

Cedarburg

School District

Challenging Students to Achieve Their Goals and Dreams

Responsive Education: Addressing the Needs of All Students

Acknowledgements

This handbook was originally developed by a committee comprised of the following members:

Karen Buser, Elementary Teacher
Angie Capelle, Elementary School Counselor
Jess Faust, School Psychologist
Annie Gehrke, Elementary Teacher
Fredrika Harper, Director of Curriculum and Instruction
Patty Knudson, Middle School Teacher
Julie Koehler, Elementary Teacher
Tim Labinski, High School Counselor
Pat Sorensen, School Psychologist
Heather Vande Sande, High School Teacher

Table of Contents

Cedarburg Mission and State of Wisconsin Vision.....	4
Responsive Education Flowchart.....	6
Tier 1 Process.....	7
Tier 2 Process.....	8
Tier 3 Process.....	9
District Decision Rule Guide.....	10
Glossary of Terms.....	16

DRAFT

Cedarburg Mission Statement

The mission of the Cedarburg School District is to provide an exemplary education that challenges students in a nurturing environment to become lifelong learners, to be responsible members of a global community and to achieve their goals and dream.

Response to Intervention (RtI) Introduction

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, evidence-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among administrators, educators, families, and communities is the foundation of responsive education. On-going academic and behavioral performance data should inform instructional decisions.

Wisconsin Definition of RtI

Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all students through:

- high quality instructional practice;
- balanced assessment for continuous review of student progress; and
- collaboration



