West Islip Public Schools

Response to Intervention

(RtI) Plan

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Acknowledgements

Committee Members 2015-2016

Fernando Agramonte
Staci Ansbach
Grace Avigliano
Lisa Disibio
Melissa Dolan
Reanna Fulton
Stephanie Glennon
Michele Holt
Donna Horner
Jack Maniscalco
Daniel Marquardt
Karen McCarthy
Kristina Moon
John Mullins
Andrew O'Farrell
Erin Papadopulos
Rhonda Pratt
Janet Renganeschi
Anne Rullan
Michelle Walsh

Committee Members 2013-2015

Karen Appollo,
Jeanine Borst
Michelle Bugliari
Susan Burkart
Denise Campasano,
Jeanne Dowling
Wendy Fogarty
Diane Horton-McGinley
Daniel Hunter
Jeremy Johnson
Susan Pitagno
Anne Rullan
Carrie Russo
Deborah Santo
Ariana Stubbmann

Original Committee Members

Mary Anderson
Karen Appollo
Rochelle Blumling
Jeanine Borst
Denise Campasano
Kay Cragg
Kate Finn
Joanna Grimm
Diane Horton-McGinley
Dan Hunter
Kerri Ierardi
Jeremy Johnson
Christine Kirkpatrick-Fiore
Jack Maniscalco
Debbie Magee
Dawn Morrison
John Mullins
Karen Nordland
Kathy Passamenti
Nancy Piccirilli
Susan Pitagno
Rhonda Pratt
Michelle Quigley
Kristina Rosenberg
Beth Schmitz
Sheila Siragusa
Deana Smith
Lori Smith
Melanie Solnick
Tara Staffieri
Ariana Stubbmann
Lori Suprenant
Kristin Timpson
Maureen Umstatter
Donna Villez

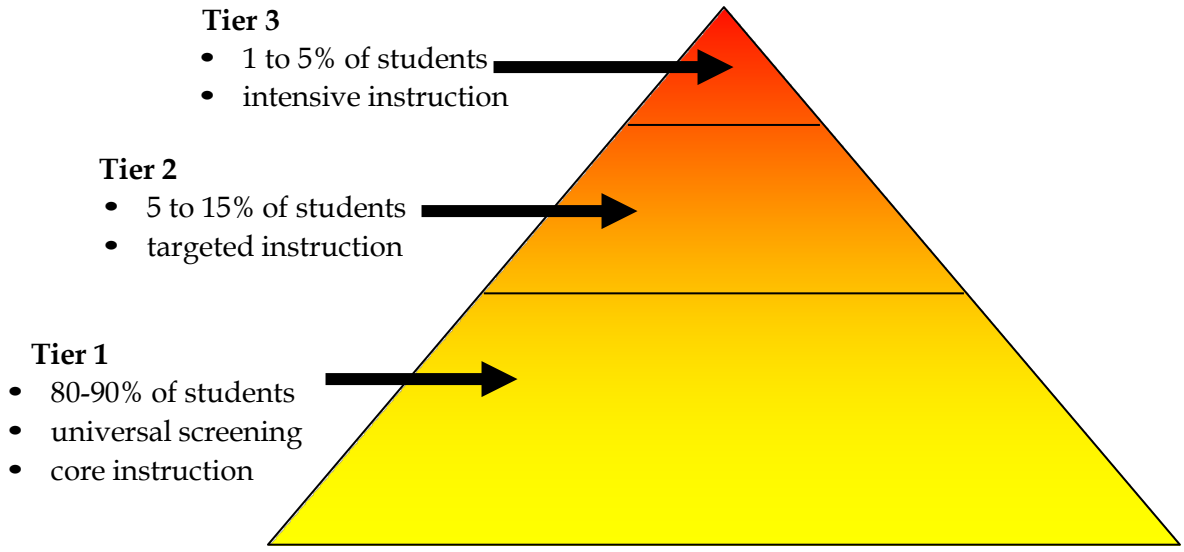
The West Islip Mission Statement

The West Islip Community is committed to excellence in education through the establishment of an academic, vocational and social environment in which all children can learn and succeed. Our students will be provided the opportunity to develop their self-esteem and a respect for others while acquiring the knowledge, skills and attitudes to become responsible citizens in a rapidly changing world. Our goal is to have students think in global terms and develop cultural sensitivity and international orientation. We seek to instill in our students the ability to share their commonalities, celebrate their differences, and appreciate that learning is a lifelong process.

Response to Intervention
Introduction

What is RtI?
Response to Intervention is a three-tiered problem-solving approach that identifies students with a potential for remediation and/or enrichment early. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI's goal is to close achievement gaps for all students by addressing small learning problems before they become insurmountable. (NYSED 2008)

RtI and the Three-tiered Model of School Support
The three-tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that helps teachers implement research-based curricular and instructional practices designed to improve student achievement.



RtI and West Islip's Curricula
The West Islip School District establishes a core instructional program by choosing curricula that is fully aligned with the New York State Learning which literacy and mathematics to prepare students for college and careers in the 21st century.

Effective, Highly Engaging Instruction
The West Islip School District provides the infrastructure for effective, highly engaging instruction that meets all students' needs. Effective teaching stems from understanding how students learn, understanding which instructional strategies work well, and knowing how to organize instruction to provide students with the substance of what they need to learn. Dynamic and interesting instruction that engages each student's mind and attention is critical for student success across Tiers 1, 2, and 3. Teachers will consider the following three dimensions in their instruction:

- Task control - decisions about the task, how to involve students in the task, and how to assess that involvement
- Authenticity - how meaningful and relevant the learning is to the students' lives
- Teacher's role - when, where, and to what extent the teacher will participate in each task.

Universal Screening and Progress Monitoring

Universal screening is the first step in the process in identifying students at risk for not meeting immediate grade level and course expectations. Universal screening may further indicate that a student is not predicted to meet long term college and career readiness goals. Screenings are conducted for the purpose of identifying students who are making the expected general education progress, students who are "at risk" for academic failure and who may require closer monitoring, and/or further assessment and to assess the effectiveness of the core curriculum. Universal Screening applies to all students and will occur on designated times throughout the school year.

At the elementary and middle school levels, universally screening occurs three times a year in literacy and mathematics using curriculum based measures and diagnostic benchmark assessments. At the high school level, universal screening can provide new information or confirm the academic and behavioral needs of older students. An essential component of universal screening at the secondary level is to evaluate a student's status in relation to graduation expectations and college and career readiness skills. Universal screening may include the review of curriculum based measures and mastery measurements.

Results from the screenings and assessments will provide the following important information:

- Whether students are making adequate progress
- Which students need assistance so they do not fall further behind
- When to modify instruction to ensure that students master essential skills

This information will be utilized to determine movement into other tiers for instruction based on the students' needs.

In the West Islip School District, universal screening will be implemented in the area of literacy and mathematics in Kindergarten through grade 8. Given the significant research indicating attendance as a pre-curser for academic and social/emotional success, attendance will be monitored as a behavior through attendance screening in grades Kindergarten through grade 12. Additional behavior screenings will be considered for K-12 in the future.

The district RtI plan provides guidelines for using multiple measures to determine student performance and intervention. These guidelines will continue to be developed to fit the academic and behavior needs of elementary and secondary students.

Universal Screening

Guidelines

Universal Screening applies to all students of each school year. The screening tool that will be used by West Islip Public School District is Aimsweb Plus for literacy and mathematics in Grades K through 5. The Fountas and Pinnell Benchmark Assessment will also be given as a diagnostic tool to identify student's literacy levels in Grades K-8.

At the middle school level, literacy will be screened three times a year by the HMH reading inventory (formally the Scholastic Reading Inventory). The HMH Reading Inventory is research based and has been validated by multiple scientific studies of students. The HMH Reading Inventory is a technology based, low stress, adaptable test that measures a student's literacy level using a Lexile measure. A Lexile measure provides information about an individual's reading ability or text difficulty. A Lexile measure provides an indication of a student's progression towards college and career readiness. For incoming sixth graders, Aimsweb data from elementary school will be another measure used to evaluate student performance.

