Response to Intervention Handbook 2019-2020

Mount Vernon City School District

Dr. Kenneth R. Hamilton
Superintendent of Schools

RESPONSE TO INTERVENTION HANDBOOK

Mount Vernon City School District

Thanks go to the following individuals who served on the Mount Vernon City School District Response to Intervention Design Team and were involved in the writing and planning of the District RTI Plan in 2016-2017:

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Mr. Frank Gallo	Standards Administrator – Secondary ELA/Reading and Social Studies	Central Office
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* This handbook has been revised by various stakeholders including Standards Administrators and teachers. (September, 2019)

District Mission Statement

Vision Statement: Mount Vernon City School District will be recognized as a high-quality educational system where all students receive a rigorous education, which prepares them to be model citizens equipped with the necessary skills to compete in a global society.

Mission Statement: The mission of the Mount Vernon City School District is to create a sense of urgency in partnership with members of its community in a journey to restore, rebuild and rebrand the district so that stakeholders are partners in providing all students with an exceptional educational experience.

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MOUNT VERNON TEAM STRUCTURE

The District RTI Design Team is charged with the following responsibilities relative to RTI:

- **Develop processes and procedures for the Districtwide K-9 RTI plan**
- **Meet once per quarter to review implementation Districtwide including review of Districtwide data**
- **Complete Fidelity Walkthroughs**

The District RTI Implementation Team will consist of 3-4 members per building. This team is charged with the following responsibilities relative to RTI. Select members of the Building-level Team are members of the Districtwide RTI team.

- Participate in training related to various aspects of RTI
- Turnkey professional development to Building-Level Teams
- Meet once per quarter and serve as the RTI Communicators for the district
- All representatives of the district team will be members of their Building Team
- District RTI implementation Team minutes will be stored in the Ed Vista program.

The Building-level RTI Problem Solving Team will consist of classroom teachers, service providers, and administrators. (Up to 6 members per building) a building administrator will chair the team. This team is charged with the following responsibilities relative to RTI:

- Meet at least one full day per month
- Review building-level data: beginning of year, mid-year, and end of year
- Determine students who should be included in Tier I, Tier II and Tier III
- Review progress of students in Tier II and Tier III interventions
- Review data on any student that is brought to the team and determine next steps
- Determine if any students will be considered for a change in service from one tier to another
- Determine if a student needs to be referred to the Committee on Special Education
- Develop a toolkit of successful intervention strategies aligned with the major academic and behavioral needs of the students
- Building-level RTI Problem Solving Team minutes will be stored in the Ed Vista program

Grade Level Teams will operate as Professional Learning Community (PLC) teams and will exist in all buildings.

- Grade level PLC teams will meet weekly
- Teams work collaboratively on curriculum, instruction, assessment, and intervention
- PLC teams will look at seminal student work each month to determine next steps
- Teams main focus is enhancing student achievement
- PLC teams will function as RTI first look teams
- PLC First Look minutes will be stored in the Ed Vista program

ROLES AND RESPONSIBILITIES

Guidance Counselor	• Takes notes during the RTI Team Meeting and input into the Ed Vista System • Disseminates and distributes RTI Paperwork
Reading Teacher/Early Literacy Specialist	• Attends RTI Meeting for the designated grade levels and/or students they service to provide "expert" advice and strategies in regard to English Language Arts and Reading. They do not attend meetings for Math RTI.
Building Administrator	• Chairs RTI Meetings • Ensures RTI Team Meetings follow the ORID or Protocol 3 and are implemented with fidelity during the RTI Meeting • Secretary schedules meetings
Classroom Teacher	• Recommends students to the committee • Prepares documentation and paperwork for students presented to the committee • Attends the meeting and presents student academic information to the team • Provides Tier 1 and Tier 2 interventions
Special Education Teacher	• Attends meetings to provide resources and academic interventions/modifications for students brought to the RTI Meeting
ELL Teacher	• Attends meetings to provide resources and academic interventions/modifications for students brought to the RTI Meeting
Psychologist	• Attends meetings to provide resources and academic interventions/modifications for students brought to the RTI Meeting in Tier 3 only
Social Worker	• Attends meetings to provide resources and social emotional/behavioral interventions and modifications for students brought to the RTI Meeting in Tier 2 and Tier 3