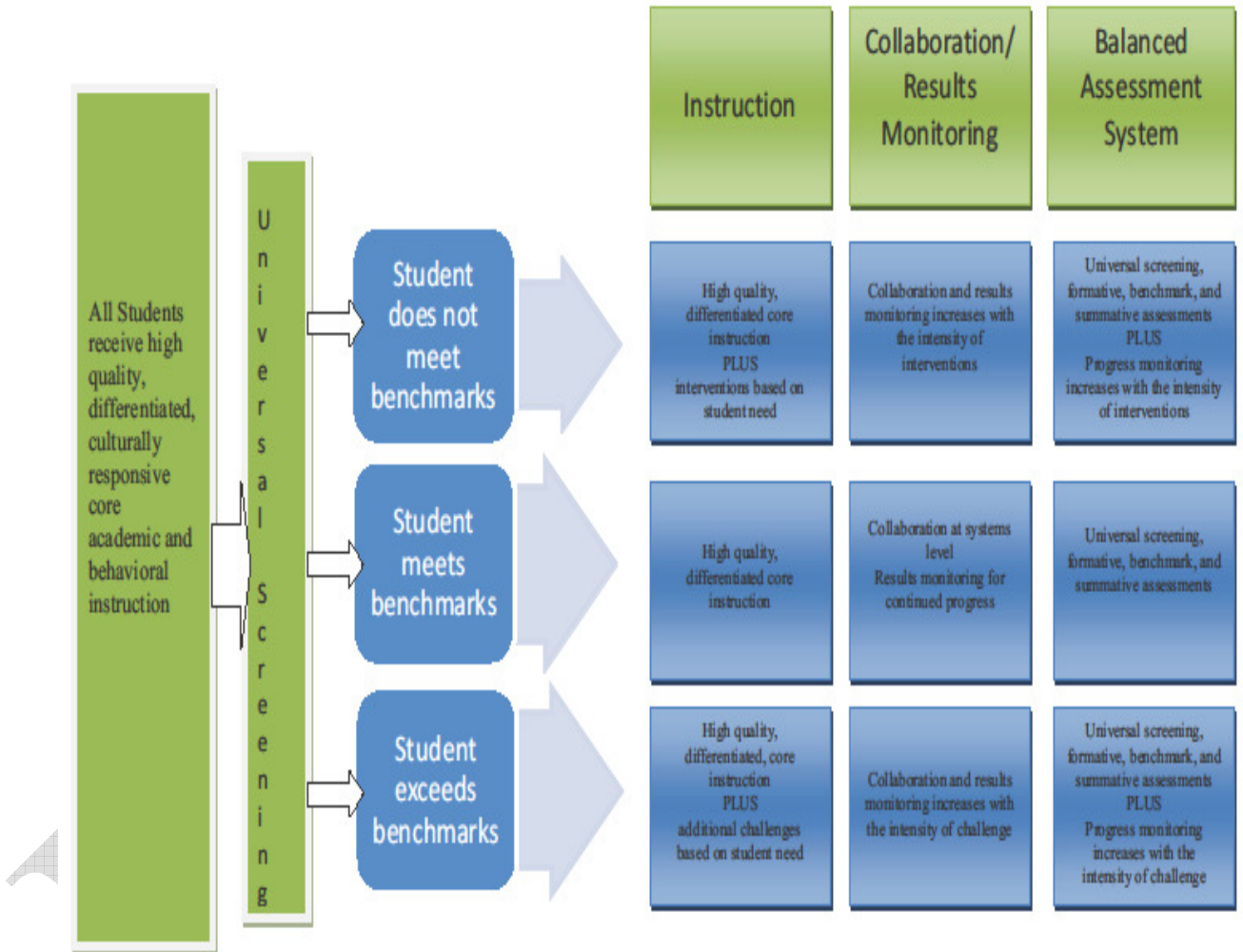
Responsive Education Process

The Cedarburg responsive education process is a shared responsibility; all staff members (general education teachers, special education teachers, paraprofessionals and student servicing staff) assume an active role in students' assessment and instruction.

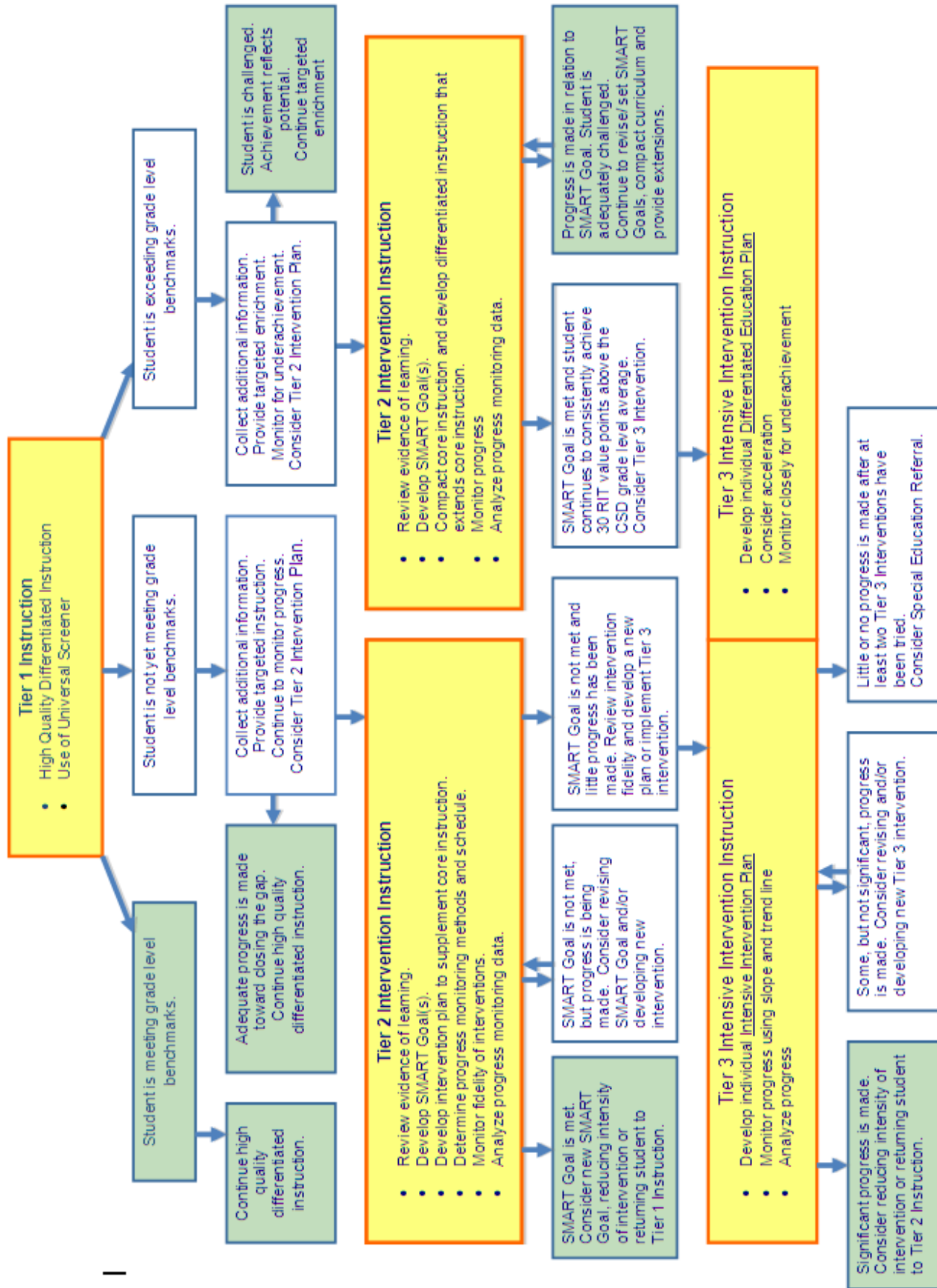
The Cedarburg responsive education process is based on the Wisconsin RtI model. This process includes three tiers.

