

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

APPENDIX E

Applicant Team Name: Preparing for Success in STEM Academy- Local District 6

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<ul style="list-style-type: none"> • STEM Academy is committed to ensure that all Special Education requirements at all levels- federal, state and district are implemented. All staff will be knowledgeable of the enrollment procedures used at the school. At the time of enrollment, the administrator will review the enrollment form and identify if the parents noted on section 10 of any special needs the student qualifies for. • A determined Special Education Administrator will conduct enrollment screening. The district’s student enrollment form, section 10 special services question, will be used as an initial identification of students with special needs. Articulation with the elementary schools will be of high priority to determine the best placement when students enter STEM Academy. For students who are new to LAUSD, the Special Education Administrator will contact the previous school to identify the IEP goals set for the student and attain the IEP document. All IEPs will remain current in the Welligent IEP System. • When a student is identified to have an IEP, the administrator/designee will ensure the information is current in the Welligent IEP System and place the student in the appropriate program according to the student’s IEP. • Training will be provided to guide all staff on steps that must be followed once a parent notes on the enrollment form their child has an IEP. All teachers who have a student with an IEP will receive a copy of the IEP and an official copy kept in a student’s green folder. The green folder will have an access log attached to record all who request or need access to a student’s information.

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		<ul style="list-style-type: none"> • An assessment process will be available for students suspected of having a disability. Steps of the special education process will be thoroughly explained. Staff is aware that parents or staff members using the appropriate form in the office, <i>Request for a Special Education Assessment Form</i>, can make a written request for a special education assessment. The special education administrator/designee will comply with the timelines in ensuring the special education assessment plan is developed. The parents are then provided with the special education assessment plan within 15 calendar days of the receipt of the assessment form. Once parents sign the assessment form, assessments are conducted and reports are prepared. All team members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting. The special education team will comply and hold an IEP meeting within 60 calendar days of the receipt of the signed special education plan. The IEP will be implemented immediately. The parent will be provided with student progress reports as noted on the incremental progress dates on the IEP and at every trimester reporting period. IEP meetings will be held within one year of the previous IEP meeting. • Staff development on IDEA, Section 504 Plans and the Review of the <i>Special Education Policies and Procedures Manual</i> published by the Los Angeles Unified School District will be conducted several times a year. Staff will be trained on the initial referral process (interventions and screenings). There is an identification of the SST, LAT team members who will comply with analyzing data, monitor progress and suggest interventions. IEP implementation, responsibilities and confidentiality of documents will be of high priority and kept in a secure room.

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		<ul style="list-style-type: none"> • All staff will be trained, supported and provided with the resources to comply with all special education policies and procedures. Staff will be knowledgeable of the forms required to submit for student assessment. • District publications provided to parents will shared with staff and parents made aware of the availability of the information in the office (<i>Notification to Participate in an Individualized Education Meeting, The IEP and You, A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), Are You Puzzled by Your Child’s Special Needs? and LAUSD Division of Special Education Complaint Response Unit/Parent Resource Network, Student Enrollment, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians</i>). • The Parent Resource Network poster is displayed in the office. • The brochure <i>Are You Puzzled by Your Child’s Special Needs?</i> is distributed annually and provided in the home language. • All staff will be trained and knowledgeable of their responsibilities to prepare for an IEP meeting, collaborate during the meeting, and understand and implement the IEP following the meeting. • Parents are provided with <i>Special Education Parent Training Calendar</i>. • Training on IEP components, differentiated instruction and implementation of accommodations and modifications are scheduled for all staff at the beginning of the year and at least 4 times a year. • A survey is analyzed to guide the need of all staff to plan professional development.

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<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Effective first time instruction is the premise for all student learning. The core curriculum and implementation of differentiated strategies to meet all learners is key to engagement and active learning. When students are not making progress with accommodations and effective strategies in the general classroom, students may need to participate in specific interventions. Behavioral, social and academic interventions may be necessary.</p> <p><u>Intervention Periods:</u> The Academy will function in a seven period schedule. As the Academy’s philosophy is to offer high-quality electives to all students, the Academy needed to create a flex period apart from the in-class intervention to meet the diverse needs of the students. The flex period will provide the more intensive type of intervention needed for some students. Each intervention block will be rotated at eight-week intervals. This will give students an opportunity to move through different intervention/acceleration rotations. Intervention will be done in small groups and will incorporate the use of technology. Students will receive intensive content-based instruction specific to their need/s as identified by the data. The performance monitoring assessments will be used on a weekly basis for all students to monitor progress and to evaluate the effectiveness of the intervention program in meeting the specific needs of the students.</p> <p>A systematic and structured intervention program will be in place. Intervention will be data driven supported by all staff and will use the expertise of knowledgeable</p>

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		<p>special education experts.</p> <p>The interventional model is a three tiered approach beginning with the least to greater intervention. To move from the least to most intense intervention will have documented data using culturally relevant assessments in academic, behavior and social skills.</p> <p>All students are provided the opportunity to participate in intervention programs. Based on data analysis, students will be identified based on at -risk factors. State and district grade level assessments, data from Secondary Student Information Services (SSIS), My DATA, CoreK12 and Welligent IEP System data will initially determine the intensity of the intervention. If students are not achieving adequate progress and meeting benchmark goals based on progress monitoring formative assessments, will determine the intensity, frequency and placement of student intervention. The established RTII structure will determine the accommodations necessary for students to gain access to the core curriculum.</p> <ul style="list-style-type: none"> • Tier 1 will provide immediate and intensive intervention through a co-teaching model with special education personnel. • The Tier 2 intervention program is provided by a highly qualified RST and supported with special education personnel through a push in or pull out program (Learning Center). • Tier 3 is the most intensive. Explicit instruction, more frequent progress monitoring and small group instruction and intense layer of support is provided for students. All levels will teach the core district approved programs with supplemental support materials to support access to the

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		<p style="text-align: center;">core.</p> <p>Behavioral Support is also another type of intervention program. STEM Academy will hold comprehensive evaluations of African American students identified with emotional disturbance and also provide services for students with Autism. Data collection will be analyzed to identify the needs of the different subgroup population.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>By providing a safe and welcoming environment, students are ensured a positive environment to learn. Based on Bulletin 3638 <i>Discipline Foundation Policy: School Wide Positive Behavior Support</i>, "Anything that follows a behavior is a consequence; positive or negative. Consequences should be consistent, reasonable, fair, age appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again."</p>

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		<ul style="list-style-type: none"> • STEM Academy will collaboratively implement a district approved school-wide positive behavior support plan under the auspices of the School Leadership Team. The team members will comprise of all stakeholders and be responsible for the evaluation and monitoring of the effectiveness of the school wide positive behavior support and discipline plan at all levels. • The evaluation will identify the needs, concerns, professional development and revision of the plan as needed. Data is collected in terms of surveys and analyzed data based on discipline referrals. Determination of times and areas of most behavior misconducts is used as a guide to monitor the behavior plan. • The teaching of school rules and social-emotional skills will be a community effort. The rules will be posted throughout the campus, and all staff personnel will reinforce appropriate student behavior. The use of effective classroom management and positive behavior strategies will be implemented to provide early intervention and prevention. The consequences will be non-discriminatory and culturally responsive in manner for misconduct. • The behavior expectations are defined at the beginning of the school year to set the tone for a safe and respectful environment. The plan is to introduce the school community with “Students with PRIDE” (Participate in Safe Activities, Respect Myself and Others, Initiate Solutions to Obstacles, Do My Best, Empower My Community). Explanation, modeling, practicing and processing of the school rules are on a regular and on-going basis. All rules are presented in a positive manner and displayed in every common area of

