

West Islip Public Schools

Response to Intervention (RtI) Plan



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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

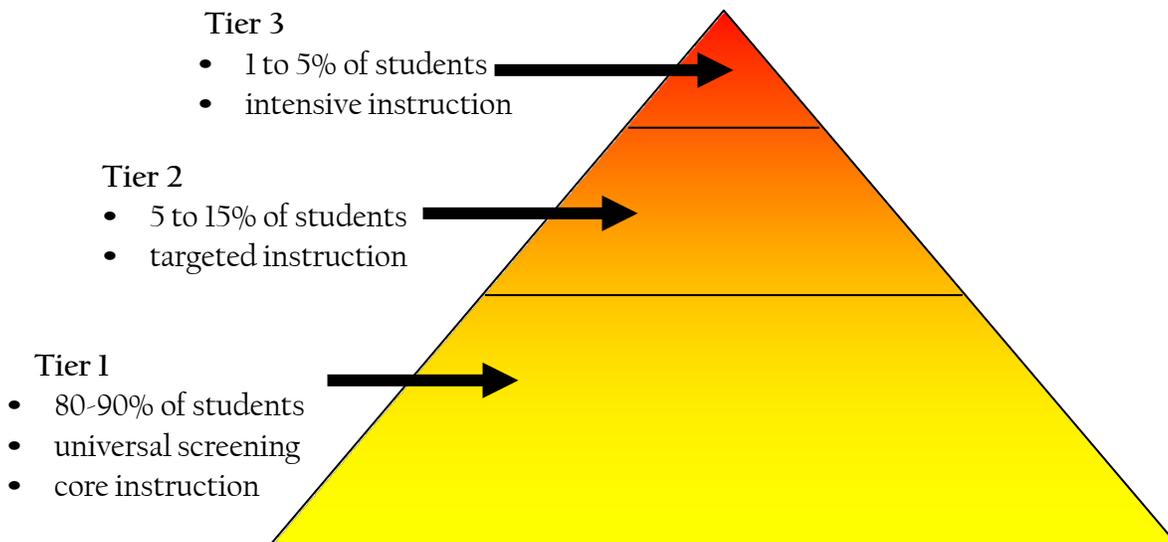
Introduction

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 Common Core State Standards. The Common Core State Standards, which New York adopted on July 19, 2010, set standards for 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 & Progress Monitoring

All students will be screened three times a year in Literacy. Student progress will be monitored throughout the year. 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.

Universal Screening Guidelines

Universal Screening applies to all students and will occur in September, January and May of each school year. The screening tool that will be used by West Islip Public School District is Aimsweb for literacy and the district will explore using Aimsweb for mathematics.

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 Common Core State Standards. Universal screening will be implemented in the area of literacy in Kindergarten through grade five. The District Response to Intervention Committee will establish a timeline for continuation in the middle and high schools in literacy. The committee will explore response to intervention for mathematics in the 2014-2015 school year.

Screening Tool

Aimsweb uses 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.

Schedule

Universal screenings will be conducted in September, January and May for all students in grades K-5. Assessments will be administered by Reading and/or Special Education teachers. All evaluators will be adequately trained to assess students in a consistent manner, thus ensuring validity. The following curriculum-based measurements will be used for universal screening and progress monitoring

	K	1	2	3	4	5
LNF	F, W, S	Fall				
LSF	W, S	Fall				
NWF	W, S	F, W, S*				
PSF	W, S	F, W, S*				
R-CBM		W, S	F, W, S	F, W, S	F, W, S	F, W, S
R-MAZE**				F, W, S	F, W, S	F, W, S

* For Tier 2 and Tier 3 students only

LNF – Letter Naming Fluency

LSF – Letter Sound Fluency

NWF – Nonsense Word Fluency

PSF – Phoneme Segmentation Fluency

R-CBM – Reading Curriculum Base Measurement

**R-MAZE – Reading (Cloze Probe for Comprehension – use to be determined)

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 Aimsweb probes against national norms and will be consistent District-wide.