Mathematics screening in Grades 6-8 will consist of evaluating student performance on math assessments based on New York State Learning Standards and grade expectations. All students in grades 6-8 participate in common assessments aligned with the standards. Students scoring below expectations will be flagged for follow up discussion at RtI meetings.

Attendance as a behavior will be screened using the West Islip School District student management system, Infinite Campus, in Grades K-12.

Introduction

Screenings are conducted for the purpose of identifying students who are making the expected general education progress, students who are "at risk" for academic failure and who may require closer monitoring, and/or further assessment and to assess the effectiveness of the core curriculum.

Screening instruments are valid, reliable, and aligned with grade-level core curriculum based on the New York State Learning Standards.

Screening Tool

Aimsweb Plus and SRI use curriculum-based measurements in a software package to establish benchmarks three times a year with standard universal screening probes. Reports identify students at risk, help individualize instruction, evaluate student progress, and demonstrate Adequate Yearly Progress (AYP). They also serve as an accountability and communication tool for system improvement.

Mastery measurements and common grade assessments demonstrate mastery of short term instructional objectives. The skills in mastery measurement assessments demonstrate a student's performance a pre-determined set of skills that are required for mastery of the content or units of study.

Schedule

Universal screenings for literacy will be conducted in September, January and May for all students in Grades K-8. Mathematic Assessments will occur three times a year and will be posted on the district assessment schedule. All assessments will occur in a consistent manner, thus ensuring validity. Attendance reports will be generated throughout the year.

Reading Probe	Screening Tool and or Progress Monitoring	K	1	2	3	4	5
Print Concepts (PC) Untimed Individual admin.	s	F, W, S - at risk					
Initial Sounds (IC) Untimed Individual admin.	both	F, W S- at risk					
Letter Naming Fluency (LNF) 1 min. Individual admin.	both	F, W, S					
Phoneme Segmentation (PS) Untimed Individual admin.	both	W, S	At Risk Students				
Word Reading Fluency (WRF) 1 min. Individual admin.	both	S	F,W,S				
Letter Word Sounds Fluency (LWSF) 1 min. Individual admin.	both	W,S	F, W, S				
Auditory Vocabulary (AV) Untimed Individual admin.	screening	At risk only F, W, S	At risk only F, W, S				
Oral Reading (OR) 2 min. Individual admin.	both		F,W,S	F,W,S	F,W,S	F,W,S	At risk students only
Vocabulary Untimed (4-6 min.) Group	screening				F, W,S	F, W, S	F,W, S
Reading Comprehension 15-25 min. Group	screening				F, W,S	F, W, S	F, W, S
Silent Reading Fluency Untimed 5 min. Group	both				F, W, S	F, W, S	F, W, S
Total Time		3 min.- 5min. Per child		2 min.	2 min.	30-40 min	30-40 min

Math Probe	Screening Tool and or Progress Monitoring	k	1	2	3	4	5
Number Naming Fluency 1 min. Individual Administration	Both	F, W,S					
Quantity Total Fluency 1 min. Individual Administration	Both	F, W, S					
Quantity Difference Fluency 1 min. Individual Administration	Both	W, S					
Concepts and Applications Untimed 7-10 min. Individual Administration	Screening	F, W, S	F, W, S				
Number Comparison Fluency - Pairs 1 min. Individual Administration	Both		F, W, S				
Math Facts Fluency - One Digit 1 min. Individual Administration	Both		F, W, S				
Math Facts Fluency - Tens 1 min. Individual Administration	Both		W, S				
Concepts and Applications Untimed - 25 min. Group Administration	Screening			F, W,S	F, W, S	F, W, S	F, W, S
Number Comparison Fluency-Triads 3 min. Group Administration	Both			F, W, S	F, W, S	F, W, S	F, W, S
Mental Computation Fluency 4 min. Group Administration	Both			F, W, S	F, W, S	F, W, S	F, W, S
Number Sense Fluency (NCF + MCF) 7 min. Composite score Group Administration	Both			F, W, S	F, W, S	F, W, S	F, W, S
Total Time		15-20 min.	15 -20 min.	40-50 min	40-50 min.	40-50 min.	40-50 min.

Global Testing Window:

- Fall: September 1 – October 15th
- Winter: January 1 – February 1st
- Spring: May 1 – June 1

West Islip Aimsweb Testing Window (on or around):

- Fall: First full two weeks of school
- Winter: Last two weeks of January
- Spring: Last two weeks of May

Training

Professional development will be provided to ensure fidelity or consistency of implementation, scoring, and interpretation of results. The District will provide training regarding the standardized administration of all universal screening tools to be used and the use of a problem-solving approach to determine students' needs, interventions and goal(s) for improvement.

Cut Scores

Cut scores will be derived using national norms and District-wide guidelines.

Creating and Using Student Profiles

In addition to curriculum based measures such as Aimsweb Plus and HMH Reading Inventory as a source of identification for at-risk students, a research-based diagnostic tool, such as the Fountas and Pinnell Benchmark or the Diagnostic Reading Assessment may be used to help determine specific areas of needs in regard to academic instruction. The building Response to Intervention Team will also include a student's past and current classroom performance and additional assessments to create a profile of student performance. Impacting behaviors such as attendance will also be noted in the profile. No measure in isolation should place a student in intervention services.

After a student's profile has been established, it will be determined which tier of intervention would be most appropriate. The Response to Intervention team will use a problem-solving approach and refer to district wide guidelines in the West Islip Response to Intervention Plan and the Elements of West Islip Three Tier Response to Intervention Model charts. At that point, the parents of at-risk students will be notified via letter per District protocol (see parent involvement section of this document).

Progress Monitoring

Just like universal screening, progress monitoring will apply to all students. Students in **Tier 1** will be taught the core curriculum with standard supports, such as differentiated instruction, flexible grouping, or enrichment. Content and skill assessment will occur regularly according to the teacher's plans. Multiple assessments will be used ~~is~~ to determine the level of student understanding of the core curriculum. The data received as a result of these assessments will be analyzed. If assessments and classroom observations indicate that a student is struggling, his/her progress will be discussed and the appropriate level of intervention will be determined by the Response to Intervention team.

Tier 2 will consist of small group instruction on targeted areas of weakness(es). At the elementary level, this generally is 3-5 students. At the secondary level, this is a group of 10 to 15 students. Supplemental instruction will occur, using research-based strategies and interventions. Students in Tier 2 will be periodically assessed to determine if the student is moving toward his/her goals. Results will be analyzed and changes will be made to the student's plan for improvement accordingly. Such changes may include intervention intensity (change of tiers), duration, frequency, or group size. If, despite the additional support of Tier 2, a student fails to adequately progress towards his/her goals, the Response to Intervention Team will meet to discuss the child's placement in Tier 3.

Tier 3 will provide intensive support for detailed, specific skill deficits. At the elementary level, this generally is 1-3 students. At the secondary level this is a group of 3-5 students. Progress monitoring will occur at least once per week. If the student fails to progress toward the goal, a recommendation may be made for Special Education testing.

Instruction

Tier 1 Instruction

Tier 1 Instruction is the Core Instruction and will include the following elements:

- Scientifically-based curriculum following the New York State Learning Standards within a balanced literacy approach
- Effective, highly engaging instruction
- Universal screening and strategic monitoring

The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring. When instruction is satisfactory for at least 80 percent of students in every classroom, problem-solving is directed toward those students who struggle to meet academic and behavioral expectations for grade level. This process may occur at any point throughout the school year.

Although Tier 1 problem-solving is data-driven, it is less formal than other levels of problem-solving. If a teacher has concerns about an individual student's academic achievement or behavior, the teacher and parents communicate informally. Together, the parents and the teacher will discuss the problem, agree upon a plan, and monitor the student's progress. Follow-up communication should take place to review the effectiveness of the intervention.