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		<p>the school and each has 3-6 rules outlined.</p> <ul style="list-style-type: none"> • All students will annually receive a non -discrimination orientation and receive the related student brochures. • Positive student behavior will be acknowledged and reinforced through assemblies, classroom recognition and as established by the Local School Leadership Team. • A partnership will be built for family and communication collaboration. <ul style="list-style-type: none"> • All students deserve to learn in a safe and welcoming environment. Structures will be in place to promote positive behaviors, effective academic support and the implementation of a school wide violence prevention curriculum. The school will implement the research based discipline structure are outlined in the <i>Consequences/School Response Reference Guide</i> in Bulletin 3638.0. There will be three tiers or levels in the discipline structure. • Tier 1- by implementing a proactive and not a reactive approach to school behavior, the school will faithfully teach <i>Second Step</i> (a social-emotional research based program) and will receive training on the Search Institutes Forty Developmental Assets, the CHAMPs Proactive Approach to Classroom Management, the Safe and Healthy Schools. The universal approach will be modeled and reinforced by all staff and community members at the school. STEMS Academy will offer to meet the social and emotional needs of its students through stakeholder Practical Prevention Strategies (Sprague and Walker).

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		<ul style="list-style-type: none"> • Tier 2- Structures are established to monitor at risk students by the number of referrals the student has on file. The misconduct may require a collaborative team response (PSA, COST, School Counselor, etc), to develop strategies for coordination of resources. Proactive plans are to provide adult mentors, parent trainings, and teach the selected at risk students social skills. Students at this level are provided with increased academic support. • Tier 3- The students that are at greater level of intervention are provided with intensive academic support, intensive social skills teaching, individual behavior management plans, parent training and collaboration, wrap-around services, offered alternatives to suspension and expulsion opportunities and community and service learning. • When all opportunities to learn from the misconduct are exhausted and suspension is considered, the school discipline team will refer to Bulletin 3819 <i>Guidelines for Student Suspensions</i> and follow all policies and procedures. The special education unit will be referred for further recommendation.

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Necessary for Planning, will be provided	Description of Student Population	Based on student identification and needs from feeder schools, STEM Academy is prepared to work with students with mild to severe disabilities and provide RSP, and related services personnel. Highly qualified teachers will work with students. My Data, SSIS and Welligent IEP System will be used to identify personnel needs to meet IEP goals. Based on data, about 10 % of the students will require services.
Outcome 2	Special Education Program Description	<p>The IEP is the district’s offer of a free and appropriate education (FAPE). At STEM Academy, the IEP team will determine the placement options for students who have identified needs and will determine the accommodations and modifications necessary to access the core or alternate curriculum. Continuum of placement options will be in place to service the needs of students and to comply with IDEA, where “to the maximum extent appropriate, children with disabilities are educated with children who are not disabled.”</p> <ul style="list-style-type: none"> • Based on student eligibilities, services will be prepared and provided to

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		<p>students with an IEP through a multi-tiered approach to instruction that includes differentiation, levels of intensity, and progress monitoring. Throughout the school day, students with disabilities will be in the setting that is in the least restricted environment. Students will have access to participate in the general education class along with their peers and participate in electives and physical education classes. Special Education assistants will support students in elective and other programs as needed and determined in a student’s IEP.</p> <ul style="list-style-type: none"> • Through the RSP program, students will have access to rigorous curriculum with integrated intervention, accommodations and modifications as dictated on the IEP. Grade level curriculum, effective practices, and first good teaching will be the primary model for all students. The highly qualified RSP teacher will implement the student’s IEP goals and continually monitor outcomes of services. Through a drop in and continuum of services, students with disabilities will access the core curriculum. • Special Education teachers will have the same planning time with general education teachers to collaborate and plan lessons that embed interventions, accommodations and modifications and provide a collaborative co-teaching model that uses the expertise of both teachers to co teach. The support model stresses peer support, cooperative learning and reciprocal teaching and good first teaching and is therefore a first level of intervention providing accessibility and instruction with typical peers. • Related services will be planned and delivered in the classroom when

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		<p>possible. Where necessary, based on a student’s IEP continuum of services, a pull out model will be established to best support the more intense services. Where at all possible, services will be provided with the general education setting where the activities can be performed safely and successfully,</p> <ul style="list-style-type: none"> • The Learning Center will be established to support student learning and offer the next level of intervention and Direct Services. Extended instruction and intervention are provided in smaller groups to meet student needs. Coordinated and consolidated efforts by Special Education staff, out of classroom staff- literacy, math, and lead teachers, will use their resources to provide intensive targeted intervention. The program will be offered as a class period and in class group instruction. The Learning Center will be a revolving class that will meet the needs of students as they qualify based on at risk performance and assessment results. Students who successfully meet their goals may then exit the Learning Center program after the Special Education Team has monitored and documented progress. • Evidence based instructional strategies are implemented to support improved outcomes in academics, behavior, social and transition skills. The following are strategies incorporated in effective Learning Center based on Swanson (1999): Explicit explanations, elaborations, and/or plans to direct task performance; Verbal modeling, questioning, and demonstration by teachers; Students cued, reminded, and/or taught to use strategies, or procedures; Systematic prompts or multi-process instructions;

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		<p>Teacher-student dialogue; Questioning by the teacher; and Assistance provided only when necessary.</p> <p>STEM Academy will plan for several Learning Centers to align with 6th, 7th and 8th grade. Grade level and support materials are incorporated in lessons.</p> <p>The Special Day Services Class will meet the needs of students who have the most intense need. Small group size, ongoing monitoring and program evaluation will be continuous, fluid and service students as needed.</p> <p>A school-wide positive behavior support plan will be established to support learning. The plan will also provide a plan to support student with Autism and emotional disturbance.</p>

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<ul style="list-style-type: none"> • IEP meetings are held within required timelines. Annual review of IEPs will determine any changes on a student’s eligibility for special services or related services. The Special Education administrator will schedule and ensure that all participants of the IEP are notified of upcoming meetings and all participants are prepared with assessment results and work samples, and parents provided with copies. The Welligent IEP System is used to monitor upcoming IEP’s. • All procedures are followed where students with disabilities are able to attend their home school with the necessary support. • Internal communication system is in place for team members throughout the IEP process beginning with the referral for assessment, assessment process, development and implementation of an individualized education program, and IEP review. Staff will sign a log to ensure everyone in the upcoming IEP meeting is prepared with work samples, records, and know the time and date of the meeting. • The Language Acquisition Team will screen and recommend interventions to implement when a student is not making adequate progress in English language development. The team will determine if lack of academic progress is due to language acquisition or other factors. The factors are addressed prior to the referral of special education services.