- Tier 1 (Universal)—how we use data and differentiate to meet the needs of all students
- Tier 2 (Selected)—how we intervene with small groups of students who either continue to struggle to meet benchmarks or exceed benchmarks.
- Tier 3 (Targeted)—how we meet the needs of students who continue to struggle to meet benchmarks or exceed benchmarks in Tier 2

Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



Revised March 4, 2010



Tier 1 (Universal Differentiation)

Definition:

High quality instruction (curriculum, differentiated instruction, and assessment) is engaging, standards-based, data-driven, evidence-based, and is grounded in culturally responsive practices.

Tier 1 includes the curriculum, programs, and services that are provided to all students. The expectation is that at least 80% of students will make adequate progress (academic and behavioral) as evidenced by universal screening data.

Instructional teams (grade level, department, collaboration, etc.):

- analyze the data from screeners to ensure that at least 80% of students are meeting grade level expectations; reevaluate curriculum or instruction if less than 80% of students are not meeting grade level expectations;
- discuss and support each other in best educational practices and identify professional development needs;
- develop flexible groupings for additional support or extension;
- share strategies for classroom management;
- share differentiated lessons; and
- collect behavioral data.

Tier 1 Instructional Team Expectations are that:

- all students will be screened at least twice yearly (see resources for District Decision Rules Guide);
- teams will create data walls and triangulate with other data;
- teams will analyze the data to determine students' instructional (academic and behavioral) needs; and
- teams meet at least once monthly to analyze student data and to make instructional decisions.

When a child is struggling to meet expectations or exceeding expectations, the instructional team:

- will accommodate and differentiate for the student;
- may consult with previous teachers, additional school personnel;
- may conference with the student;
- may communicate with parents/guardians;
- may review student's cumulative file/assessment data;
- may begin collecting more frequent measures of student progress; and
- may consider Tier 2 intervention options.

Tier 2 (Selected Small Group Interventions)

Definition:

Tier 2 instruction (in addition to Tier 1 instruction) includes the delivery of skill specific, evidence-based academic or behavioral intervention options in small group in addition to core instruction. Approximately 15% of students may need Tier 2 instruction to either 1) meet grade-level standards, benchmarks, and curricular expectations, or 2) address academic needs that transcend grade level standards, benchmarks and curricular expectations. Students receiving Tier 2 interventions are monitored regularly (typically every 1-2 weeks) using a progress-monitoring assessment. Intensity and duration of interventions are based on data and student responsiveness. Tier 2 interventions may be provided by classroom teachers and/or other school personnel.

Tier 2 instructional teams (grade level, department, collaboration, etc.) will:

- use assessment data to assign students to intervention groups to match student needs (skill deficit or need for additional challenge);
- develop individual or small group SMART goal(s);
- analyze progress monitoring data and/or charts;
- discuss and support each other in evidence-based educational intervention options and identify professional development needs;
- collaboratively implement specific skill-based intervention options to meet the needs of groups of students;
- communicate with the student, parent/guardian;
- monitor for fidelity of intervention options; and
- conduct consultation and problem-solving with other school personnel (i.e. reading intervention specialists, school counselors, school psychologists, administrators, special education teachers, speech/language pathologists).

Tier 2 intervention plan requires:

- baseline determined by three data points (from progress monitoring probes);
- an individual or small group SMART goal;
- a defined intervention option; and
- progress monitoring measures and schedule.

When a student is meeting SMART goal based on 4-6 data points, the instructional team may consider:

- continuing intervention with new SMART goal;
- reducing intensity of intervention; or
- returning student to Tier 1 instruction.