If the student's problem persists, or if the student does not meet expectations on benchmark assessments, a more formal problem-solving process will be initiated. The teacher and/or parents can request assistance from the Building Response to Intervention (RtI) Team (formerly known as the Instructional Support Team) to determine if the student needs additional Tier 1 core instruction support or a Tier 2 intervention. The team will develop an individual intervention plan to provide the level and intensity of support needed to help the student meet grade level expectations.

Communication with parents about their child's performance at school and about additional support provided in an RTI framework is critical to student success. If the RtI Team identifies an individual student to receive focused intervention, this information will be communicated to the parents. A sample letter is included in this document.

Students identified in Tier 1 may exhibit the following characteristics:

- At-risk
- Performing below expected levels
- Requiring specific supports to make grade-level progress

Tier 2 and Tier 3 Interventions

The RtI Team will review student performance data and the expectations outlined in a student's intervention plan to measure the responsiveness to instruction and/or intervention. Students who respond well to targeted group intervention and catch up with grade level expectations will exit Tier 2 and have their needs fully met in the classroom. For students who do not respond adequately to the intervention, the RtI Team will use student performance data to determine the next step. At that point, the RtI Team may recommend the same intervention with increased frequency and intensity through Tier 3. If not, a different intervention may take place in Tier 2 or Tier 3.

At Tier 3, the RtI Team will continue to use student performance data from frequent progress monitoring to make a decision about continuing the intervention, pulling back the intensity of support after progress is noted, or making a referral to Special Education.

Tier 2: Targeted Group Intervention
Identified students will receive targeted group intervention as well as core instruction. Tier 2 intervention will be provided in small. Intervention at this level should provide sufficient additional support for these students to gain the skills and strategies needed to close the achievement gap and continue to make grade-level progress in Tier 1 instruction (only).

Tier 2 targeted group intervention instruction includes the following elements:

- Evidence-based practice protocols
- Effective, highly engaging instruction
- Progress monitoring

☐ **Evidenced-based Practice Protocols**

Tier 2 intervention will be specialized, systematic, purposeful, focused, and consistent. It will be very structured. Evidence-based practices will be provided for students with similar needs. Tier 2 intervention has a high probability of producing change for a large number of students who need support for mastering a targeted skill.

☐ **Effective, Highly Engaging Instruction**

Tier 2 intervention may use classroom materials and approaches, but it extends and supports Tier 1 instruction in these ways:

- Providing more opportunities for students to process and practice the target skill or behavior
- Breaking the material into smaller chunks and segments

Tier 2 may also provide different instructional methods and pacing of instruction, making overt connections between what the students currently know and what they need to learn.

☐ **Frequent Progress Monitoring**

At Tier 2, progress monitoring will take place every two weeks

Students will receive Tier 2 intervention as long as needed to bring skills up to grade-level expectations or as long as their rate of improvement is adequate to justify continuation. Once a particular student's needs have been met through Tier 2 intervention, the student returns to Tier 1 core instruction

Tier 3: Intensive Intervention
Students who continue to struggle without measurable adequate progress in Tier 1 and Tier 2 instruction and intervention will move to Tier 3 intervention. This applies to the one to five percent of students who have received Tier 2 intervention and who continue to have significant difficulty acquiring the necessary skills to make progress in Tier 1 instruction. These students will receive more frequent, explicit, intensive, individualized intervention for longer periods of time.

Tier 3 Intensive, Individualized Intervention includes the following elements:

- Research-based and evidence-based intervention
- Intensive intervention based on individual needs
- Increased duration
- Skilled teachers/service providers
- Progress monitoring

☐ **Research-based and Evidence-based Intervention**

Tier 3 intervention approaches will meet the following criteria:

- Supported by scientifically-based research
- Supported by evidence that the intervention has been effective for other students working on the targeted skill
- Structured, explicit, and specifically tailored to learning targets

☐ **Intensive, Individualized Intervention**

Tier 3 is the most intensive intervention. It will target specific deficiency areas in order to meet individual student needs. If a student's response to Tier 2 was positive but slower than desired, he or she may continue to receive a similar type of intervention. In this case, however, the frequency and intensity of small group instruction is increased.

☐ **Increased Duration**

Tier 3 intervention will be provided for students with greater frequency and/or over a longer period of time than Tier 2. Specific time parameters will be determined by the RtI Team and student data. Decisions about continuing Tier 3 intervention will be made based on a student's performance and rate of progress in mastering the target skill or behavior.

☐ **Frequent progress monitoring**

At Tier 3, progress monitoring will take place weekly.

Students will receive Tier 3 intervention as long as needed to bring skills up to grade-level expectations or as long as their rate of improvement is adequate to justify continuation. Once a particular student's needs have been met through Tier 3 intervention, the student returns to Tier 2 or Tier 1 core instruction.

Elements of the West Islip Three-Tier RtI Model for Elementary Academics

The following table outlines the essential features of the West Islip School District three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. A student must meet the benchmark two consecutive times to move to a less intensive tier.

Elements	Tier 1 Core Curriculum And Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (no more than five students)	Individualized or small group instruction (no more than three students)
Mastery requirements of content *Criteria should be viewed holistically. No one data source will place a student in or out of receiving services.*	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring *Above the 25 percentile; 10th to 25th percentile may require strategic monitoring* *Levels 3+ F & P* *Levels 3+ Writing Benchmarks* *Levels 3+ Report Card* *> 75% overall math performance*	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring *5th to 25th percentile* *Level 2 F & P* *Level 2 Writing Benchmarks* *Levels 1 & 2 Report Card* *< 75% overall math performance* *-NYS Assessments below the median scale score Level 2 and 3 as designated by NYS Dept. of Education* *-formal diagnostic measures : 5th – 25th percentile based on age/grade norms* ▪ *Woodcock Test of Reading Mastery* ▪ *TOSWRF-2 Test of Silent Word Reading* ▪ *WIST Word Identification and Spelling Test* ▪ *Gray Oral or Gray Silent Reading Test* *-one or more notable and interfering behaviors: confidence, motivation, attention, executive functioning, etc.* **also to be considered:* *ENL Status/Special Education Classification* *New York State English as a Second Language Achievement Test*	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. *Below 5th percentile* *Level 1 F & P* *Level 1 Writing Benchmarks* *Level 1 Report Card* *< 65% overall math performance* *- NYS Assessments significantly below the median scale score Level 2 and 3 as designated by the NYS Dept. of Education* *-formal diagnostic measures : below 5th percentile based on age/grade norms* ▪ *Woodcock Test of Reading Mastery* ▪ *TOSWRF-2 Test of Silent Word Reading* ▪ *WIST Word Identification and Spelling Test* ▪ *Gray Oral or Gray Silent Reading Test* *-one or more notable and interfering behaviors: confidence, motivation, attention, executive functioning, etc.* **also to be considered:* *ENL Status/Special Education Classification* *New York State English as a Second Language Achievement Test*
Mastery requirements for exiting Tiers *Criteria should be viewed holistically. No one data source will place a student in*	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring *Above the 30th percentile*	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. *Above 10th percentile*