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		<ul style="list-style-type: none"> • STEM Academy will comply with timelines for initial referral assessment, guidelines for assessments completed by a team (nurse, psychologist, general education teacher, and other specialists with knowledge in the area of the child’s suspected disability) Parents will be informed and provided with translated assessment plans prior to the scheduled IEP meeting. • To ensure the full implementation of the IEP, follow up mechanisms will be in place. Clear goals will be set and monitored. The plan will state who is responsible for specific services. The IEP team will also determine when the services will occur, what outcomes are expected and clearly identified, services identified that will provide change and reach outcomes, and the progress continuously monitored and reported to the IEP team. • STEM Academy staff will be trained in the IEP process and their responsibilities to ensure that the goals set on the IEP are adhered to. Common planning time, professional development and grade level meetings will provide time for the staff to plan and embed the modifications and accommodations required by the students they teach. • Parents will be notified and the meeting attendance confirmed within the required timeline prior to the IEP process meeting. Translation will be provided if needed by a qualified translator. All attempts will be followed to inform and set a mutually acceptable date to conduct an IEP meeting. A

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		<p>designated room is secured for all IEP meetings and conduct a positive and professional environment that ensures privacy and confidentiality. When a parent is not able to attend a meeting after several attempts, teleconferencing is a possible option.</p> <ul style="list-style-type: none"> • All forms, brochures and Procedures for Identification and Assessment of Student Referral for a special education assessment will be provided to parents to ensure they understand their rights and their role in the process. At all times before, during and after the IEP meeting, the process will be explained in terms that parents may understand. Educational terms will be explained in forms people who are not in the educational field may understand. • Parents are informed of their rights and provided with the complaint procedure brochure provided by LAUSD. • The meetings will be held consistent with District policies, guidelines and procedures. The determinations of the IEP team are documented using the Welligent IEP system and implemented immediately.

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>STEM Academy will have a systematic Intervention Plan developed for all students to meet their academic need, <i>Response to Identification and Intervention</i>. The school will implement the scientific research based model to identify students at risk of not achieving grade level standards. The model is based on three tiers. Continuous professional development and planning time are scheduled to ensure all staff understand and implement the Response to Instruction and Intervention. LAUSD Bulletin 4827 <i>Multi-Tiered Framework for Instruction, Intervention and Support</i> Reference 1276 will be implemented and reviewed with staff.</p> <ul style="list-style-type: none"> An RTII team will be established to ensure that school personnel continue monitoring progress and provided assistance determining the next steps for students who require more intense intervention. <p>Response to Instruction and Intervention Tier 1 All staff will identify and analyze their students' entry level of performance based on results on California State Standards results, district periodic assessments, report</p>

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		<p>card scores and other assessments to provide an initial window of student performance. Goals will be set to determine the percent of adequate progress for the next assessment. A scientifically and evidence based assessment will be selected and agreed upon by staff who teach the same subject matter. The assessment will serve as a universal screening to further determine the needs of the students and will be administered at least every three weeks. Professional development in effective strategies will be planned.</p> <p><u>Data Collection and Monitoring:</u> The school will utilize web based Student Information System (SIS), Integrated Student Information System (ISIS), Welligent IEP System, Core K12, My Data, the District system for enrollment, attendance, and grade system to collect data and monitor student progress. These District web based systems offer historical tracking of student academic and other demographic information. All staff members will be provided professional development to access the data. The training will help teachers to know each student’s data profile – past achievement, English Learner status, etc. so that they can authentically differentiate instruction and personalize the delivery of instruction.</p> <p>STEM Academy is committed to building an outcomes-based school culture based on holistic assessment (baseline, formative, alternative and summative, etc.) disaggregated by standards/skills and student subgroups.</p> <p>Good first-effective teaching using research-based programs will be of high priority. The RTII team will assist staff in implementing the programs effectively. A log will be</p>

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		<p>used to monitor and identify students who are not making adequate progress using <i>Tier 1 Screening and Intervention Record Form (See Attachment)</i>.</p> <p>Parents are an important part of the implementation and support of the RTII program. Parents will be informed of the data analysis based on their child’s entry level of performance and planned interventions. Parents will be informed of progress or lack of progress after every assessment.</p> <p>Layers of support from special education personnel will be of highest priority. The culture of the school will be where all staff are responsible for the education of all students. Therefore, the talents and expertise of all staff is sought to better serve students. Time is planned for collaboration of special education and general education staff to determine the layers of support students will receive. Immediate intervention and feedback is provided to students. Time is provided for staff to plan and use research based strategies effectively to reach all students through:</p> <p>Classroom accommodations</p> <p>Co-planning between regular and special education teachers</p> <p>Collaborative co-teaching between special and regular education teachers</p> <p>Data Analysis</p> <ul style="list-style-type: none"> • The RTII team will share results with all staff. Students who have identified needs in one or more academic subjects will be provided with intense and

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		<p style="text-align: center;">immediate intervention.</p> <p>It is expected that when providing effective teaching, at least 80% of students will be at benchmark and demonstrate adequate progress to achieve grade level standards. However, when assessments indicate that students are not progressing according to expectations, more intensive services are provided at Tier 2.</p> <ul style="list-style-type: none"> It is important to note screening and careful analysis will be conducted to ensure student language acquisition needs and culturally relevant intervention is in place at all levels. Based on the student population feeding to STEM Academy, English Language Learners and Standard English Learners will be closely monitored. Based on "Response to Intervention in Reading for English Language Learners" by Sharon Vaughn, Ph D, ELLs should be "provided with scaffold language and opportunities to respond, opportunities for appropriate peer learning, including peer pairing and small group instruction." As needed, proficiency in the native language is assessed to determine the reliability of universal screening tests. Academic language and vocabulary development is supported and developed throughout the day. <p>Alternative Assessments in the Academy will take different forms based on the skills and knowledge assessed. For example, students may be asked to demonstrate learning by creating a product, such an exhibition or oral presentation, or performing a skill, such as conducting an experiment or demonstration.</p> <p>Performance Assessment at the Academy will be used to provide teachers</p>

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		<p>opportunity to observe students completing tasks using the skills being assessed. For example, in a science class, rather than take a multiple-choice test about scientific experiments, students actually conduct a lab experiment and write about their process and choices in a lab report.</p> <p>Tier 2 “Strategic Level”</p> <p>Students referred to Tier 2 level of intervention did not meet benchmark or adequate progress as determined by the grade and same subject matter team. The intervention is held in small group and targets their needs.</p> <p>Continuum of time, intensity and progress monitoring is more intensive. Depending on student needs, students will exit Tier 2 intervention when their skills reached benchmark level. Intervention will be held at Learning Center. Intervention at this level is fluid. Students may enter and exit depending on their needs. Collaborative layers of support from experts in their fields will be implemented. Team sets a measurable goal to achieve by the next review point for the each student identified for Tier 2 supports.</p> <ul style="list-style-type: none"> • Goal for each student is stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill • RTII team will help ensure staff is receiving the support and materials to support