When a student is not meeting SMART goal based on 4-6 data points but significant progress is being made based on Tier 2 decision rules, the instructional team will consider whether:

- the current intervention option should be continued with a revised SMART goal;
- the current intervention option needs increased intensity or duration; or
- a new intervention option needs to be identified or created.

When a student is making little or no progress toward meeting SMART goal after the collection of 4-6 data points, the instructional team will:

- determine whether a different Tier 2 intervention option should be implemented; or
- A decision may be made to move a student to Tier 3 if Tier 2 options have been delivered with fidelity and have not led to expected growth.

Tier 3 (Targeted Interventions)

Definition:

Tier 3 instruction includes the delivery of intensive evidence-based academic or behavioral interventions in addition to core instruction. Tier 3 intervention plans are based on specific student needs and can be delivered individually or in small groups. Approximately 5% of students may need Tier 3 instruction to either 1) meet grade-level standards, benchmarks, and curricular expectations, or 2) address academic needs that transcend grade level standards, benchmarks and curricular expectations. Students receiving Tier 3 interventions are monitored at least weekly using a progress-monitoring probe. Intensity and duration of intervention options are based on data and student responsiveness from Tier 2. Tier 3 interventions must be provided by qualified personnel.*

*Qualified personnel:

- If intervention is behavioral, a licensed school personnel may deliver
- If intervention is academic, a certified instructor must deliver direct instruction
- Instructional aides may team with the certified instructor to assist student with application and practice
- Special education teachers cannot deliver interventions with regular education students.

Tier 3 instructional teams should include classroom teacher, parent/guardian, and building administrator and may include school psychologist, school counselor, and other school personnel (based on student needs). Tier 3 instructional teams will meet to develop an individual Tier 3 plan which includes:

- SMART goal based on Tier 2 data;
- input from parent (and student when appropriate);
- intense intervention option aligned to student needs;
- formal progress monitoring including a schedule for collecting and analyzing progress using slope and trend line; and
- fidelity checks.

When a student is meeting SMART goal based on 4-6 data points, the team may consider:

- continuing intervention option with new SMART goal;
- reducing intensity of intervention option; and/or
- returning student to Tier 1 or Tier 2 instruction.

When a student is not meeting SMART goal, but significant progress is being made, the team may consider revising SMART goal and intervention plan.

When a student is making little or no progress toward SMART goal based on 4-6 data points, the team:

- will consider whether the intervention is not working and therefore a different intensive intervention should be implemented (Tier 3); and
- will communicate with parents/guardians.

The team may determine whether a special education referral should be considered when:

- a student is not meeting SMART goal after two or more intensive, evidence-based intervention options, and
- the student was engaged in 80% of the intervention option intended, and
- the intervention option was delivered as designed, and
- it has been proven that the student is not struggling due to a lack of high-quality, responsive instruction matched to her/his needs.

Cedarburg School District Data Decision Rules – MAP Reading

Cedarburg School District MAP Scores Decision Rules									
Reading -- Fall									
Tier (Percentile)	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Possible Tier 3 (99)	215↑	224 ↑	231↑	236 ↑	240 ↑	244 ↑	247 ↑	249 ↑	252 ↑
Possible Tier 2 (95-98)	203- 214	216- 223	225- 230	232- 235	237- 239	241- 243	245- 246	247- 248	250- 251
Possible Tier 1(41-95)	172- 202	186- 215	196- 224	204- 231	209- 236	213- 240	216- 244	218- 246	220- 249
Possible Tier 2(21-40)	163- 171	178- 185	188- 195	195- 203	200- 208	205- 212	207- 215	209- 217	211- 219
	162 ↓	177 ↓	187 ↓	194 ↓	199 ↓	204 ↓	206 ↓	208 ↓	210 ↓

Reading -- Winter									
Percentile	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Possible Tier 3 (99)	219 ↑	226 ↑	233 ↑	238 ↑	242 ↑	245 ↑	247 ↑	250 ↑	253 ↑
Possible Tier 2 (95-98)	209- 218	220- 225	227- 232	234- 237	239- 241	243- 244	245- 246	248- 249	250- 252
Possible Tier 1(41-95)	180- 208	191- 219	200- 226	207- 233	211- 238	215- 242	218- 244	219- 247	220- 249
Possible Tier 2(21-40)	172- 179	183- 190	192- 199	198- 206	203- 210	207- 217	209- 217	209- 218	210- 219
	171 ↓	182 ↓	191 ↓	197 ↓	200 ↓	206 ↓	208 ↓	208 ↓	210 ↓