Creating and Using Student Profiles

In addition to Aimsweb as a source of identification for at-risk students, a research-based diagnostic tool, such as the Fountas and Pinnell Benchmark Assessment, will be used to help determine specific areas of needs in regard to literacy instruction. The Building Response to Intervention Team will include student classroom performance and additional assessments where available.

After a student's profile has been established, it will be determined which tier of intervention would be most appropriate. 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. In addition to the teacher's assessments, Aimsweb, Fountas and Pinnell Benchmark Assessment, or other assessment tools may be used. The purpose of these assessments 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 it indicates that a student is struggling, he/she will be moved into Tier 2.

Tier 2 will consist of small group instruction (three to five students) on targeted areas of weakness(es). Supplemental instruction will occur, using research-based strategies and interventions. Some interventions may include Fountas and Pinnell, Leveled Literacy Intervention, or Foundations. 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 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. 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 Common Core State 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 2 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 in Tier 1

Tier 2 and Tier 3 Intervention

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, same ability groups of 3-5 students. 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 using Aimsweb Progress Monitoring probes if appropriate.

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 (only).

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. Intervention at this level may or may not be provided through Special Education.

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 using Aimsweb Progress Monitoring probes if appropriate.

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

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	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring <i>Above the 25th percentile; 10th to 25th percentile may require strategic monitoring</i>	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring <i>5th to 25th percentile</i>	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. <i>Below 5th percentile</i>
Type of Instruction and/or Intervention	Core Curriculum <ul style="list-style-type: none"> ▪ Guided Reading ▪ Strategy groups ▪ Differentiated Instruction ▪ Extra Help ▪ Informal Consultation with specialists 	Core + targeted intervention (in addition to Tier 1 curriculum) <ul style="list-style-type: none"> ▪ Leveled Literacy Instruction ▪ A- Z Learning ▪ RAZ Kids ▪ Castle Learning ▪ Foundations ▪ Multisensory Approach ▪ Visualizing and Verbalizing ▪ Words their Way 	Core + intensive intervention (in addition to Tier 1 and Tier II interventions) <ul style="list-style-type: none"> ▪ Leveled Literacy Instruction (2 students) ▪ Tier 2 with increased frequency and/or smaller group size
Frequency of progress monitoring	Aimsweb Screening measures three times per year Literacy Benchmarks Strategic Monitoring 1x per month	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 software, literacy benchmarks entered into Infinite Campus, maintained by classroom teacher, Building RtI Team reviews data on all students	Progress Monitoring monitored by Aimsweb software, literacy benchmarks entered into Infinite Campus, maintained by classroom teacher, Building RtI Team reviews data on all students	Progress Monitoring monitored by Aimsweb software, literacy benchmarks entered into Infinite Campus, maintained by classroom teacher, Building RtI Team reviews data on all students

Parent Involvement

How will parents learn about RtI?

- Parent brochure describing what RtI is and how it is implemented in the District
- Parent presentations
- 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))**

Response to Intervention Service Options

The following programs and materials are currently available in the West Islip School District. They can be used for intervention for literacy development across the three tiers.

Comprehension Toolkit: These materials support explicit instruction through modeling and collaborative practice, and then provide opportunities for independent practice and application.

Core Knowledge Skills Strand: The skills strand teaches the mechanics of reading. Students are taught systematic and explicit phonics instruction as their primary tool for decoding. In addition to phonics, students are also taught spelling, grammar and writing.

Fountas & Pinnell Phonics: This program is a continuum that encompasses nine scientific categories of learning: Early Literacy Concepts, High Frequency Words, Phonological and Phonemic Awareness, Spelling Patterns, Letter Knowledge, Word Structure, Letter/Sound Relationships, Word Solving Actions, and Word Meaning.

Foundations: This program is based upon the Wilson Reading System. It is a phonological/phonemic awareness, phonics and spelling program for the general education classroom.