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		<p>the implementation of intervention. The collection and analysis of data monitored and reviewed with staff to determine the next steps, monitor fidelity of intervention and student progress.</p> <ul style="list-style-type: none"> <p>Intervention Periods: The academy will function in a seven period schedule. As the academy’s philosophy is to offer high-quality electives to all students at the school, the academy needed to create a flex period apart from the in-class intervention offered within the regular classroom instructional period to meet the diverse needs of the students. The flex period will be used to address the more intensive type of intervention needed for some students. Each intervention time block will be for an eight-week period that will be rotated. This will give students an opportunity to move through different intervention/acceleration rotation. Students in classes that receive intervention will receive it in small groups that will also incorporate the use of technology-based instruction. Students will receive intensive content-based instruction specific to their need/s as identified by the data. The performance monitoring assessments will be used on a weekly basis for all students to monitor progress and to evaluate the effectiveness of the intervention program in meeting the specific needs of the students.</p> <p>The Academy will use the Common assessments to build team capacity to improve its program. The Academy envisions that collective analysis will lead to new curriculum, pacing, materials, and instructional strategies designed to strengthen the academic program offered. Common assessments will be used at the Academy to facilitate a systematic, collective response to students who are experiencing difficulty. Students will be identified at the same time and because they need help with the same specific skills that have been addressed on the</p>

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		<p>common assessment, the team and school will be in a position to create a timely, systematic program of intervention.</p> <ul style="list-style-type: none"> • It is important to note that students may be at different levels of intervention in various subjects. It is also true of students identified with disabilities. Students with IEPs may be at Tier 3 in one subject but at Tier 1 in another. • Based on the recommendation by Sharon Vaughn, PhD on “Response to Intervention in Reading for English Learners,” students should be provided “intervention “sufficiently intense by retaining small groups (3-6) who are provided intervention for a minimum of 30 minutes each day.” <p>Parents who have children at Tier 2 are informed of concerns or proficiencies in meeting benchmark standards.</p> <p>Tier 3 “High Risk – Intensive Level”</p> <p>Based on data and lack of adequate academic progress in the targeted intervention, students may be identified at risk of failing. Qualified experts provide students at Tier 3 with the most intense level of intervention. Progress monitoring (at least once per week) is conducted. Students will receive intervention in small groups and use the most intense strategies. The team will decide which students will be placed in Tier 2 or refer for a special education evaluation. All factors will be analyzed and considered before recommending a student for special education: family, personal</p>

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		<p>health, attendance history, classroom variables, and other to prevent misidentification of special education students.</p>
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p><i>Special Education Policies and Procedures Manual, LAUSD Position Paper-Secondary Instruction and Services-Student with Disabilities Accessing the Core Curriculum</i> found in REF-1276, and Multi-Tiered Framework for Instruction, Intervention, Support found in Bulletin 4984.1 guide the research based practices for prevention, assessment, prevention and intervention. Through the continuum of services, students with disabilities will have access to grade level standards and participate in state and district level standard based assessments.</p> <p>The instructional Plan for students using grade level standards identifies several components: Backwards planning (Staff will identify: What is the goal, what want to see (progress monitoring), how do we get there (process of instruction and support).</p> <p>BASE TIERS</p> <p>STEM Academy will deliver services for students with disabilities in a research - based approach that facilitated the access to rigorous standards with accommodations or modifications as developed in an IEP. The tiered approach to instruction, intervention, and services for students with mild to moderate disabilities is aligned to the California Content Standards. The tiered method</p>

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		<p>provides instruction to the grade level content standards with increased intervention and layered of special education service based on student need.</p> <p>The tiered approach has a foundation that:</p> <ol style="list-style-type: none"> 1. All students with mild to moderate disabilities participate in academic content instruction in the general education classroom with appropriate supports provided within that environment. 2. When special education services are needed outside the general education setting, all classes will continue to be based on grade level content standards and expectations. <p>Tiered Approach to Instruction Tier 1 : <u>Base instruction</u></p> <p>Time is scheduled regularly for staff to collaboratively plan instruction based on the backward planning model. The identification of power standards are documented and shared within grade levels and with other grade levels to ensure vertical articulation. The identification of outcomes and timeframe to meet the identified power standards are outlined. Finally, strategies are shared and planned to meet the standards to in effect ensure effective first good teaching. The instruction includes the implementation of accommodations as stated in a student’s IEP. Through base instruction, students with disabilities have the opportunity to learn content, and access grade level curricula and materials along with the general education peers and teachers. Several layers of special education services planned throughout Tier 1 are: accommodations within the general education class, co-planning between general and special educators, co-teaching in general education</p>

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		<p>content classes and direct instruction non-intensive.</p> <p>Students with disabilities will also at this level be afforded the opportunity to engage and actively participate and engage In the lessons. Several supports available at this level to access the content curriculum are:</p> <ul style="list-style-type: none"> *Advanced organizers *Communication of clear expectations and purpose *Peer assisted learning *Scaffolded instruction *Strategy instruction *Universal Design (multiple means of instructing, multiple means of representing instructions, and multiple means of expressing the learning) <p>Digital curriculum has many advantages over traditional, analog (paper-based) curriculum. It can be web-based, meaning it can be readily accessible from any Internet-connected computer, can be accessible to people with disabilities, can be readily updated by teachers and/or school districts, and is often more current. Various lessons in writing, math and science that are available in the digital format will be researched and adopted as part of the curriculum at the Academy.</p> <p>In addition, digital teaching technologies such as computers, interactive whiteboards, tablets, student response systems, LCD projectors, digital cameras, and digital microscopes will be used to complement the digital curriculum delivery. A STEM education curriculum at the Academy will be designed to take full advantage of the digital format.</p>

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		<p>Intervention: At base instruction, intervention is immediate and conducted during the regular instructional period. On going progress monitoring will determine the type of remediation necessary. Continual feedback and prompting, the use of support to access the curriculum, as well as active participation in class lesson, are strategies reinforced to support learning.</p> <p>Tier 2 :<u>Extended Instruction</u> Additional support and services are provided beyond the instruction and interventions embedded in the core program.</p> <p><u>Instruction</u> As in Tier 1, Tier 2 instruction is based on the foundation of research-based instructional practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student’s IEP .</p> <p><u>Intervention</u> Intervention consists of the use of supplemental materials as noted on Attachment D of LAUSD Position Paper to meet the specific needs and explicitly teach specific need to support the access to the content standards. Instruction is provided in small groups.</p> <p><u>Special Education Service</u></p>