Reading -- Spring									
Percentile	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Possible Tier 3 (99)	223 ↑	230 ↑	236 ↑	241 ↑	244 ↑	247 ↑	250 ↑	252 ↑	255 ↑
Possible Tier 2 (95-98)	215- 222	224- 229	231- 235	236- 240	242- 243	245- 246	248- 249	250- 251	253- 254
Possible Tier 1(41-95)	187- 214	196- 223	204- 230	209- 236	213- 241	217- 244	219- 247	219- 249	220- 252
Possible Tier 2(21-40)	177- 186	188- 195	196- 203	201- 208	205- 213	208- 216	210- 218	210- 218	211- 219
	176 ↓	187 ↓	195 ↓	200 ↓	204 ↓	207 ↓	209 ↓	209 ↓	210 ↓

Cedarburg School District Data Decision Rules – MAP Mathematics

Cedarburg School District MAP Scores Decision Rules									
Math -- Fall									
Percentile	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Possible Tier 3 (99)	213 ↑	226 ↑	236 ↑	245 ↑	254 ↑	259 ↑	263 ↑	266 ↑	270 ↑
Possible Tier2 (95-98)	201-212	214-225	227-235	237-244	246-253	255-258	260-262	264-265	266-269
Possible Tier1(41-95)	175-200	189-213	201-226	210-236	216-245	222-254	226-259	230-263	230-265
Possible Tier2(21-40)	168-174	182-188	193-200	201-209	207-215	212-221	216-225	219-229	219-229
	167 ↓	181 ↓	192 ↓	200 ↓	206 ↓	211 ↓	215 ↓	218 ↓	218 ↓

Math -- Winter									
Percentile	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Possible Tier 3 (99)	219 ↑	231 ↑	242 ↑	249 ↑	257 ↑	261 ↑	265 ↑	267 ↑	271 ↑
Possible Tier2 (95-98)	207-218	220-230	232-241	243-248	250-256	258-260	262-264	265-266	268-270
Possible Tier1(41-95)	183-206	196-219	206-231	215-242	220-249	225-257	229-261	231-264	231-267
Possible Tier2(21-40)	175-182	188-195	198-205	206-214	210-219	215-224	219-228	220-230	220-230
	174 ↓	187 ↓	197 ↓	205 ↓	209 ↓	214 ↓	218 ↓	219 ↓	219 ↓

Math -- Spring									
Percentile	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Possible Tier 3 (99)	225 ↑	236 ↑	246 ↑	252 ↑	260 ↑	264 ↑	267 ↑	269 ↑	273 ↑
Possible Tier2 (95-98)	213-224	226-235	237-245	247-251	253-259	261-263	265-266	267-268	270-272
Possible Tier1(41-95)	189-212	200-225	210-236	218-246	222-252	227-260	231-264	232-266	232-269
Possible Tier2(21-40)	181-188	192-199	201-209	209-217	212-221	216-226	220-230	220-231	220-231
	180 ↓	191 ↓	200 ↓	208 ↓	211 ↓	215 ↓	219 ↓	219 ↓	219 ↓

Cedarburg School District Data Decision Rules - Oral Reading Fluency

Words Correct Per Minute (WCPM) – Quarter 1					
Percentile	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds	NA	↑ 106	↑ 128	↑ 145	↑ 166
Secure	NA	41-105	61-127	84-144	100-165
Develop	NA	26-40	45-60	69-83	86-99
NS	NA	↓ 25	↓ 44	↓ 68	↓ 85

Words Correct Per Minute (WCPM) – Quarter 2					
Percentile	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds	NA	↑ 118	↑ 139	↑ 157	↑ 175
Secure	NA	54-117	73-138	94--156	110-174
Develop	NA	38-53	56-72	79-93	94-109
NS	NA	↓ 37	↓ 55	↓ 78	↓ 93

Words Correct Per Minute (WCPM) – Quarter 3					
Percentile	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds	↑ 96	↑ 130	↑ 151	↑ 168	↑ 185
Secure	28-95	66-129	85-150	103-167	119-184
Develop	21-27	50-65	68-84	89-102	102-118
NS	↓ 20	↓ 49	↓ 67	↓ 88	↓ 101

