

Draft Template for Documenting System of Scientific Research-Based Intervention (SRBI) Plan

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. School Information

A. School District or Agency

School Sites Implementing Scientific Research Based Intervention Systems

B. Contact information for program lead

Name	Title/Position
Phone	Email

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Staff Completing the Plan:

For example: Special Education Director, Curriculum Director, Title 1 Coordinator, ADE Program Specialist, Research, Evaluation and Assessment

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.).

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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.

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.

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

Reading Example

Grade	Cut-off or Benchmark Scores							
	(Useful for Identifying Students in Need of Intervention)							
	Phonemic Awareness				Phonics	Fluency	Comprehension	Vocabulary
	LNF	LSF	PSF	NWF				
Kindergarten:								
Grade 1:								
Grade 2:								
Grade 3:								
Grade								

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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.

Example:

1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a timed measure of letter naming, letter sounds and pseudo-words assessing a learner's fluency with each skill. It is a formal assessment used for screening students given in the Fall and Winter of Kindergarten.
2. Jerry Johns Informal Reading Inventory is used in grades 1-8. The inventory provides brief passages used for measuring students silent reading comprehension, fluency and listening comprehension. Results are used to formulate skills instruction and grouping.

Math Example

Grade	Number sense			Computational Fluency				Problem Solving	Communication
	QD	MN	NID	+	-	X	/		
Kindergarten:									
Grade 1:									
Grade 2:									
Grade 3:									
Grade									

QD= Quantity Discrimination
MN=Missing Number
NID=Number Identification

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Briefly define the assessment tool and describe how it is used.

Example:

1. AIMS early numeracy assessments are used in K-1 to identify students lacking fluency in oral counting, discrimination of quantity, missing number, and number identification. Screening with AIMS occurs three times per year.
2. Everyday Math unit skills test provides data for differentiating instruction.
3. Everyday Math games observation provides informal data for identifying areas of strength and need. Observations are made quarterly to assess progress and differentiate homework.

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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. Districts will find 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 ____	Content Area			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4				
Focus of intervention				
List the research-based instructional approaches to be used				
List the materials to be used (e.g., components, programs, series, texts/reading series)				
Describe how instruction delivered, for how many minutes per day, days/week				
Describe who delivers instruction/ratio of students to staff				
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.				

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B. List references for interventions, instruction, or 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.

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).

Example for 3rd Grade Reading

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Advanced	Optional				
Core Instruction	Dibbels ORF 77+	1.5 words per week			
Secondary	Dibbels ORF 53-76	2.0 words per week			Students progress is reviewed when 4 of 6 data points fall below projected goal line.
Tertiary	Dibbels ORF 0-52	2.0 words per week			

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):

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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 No

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

Yes No

What are the special education exit criteria for students?

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.

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).

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A. Briefly describe procedures to address implementation of assessment and instructional practices

Subsumed under Minn. R. 3525.1341 Subp. 4.

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?
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).

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.

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