SECTION 1: INTRODUCTION

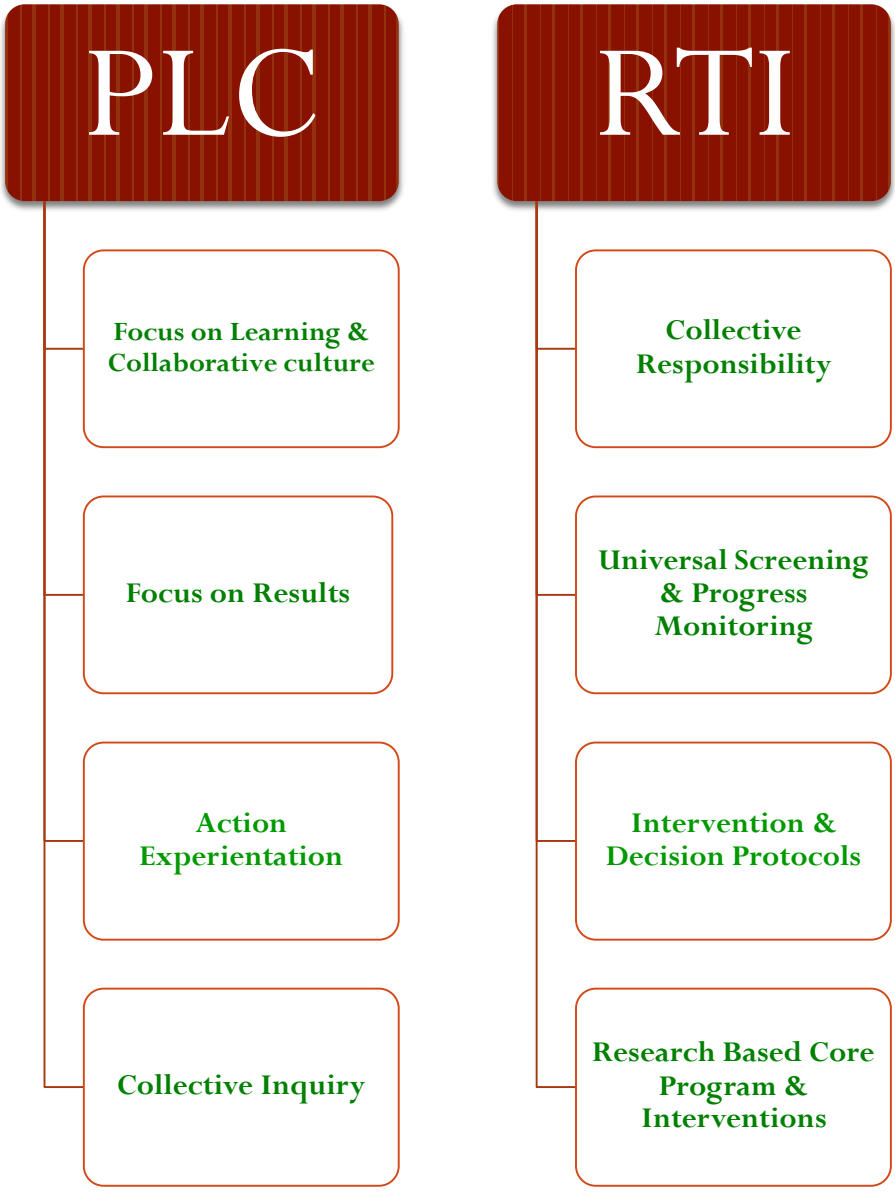
Response to Intervention (RTI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic or behavioral performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RTI in the Mount Vernon City School District is to create and sustain learning environments that are effective and lead to desired outcomes for students. RTI matches instructional strategies and supports to student need in an informed, on-going process of planning, implementing, and evaluating the effectiveness of the curriculum, the instruction, and related supports.

There is compelling evidence that RTI can successfully engage a school's staff in a collective process to provide every child with the additional time and support needed to learn at high levels (Burns, Appleton, & Stenhower, 2005). To realize the benefits of RTI, we have to develop a new way of thinking about how schools should work and redefine our responsibilities as educators. There isn't a one-size-fits-all way to implement RTI; each school needs to adapt research and proven practices to meet the needs of their students in a fluid, reflective, collaborative manner.

RTI is grounded in the belief that ALL students can learn and achieve when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. "When schools operate as professional learning communities (PLC), create a pyramid of interventions, and implement response to intervention, they create the opportunity for powerful change" (Buffum, Mattos & Weber, 2009).