Words Correct Per Minute (WCPM) – Quarter 4					
Percentile	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds	↑ 111	↑ 142	↑ 162	↑ 180	↑ 194
Secure	43-110	79-141	97-161	113-179	129-193
Develop	29-42	62-78	79-96	99-112	110-128
NS	↓ 28	↓ 61	↓ 78	↓ 98	↓ 109

Cedarburg School District Text Level Decision Rules - Rigby

Level (with 90% accuracy) -- Quarter 1					
	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds Expectations	22+	26+	29+	Jerry Johns, 6 th grade +	Jerry Johns, 7 th grade +
Secure	6 – 21	18-25	23-28	26-30	29-6 th grade
Developing	3 - 5	15-17	20-22	24-25	27-28
Needs Strengthening	2 ↓	14 ↓	19↓	23↓	26↓

Level (with 90% accuracy) -- Quarter 2					
	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds Expectations	23+	27+	29+	Jerry Johns, 6 th grade +	Jerry Johns, 7 th grade +
Secure	10 – 22	20-26	23-28	26-30	29-6 th grade
Developing	7 - 9	17-19	20-22	24-25	27-28
Needs Strengthening	6 ↓	16 ↓	19↓	23↓	26↓

Level (with 90% accuracy) -- Quarter 3					
	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds Expectations	24+	28+	30+	Jerry Johns, 6 th grade +	Jerry Johns, 7 th grade +
Secure	14 – 23	21-27	24-29	27 - 30	30-6 th grade
Developing	11 - 13	18-20	21-23	25-26	28-29
Needs Strengthening	10 ↓	17↓	20↓	24↓	27↓

Level (with 90% accuracy) -- Quarter 4						
	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Exceeds Expectations	10+	25+	28+	Jerry Johns, 6 th grade +	Jerry Johns, 7 th grade +	Jerry Johns, 8 th grade +
Secure	3-9	17 – 24	22-27	25-30	28 – 6 th grade	30-7 th grade
Developing	2	14 - 16	18-21	22-24	26-27	29
Needs Strengthening	1	13 ↓	17↓	21↓	25↓	28↓

Cedarburg School District Data Decision Rules - DIBELS

Cedarburg School District DIBELS Screening Decision Rules- Kindergarten				
Fall - Kindergarten				
	Initial Sound Fluency	Letter Name Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency
Low risk	8 +	8 +	NA	NA
Some risk	4 – 7	2 - 7	NA	NA
At risk	0 – 3	0 - 1	NA	NA

Winter - Kindergarten				
	Initial Sound Fluency	Letter Name Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency
Low risk	25 +	27 +	18 +	13 +
Some risk	10 - 24	15 - 26	7 - 17	5 - 12
At risk	0 - 9	0 - 14	18 +	0 - 4

Spring - Kindergarten				
	Initial Sound Fluency	Letter Name Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency
Low risk	NA	40 +	35 +	25 +
Some risk	NA	29 - 39	10 - 34	15 - 24
At risk	NA	0 - 28	0 - 9	0 - 14

Cedarburg School District DIBELS Screening Decision Rules – Grade 1				
Fall – Grade 1				
	Letter Name Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
Low risk	37 +	35 +	24 +	NA
Some risk	25 - 36	10 - 34	13 - 23	NA
At risk	0 - 24	0 - 9	0 - 12	NA

Winter – Grade 1				
	Letter Name Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
Low risk	NA	35 +	50 +	20 +
Some risk	NA	10 - 34	30 - 49	8 - 19
At risk	NA	0 - 9	0 - 29	0 - 7

Spring – Grade 1				
	Letter Name Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
Low risk	NA	35 +	50 +	40 +
Some risk	NA	10 - 34	30 - 49	20 - 39
At risk	NA	0 - 9	0 - 29	0 - 19

Cedarburg School District DIBELS Screening Decision Rules – Grade 2		
Fall – Grade 2		
	Nonsense Word Fluency	Oral Reading Fluency
Low risk	50 +	44 +
Some risk	30 - 49	26 - 43
At risk	0 - 29	0 - 25

Cedarburg School District DIBELS Screening Decision Rules		
Winter – Grade 2		
	Nonsense Word Fluency	Oral Reading Fluency
Low risk	NA	68 +
Some risk	NA	52 - 67
At risk	NA	0 - 51

Cedarburg School District DIBELS Screening Decision Rules		
Spring – Grade 2		
	Nonsense Word Fluency	Oral Reading Fluency
Low risk	NA	90 +
Some risk	NA	70 - 89
At risk	NA	0 - 69

Cedarburg School District Data Decision Rules - EPAS

College Readiness Benchmarks			
Test	Explore	Plan	ACT
English	13	15	18
Reading	15	17	21
Mathematics	17	19	22
Science	20	21	24

Glossary

Accommodation: practices and procedures that provide equitable access to grade-level content. Accommodations are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations.