Leveled Literacy Intervention (LLI): This program provides daily small group intensive instruction/support to help students achieve grade-level competency. It addresses phonics, fluency, comprehension, and vocabulary.

Literacy by Design: This program offers instruction in reading strategies and skills through the use of high quality leveled books, detailed lessons, and assessment tools.

Multisensory: this program provides a systematic approach to teach total word structure for decoding and encoding.

Raz-Kids.com: This is an on-line leveled books library that helps students improve their reading skills by listening for modeled fluency, reading for practice, recording their reading and checking comprehension with quizzes.

Reading A to Z: This reading resource center supports leveled reading, phonemic awareness, reading comprehension, fluency, and vocabulary. It utilizes leveled books, worksheets, and assessments.

Rigby Literacy: This program offers instruction in reading strategies and skills through the use of high quality leveled books, detailed lessons, and assessment tools.

Words Their Way: This reading resource provides differentiated, sequential instruction in the areas of phonics, phonemic awareness, vocabulary and spelling.

Response to Intervention Service Options

Grade Level	Program	Pillars	Tier
Kindergarten	Comprehension Toolkit	F, V, C	1, 2, & 3
	Foundations	PA, P	2, & 3
	Fountas & Pinnell Phonics	PA, P	1 & 2
	Leveled Literacy Intervention	PA, P, F, V, C	2, & 3
	Raz-Kids.com	PA, P, F, V, C	1 & 2
	Reading A to Z	PA, P, F, V, C	1 & 2
	Rigby	PA, P, F, V, C	1 & 2
First	Comprehension Toolkit	F,V, C	1, 2, & 3
	Foundations	PA, P	2, & 3
	Fountas & Pinnell Phonics	PA, P	1 & 2
	Leveled Literacy Intervention	PA, P, F, V, C	1, 2 & 3
	Raz-Kids.com	PA, P, F, V, C	2 & 3
	Reading A to Z	PA, P, F, V, C	1, 2, & 3
	Rigby	PA, P, F, V, C	1, 2, & 3
Second	Comprehension Toolkit	F,V, C	1, 2, & 3
	Fountas & Pinnell Phonics	PA, P	1, 2, & 3
	Leveled Literacy Intervention	PA, P, F, V, C	2 & 3
	Multisensory	PA, P,	2 & 3
	Raz-Kids.com	PA, P, F, V, C	1, 2 & 3
	Reading A to Z	PA, P, F, V, C	1, 2 & 3
	Rigby	PA, P, F, V, C	1, 2, & 3
Third	Comprehension Toolkit	F,V, C	1, 2, & 3
	Fountas & Pinnell Phonics	PA, P	1, 2, & 3
	Leveled Literacy Intervention	PA, P, F, V, C	2 & 3
	Multisensory	PA, P,	2 & 3
	Raz-Kids.com	PA, P, F, V, C	1, 2, & 3
	Reading A to Z	PA, P, F, V, C	1, 2, & 3
	Rigby	PA, P, F, V, C	1, 2, & 3
Words Their Way	PA, P, F, V	1, 2, & 3	
Fourth	Comprehension Toolkit	F, V, C	1, 2, & 3
	Literacy by Design	PA, P, F, V, C	1, 2, & 3
	Leveled Literacy Intervention	PA, P, F, V, C	2 & 3
	Multisensory	PA, P	2 & 3
	Raz-Kids.com	PA, P, F, V, C	1, 2, & 3
	Reading A to Z	PA, P, F, V, C	1, 2, & 3
	Words Their Way	PA, PA, F, V	1, 2, & 3
Fifth	Comprehension Toolkit	F, V, C	1, 2, & 3
	Literacy by Design	PA, P, F, V, C	1, 2, & 3
	Leveled Literacy Intervention	PA, P, F, V, C	2 & 3
	Multisensory	PA, P	2 & 3
	Raz-Kids.com	PA, P, F, V, C	1, 2, & 3
	Reading A to Z	PA, P, F, V, C	1, 2, & 3
	Words Their Way	PA, PA, F, V	1, 2, & 3

*KEY: PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension

Florida Center for Reading Research is an additional resource for phonemic awareness, phonics, fluency, vocabulary and comprehension.