Research and practice has determined that they only way for an organization to successfully implement RTI practices is within the professional learning community model (Buffum, Mattos, & Weber, 2012; DuFour, 2010)

- RTI and PLC are complimentary processes, built upon proven research on best practices and designed to produce the same outcomes – high levels of student learning.
- PLCs create the schoolwide culture and structural foundation necessary to implement a highly effective RTI program
- RTI shouldn't be a separate program but instead it should be part of the PLC goal or creating an effective process of intervention and enrichment



Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With RTI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

SECTION 2: RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RTI serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Mount Vernon City School District, a three-tiered model is used. The RTI framework is a continuum of academic and behavioral supports reflecting the need for students to have access to instruction of varying intensity levels. RTI provides a systematic process of intervention that is implemented schoolwide, providing academic and behavioral interventions for students who can't or won't learn.

RTI is NOT:

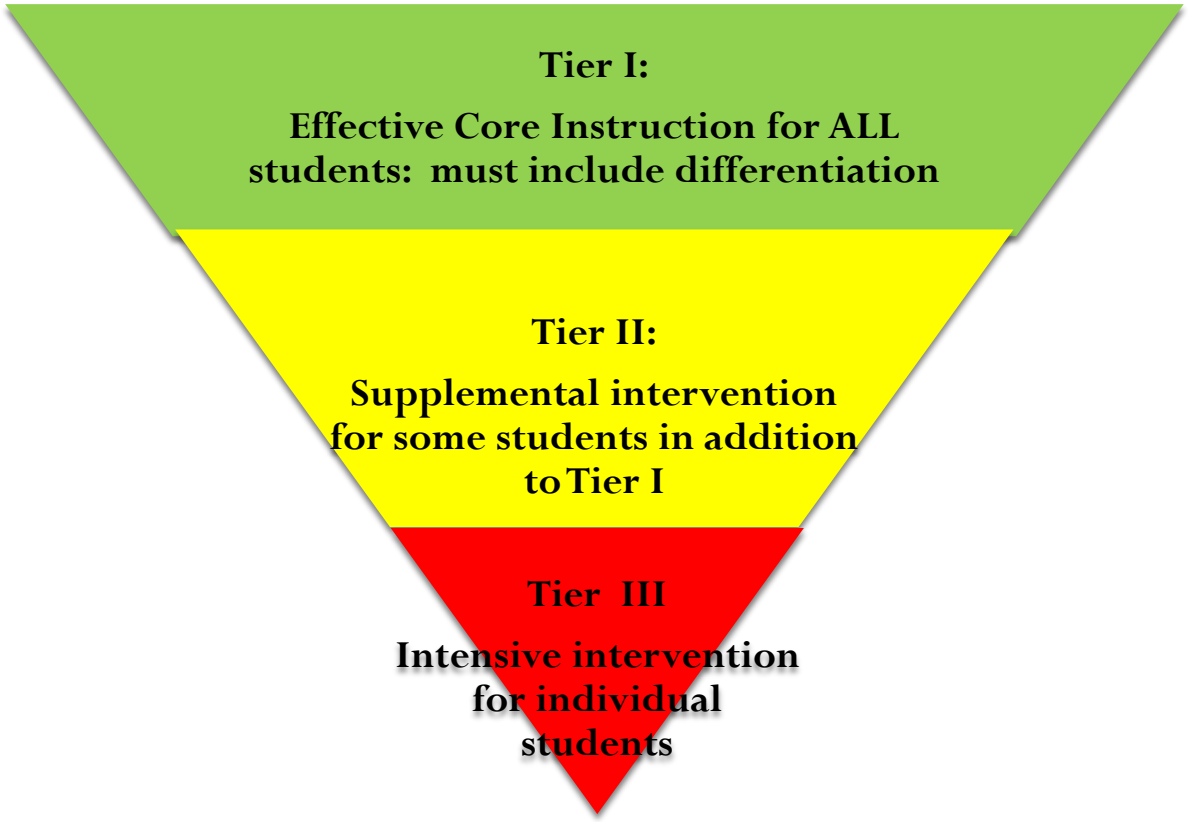
- A way to get students classified
- One more frustration
- Another educational fad
- A way to label students or relegate them to a specific intervention program
- A way to increase test scores
- A way to comply with legal mandates