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		<p>Special education services are layered and may consist of any or all of the following:</p> <p>Layer 1: Accommodations within the general education class</p> <p>Layer 2: Co-planning (General and special educators plan lessons together during common planning time, grade level meetings, department meetings, etc.)</p> <p>The layer of support will conducted through: Class observations, department /grade level meetings, professional development, common planning time and model lessons.</p> <p>The benefits of co-planning embraces the culture and implementation of ensuring access to rigorous core curriculum, professional problem solving, accommodations and modifications embedded in initial planning, shared expertise and early intervention.</p> <p>Layer 3: Collaborative co-teaching(Services are provided through co-teaching between general and special educator.)</p> <p>The layer of support will be conducted through: Co-teaching methods, joint teaching, station teaching, shadow teaching, parallel teaching .</p> <p>The benefits of collaborative co-teaching are shared ownership, shared resources, access to rigorous core curriculum, access to content level specialists for instruction, promotes generalization of skills, early intervention, progress monitoring, and ensured implementation of accommodations and modifications.</p>

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		<p>Layer 4: Direct instruction non-intensive The layer of support will be conducted through: Flexible use, DIS support services, RSP Drop-in, Learning Center support</p> <p>The benefits of direct instruction non-intensive support are that it provides instruction with a smaller teacher/student ratio, opportunities for preteaching and reteaching, allows for cognitive strategy instruction, flexible grouping (multiple grade levels) based on needs and remediation instruction.</p> <p>Layer 5: Direct instruction, intensive services.</p> <p>Tier 3: <u>Intensive Instruction</u> Intensive instruction refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provided beyond the base program outlined in Tiers 1 and 2.</p> <p><u>Instruction/Intervention</u> provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a learning center or a special day class). Strategies used may include the use of varied accommodations: frequent progress monitoring of student learning, direct and explicit instruction, small group instruction, controlled task difficulty, intensive strategy instruction and application, extended instructional time, and ongoing systematic and corrective feedback. Learning Center or Special Day class services are provided for content instruction in English, Math and Elective.</p>

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>The instructional plan for students using Alternate Standards will comply with LAUSD Reference Guide 4294- <i>Middle School Course Code for Students Participating in the District Alternative Curriculum</i>. Alternative Standards parallel Standards Based instruction with included functional skills. <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i> will be implemented to ensure students have access the core curriculum outlined in the California Frameworks.</p> <ul style="list-style-type: none"> • Special Education Personnel will participate in all professional development with general education staff to support one another on backward planning, setting goals, planning formative assessments, sharing of effective practices, analysis of data, progress monitoring, behavior interventions, transition planning, implementation of all IEP mandates, provided with assistance in serving students in an inclusion model to ensure services in the least restrictive environment. Special Education support staff will assist students in participating in classes whereby students can participate safely. At all areas possible, students with moderate to severe disabilities will be taught with general education students (electives, Learning Center, extra-curricular and non-curricular activities). • The RTII intervention model will also serve to identify areas of need, support, and monitor progress.

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<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>According to LAUSD Policy Bulletin BUL-4827.1, The RtI2 framework establishes a process of providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively, and high performing students have access to acceleration in learning.</p> <ul style="list-style-type: none"> • All RST’s will monitor and log all services on the Welligent Tracking Log. • An RtI2 team will plan to provide supports and services to general and special education staff to ensure accommodations and modifications are implemented in the least restrictive environment. • Related services are provided to students as outlined in IEP.
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Based on LAUSD Reference Guide 3620.0, “The Modified Consent Decree requires transition planning for students age 14 years and above. The provision of transition services for students with disabilities requires a coordinated effort among all school staff, college counselors, Perkins advisors, work experience teachers, resource specialists, special day program teachers, and transition teachers. Individual Transition Plans (ITPs) are required for all students with disabilities age 14 years and above.”</p> <p>When students are 14 and older, they will have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. Transition services focuses attention on how each student’s educational program, beginning at age 14 (or younger if determined by the IEP team), can be</p>

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		<p>planned to help the student meet his/her goals for a successful transition to adult living. The IEP/ITP (Individual Transition Plan) meeting serves as a communication and planning time for parents, students, appropriate community agency representatives, and LAUSD staff. It enables them, as equal participants, to make joint, informed decisions regarding the student’s transition needs, appropriate goals and objectives, educational program supports and placement, and the participation of the community agency representatives, if appropriate.</p> <ol style="list-style-type: none"> 1. Transition inventory 2. Resources for the Future <p>The guidelines are designed to support a transition focused IEP and linking transition activities with standards based instruction.</p> <p>The Special Education Administrator will monitor the reevaluation dates for students 13 years and older to ensure the completion of an Individualized Transition Plan based on culturally responsive assessments and age appropriate transition assessment. The monitoring of ITP’s will be conducted using the Welligent IEP System.</p> <p>The results of the assessment will be documented on page 1 of the ITP.</p> <p>Implementation and monitoring of the ITP will ensure the success of student skills to the goals of the student transition to secondary goals. Transition instruction will be presented to students, parents, and staff to facilitate a successful transition.</p> <ul style="list-style-type: none"> • Articulation with the neighborhood high schools is planned to continue the needed services students need.

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		* Parents will continue to play an active role in the process of the IEP's and ITP.
Federal requirement	Access to Extra-Curricular/Non academic activities:	Extra-Curricular/Non-academic activities will be open to all students. Students who need accommodations or modifications will be provided with the assistance needed. If needed, a paraprofessional will assist the student to participate in general education electives.
Federal requirement	Providing Extended School Year	<p>STEM Academy will comply with all policies and procedures based on Reference Guide-5276.1 <i>Guidelines for the Individualized Education Program (IEP) Team When Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services</i> specifies the need to analyze data from multiple sources to determine the need for ESY. Extended School Year is</p> <p>1) “provided to a student with a disability: 2) beyond the normal school year of the public agency; 3) in accordance with the child’s IEP; 4) at no cost to the parents of the child; and 5) meets the standards of the (State Education Agency) SEA”</p> <p>The IEP determines if ESY is necessary when students with disabilities demonstrate (1) significant regression corresponding with limited recoupment of previously</p>

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		<p>achieved skills; or (2) a loss of critical skills for students accessing the alternate curriculum; or (3) special circumstances or factors that indicate the need for ESY services. The documentation of ESY is documented on the IEP FAPE 2, Part 4, “Additional Discussion”, based on data collection, analysis and decision-making.</p> <p>* The school will provide the parents with <i>Extended School Year (ESY) Services For Students with Disabilities :A Parent’s Guide</i></p>
All	Professional Development	<p>STEM Academy staff will be trained in the IEP process and their responsibilities to ensure the goals set on the IEP are adhered to. The school will develop a culture where students are not “My Students” but “Our Students”. Common planning time, professional development and grade level meetings will provide time for the staff to plan and embed the modifications and accommodations required for the students they teach, data collection and analysis of formative, alternative and summative assessments to update/modify their research based instructional practices, backward planning, vertical articulation, and RTII are areas that will be continuously reviewed.</p> <p>A survey will be administered three times a year to identify the needs of the staff in areas where more assistance is needed. Experts in the fields mentioned will be invited to help analyze the implementation of services to all students. Staff development on IDEA and the Review of the <i>Special Education Policies and Procedures Manual</i> published by the Los Angeles Unified School District will be</p>