or out of receiving services.		*> 3+ F & P* *> 3+ Report Card* *> 80% overall math performance*	*> 2+ F & P* *> 2+ Report Card* *> 70% overall math performance*
Type of Instruction and/or Intervention	Literacy Core Curriculum ▪ Guided Reading ▪ Strategy groups ▪ Differentiated instruction ▪ Intervention Resource Guide ▪ Extra help ▪ Informal consultation with specialists Math Core Curriculum ▪ Strategy groups ▪ Differentiated instruction ▪ Intervention Resource Guide ▪ Extra help ▪ Informal consultation with specialists	Core + targeted intervention (in addition to Tier 1 curriculum) ▪ Leveled Literacy Instruction ▪ A- Z Learning ▪ RAZ Kids ▪ Castle Learning ▪ Just Words ▪ Fundations ▪ Multisensory Approach ▪ Visualizing and Verbalizing ▪ Words their Way ▪ Go Math! Intensive Intervention Activity Guide ▪ Go Math! Intensive Intervention Skill Packs ▪ Go Math! Strategic Intervention Activity Guide ▪ Go Math! ELL Activity Guide (supporting language processing issues and academic vocabulary) ▪ Reteach Book ▪ Standards Practice ▪ Soar to Success ▪ Other district-approved resources	Core + intensive intervention (in addition to Tier 1 and Tier II interventions) ▪ Leveled Literacy Instruction ~~(2 students)~~ ▪ ~~Tier 2 with increased frequency and/or smaller group size~~
Frequency of progress monitoring	Aimsweb Plus Screening measures three times per year Literacy Benchmarks Writing Benchmarks Strategic Monitoring 1x per month Math Skills Inventory, Mid-year and End of Year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but four to five times per week for a minimum of 30 minutes per session
Duration of intervention	School year	9-30 weeks	A minimum of 15-20 weeks
Parent Notification	Classroom teacher ensures parent communication	Parent Notification Letter	Parent Notification Letter
Data Collection	Universal Screening monitored by Aimsweb Plus or ~~Scholastic~~ HMH Student Reading Inventory software, literacy benchmarks entered into Infinite Campus, maintained by classroom teacher, Building RtI Team reviews data on all students	Progress Monitoring monitored by Aimsweb Plus or HMH Student Reading Inventory software, literacy benchmarks entered into Infinite Campus, maintained by classroom teacher, Building RtI Team reviews data on all students	Progress Monitoring monitored by Aimsweb Plus or HMH Student Reading Inventory software, literacy benchmarks entered into Infinite Campus, maintained by classroom teacher, Building RtI Team reviews data on all students

Elements of the West Islip Three-Tier RtI Model for Secondary Level Academics

The following table outlines the essential features of the West Islip School District three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. A student must meet the benchmark two consecutive times to move to a less intensive tier.

Elements	**Tier 1** **Core Curriculum And Instruction**	**Tier 2** **Supplemental Instruction**	**Tier 3** **Increased Levels of Supplemental Instruction**
Size of instructional group	Whole class grouping	Small group instruction 10-15:1	Individualized or small group instruction 3-5:1
Mastery requirements of content ***Criteria should be viewed holistically. No one data source will place a student in or out of receiving services.***	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring ***Above the 25 percentile*** *-core class quarter grades 80 or higher* *-Lexile within grade equivalent range* *-NYS Assessments above the median scale score between level 2 and 3 as designated by NYS Dept. of Education* *-Fountas and Pinnell benchmark at or above WI grade expectations* *-common formative assessments scoring at or above mean performance of total students assessed* *-no notable interfering behaviors that impact on academic learning*	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring ***5th to 25th percentile*** *-one or more core class quarter grades lower than 80 percent average* *-Lexile below grade equivalent range* *-NYS Assessments below the median scale score Level 2 and 3 as designated by NYS Dept. of Education* *-Fountas and Pinnell benchmark below WI grade expectations (level 2)* *-common formative assessments scoring below mean performance of total students assessed* *-formal diagnostic measures : 5th – 25th percentile based on age/grade norms* ▪ *Woodcock Test of Reading Mastery* ▪ *TOSWRF-2 Test of Silent Word Reading* ▪ *WIST Word Identification and Spelling Test* ▪ *Gray Oral or Gray Silent Reading Test* *-one or more notable and interfering behaviors: confidence, motivation, attention, executive functioning, etc.* **also to be considered: ENL Status/Special Education Classification New York State English as a Second Language Achievement Test*	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. ***Below 5th percentile*** *-one or more core class quarter grades lower than 70 percent average* *-Lexile far below grade equivalent range* *- NYS Assessments significantly below the median scale score Level 2 and 3 as designated by the NYS Dept. of Education* *-Fountas and Pinnell benchmark far below WI grade expectations (level 1 or 2)* *-common formative assessments scoring significantly below mean performance of total students assessed* *-formal diagnostic measures: below 5th percentile based on age/grade norms* ▪ *Woodcock Test of Reading Mastery* ▪ *TOSWRF-2 Test of Silent Word Reading* ▪ *WIST Word Identification and Spelling Test* ▪ *Gray Oral or Gray Silent Reading Test* *-one or more notable and interfering behaviors: confidence, motivation, attention, executive functioning, etc.* **also to be considered: ENL Status/Special Education Classification New York State English as a*

		NYSESLAT and/or any psychoeducational testing	*Second Language Achievement Test NYSESLAT and/or any psychoeducational testing*
Mastery requirements for exiting Tiers *Criteria should be viewed holistically. No one data source will place a student in or out of receiving services.*	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring ***Above the 30th percentile*** *-Core class quarter grades 80 or higher* *-Lexile within grade equivalent range* *-NYS Assessments at or above the median scale score between level 2 or 3* *-Fountas and Pinnell benchmark at WI grade expectations* *-Formal diagnostic measures- 30th percentile based on age norms* *-documented measureable progress* *-no interfering behaviors* *- student has responded to a an appropriate behavior intervention, accommodation, or modification and behavior is no longer impacting on academic learning*	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. ***Above 10th percentile*** *- Core class quarter grade average 75 percent or higher* *-Lexile slightly below or approaching grade equivalent range* *-NYS Assessments at or slightly below the median scale score between level 2 and 3* *-Fountas and Pinnell benchmark slightly below WI grade expectations (level 2)* *-Formal diagnostic measure : 10-25th percentile based on age norms* ▪ *Woodcock Test of Reading Mastery* ▪ *TOSWRF-2 Test of Silent Word Reading* ▪ *WIST Word Identification and Spelling Test* ▪ *Gray Oral or Gray Silent Reading Test* *-documented measureable progress* *- student is responding appropriately to an appropriate behavior intervention, accommodation or modification that continues to need to be monitored due to its impact on academic learning*
Type of Instruction and/or Intervention	Content Area Core Curriculum ▪ Guided Reading ▪ Strategy groups ▪ Differentiated instruction ▪ Intervention Resource Guide ▪ Extra help ▪ Informal consultation with specialists	Core + targeted intervention (in addition to Tier 1 curriculum) ▪ Achieve 3000 ▪ Research based strategies and interventions ▪ Wilson Just Words Program ▪ Leveled Literacy Intervention ▪ Florida Center for Reading Research intervention ▪ Castle Learning ▪ Reading behavior Intervention	Core + intensive intervention (in addition to Tier 1 and Tier II interventions) ▪ Wilson ▪ Achieve 3000 ▪ Verbalizing and Visualizing ▪ Orton Gillingham Based Program ▪ Research based district approved program ▪ Reading behavior Intervention (research based)

Application of RtI for Students with Disabilities

Students who are classified as Special Education students with Consultant Teacher (CT) support and receive CT reading mandated minutes for academics are addressed in a different manner.

They are students who have *already gone through* the RtI process of the previous Achievement/Ability Discrepancy Theory. The responsibility of instruction for a CT student is led by the classroom teacher, CT teacher, or other trained staff.

If a CT/LD student has a specific reading disability and LC and resource room or integrated services are appropriate and available to address the concerns in the capacity of Tier 2 and Tier 3 services, it ***must be in addition to and not in place of*** the CT teacher's required minutes, keeping in mind the classroom teacher is the student's main instructor. This ***not the norm, but rather the exception*** as it would require the specific CT student to possibly miss additional necessary core classroom instruction time.

The additional services provided should be listed in the Program Modification section of the student's IEP.

CAUTION: This service cannot just be added. The addition of the service will require a CSE meeting or an IEP paper amendment without a meeting.

Use of RtI in the Determination of a Learning Disability

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RtI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that under achievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics;

   and

2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;

   or

   (b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;

   and

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Process for Determining Learning Disability Using RtI Data

While the data collected through an RtI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout an RtI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards.
This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grad level standards or criterion-referenced benchmark: and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RtI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RtI program; strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

Documentation of the Determination of Eligibility for Student Suspected of Having a Learning Disability

http://www.p12.nysed.gov/specialed/RTI/guidance/appb.htm

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on special education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for _____, which indicate the student:
   - ‰ has a learning disability requiring special education services.
   - ‰ does not have a learning disability.

2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:

3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicate:

4. The educationally relevant medical findings, if any, indicate:

5. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c), consider:
   - data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.