RTI is:

- A prevention model that is designed to provide ALL students high quality instruction
- A way to reconsider how you provide support to students who are struggling
- A framework that makes each teacher responsible for students *before* support alternatives are considered
- An intervention process that is a function of general education
- Teaching for the 21st century
- A flexible, fluid approach that is built from the group up
- A process that is aligned with the PLC process and framework

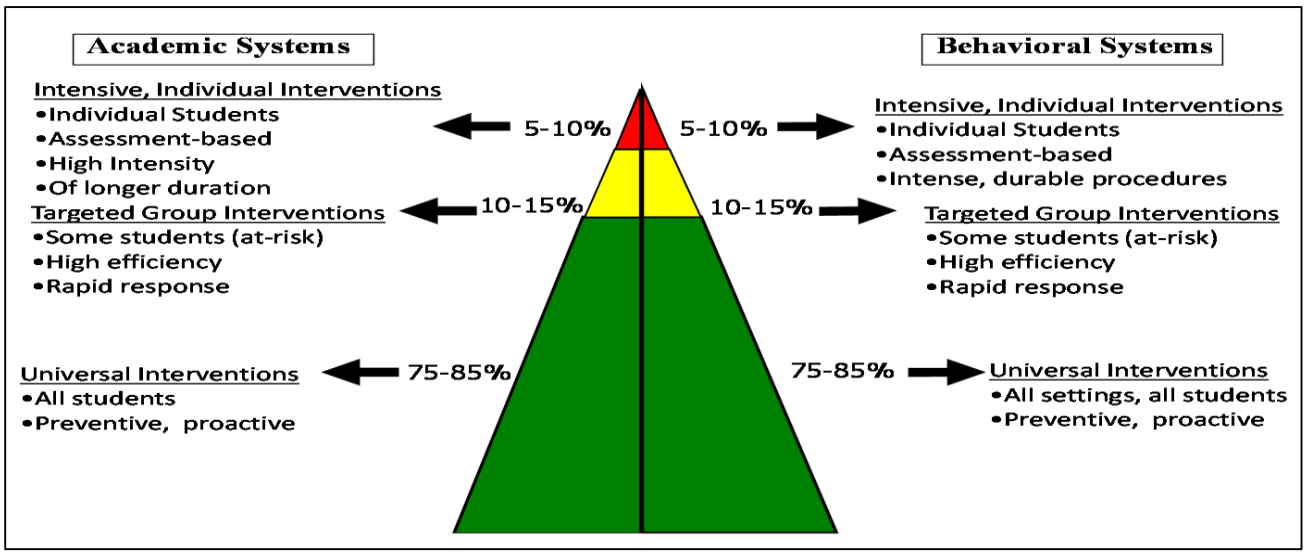
The inverted RTI pyramid focuses a school's collective attention and resources on a single point: the individual child. The school's core instruction must be designed to meet the needs of most of the students and must include differentiation. The three tiers describe the level and the intensity of the instruction/intervention.

When a student struggles, rather than assume that there is something wrong with the student, RTI turns our attention inward to find better ways to meet the child's needs and we look at instruction. RTI success is based on collective responsibility, concentrated instruction, ongoing assessment, and a systematic process so that every student gets the time and support needed to learn at high levels.



Our district has more of an "inverted" pyramid where a large percentage of our students require a school's collective attention and resources on a single point: the individual child. The school's core instruction must be designed to meet the needs of most of the students and must include differentiation. The three tiers of RTI describe the level and the intensity of the instruction/intervention.

Here is a representation of the RTI Tiers:



SECTION 3: PROPOSED TIMELINE FOR RTI WORK

This is the process that we will follow. Details about each step are included in Section 11 of this manual.