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		<p>conducted several times a year. Staff will be trained on the initial referral process (interventions and screenings prior to an assessment referral). The identification of the SST, LAT team members will be shared to inform teachers of the referral process and staff who can be referred to if clarification is needed on the special education referral. IEP implementation responsibilities and confidentiality and documents will be of high priority.</p> <p>Teachers will be trained in the use of SDAIE, CRRE and SIOP strategies to better serve our identified sub-groups to include English Learners and special education students. All instructional staff members will have knowledge of and collaborate on the development of strategies for teaching of 21st century skills.</p> <p>The teachers will continue to regularly evaluate the effectiveness of their lessons, analyze student work, and revise their methods/approaches if necessary to ensure student mastery of standards. Professional development will support the school vision and the learning goals established by the school/community.</p> <p>Content literacy and comprehension will be a high priority of PD. Teachers will meet in their inter-disciplinary teams to reflect and discuss how to implement research-based strategies. Teachers will share student writing samples from all content areas and provide evidence (podcasts, video) of students actively using academic language and content vocabulary embedded in their class presentations/discussions/activities.</p> <p>Training on 21st century technological tools that best support student learning will</p>

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		<p>also provide teachers with the tools to reach more students who may need current visual resources (computers, interactive whiteboards, tablets, student response systems, LCD projectors, digital cameras, and digital microscopes will be used to complement the digital curriculum delivery).</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<ul style="list-style-type: none"> • STEM Academy will ensure that students with IEPs have highly qualified credentialed teachers to ensure the policies and procedures of federal, state and district mandates are implemented. • Clerical staff working assisting with IEP documentation will be provided training by the Special Education at the beginning of the school year and provided assistance through out any IEP process to ensure compliance. • The Special Education Administrator will monitor that all Special Education Personnel are up to date with new and required trainings and certifications to support student progress. The administrator will assist in the logistics of student service ratios to ensure the mandates on student IEPs are honored and work with Special Education team with student scheduling and student group numbers. • All staff will be informed of the health protocols and the maintenance of

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		<p>specialized equipment at the beginning of the school year.</p> <ul style="list-style-type: none"> • Special Education Team members will keep current on all policy updates and train staff on policies mandated by LAUSD, use the SSIS to monitor student records, and use the district’s Welligent IEP system to update changes and monitor student goals and progress. The Special Education Administrator will monitor compliance. • Retention of Special Education Staff is crucial to the consistency of the operations and implementation of all mandates of student IEPs. Therefore, support and professional development will be a continual process. Special Education Staff should not feel in isolation. • A Special Education Survey will be completed three times a year to analyze what is working, provide feedback, and monitor needs of the special education staff.
	Fiscal	All funds will be spent appropriately to ensure all students receiving services receive the required materials.

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>*All forms, brochures and Procedures for Identification and Assessment of Student Referral for a special education assessment, will be provided to parents in a timely manner to ensure they have ample time to read, ask questions understand their rights and their role in the process before the start of the meeting (<i>Notification to Participate in an Individualized Education Meeting, The IEP and You, A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), Are You Puzzled by Your Child’s Special Needs? and LAUSD Division of Special Education Complaint Response Unit/Parent Resource Network.</i></p> <ul style="list-style-type: none"> • At all times before, during and after the IEP meeting, the process will be explained in terms that parents may understand. Educational terms will be explained in a manner where individuals who are not in the educational field may understand. Parents will be provided notification prior to the IEP process meeting in the language parents request. Translation will be provided if needed by a qualified translator. All attempts will be followed to inform and set a mutually acceptable date to conduct an IEP meeting. The chosen place for the IEP meetings will be held to create a positive and professional environment that ensures privacy and confidentiality. When a parent is not able to attend a meeting after several attempts, videoconferencing is a possible option. • Parents will be informed of all their rights during the IEP process and when there is no agreement on the IEP plan. parents will be informed of the

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		<p>Complaint Procedure. The school administrator will comply with all document timelines in accordance with District policies regarding complaints and contact the appropriate special education unit staff for further steps.</p> <ul style="list-style-type: none"> • To keep parents involved and informed on school programs and include in leadership roles, parents will receive notices of upcoming trainings and meetings (Community Advisory Committee, Special Education Multicultural Advisory Committee, and all committees formed to seek parent input. • Provide leadership opportunities • To continue to involve parents and feel welcome at STEM Academy, parents will be informed of their child’s progress and struggles. • When students have received needs improvement grades, parents will be informed by the teacher on specific strategies they can be used at home to help support their child. In addition, all parents will be expected to participate in back to school night, parent conferences, and open house. • specific resources will be offered to parents to understand how to support and extend to home the school-based project-based learning, creativity, communication, critical thinking and collaboration that are essential to students future success, a-g college preparedness plan and other information necessary to keep parents informed

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		<p>Effective communication fosters effective teaching and learning between students, teachers and parents. Each parent will receive family packets with information on the school, its policies, contact information, and ways to be more involved in student life.</p> <p>The school will communicate in a timely fashion with parents regarding the progress of students in meeting academic, attendance and attitude goals and benchmarks, both when students are doing well and when students are struggling. Connect-Ed will be utilized to communicate the students’ needs and accomplishments with their parents. In addition to phone calls, the school will connect with parents via email and the school’s website.</p> <p>A parent center will provide an avenue for parent classes and trainings and assist in providing necessary skills to instill confidence in their leadership roles and understand the many ways they may be a partner or family of STEM Academy.</p> <p>STEM Academy will be proactive in communication with parents and resolve issues with complaints or concerns immediately as known, provide meetings and set resolutions. Staff will be made aware of any patterns or issues that need to be resolved. Parent will be welcome to provide suggestions and become true partners in education.</p>

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STEM ACADEMY STUDENT MONITORING

Data Analysis for Instructional Decision Making: Team Process

Part I. Initial/Fall Goal Setting and Instructional Planning Session

Before the data team meeting:

- Data sets/packets are prepared for meeting in teacher-friendly format with and without student names
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	Typical Prompts	Record Keeping
<p>During the meeting: Team uses district-provided data sets.</p>	<p>Team is provided with data to be analyzed.</p>	<p>Data sets in question (Use formats without student names.</p>
<p>Team identifies current performance of grade-level cadre (particular to school) on relevant benchmark for grade and time of year. Note if grade level and individual students made substantial growth (at least a year)</p>	<p>Facilitator: “Let’s analyze how our students are doing on (<i>benchmark skill</i>).”</p>	<p>Summarize salient data on the Screening and Intervention Record Form (SIRF)</p>
<p>Team sets a measurable goal or goals to achieve by the next review point.</p> <ul style="list-style-type: none"> • Goal should be stated in terms of % of students making <i>x</i> (give a number) progress toward identified benchmark. • Example: “By ----, ----% of students will attain the benchmark of ----- or above.” • % of students scoring Advanced or Proficient • “By ----, ----% of students will achieve scores of Proficient or 	<p>“What goal(s) shall we aim for by our next review point?”</p>	<p>Record measurable goal(s) in correct format on SIRF.</p>