   AND

   - data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:
   - the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving;

   AND

   - the student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);

   OR

   - exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

   AND

   - the student's learning difficulties are not primarily the result of a visual, hearing or motor disability; mental

retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

   ☐ The following instructional strategies were used and student-centered data was collected:

   AND

   ☐ Document how parents were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation for special education programs and/or services.

8. CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
District Representative	_____	☐	☐
Parent of Student	_____	☐	☐
Regular Education Teacher	_____	☐	☐
Special Education Teacher	_____	☐	☐
School Psychologist	_____	☐	☐
Parent Member	_____	☐	☐
Others: Specify	_____	☐	☐
	_____	☐	☐
	_____	☐	☐

Date: _____

Application for RtI for Students with Limited English Proficient/English Language Learners

For LEP/ELL students, several factors must be considers in determining the appropriate instruction.

First, a student's prior experiences, including prior knowledge, home-language background and socio-cultural background must be taken into consideration. When determining whether academic interventions are appropriate, a student's language proficiency and his/her literacy skills must be discussed. The results of the student NYSITELL and NYSLAT must be reviewed. It is important that r eading fluency and comprehension be discussed in conjunction with vocabulary comprehension and linguistic proficiency in both the first and second language. Vocabulary comprehension can also be a variable in the understanding of math concepts.

Generally, the New York State (NYS) Teaching of Language Arts to LEP/ELLs: Learning Standards should guide instruction for ESL.

NYS guidance on determining the difference between appropriate language development and a possible disability.

http://www.p12.nysed.gov/specialed/RTI/guidance/LEPELL.htm

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/CONCERNS
Pragmatics: The rules governing social interactions (e.g. turn taking, maintaining topic of conversation).	Social responses to language are based on cultural background (e.g., comfort level in asking or responding to questions) Pauses between turns or overlaps in conversation are similar to those of peers with the same linguistic and cultural background.	Social use of language or lack thereof is inappropriate (e.g., topic of lesson is rocks and the student continues to discuss events that occurred at home without saying how they relate to rocks).
Syntax: The rules governing the order, grammar, and form of phrases or sentences	Grammatical errors due to native language influences (e.g., student may omit initial verb in a question—You like cake? (omission of Do)). Word order in L1 may differ from that of English (e.g., in Arabic sentences are ordered verb-subject-object while Urdu sentences are ordered subject-object-verb).	Grammatical structures continue to be inappropriate in both languages even after extensive instruction (e.g., student cannot produce the past tense in either Spanish or English indicating difficulty with grammatical tenses).
Semantics: The rules pertaining to both the underlying and the surface meaning of phrases and sentences	A student whose native language is Korean may have difficulty using pronouns, as they do not exist in his/her native language. A student may use words from L1 in productions in L2 because of his inability or unfamiliarity of the vocabulary in L2 (e.g., "The car is muy rapido." In this case, the student knows the concept as well as the	Student is demonstrating limited phrasing and vocabulary in both languages (e.g., his/her sentences in both languages demonstrate limited or no use of adjectives and adverbs and both languages are marked by a short length of utterance).

	needed structure but cannot remember the vocabulary).	
Morphology: The rules concerning the construction of words from meaningful units	Native speakers of Russian may not use articles as they do not exist in that language. A student whose native language is Spanish may omit the possessive ('s') when producing an utterance in English (e.g., "Joe crayon broke" or he will say "the crayon of Joe broke," applying a structure that is influenced by the rules of his/her L1. He/she still demonstrates understanding of the morphologic structure for possession but is demonstrating errors in structure that are directly influenced by his/her L1.)	Student's productions in both languages demonstrate a lack of the possessive form indicating that he/she has not acquired this morphologic structure by the appropriate age. Again, both languages may be marked by a short length of utterance.
Fluency: Flowing speech that is not marked by excessive interruptions, interjections, and/or repetitions	Student's language does exhibit more interruptions, interjections, and/or repetitions for his/her age, but there are no physical concomitants marking the speech (physical strain or repeated physical actions), and the student does not seem to exhibit a consciousness of his/her dysfluency. Students learning L2 may exhibit interruptions, interjections, and repetitions as they are searching for words while speaking.	Major reliance on gestures rather than speech to communicate in both L1 and L2, even after lengthy exposure to English. The student exhibits not only interruptions, interjections, and/or repetitions, but also demonstrates physical concomitants that accompany these behaviors such as facial grimacing, leg stomping, or blinking that indicates physical struggle in producing speech. In addition, these students may demonstrate recognition of their dysfluency and try to avoid specific sounds or words. These behaviors will occur in both languages.
Phonology: The rules for combination of sounds in a language	Student may omit specific sound combinations or have difficulty producing certain sounds in the L2 that do not exist in the phonology of the L1 (e.g., student may have difficulty producing the /r/ /l/, /f/, /ch/, or /th/ in L2, or a Tagalong speaker might say "past" instead of "fast" or add a vowel before words that begin with clusters ("I go to school.")	Students will demonstrate a delay in the development of the age appropriate sounds in both languages (e.g., a student may consistently have difficulty producing vowels in both language or by middle school the student will still demonstrate initial consonant deletion in both languages).

Developed by Sarita C. Samora and Idalia Lopez-Diaz. (unpublished – adapted and printed with permission)

Parent Involvement

How will parents learn about RtI?

- Parent brochure describing what RtI is and how it is implemented in the District
- Parent presentations at Parent Teacher Association meetings
- RtI link on district website

How will parents be involved in the model of decision-making?

- Parents and families are seen as key partners in all aspects of RtI.
- Each school has a documented method of informing parents about the RtI model.
- Parents will receive a letter informing them that their child is involved in the RtI process when a child is entering Tier 2 or Tier 3.

How will parents be informed about universal screening results and when their child receives Tier 2 or 3 services?

Parents of students who are identified as at risk and who will be provided with supplemental intervention will receive written notification, consistent with section 100.2(ii) (1) (vi) of the Regulations of the Commissioner of Education which includes:

1. Amount and nature of data that will be used to monitor student's progress;
2. Strategies to increase the student's rate of learning; and
3. Parent's right to refer the student for Special Education services.*

*** In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYSRR §200.4(j)(1)(ii)(b))**

Glossary of Terms

Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured.

Adaptation: An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education.

Assessment: The process of measuring and documenting what students have learned.

Assessment Benchmark Tests: The process of measuring and documenting what students have learned. These are short assessments given at the beginning, middle, and end of the school year to establish baseline achievement data and progress.

Authentic Assessment: Tasks that require students to apply knowledge and skills, often connected to real-world situations/challenges. The tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product.

Adequate Yearly Progress (AYP): A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the U.S. Department of Education.

Balanced Literacy Approach: In a balanced approach to literacy instruction, teachers integrate instruction with authentic reading and writing experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning. A balanced approach provides a range in teacher to student support from whole group to small-group targeted instruction.

Baseline Data: Basic information on a student's current performance level, which is gathered before a program or intervention begins. It is the starting point to be used to compare a student's learning before a program or instruction begins.

Behavioral Intervention Plan (BIP): A behavioral plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Benchmark Assessment: The periodic assessment of all students as compared to age or grade level standards.

Core Curriculum: The planned instruction in a content area, which is central and usually mandatory for all students of a school (e.g. reading, math, science). Core curricula must be scientific and research-based.

Curriculum-based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum-based Measurements (CBM): A method of monitoring student progress through curriculum. It reflects the success of students' instructional program by using short, formative assessments that are nationally normed.

Cut Point: Cutoff scores on common benchmark assessments. Cut points specify the score at or below

which students would be considered for intervention.

Data-based or Data-driven Decision-Making: The use of student data to guide the design, implementation, and adjustment of instruction.

Data Teams: Teams of educators responsible for data analysis and decision making. The teams may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Differentiated Instruction: Process of designing lesson plans that meet the needs a range of learners. Such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences.

Duration: The length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved.

Early Intervention Services: A set of coordinated services for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing Special Education or related services, but who need additional academic and behavioral support to succeed in general education.