Month	Building Level RTI Problem-Solving Team: once a month full day meeting	FORMS/ PROTOCOL	PLC/Grade Level teams: once a month meeting (one period)	District RTI Team
September / October	Administer and Review of building level universal screening data and NYS data. Tier II and Tier III students identified.	• Protocol I • Form A • Form B • Form C	Review grade level/PLC team universal screening data; develop targets for Tier I and Tier II	Model the Data Dialogue protocol and Building Level Team meeting protocol
November / December	• Review progress on Tier II & III students (Form D) and any students referred from PLC/Grade levels. (Protocol 3) • Begin development of a Toolkit of resources and strategies	• Protocol 2: • Protocol 3 • Form D	• Monitor progress of strategies and determine if any students will be referred to the Building Level team. • Use Collaborative Assessment Looking at student work protocol to gather data on struggling students • Review progress of struggling students using First Look form (Form D)	Team reviews progress of Building level teams; Team shares Toolkit resources; Model Looking at Student Work protocol 2 and Building Level team review of student Protocol 3
January / February	• Review progress on Tier II & III students using the Progress Monitoring data and other information as applicable (Protocol 1) revisit targets (Form E) • and any students referred from PLC/Grade levels (Protocol 3) • Continue work on the toolkit	• Protocol 1 • Protocol 3 • Form E • Form F • Form G • Form H	• Review progress monitoring data (Protocol 1) and revisit targets Form F and G. • Monitor progress of strategies and determine if any students will be referred to the Building Level team (Form H)	Team reviews progress and procedures; model any processes as needed; Review forms; continue sharing Toolkits

Month	Building Level RTI problem Solving Team: once a month full day meeting	FORM/ PROTOCOL	PLC/Grade Level teams: once a month meeting (one period)	District RTI Team
March / April	• Review progress on Tier II & III students and any students referred from PLC/Grade levels • Any student being referred for potential special education services will be brought to this team.		• Monitor progress of strategies and determine if any students will be referred to the Building Level team • Any student being referred for potential special education services will be brought to the Building Level Team.	
May / June	Review progress on Tier II & III students and any students referred from PLC/Grade levels. Review targets and Tier II & Tier III recommendations for next year		Monitor progress of strategies and determine if any students will be referred to the Building Level team	Review end of year Districtwide data and plan next steps

SECTION 4: DESCRIPTIONS OF TIER I, TIER II, AND TIER III PROGRAMS

Tier I

Tier I is considered the primary level of intervention at Mount Vernon City School District and always takes place in the general education classroom. Tier I involves appropriate instruction in reading and mathematics delivered to all students in the general education class that is delivered by qualified personnel. Tier I should meet the needs of about 80% of the students.

The following matrix provides details on the nature of Tier I at Mount Vernon in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier I - ELA					
Grade	**Core Program**	**Interventionist**	**Frequency**	**Duration**	**Location**
K	CKLA; Waterford Early Learning Program	Classroom Teacher	Every day	90 minutes: divided into equal parts: Skills, Domains, and Learning Centers*	Classrooms
1	Journeys	Classroom Teacher	Every day	90 minutes: divided into equal parts: Skills, Domains, and Learning Centers*	Classrooms
2	Journeys	Classroom Teacher	Every day	90 minutes: divided into equal parts: Shared Reading, Guided Reading, Writing, and Word Study, and Learning Centers*	Classrooms
3	Journeys	Classroom Teacher	Every day	90 minutes: divided into equal parts: Shared Reading, Guided Reading, Writing, and Word Study, and Learning Centers*	Classrooms
4, 5	Journeys (3-5) Expeditionary	Classroom Teacher	Every day	90 minutes: divided into equal parts: Shared Reading, Guided Reading, Writing, and Word Study, and Learning Centers*	Classrooms
6,7, 8	Collections	Classroom Teacher	Every day	84 Minutes: divided in shared reading, vocabulary, and writing	Classrooms
9	Collections	Classroom Teacher	Every day	42 minutes to include reading, writing, listening & speaking	Classroom

*Literacy Work Stations:

- K-2: Word Study/Phonics; High Frequency/Sight Words; Waterford Learning: Computer Station; Independent Reading/stamina; A-B-C; Handwriting/Writing; Science Explorations; Teacher Driven Center
- 3-6: Writing: Independent Reading/stamina; Word Study; Fluency; Comprehension; Technology; Teacher Driven Center

Tier I - Mathematics					
Grade	**Core Program**	**Interventionist**	**Frequency**	**Duration**	**Location**
K	*enVisionmath 2.0 Program	Classroom Teacher	Every day	70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms
1	*enVisionmath 2.0 Program	Classroom Teacher	Every day	70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms
2	*enVisionmath 2.0 Program	Classroom Teacher	Every day	70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms
3	*enVisionmath 2.0 Program	Classroom Teacher	Every day	70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms
4	*enVisionmath 2.0 Program	Classroom Teacher	Every day	70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms

