **Progress Monitoring/Decision Rules:**

Student progress will be monitored either by the classroom teacher, Title One Services, Special Education Services or intervention teachers according to the frequency delineated above. AIMS Web will be used as the progress monitoring tool for grades K-6. Grade-level teams meet to review data and make instructional decisions every 6-8 weeks. At grade-level meetings, progress monitoring data will be reviewed. Students who have 2 of 3 data points above the set goal line may either move into a less intensive Tier of support, or if they have reached the 50<sup>th</sup> percentile for their current instructional level, progress monitoring will begin at the next highest instructional level. Students who have 2 of 3 data points below the set goal line will receive a change in their intervention in order to increase the instructional intensity (e.g. move from Tier 2 to Tier 3). Grade level or intervention teams may use professional judgment in deciding to keep a student in current programming despite a 2 of 3 data point trend above or below the goal line if there is other data to support this decision (e.g. MCA scores, classroom performance data).

Progress should be monitored at the student’s instructional level in order to have a more specific picture of the progress the student is making. It is important for the student’s progress toward grade-level benchmarks to be monitored as well since student progress compared to grade-level peers is important to keep in perspective and use to predict performance on state standards-based assessments.

If students have participated in at least two interventions over 7 school weeks that have been implemented with fidelity and are not making adequate progress as evidenced by at least 12 data points, a referral for special education evaluation is made. Grade level or intervention teams may use professional judgment and knowledge of culturally and linguistically

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students and decide to keep students in interventions longer before referring for evaluation.

**C. Special Education Progress Monitoring and Exit Criteria.** Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

Yes

Is a school-wide method established to evaluate student progress in special education? (Tests/procedures, data collection, frame of reference, and criterion)

Yes

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives.
3. The student can access and perform adequately in the general education curriculum.

The school-wide method for evaluating student progress in special education includes progress reporting in AimsWeb, State and District standardized testing.

**The team will consider exiting the student if the following conditions are met:**

Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving.

Documentation of progress in state-approved grade-level standards in one or more areas listed above.

Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources; class work samples, anecdotal teacher records, state and

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district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

### VI. Parental Notification and Consent Policies

**A. Describe the parent notification and consent policies.** Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.
- Data collected regarding the nature of the child's performance.
- When a parent notified of the due process procedures and protections

From Literacy Plan: Parent involvement is strongly encouraged and celebrated at Fillmore Central Elementary. There are many opportunities to communicate student progress throughout the year. Teaching staff provide weekly newsletters, classroom websites, quarterly report cards, and hold conferences twice a year. Emails, notes, phone calls, and meetings are used for more frequent communication about students who are not showing adequate growth. The Title One program hosts reading events in the fall and spring to promote reading at home. Letters are sent home to receive permission for any qualification of services available for a student.

The letters asking for consent regarding Title One services include explanation how the student qualifies, who the teacher will be providing the service and contact sheet for communication purposes. This is done for both reading and math additional supports.

Communication regarding intervention services are given to the parents by the general education teacher via email, general letter stating services will be provided as needed to any student showing need on a given week or during face to face conference.

**VII. Procedures for Ensuring Integrity of Implementation** In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

**A. Briefly describe procedures to address implementation of assessment and instructional practices** Subsumed under Minn. R. 3525.1341 Subp. 4.

## Fillmore Central Elementary System of Scientific Research-Based Intervention (SRBI) Plan

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1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

### **B. Briefly describe steps to address integrity of implementation of policies and procedures** Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

Intervention integrity/fidelity: A process for monitoring the degree to which an intervention is implemented as planned, and corrections/adjustments are made as needed. Integrity of implementation can be checked by:

- Self report or log kept by the interventionist (review steps in the intervention, how often intervention will be done)
- Review of permanent products from the intervention (work samples, progress monitoring data, etc.)
- Direct observation of the intervention (i.e., number of observations, who will do the observations, observation notes)
- Rating scales or rubrics used to judge or summarize observations of implementation of the intervention (review steps in intervention, review intervention script, etc.)
- Students' actual attendance at intervention

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

### **VIII. Professional Development Plan for SRBI Systems and Procedures.** Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

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**A. Briefly describe staff development plan for implementing system of SRBI.** This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

Professional development is on-going, data-driven, and inclusive of all teaching staff. It is delivered in a variety of methods and aligned with school district goals. Teachers meet once a month to confer in Professional Learning Communities and identify areas of need. Student data is reviewed, interventions are discussed and applied, and teaching strategies are shared. Teachers are grouped according to the grade level group or age of children most worked with. (From Building Literacy Plan)

Teachers have their own growth plan based off district, building and personal professional goals. Peer observations are completed as well as walk through observations by administration. The use of Educational Impact and Infinitec provides the staff with a variety of research based instructional strategies and interventions. The two staff development tools also provide training in aligning state standards, the use of student data to enhance achievement and teacher content knowledge. The use of Region 10 SRBI modules are used for training problem solving teams.

The district is very committed to Professional Learning Communities that address the above items in a collaborative group.

**B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.**

The SRBI team (those who completed the plan) will meet monthly to discuss challenges and successes with implementation of the entire plan including the selected instructional strategies and interventions used. The team will review and revise section IV (Specific Components Included in SRBI System: Continuum of Instructional Supports) at minimum once a year.