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<p>above.”</p> <p>Team needs to then review either Item Analysis to identify specific skills that large numbers of students missed OR Subscale Averages, which provide very broad information about group strengths/needs. This will help to identify skills to address.</p>		
<p>Team selects instructional strategies that directly address the benchmark and may select strategy to address</p>	<p>“Let’s list some effective strategies that will assist our students to meet our goal(s).”</p>	<p>Use newsprint to record ideas.</p>
<p>Team analyzes suggested instructional strategies according to the following filters:</p> <ul style="list-style-type: none"> • Strategy should be evidence based. • Strategy should be practical. • Curricular materials should be available to implement strategy or can be readily created. 	<p>“Let’s rate these ideas.</p> <ul style="list-style-type: none"> • Which ones have a good research base? • Of those, which ones are most practical? • What materials do we have available? • What materials do we need?” 	<p>Annotate newsprint of ideas.</p>
<p>Team selects strategies and agrees to implement them during coming intervention period.</p>	<p>“Based on what we see on the display, what’s our choice for the best strategy(ies)?”</p>	<p>Write an explicit description of the strategy on the SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team assists all teachers in learning strategy (if not already used) using: <ul style="list-style-type: none"> ○ peer modeling and coaching ○ grade-level “chats” regarding implementation ○ assistance by content specialists, school psychologist, etc.) • Team locates or creates instructional materials. • Team plans for self-monitoring of use of strategy. • Time to create/adapt materials • Strategies for teaching strategies to novice teachers (e.g., peer 	<p>“As a team, how can we make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“Who can help us with implementation and how will we know that we are on track?”</p>	<p>Annotate the SIRF with “to-do’s.”</p>

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coaching, modeling)		
Tier 2		
Procedure	Typical Prompts	Record Keeping
<p>Team identifies which students will be considered for Tier 2 interventions.</p> <ul style="list-style-type: none"> Review all available data on these students (e.g., data spreadsheet containing all assessment data). Identify students who are in each section (upper and lower ends) of the “emerging” or “strategic” area of the distribution on the most recent benchmark tests. Check for corroboration across different subtest or assessment measures . Decide which students need Tier 2 interventions. 	<p>“Which students do we really have to watch this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p> <p>“Which students do we think will get to benchmark without extra supports?”</p> <p>“Which students will need Tier 2 supports this quarter?”</p>	<p>Data sets in question</p> <p>Use formats with student names and data from ongoing performance monitoring.</p> <p>Record names on SIRF.</p>
<p>Team sets a measurable goal to achieve by the next review point for the each student identified for Tier 2 supports.</p> <p>Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill</p>	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 2.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> Team identifies the instructional group in which the intervention will occur. Team identifies frequency and duration (amount of time each day) of the intervention. Team plans for self-monitoring of use of strategy. 	<p>“What standard protocol intervention group shall we use for this student?”</p> <p>“When and how often will the intervention be delivered?”</p> <p>“What do we need to do as a team to make this really happen for our</p>	<p>Annotate the SIRF with “to-do’s.”</p> <p>Use standard protocol checklist to determine fidelity of intervention.</p>

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	<p>students?” “What do we have to do to make sure we all use this strategy as planned? “How will we know that we are on track?”</p>	
<p>Team plans for progress monitoring (at least twice per month). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p>	<p>“How will we measure their progress?” “Who will conduct this assessment?”</p>	<p>Annotate SIRF with progress-monitoring plan.</p>
Tier 3		
<p>Team identifies which students will to be considered for Tier 3 interventions</p> <ul style="list-style-type: none"> • Review all available data on these students using lists or spreadsheet. • Identify students who are in the “deficient” or “at risk” area of the distribution on the most recent benchmark tests. • Check for corroboration across different subtest or assessment measures. • Review all available progress-monitoring data for each student’s rate of improvement (slope). • Decide which students need Tier 3 interventions. 	<p>“Which students are the most deficient on our lists?” “How far behind are these students?” “What has been their slope since the last assessment?” “Which students will need Tier 3 supports this quarter?”</p>	<p>Data sets in question . Use formats with student names and data from ongoing performance monitoring. Record names on SIRF.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 3 supports. Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment as well as the expected rate of improvement (slope), or improvement on specific skill related to assessment data.</p>	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>

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<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy. 	<p>“What standard protocol intervention group shall we use for this student?” “When and how often will the intervention be delivered?” “What do we need to do as a team to make this really happen for our students?” “What do we have to do to make sure we all use this strategy as planned?” “How will we know that we are on track?”</p>	<p>Annotate the SIRF with “to-do’s.”</p> <p>Use standard protocol checklist to determine fidelity of intervention.</p>
<p>Team plans for progress monitoring (at least once per week). Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.</p>	<p>“How will we measure their progress?” “Who will conduct this assessment?”</p>	<p>Annotate SIRF with progress-monitoring plan.</p>
<p>Team sets next meeting date.</p>	<p>“When shall we meet again to review our progress?”</p>	<p>Annotate next date on SIRF.</p>

Interim Steps (between meetings):

- Monitor fidelity of intervention.
- Monitor student’s progress
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional “practice” based on classroom performance and observation).

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Part II. Quarterly Benchmark (Follow-up) Meetings

Before the meeting:

- Team accesses students’ new progress-monitoring data.
- Data are provided to the team (teachers and other school personnel) in advance.
- Session facilitator is identified by the principal/designee, and is trained in team facilitation.
- Meeting logistics, including the date/time, place, and an agenda, are arranged by principal or designee.

Tier 1		
Procedure	Typical Prompt	Record Keeping
Team compares new data to: <ul style="list-style-type: none"> • Present grade-level goal • Appropriate benchmark for grade and time of year <ul style="list-style-type: none"> ○ % at risk ○ % some risk ○ % low risk • Proficiency levels with additional information from Item Analysis or Subtest Averages 	“Let’s analyze how are our students doing on (<i>benchmark skill</i>)?”	Summarize salient data on SIRF.
Team evaluates effectiveness of strategies used: <ul style="list-style-type: none"> • Gains were clearly linked to strategies for all students. • Strategies worked for some students and not others. • Strategies worked poorly. • Strategies were not implemented with fidelity (as planned). 	“How did our strategies work this past quarter?”	Record successful and unsuccessful strategies.
Team sets a measurable goal or goals to achieve by the next review point. <ul style="list-style-type: none"> • Goal should be stated in terms of % of students making <i>x</i> progress (give a number) toward identified benchmark or % of students scoring Proficient or above on _____. 	“What goal(s) shall we aim for by our next review point?”	Annotate measurable goal(s) in correct format on SIRF.
Team decides on continuation of existing strategies or selects new ones. If new strategies are designed, analyze with filters:	“Based on where our students are now, shall we keep our existing	Write an explicit description of the