Tier I					
Grade	**Core Program**	**Interventionist**	**Frequency**	**Duration**	**Location**
5	• *enVisionmath 2.0 Program	Classroom Teacher	Everyday	70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development. *	Classrooms
6	*enVisionmath 2.0 Program	Classroom Teacher	Every day	**Elementary School** • 70 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development. **Middle School (Graham, Pennington, AB Davis, Benjamin Turner and Performing Visual Arts Magnet Program)** • 42 minutes of core instruction (4 6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms
7	*enVisionmath 2.0 Program	Classroom Teacher	Everyday	42 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms

Tier I					
Grade	**Core Program**	**Interventionist**	**Frequency**	**Duration**	**Location**
8	• *enVisionmath 2.0 Program	Classroom Teacher	Everyday	42 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms
9	• *enVisionmath 2.0 Program	Classroom Teacher	Everyday	42 minutes of core instruction (6 components of a mathematics lesson) including CCLS learning standards and skill development.	Classrooms

***enVision Math 2.0 Student Grouping**:

- K-5: Students will be grouped according to their performance on the assigned **Quick-Check Problems** (Intervention: 0-3 out of 5 points, On-Level: 4 out of 5 points, Advanced: 5 out of 5 points).
- 6-8: Students will be grouped according to their performance on the assigned **Lesson Quiz** (**I**ntervention: 0-3 out of 5 points, **O**n-Level: 4 out of 5 points, **A**dvanced: 5 out of 5 points).

Description of Tier I Core Program:

ELA

Following the adoption of the Common Core Learning Standards, the Mount Vernon School District implemented the Common Core Curriculum using the NYSED Modules and curricular materials, which were developed by the NYS Education Department and adapted by MVCSD teacher teams. In 2019-2020, teachers will use *HMH Journeys* and *Collections* materials to address the English standards, as New York State transitions to the Next Generation Learning Standards. Teachers will use *Collections, iLit* or *Discovery Education/*building-selected materials for 6th, 7th, 8th & 9th graders, depending upon the school. Provided resources are NOT scripts for instruction. Teacher teams (PLC/Grade Level) need to unpack these resources and customize them to meet the needs of their students.

Elements of core literacy (five pillars):
The Mount Vernon City School District's core program in literacy addresses phonics, vocabulary development, reading literature, reading non-fiction texts, and writing responses to text that demonstrate understanding of the written word. Students are also asked to write essays for specific purposes – informative, persuasive, and narrative. The District also encourages student collaboration as a way for students to develop cognitive and collaboration skills.

Mathematics

Evidence-based: The Mount Vernon City School District is implementing the Common Core Curriculum using envisionsmath 2.0 materials developed by the Pearson Education. These materials are resources, NOT a script for instruction. Teacher teams (PLC/Grade Level) need to unpack these resources and customize them to meet the needs of their students.

Six Components of a Mathematics Lesson: The Mount Vernon School District core program in mathematics addresses critical components of the mathematical learning process. In this system, curriculum, instruction, and assessment are tightly interwoven to support student learning and ensure **ALL** students have equal access to a rigorous curriculum. The six components follow.

EnVisionmath 2.0 Program (Grades K-8, Algebra 1&2 and Geometry)

1 – Fluency Practice - Whole Group (Teacher Directed, Student Centered)

- Accurate and efficient retrieval of basic math facts is critical to a student's success in mathematics.
- Support the objective of the lesson
- Support the Solve and Share

2A – Guided Practice (Visual Learning Bridge) - Whole Group (Teacher Directed, Student Centered)

- Use to illustrate the math process or concept one step at a time. This will make the mathematics explicit for students. Use the animation and accompanying interactivity to engage your students in hands-on learning that will deepen their understanding.
- Do You Understand Problem

2B – Guided Practice - Whole Group (Teacher Directed, Student Centered)

- Use models to connect to the Visual Learning Bridge and to demonstrate problem solving strategies
- Problems must be similar to Independent Practice (Quick Check) Problems.
- Problems must be similar to Independent Practice.

3 – Independent Practice - Individuals (Student Interaction & Engagement, Teacher Facilitated)

- Now students will be ready to try some problems on their own. Encourage them to apply the strategies they have
- Problems must be similar to Guided Practice.
- Students discuss their work and explain their thinking for the Independent Practice Problems before transitioning to the Assess and Differentiate (I, O, and A) activities.