Eligibility: An individual, who by nature of his or her disability and need, requires Special Education and related services in order to receive an appropriate education.

English Language Learners (ELLs): Students whose first language is other than English and who are in the process of learning English.

Evidence-based Practice: Educational practices or instructional strategies supported by relevant scientific research studies.

Explicit Instruction: Instruction that is clear, deliberate, and visible.

Fidelity: Using a program or method of instruction exactly as designed so that it is aligned with research and ensures the largest possible positive outcome.

Five "Big Ideas" of Reading: Critical areas of reading for all tiers.

1. Phonemic Awareness: The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of speech sounds (Yopp, 1992). Print is not involved. For example, asking the students: "What sound do you hear at the beginning of the word cat?" or "What word rhymes with tree?"

2. **Phonics:** The basic concept that letters represent segments of speech. Students are taught letter names, the relationships between letters and sounds, an understanding that these relationships are systematic and predictable, and the use of these relationships to read and write words.

3. Fluency: The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to decoding, thereby allowing the reader to focus attention on the meaning and message of the text. Text is read with appropriate intonation and expression that sounds very much like conversational speech.

4. **Vocabulary:** W ords we need to know to communicate with others. There are four types of vocabulary: listening, speaking, reading, and writing.

5. **Comprehension**: The process of constructing meaning from written text. It includes such skills as activating prior knowledge, literal understanding of what is read, sequencing, summarizing, making inferences, predicting, and making connections between new and unknown information.

Flexible Grouping: The ability for students to move among different groups based upon their performance and instructional needs.

Formative Assessment/Evaluation: Classroom/curriculum measures of student progress.

Functional Assessment:

Academics: Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).

Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior

Gap Analysis: A tool for measuring the difference between the student's current level of performance and benchmark expectations

IDEA: Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004.

Inclusion: Students with identified disabilities are educated with general education age- or grade-level peers.

Individualized Education Program (IEP): A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Instructional Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Intensive Intervention: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly.

Learning Disability: (As per IDEA 2004) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

1. Oral expression
2. Listening comprehension
3. Written expression
4. Basic reading skill
5. Reading fluency skills
6. Reading comprehension
7. Mathematics calculation
8. Mathematics problem-solving

Modifications: Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and the expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level on achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Multi-sensory: Engaging the visual, auditory, and kinesthetic (movement) senses at the same time.

Outcome Assessment: The measurement of how students have performed at the end of planned instruction or at the end of the year.

Parental Engagement: The meaningful and active involvement of parents and family members in the educational process.

Positive Behavior Support: A tiered intervention system based on school-wide practices that encourage and reward positive student and adult behavior.

Positive Behavior Supports: Evidence-based practices embedded in the school curriculum, culture-expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

Prescriptive Intervention: A specified response, which focuses on academic or behavioral areas of concern, to meet the specific needs of a student.

Problem-solving Team: A group of teachers and school staff who meet regularly to evaluate student data, plan interventions and monitor student progress. Different staff members may be part of the team depending on the needs of the student.

Progress Monitoring: Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction. A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction.

Remediation: Instruction intended to remedy a situation or to teach a student something that he or she should have previously learned or be able to demonstrate, assuming appropriate strategies matched to student learning have been used previously.

Research-based Instruction or Intervention: A reliable, trustworthy, and valid intervention based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gins in achievement.

Response to Intervention Team (RtI Team): A building's support team for a student. This team may include the classroom teacher, the principal, a literacy specialist, a school psychologist, a social worker, a school counselor, a special education teacher or any combination of aforementioned adults.

Scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

Secondary Levels of Intervention: Interventions that relate directly to an area of need; are different from and supplementary to primary interventions; are often implemented in small group settings; may be individualized; are often connected to a supplemental tier of a tiered intervention model.

Section 504: An accommodation document that is made if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.

Specific Measurable Outcome: The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end of the unit test on numerical operations).

Standard Protocol Intervention: Use of same empirically validated intervention for all students with similar academic or behavioral needs.

Students at Risk for Poor Learning Outcomes: Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

Summative Assessment or Evaluation: Checks the level of learning at periodical intervals to provide ongoing feedback to students' understanding.

Systematic Data Collection: Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

Systematic Instruction: Carefully planned teaching based on the identified strengths and needs of students.

Systematic Reform: Change that occurs in all aspects and levels of the educational process and that impacts all stakeholders within that process.

Targeted Instruction: Teaching that is focused on an identified goal and based on the identified strengths and needs of a child.

Tertiary Levels of Intervention: Supplementary interventions that relate directly to an area of need, usually implemented individually or in very small group settings.

Tiered Instruction: Levels of instructional intensity within a tiered model.

Tiered Model: Common model of three or more tiers that delineate levels of instructional intervention based on student skill need.

Universal Screening: A check of all students' current level of performance in a content or skill area prescribed at intervals during the year.

Student Na

Response to Intervention Plan

WEST ISLIP UFSD

, NY
(631)893-3200

Plan Information			
Content Area: Reading	**Tier:** 2	**Start Date:** 10/03/2015	**End Date:** 06/20/2016
Plan Description: The student requires an intervention in the area of fluency. There is evidence of an endurance issue. The student can perform the skill but engages in it only for brief periods. The student requires opportunities to practice the skill and timely performance feedback.			
Base Score: 20	**Goal Score:** 30	**Evaluation Method/Tool:** Aimsweb Oral Reading	
Base Score Comments: The student is scoring in the below average range.			
Goal Score Comments: The student is expected to meet national norms in the average range.			
Goal Name:		**Goal Type:**	
Plan Success: Plan in Progress			

Student Information			
Student Name:		**DOB:**	**Student Number:**
Address:			
School of Attendance: Manetuck Elementary School	**Grade:** 04	**Gender:** M	**Race (Ethnicity Code):** White

Parent/Guardian Information				
Parent/Guardian				
Last Name:		**First Name:**		
Address:	**City:** West Islip		**State:** NY	**Zip:** 11795
Home Phone	**Work Phone:**		**Cell Phone:**	
Email:	**Relationship to Student:** MOTHER/Student		**Primary Language:**	
Parent/Guardian				
Last Name:		**First Name:**		
Address:	**City:** West Islip		**State:** NY	**Zip:** 11795
Home Phone:	**Work Phone:**		**Cell Phone**	
Email:	**Relationship to Student:** FATHER/Student		**Primary Language:**	

Intervention					
Intervention Planned	**Providers**	**Minutes**	**Frequency**	**Duration**	**Location**
Repeated Readings (Description: An intervention for fluency)	West Islip Intervention Provider	20.0	3.0 per week	10/03/2015 - 06/20/2016	Reading Room