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:** Words 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 gains 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.

WEST ISLIP SCHOOL DISTRICT
Response to Intervention Problem Solving Worksheet

Student of Concern: _____ Date _____

Identifying the Problem

Skill Deficit	
Determined by (assessment used):	
Setting (large or small group, etc.):	
Academic or behavior in measurable terms	

Determining Cause

Determine root cause:	
Construct hypothesis:	

Solutions

Analyze data to set measurable goals (limit one to three goals):

Goal #1

In _____ (#) weeks, _____ (student name) will _____ (e.g. read/compute) _____ (words/numbers) correctly in _____ (duration of time) from selected grade _____ (level) _____ (passage/material).

Goal #2

In _____ (#) weeks, _____ (student name) will _____ (e.g. read/compute) _____ (words/numbers) correctly in _____ (duration of time) from selected grade _____ (level) _____ (passage/material).

Goal #3

In _____ (#) weeks, _____ (student name) will _____ (e.g. read/compute) _____ (words/numbers) correctly in _____ (duration of time) from selected grade _____ (level) _____ (passage/material).

WEST ISLIP SCHOOL DISTRICT -EXAMPLE
Response to Intervention Problem Solving Worksheet

Student of Concern: _____ Date _____

Identifying the Problem

Skill Deficit	Reading accuracy
Determined by (assessment used)	AIMSweb Reading CBM, F & P Benchmark
Setting (large or small group, etc.)	1:1 administration on both assessments, accurately reflects students' reading performance
Academic or behavior in measurable terms	Currently reading with 76% accuracy on grade-level material

Determining Cause

Determine root cause:	Student's miscues are not noticed by the student. The student continues to read when the text clearly does not make sense.
Construct hypothesis:	Student does not self-monitor while reading connected text

Solutions

Analyze data to set measurable goals (limit one to three goals):

Goal #1

In *12* weeks, *Johnny* will *read with 85% accuracy* (~~words/numbers~~) correctly in *one sitting* from selected grade *3 nonfiction and fiction from the F & P Assessment Kit*.

Goal #2

In *12* weeks *Johnny* will *read 107 WPM -words per minute correctly* from selected grade *3 nonfiction and fiction texts from grade level curriculum*.

Goal #3 – no goal needed

WEST ISLIP SCHOOL DISTRICT
RtI Action Plan

Student Name:	Is this the student's first referral this year? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Referred by:	Previous Meeting Dates:	
Today's Meeting Date:	School:	

Members in Attendance

Universal and Benchmark Assessments

ASSESSMENT	FALL	WINTER	SPRING
BENCHMARK			
LETTER ID			
LETTER SOUNDS			
SIGHT WORDS			
INSTRUCTIONAL RDG LVL			
LEXILE LEVEL			
WRITING SAMPLE			
AIMSWEB			
LNF			
LSF			
NWF			
PSF			
RDG-CBM			
RDG-MAZE			
COMMON OR STANDARDIZED ASSESSMENT			
MATH			
MOTOR			
SPEECH/LANGUAGE			
BEHAVIOR			
OTHER			

Intervention/Action Plan

INTERVENTION/ACTION	Person Responsible	Target/Follow-up Date	Follow-up Intervention Check
Recommended:			This step took place: Yes <input type="checkbox"/> No <input type="checkbox"/> Adequate progress noted: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Recommended:			This step took place: Yes <input type="checkbox"/> No <input type="checkbox"/> Adequate progress noted: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Recommended:			This step took place: Yes <input type="checkbox"/> No <input type="checkbox"/> Adequate progress noted: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

This form is to be placed in the Student's Cumulative Folder. Confidential information may not be placed on this form.

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.

All students are Universally Screened three times a year in grades Kindergarten through four. Using the results of the screening, grade level literacy benchmarks, NYS English Language Arts 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 _____ 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 your 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

