

RESPONSE TO INSTRUCTION AND INTERVENTION AGENDA

GRADE LEVEL MEETINGS

READING GROUPS

1. How is the implementation of your 100% meeting plan going?

2. Did our intervention work? (Plan Implementation and Evaluation)

- Did we implement the intervention plan?
- Are there students who meet the exit criteria (according to the district decision rules?)
- Is there other data that we have that will help us have a clearer picture of student success? (Core program assessments <weekly or unit>, intervention assessments)

3. Problem Identification: Is there a group problem or an individual student problem?

- Based on district decision rules, are more than 50% of the students successful in this group?
 - If **no**, move to Group Problem Analysis.
 - If **yes**, move to Individual Problem Analysis and pause on students who are not making above progress based on district decision rules.

4. Group Problem Analysis	4. Individual Problem Analysis
<p><i>Instruction:</i></p> <ul style="list-style-type: none"> Does the person delivering the intervention have training on the curriculum? <p><i>Curriculum:</i></p> <ul style="list-style-type: none"> Does the intervention match the students' instructional need? (i.e. students need phonics due to low accuracy and the curriculum addresses phonics) Is the intervention difficulty appropriate for student need? <p><i>Environment:</i></p> <ul style="list-style-type: none"> Is the location of the intervention causing distractions to the students Do behavioral/motivational supports need to be in place? Are active engagement strategies in place? 	<p>What additional student data do we have to analyze?</p> <p><i>Instruction:</i></p> <ul style="list-style-type: none"> Is attendance an issue (see attendance data)? What do we know about the instruction in core <i>and</i> intervention? (Time, pacing, corrective feedback, etc) <p><i>Curriculum:</i></p> <ul style="list-style-type: none"> Does the intervention match the student's instructional need? (i.e. students need phonics due to low accuracy and the curriculum addresses phonics) Is the intervention difficulty appropriate for student need? <p><i>Environment:</i></p> <ul style="list-style-type: none"> Is behavior an issue (see behavior data)? Do behavioral/motivational supports need to be in place? Can we adjust the group size, group arrangement/location? Are active engagement strategies in place?
5. Group Plan Development	5. Individual Plan Development
<p><u>What can be done in intervention group AND during classroom time?</u></p> <p><i>Instruction</i></p> <ul style="list-style-type: none"> amount of time? small group in core? <p><i>Curriculum</i></p> <ul style="list-style-type: none"> adjust the curriculum or starting spot of the curriculum does the core need more scaffolding? <p><i>Environment</i></p> <ul style="list-style-type: none"> add reinforcement? adjust group size? increase opportunities to respond location or time of group 	<p><u>What can be done in intervention group AND during classroom time?</u></p> <p><i>Instruction</i></p> <ul style="list-style-type: none"> amount of time in class small group or intervention? lesson maps/templates increase modeling and guided practice increase coordination between classroom teacher and interventionist <p><i>Curriculum</i></p> <ul style="list-style-type: none"> adjust the curriculum or starting spot of the curriculum <p><i>Environment</i></p> <ul style="list-style-type: none"> add reinforcement? adjust group size? increase opportunities to respond
<p>If an individual student has failed to make adequate progress after two interventions, we must individualize and intensify the intervention. If s/he is 2x discrepant from his/her intervention peers consider Individual Problem Solving</p>	

RESPONSE TO INSTRUCTION AND INTERVENTION AGENDA

GRADE LEVEL MEETINGS

MATH GROUPS

1. Did our intervention work? (Plan Implementation and Evaluation)

- Did we implement the intervention plan?
- Are there students who meet the district decision rules for exiting intervention?
- Is there other data that we have that will help us have a clearer picture of student success?
(progress monitoring data, core Program assessment, intervention assessments)

2. Problem Identification: Is there a group problem or an individual student problem?

- Based on district decision rules, are more than 50% of the students successful in this group?
 - If **no**, move to Group Problem Analysis.
 - If **yes**, move to Individual Problem Analysis and *pause* on students who are not making above progress based on district decision rules.

3. Group Problem Analysis	3. Individual Problem Analysis
<p><i>Instruction:</i></p> <ul style="list-style-type: none"> Does the person delivering the intervention have training on the curriculum? Has the interventionist attended the Best Practices class? <p><i>Curriculum:</i></p> <ul style="list-style-type: none"> Does the intervention match the students' instructional need? Is the intervention difficulty appropriate for student need? <p><i>Environment:</i></p> <ul style="list-style-type: none"> Is the location of the intervention causing distractions to the students Do behavioral/motivational supports need to be in place? Are active engagement strategies in place? 	<p>What additional student data do we have to analyze?</p> <p><i>Instruction:</i></p> <ul style="list-style-type: none"> Is attendance an issue (see attendance data)? What do we know about the instruction in core <i>and</i> intervention? (Time, pacing, corrective feedback, etc) Has the interventionist attended the Best Practices class? <p><i>Curriculum:</i></p> <ul style="list-style-type: none"> Does the intervention match the student's instructional need? Is the intervention difficulty appropriate for student need? <p><i>Environment:</i></p> <ul style="list-style-type: none"> Is behavior an issue (see behavior data)? Do behavioral/motivational supports need to be in place? Can we adjust the group size, group arrangement/location? Are active engagement strategies in place?
4. Group Plan Development	4. Individual Plan Development
<p><u>What can be done in intervention group AND during classroom time?</u></p> <p><i>Instruction:</i></p> <ul style="list-style-type: none"> amount of time? <p><i>Curriculum:</i></p> <ul style="list-style-type: none"> adjust the curriculum or starting spot of the curriculum <p><i>Environment:</i></p> <ul style="list-style-type: none"> add reinforcement? adjust group size? increase opportunities to respond location or time of group 	<p><u>What can be done in intervention group AND during classroom time?</u></p> <p><i>Instruction:</i></p> <ul style="list-style-type: none"> amount of time in class small group or intervention increasing corrective feedback attendance plan <p><i>Curriculum:</i></p> <ul style="list-style-type: none"> adjust the curriculum or starting spot of the curriculum <p><i>Environment:</i></p> <ul style="list-style-type: none"> add reinforcement? adjust group size? increase opportunities to respond
<p>If an individual student has failed to make adequate progress after two interventions, we must individualize and intensify the intervention. If s/he is 2x discrepant from his/her intervention peers consider Individual Problem Solving</p>	

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OTHER STUDENTS OF CONCERN

1. Which students who are not currently in intervention groups should be placed in one? Reading & Math
 - Examine screening data, classroom assessments, parent and teacher input, and progress monitoring to determine placement group.
2. Are there students who have behavior concerns? (see Behavior data) How may we provide more supports for these students?
3. Are there students who have attendance concerns? (see Attendance data) How may we provide more supports for these students and families?
4. Are there other students that need to be discussed with this group?