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<ul style="list-style-type: none"> • Strategy should be evidence based. • Strategy should be practical. • Curricular materials are available to implement strategy or can be readily created. <p>Note: Strategies may need to change because instructional targets have advanced.</p>	<p>strategy or plan for another?"</p>	<p>strategy on the SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team assists all teachers in learning strategy (if not already used) using: <ul style="list-style-type: none"> ○ peer modeling and coaching ○ grade-level share of implementation ○ assistance by specialists (Title I, special education team, school psychologist, expert personnel) • Team locates or creates instructional materials. • Team plans for self-monitoring of use of strategy. 	<p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“Who can help us with implementation?”</p> <p>“How will we know that we are on track?”</p>	
Tier 2		
Procedure	Typical Prompts	Record Keeping
<p>Team reviews progress of students who have received Tier 2 interventions.</p> <ul style="list-style-type: none"> • Review all for each student using lists or data spreadsheet. • Check for corroboration across different subtest or assessment measures. 	<p>“How did our students do in Tier 2 this quarter?”</p> <p>“How far behind are these students?”</p> <p>“What has been their slope since the last assessment?”</p>	<p>Data sets in question</p> <p>Use formats with student names and data from ongoing performance monitoring.</p>
<p>Team evaluates effectiveness of strategies used, to determine if:</p> <ul style="list-style-type: none"> • Gains are clearly linked to strategies for each student • Strategies worked for some students and not others 	<p>“How did our strategies work this past quarter?”</p>	<p>Progress monitoring data on each student.</p>

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<ul style="list-style-type: none"> Strategies worked poorly Strategies were not implemented as planned 	<p>“Did we implement the plan with fidelity?”</p>	<p>Completed level-of-implementation protocols.</p>
<p>Team decides which students need:</p> <ul style="list-style-type: none"> Continued Tier 2 interventions Tier 3 interventions To discontinue Tier 2 interventions 	<p>“Which students have hit or are near benchmark and will be OK without Tier 2 supports?” “Which students are making some gains, but will continue to need Tier 2 supports this quarter?” “Which students are falling further behind and need a more intensive intervention (Tier 3)?”</p>	<p>Record names on SIRF.</p>
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports.</p> <ul style="list-style-type: none"> Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment, (typically the next benchmark score), or improvement on specific skill or other assessment data. 	<p>“What goal(s) shall we aim for by our next review point for this student?”</p>	<p>Annotate measurable goal(s) in correct format on SIRF.</p>
<p>Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.</p>	<p>“Let’s discuss which standard protocol strategy matches this student’s needs best.”</p>	<p>Record strategy on SIRF.</p>
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> Team identifies the instructional group in which the intervention will occur. Team identifies frequency and duration (amount of time each day) of the intervention. Team plans for self-monitoring of use of strategy. 	<p>“What standard protocol intervention group shall we use for this student?” “When and how often will the intervention be delivered?” “What do we need to do as a team to make this really happen for our students?” “What do we have to do to make</p>	<p>Annotate the SIRF with “to-do’s.” Use standard protocol checklist to determine fidelity of intervention.</p>

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	sure we all use this strategy as planned? “How will we know that we are on track?”	
Team plans for progress monitoring: Tier 3-weekly. Progress monitoring for skills such as comprehension or vocabulary will need team consideration and may be based on the Standard Protocol Intervention selected.	“How will we measure their progress?” “Who will conduct this assessment?”	Annotate SIRF with progress monitoring plan.
Tier 3 Analysis		
Procedure	Typical Prompts	Record Keeping
Team reviews progress of students who have received Tier 3 interventions. <ul style="list-style-type: none"> Review all scores for each student using lists or spreadsheet. Check for corroboration across different subtest or assessment measures 	“How did our students do in Tier 3 this quarter?” “How far behind are these students?” “What has been their slope since the last assessment?”	Data sets in question . Use formats with student names and data from ongoing performance monitoring.
Team evaluates effectiveness of strategies used, to determine if: <ul style="list-style-type: none"> Gains are clearly linked to strategies for each student Strategies worked for some students and not others Strategies worked poorly Strategies were not implemented as planned 	“How did our strategies work this past quarter?” “Did we implement the plan with fidelity?”	Progress monitoring data on each student. Completed level-of-implementation protocols.
Team decides which students need: <ul style="list-style-type: none"> Continued Tier 3 interventions To discontinue Tier 3 interventions and return to only Tier 2 supports To be referred for an evaluation for special education eligibility 	“Which students have made good progress and will not need Tier 3 supports?” “Which students are making some gains, but will continue to need Tier 3 supports this quarter?” “Which students are falling further	Record names on SIRF.

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	behind and need to be referred for a multi-disciplinary evaluation?"	
<p>Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 or 3 supports.</p> <ul style="list-style-type: none"> • Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill 	“What goal(s) shall we aim for by our next review point for this student?”	Annotate measurable goal(s) in correct format on SIRF.
Team selects the standard protocol strategy that they feel best matches to the student’s identified area of need in Tier 3.	“Let’s discuss which standard protocol strategy matches this student’s needs best.”	Record strategy on SIRF.
<p>Team plans logistics of implementing strategy:</p> <ul style="list-style-type: none"> • Team identifies the instructional group in which the intervention will occur. • Team identifies frequency and duration (amount of time each day) of the intervention. • Team plans for self-monitoring of use of strategy. 	<p>“What standard protocol intervention group shall we use for this student?”</p> <p>“When and how often will the intervention be delivered?”</p> <p>“What do we need to do as a team to make this really happen for our students?”</p> <p>“What do we have to do to make sure we all use this strategy as planned?”</p> <p>“How will we know that we are on track?”</p>	<p>Annotate the SIRF with “to-do’s.”</p> <p>Use standard protocol checklist to determine fidelity of intervention.</p>
Team plans for more frequent monitoring (Tier 2-monthly; Tier 3-weekly).	<p>“How will we measure their progress?”</p> <p>“Who will conduct this assessment?”</p>	Annotate SIRF with progress monitoring plan.

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- Monitor fidelity of intervention.
- Monitor student's progress
- Change (fine-tune) strategy (may or may not require team meeting—teachers are encouraged to continue to adjust instructional “practice” based on classroom performance and observation).

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STEM ACADEMY Screening and Intervention Record Form

Tier 1

Date: Meeting: ___ Beginning ___ Quarter1 ___ Quarter 2 ___ Quarter 3 ___ Quarter 4

Grade: _____

Subject: _____

Target Skill: Percentage of students at proficient level based on benchmark/standard

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Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard

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Strategies Selected for Implementation This Quarter (Tier 1)

1.	
2.	
3.	

[Reassessment and due dates](#)

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| NEXT MEETING Date: _____ Location: _____ Time: _____

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Tier 2 Screening and Intervention Record Form

Students Identified for Tier 2

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goals for Next Quarter (Tier 2)

1	
2	
3	

Strategies Selected for Implementation This Quarter (Tier 2)

1	
2	
3	

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Reassessment and due dates	

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

NEXT MEETING Date: _____ Location: _____ Time: _____

Tier 3 Screening and Intervention Record Form

Students Identified for Tier 3

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

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Goal for Next Quarter (Tier 3)

1	
2	
3	

Strategies Selected for Implementation This Quarter (Tier 3)

Student Name	Strategies	Person Responsible	Frequency

Measurement Assessment Plan

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Student Name	Measure	Person Responsible	Frequency

NEXT MEETING Date: _____ Location: _____ Time: _____