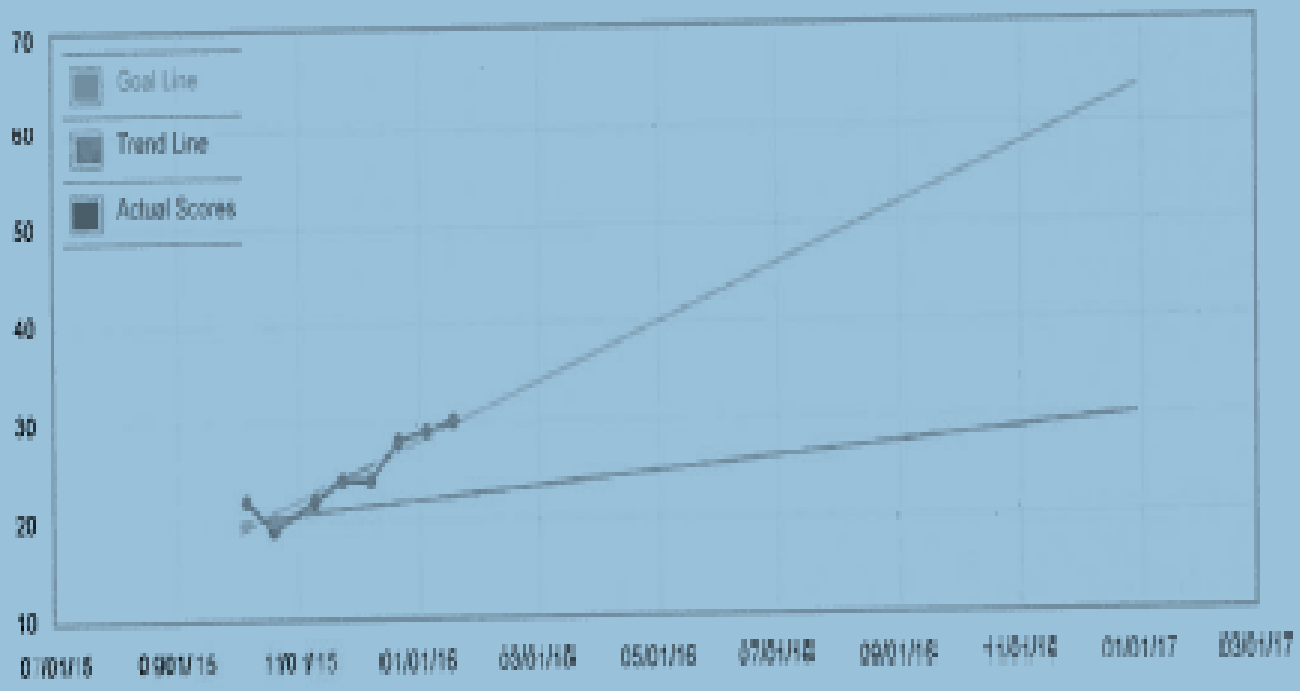
Intervention Deliveries
No intervention delivery data has been entered.

Intervention History

Base Score: 20 (10/3/2015)
Goal Score: 30 (12/30/2016)

Date	Start Time	End Time	Duration	Score	Comments
1/18/2016	1:30 pm	1:50 pm	20 min	30	meeting grade level expectations
1/4/2016	1:30 pm	1:50 pm	20 min	29	
12/21/2015	1:30 pm	1:50 pm	20 min	28	
12/7/2015	1:30 pm	1:50 pm	20 min	24	very confident
11/23/2015	1:30 pm	1:50 pm	20 min	24	reading more fluently, increase in confidence
11/9/2015	1:30 pm	1:50 pm	20 min	22	
10/19/2015	1:30 pm	1:50 pm	20 min	19	tired, off task
10/5/2015	1:30 pm	1:50 pm	20 min	22	attentive

Base Score: 20 (10/3/2015) - Goal Score: 30 (12/30/2016)



Student Name: Alexander Abi-Zaki

Response to Intervention Plan

WEST ISLIP UFSD

, NY
(631)893-3200

Plan Information

Content Area: Reading	**Tier:** 2	**Start Date:** 10/03/2015	**End Date:** 12/30/2016
Plan Description: The student requires an intervention in the area of fluency. There is evidence of an endurance issue. The student can perform the skill but engages in it only for brief periods. The student requires opportunities to practice the skill and timely performance feedback.			
Base Score: 20	**Goal Score:** 30	**Evaluation Method/Tool:** Aimsweb Oral Reading	
Base Score Comments: The student is scoring in the below average range.			
Goal Score Comments: The student is expected to meet national norms in the average range.			
Goal Name:		**Goal Type:**	
Plan Success: Achieved - Student has achieved the goal			

Student Information

Student Name:		**DOB:**	**Student Number:**
Address:			
School of Attendance: Manetuck Elementary School	**Grade:** 04	**Gender:** M	**Race (Ethnicity Code):** White

Parent/Guardian Information

Parent/Guardian

Last Name:		**First Name:**	
Address:	**City:** West Islip	**State:** NY	**Zip:** 11795
Home Phone:	**Work Phone:**	**Cell Phone**	
Email:	**Relationship to Student:** MOTHER/Student	**Primary Language:**	

Parent/Guardian

Last Name:		**First Name:**	
Address:	**City:** West Islip	**State:** NY	**Zip:** 11795
Home Phone:	**Work Phone:**	**Cell Phone:**	
Email:	**Relationship to Student:** FATHER/Student	**Primary Language:**	

Intervention

Intervention Planned	Providers	Minutes	Frequency	Duration	Location
Repeated Readings (Description: An intervention for fluency)	West Islip Intervention Provider	20.0	3.0 per week	10/03/2015 - 12/30/2016	Reading Room

Intervention Deliveries

Date	Start Time	End Time	Duration	Score	Comments
01/18/2016	1:30 pm	1:50 pm	20 min	30	meeting grade level expectations
01/04/2016	1:30 pm	1:50 pm	20 min	29	making noteable progress, reading fluently with appropriate pace
12/21/2015	1:30 pm	1:50 pm	20 min	28	
12/07/2015	1:30 pm	1:50 pm	20 min	24	very confident
11/23/2015	1:30 pm	1:50 pm	20 min	24	reading more fluently, increase in confidence
11/09/2015	1:30 pm	1:50 pm	20 min	22	
10/19/2015	1:30 pm	1:50 pm	20 min	19	tired, off task

WEST ISLIP SCHOOL DISTRICT

Grade 2-5 Student Data Profile

School Year 17-18 **Grade Level** 03

Student Name:	Classroom Teacher:

Universal and Benchmark Assessments

		FALL		WINTER		SPRING	
Attendance	**Absence**	2		0		0	
	Tardiness	0		0		0	
BEHAVIOR INCIDENTS		0		0		0	
ASSESSMENT		**Instructional Level**	**Performance Level**	**Instructional Level**	**Performance Level**	**Instructional Level**	**Performance Level**
Fountas & Pinnell	INSTRUCTIONAL RDG LVL	Q	Exceeds Grade Level Standards				
		Percentile		**Percentile**		**Percentile**	
AimsWeb	Oral Reading Fluency						
	Vocabulary						
	Reading Comprehension						
	Silent Reading Fluency						
	Concepts & Applications (MCAP)	55					
	Number Comparison Fluency - Trends						
	Mental Computation Fluency						
	Number Sense Fluency	74					
		Skills Percentage		**Midyear Percentage**		**End of Year Percentage**	
IN-DISTRICT	MATH (Skills, Mid, EOY)			80			
		Performance Level		**Performance Level**		**Performance Level**	
	WRITING SAMPLE						

SAMPLE LETTER

Parent Notification of Services Letter

SCHOOL LETTERHEAD

Date:

Dear Parent or Guardian of _____,

We are pleased to provide Response to Intervention (RtI) Services to your son/daughter. The goal of RtI is to help ensure academic success for all of our students. RtI is a school-based process by which students are regularly screened and monitored to assess if they are responding to classroom instruction and progressing as expected. This service supports our goal to properly prepare students to meet the New York State ~~Common Core~~ Learning Standards in Literacy and Math.

All students are Universally Screened three times a year in grades Kindergarten through ~~four~~ eight. Using the results of the screening, grade level literacy benchmarks, district common assessments, NYS English Language Arts and Math Assessments, and classroom performance, students are placed in one of the following tiers:

Tier 1 – progressing as expected with instruction provided within the classroom
Tier 2 – additional support with targeted instruction. This can be in the form of small group instruction, additional instructional time, or a variety of other interventions both within and outside of the classroom.
Tier 3 – students not adequately progressing in Tier 2 services or who have qualified by the results of scores are provided with more intense and frequent intervention services often with specialized program or materials.

_____ELA _____Math

_____ Tier 2 services _____ Tier 3 services

Instructor's Name(s):
Service:
Frequency:
Strategies used to increase student's rate of learning:

Ongoing progress monitoring every _____(indicate frequency) will help determine the specific level of interventions and the need to continue or terminate these services. If you have any questions please call (Service Provider) at (school phone number).