Aimline: This line shows the trajectory needed for the student to reach the benchmark by the end of the year

Assessment: information about how well students are progressing toward state standards.

Benchmark assessment occurs within, between, and among instructional units. Information is used to identify strengths and gaps in curriculum and instruction. Grade-level curriculum may be refined, and teachers may modify instruction for student groups based on their progress. Examples of benchmark assessments include midterm and end-of-unit assessments and district-wide assessments. The focus of benchmark assessment is to determine how student groups are progressing or how well a program is working.

Formative assessment occurs continuously in the classroom, both within and between lessons. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback on their performances. Examples of formative assessment strategies include teacher observation, discussion, questioning, and non-graded class work. The focus of formative assessment is to determine what learning comes next for a student.

Culturally responsive instruction:

- Inclusive content covered in the curriculum, reflecting the diversity of society. Students from diverse backgrounds see themselves and their experiences in the curriculum.
- Build on students' prior knowledge, including their culture and language.
- Based on the idea that culture is central to student learning because there is strong evidence that cultural practices shape thinking processes.

Data Point: point on a graph that represents student achievement or behavior relative to a specific assessment at a specific time; the result of the **progress monitoring probe**. Examples of data points are cut scores, norms for comparison and slope of improvement.

Decision Rule: the systematic procedure by which patterns of data are analyzed. This data analysis assists in making a decision about the effectiveness of instruction or an intervention.

Differentiated instruction: reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

Fidelity: implementation integrity; the degree to which something is implemented as designed, intended and planned.

Adequate fidelity: the intervention has been applied in a manner highly consistent with its design, and provided at least 80 percent of the recommended number of weeks, sessions, and minutes per session.

High Quality Instruction: responds to individual differences in learning. Inherent to high quality instruction is rigorous content delivered through **differentiated instruction**.

Insufficient progress: The **rate of progress** is insufficient when it is the same or less than that of same-age peers, greater than that of peers but will not reach the average range in a reasonable period of time, and greater than that of peers, but intensity of resources needed to obtain this rate of progress cannot be maintained in general education.

Instructional team: An instructional team's configuration could vary with each student's situation. For example, the instructional team could be determined by grade level, department, or collaboration team.

Intervention: academic or behavioral interventions are **research-based** strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Research-based means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs

Evidence-based interventions mean scientific, research-based interventions with substantial evidence of their effectiveness through multiple outcome evaluations

Modifications: change what is being assessed. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

Progress monitoring: measures student improvement or responsiveness to instruction, and evaluates the effectiveness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

Progress monitoring probe: tool for measuring student competency and progress in basic academic skills areas:

- Probes must be brief and easily administered
- Must be **research-based**
- Must be highly correlated to the skills assessed
- Must have benchmarks of be predictive of future performance
- Must have high reliability
- Must be sensitive to small increments of change in performance

Rate of progress: measure of a student's level of achievement

Insufficient progress: The rate of progress is insufficient when it is the same or less than that of same-age peers, greater than that of peers but will not reach the average

range in a reasonable period of time, and greater than that of peers, but intensity of resources needed to obtain this rate of progress cannot be maintained in general education.

Slope and Trend line: a graphic representation of connected data points of a student's rate of academic progress in comparison to expected growth over time. These help to determine **rate of progress**.

SMART Goal:

SMART goals are Specific, Measurable, Attainable, Realistic and Timely. For example, "By _____(realistic date for change) _____(student name) will increase/decrease (check one) _____(Target Skill/Behavior) from _____(baseline data) to _____(realistic data-driven goal) _____as measured by _____(assessment or progress monitoring tool)."

Universal instruction: refers to the curriculum, instruction, and assessment that all students receive.

Universal screener: a type of assessment that is characterized by a quick, repeatable testing of age-appropriate skills to all students. Universal screeners provide two pieces of information:

- can show how functional the core curriculum and instruction is
- identifies students who are not making acceptable progress in the core curriculum