Sincerely,

Building Principal

According to NYS Commissioner Regulations, parents have the right to request an evaluation for special education programs and/or services. [8 NYCRR section 100.2(ii)]

SAMPLE LETTER
Parent Notification Termination of Service Letter

SCHOOL LETTERHEAD

Date:

Dear Parent or Guardian of _____,

We are pleased to inform you that you son/daughter no longer requires Response to Intervention (RtI) Tier 2 or Tier 3 Services. The goal of RtI is to help ensure academic success for all of our students. RtI is a school-based process by which students are regularly screened and monitored to assess if they are responding to classroom instruction and progressing as expected. This service supports our goal to properly prepare students to meet the New York State Common Core Learning Standards in Literacy.

Your child will continue to be monitored within the classroom setting to ensure academic success.

If you have any questions please call (Service Provider) at (school phone number).

Sincerely,

Building Principal

RESPONSE TO INTERVENTION

A Parent's Guide to Response to Intervention

The University of the State of New York
The State Education Department
www.nysed.gov

Introduction

This pamphlet provides parents, families and others with information regarding Response to Intervention (RtI). RtI is a process used in schools to provide well-designed instruction, closely monitor all students' progress and provide additional instructional supports to students who are struggling. This additional help is to assist those students to keep up with learning in their classrooms, particularly in the areas of reading and math.
At the end of this pamphlet, there is a reference list which provides sources for additional information for parents and websites where these resources can be found.

What is RtI?[1]

RtI is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.
RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) for students who require support.

[1] In addition to RtI programs focusing on academic difficulties, many schools also use systems of behavioral support based on a RtI model. This system is called "Positive Behavioral Interventions and Supports" or PBIS. For additional information see http://www.pbis.org/.

What are the steps in RtI?

1. Screening is conducted for all students.

What is screening?

Screening is a quick assessment that measures a student's skills or behaviors expected for his or her grade level. Screenings may be conducted once a year or as many as three times per year.

How are the results of screening used?

Screening for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, a school may recommend that a student be provided additional instructional support to address the student's areas of need.

Will a parent be notified of his/her child's screening results?

Some schools notify all parents of his/her child's screening results, but it is not required. However, if the school recommends that a student receive additional instructional support beyond what is provided to all students in the class, the parent must be notified.

2. All students receive appropriate instruction.

An RtI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class. This is called Tier 1.

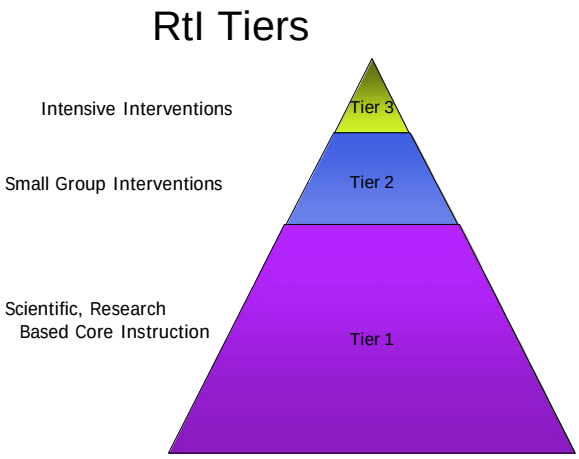
What is appropriate instruction?

Appropriate instruction means that the methods and materials a teacher uses are based on research showing that most students will be successful if taught in this manner. Since students learn in different ways, it is important for a teacher to use a variety of effective methods and materials to meet the needs of all students in his/her class.

What is considered appropriate reading instruction?

Reading instruction should include instruction in the essential elements of reading:

- phonemic awareness: the ability to distinguish the individual sounds of language;
- phonics: the ability to understand letter-sound connections;
- vocabulary development: understanding words to communicate effectively, both orally and in print;
- reading fluency: the ability to read orally with speed, accuracy and vocal expression; and
- reading comprehension: the ability to understand the written words.



3. Additional instructional support is provided for students, based upon screening and ongoing measurement of progress.

How will additional instructional support be provided?

Students identified through screening as needing additional instructional support, receive assistance designed to meet their needs. This assistance is called targeted intervention. Targeted intervention includes the teaching method or strategy the teacher will use, how often the intervention will be provided and for how long the intervention will be provided.

Within the RtI model, targeted intervention is provided with increasingly intense levels or tiers of support. Increased intensity can mean more time, smaller groups and/or more instruction focused on the specific areas in which the student is having difficulty.
Most RtI models provide three tiers of support.

What is Tier 2 Intervention?

Tier 2 intervention is in addition to the student's regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 intervention usually means that a student is:

- taught in a small group;
- receiving additional instruction time; and/or
- taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

For example, a student having difficulty reading may receive instruction in a small group (3-5 students) for 30 minutes per day with a reading teacher. This Tier 2 intervention may be provided by a reading or math specialist. During this time, a student's progress will be measured regularly (monitored) to see if the intervention is meeting his/her needs.

What is Tier 3 intervention?

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction at this level may be more frequent, smaller group and/or for a longer period of time than that provided in Tiers 1 or 2. Tier 3 may utilize materials or programs which focus specifically on skills with which the student may be having difficulty.

4. Who determines the level of support (Tiers 1, 2, 3) for each student?

If a student is identified as needing instructional support, a team may meet to review information from the student's classroom work, screenings, and State and district-wide assessments. This team typically includes the student's classroom teacher(s), the parent(s) and other staff such as a reading teacher and school psychologist. The team will recommend what type of instructional support the student needs and how often and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the instructional support.

5. What is progress monitoring?

Progress monitoring involves a frequent assessment of a student's performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs.

How often does progress monitoring occur?

How often a student's progress should be monitored will vary by school, the level of intervention and by the individual student's needs. In many cases, schools will monitor individual student progress once every other week or as frequently as every week. Many schools that use an RtI process will chart the student's progress on a graph to see if progress is being made. This will help identify where there is a gap between how the student is performing and what is expected of other students of the same age or grade.

Progress monitoring also helps school staff know if the instructional support that is being provided needs to be changed.

6. What information will parents receive in the RtI process?

Parents should receive screening results from the school, as well as regular updates on his/her child's progress in the classroom. However, schools must make progress monitoring information available to parents of students receiving Tier 2 or 3 levels of intervention.

Parents of students requiring Tier 2 or 3 support must be provided with information describing the:

- amount and type of student performance data that will be collected and the general education services that will be provided;
- strategies for increasing the student's rate of learning; and
- parents' right to request an evaluation for special education programs and/or services. Each parent of a student participating in an RtI process is encouraged to meet regularly with teachers and school staff who are providing instructional support to the student in order to review the student's progress.

Teachers may ask a parent to help support the student's progress in a number of ways. They may ask that the parent read to his/her child, have him or her read to you and/or engage in other activities that promote positive growth in skills.

What if a student is not making progress even when provided with the most intense interventions at Tier 3?

There is a small percentage of students who do not make the expected progress and who may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that the student might have a disability affecting his/her ability to progress, the school will seek the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RtI process will be considered as part of this evaluation.

If, at any time, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the school's special education office or the building principal,

Resources

National Center on Response to Intervention, December 2007, http://www.rti4success.org/
This website is developed and maintained by the federally-funded National Center on RtI. Among the many resources, there are a number relating to parents and parental involvement. Since it is a new and active website, the number of resources will grow.

National Reading Panel. TEACHING CHILDREN TO READ: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Updated 10/06 (Materials retrieved 5/08) http://www.nationalreadingpanel.org/

National Research Center on Learning Disabilities (NRCLD). (2006, April). Getting Started with SLD Determination: After IDEA Reauthorization. Johnson, E. & Mellard, D.F.

New York State Education Department (NYSED) - http://www.p12.nysed.gov/

NYSED, Special Education Office – Assistance for Parents - http://www.p12.nysed.gov/specialed/quality/parents.h tm

New York State Response to Intervention Technical Assistance Center. The NYS RtI-TAC is funded by the NYS Education Department as part of the Department's strategy to promote and build school district capacity to implement a systemic, response to intervention process. www.nysrti.org.

Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports - http://www.pbis.org/

Reading First: A Closer Look at the Five Essential Elements of Effective Reading Instruction, Learning Point Associates, 2004.

The ABCs of RtI, Elementary School Reading, A Guide for Parents, Mellard, D., McKnight, M., Deshler, D., December 2007

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