4 – Assess and Differentiate - Cooperative Groups, Pairs, Individuals, (Student Interaction & Engagement, Teacher Facilitated)

- Teacher provides targeted reinforcement of key understandings and skills (Intervention – I, O – On-Level, Advanced – A Activities)
- I, O, and A activities are based on the independent practice (Quick Check).

5 – Exit Ticket / Closure - Individuals

- **Solve and Share**
- Use Problem-Based Learning to engage students in an authentic, real-world task focused the mathematics of the lesson.
- Determine if objective(s) were achieved
- Students summarize what was learned

6 – Homework / Enrichment

- Lesson Specific - Teacher assigns level 1, 2, and 3 problems based on today's lesson.
- Lesson Specific - Teacher assigns NYS problems based on today's lesson. (If Applicable)
- Spiraled - Teacher assigns NYS problems pertaining to standards students struggled with in the past. (If Applicable)

DIFFERENTIATION & TIER I

Differentiation strategies include but are not limited to:

Learning centers, small group instruction, menus, tic-tac-toe boards, use of recommended texts, project-based learning adjusting the physical arrangement of the classroom, extended time, repeated directions, modifying the length of the assignment, timers, checklists, graphic organizers, class-wide peer tutoring, providing study guides, using color coded systems, varied-sized font, using skits and simulation, completing experiments, using technology, employing a note-taking system, providing practice questions, varying test questions, providing visual aids, etc.

Check for fidelity: Instructional Rounds will include Checklists as rubrics for success and coaching.

ENGLISH LANGUAGE LEARNERS & TIER I

Considerations of Core Program for English Language Learners:

The following considerations need to be made when prescribing RTI plans for ELLs:

1. Instruction that is focused on promoting language and literacy development.
2. Looking at collective achievement and the effectiveness of the instructional core.
3. ELL students' understanding is routinely checked and students are provided with opportunities to demonstrate their understanding in a variety of ways, including their native language, regardless of the type of program they are in (i.e., transitional bilingual education, dual language, or ESL)
4. Questions that need to be asked:
    - Does classroom instructional activities reflect the specific 5 ELL proficiency levels (Entering, Emerging, Transitioning, Expanding, Commanding)
    - Do homework assignments match ELLs' current levels of English proficiency and provide additional practice opportunities for what was taught during class time?
    - Are key terms, words, idioms, and phrases being taught and clearly displayed in all rooms providing ELL instruction?
    - Is instruction targeted to specific learning needs of ELL students**?**

Supplemental Programs for ELL students:

- Inclusion of ELL/CECS K-8 students as part of school buildings extended and summer programs.
- ELL/CECS Regents Instructional Extended Day Program 9-12 students and school-based programs.

Description of Tier II Program:

Tier II

Within the Mount Vernon City School District, Tier II is typically small group, supplemental instruction. Supplemental instruction is provided ***in addition to***, and not in place of core instruction students receive in Tier I. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading or mathematical processes.

A designated intervention period for each grade level will be established at each elementary school and middle school. Middle school students in need of supplementary reading assistance will have reading as a separate period that is taught by a licensed reading teacher. During this period, the classroom teacher will deliver Tier II instruction to students as needed, and provide extension activities for other students.

Tier II Supplemental Intervention - ELA						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	Supplemental / Remediation Guide: CKLA; remediation lessons from DIBELS, literacy workstations, researched based phonics strategies,	Classroom Teacher	At least 3 days during intervention period	35 minutes	Classroom	Flexible
1	Supplemental / Remediation Guide: CKLA; remediation lessons from DIBELS, literacy workstations, researched based phonics strategies,	Classroom Teacher	At least 3 days during intervention period	35 minutes	Classroom	Flexible
2	Write In Readers: HMH , Quick Reads: Pearson; remediation lessons from i-Ready, literacy workstations, wordly wise, explode the code, Guided Reading	Classroom Teacher	At least 3 days a week during intervention period	15 minutes	Classroom	Flexible
3	Write In Readers: HMH , Quick Reads: Pearson; remediation lessons from i-Ready, literacy workstations, wordly wise, explode the code, Guided Reading	Classroom Teacher	At least 3 days a week during intervention period	15 minutes	Classroom	Flexible

Tier II Supplemental Intervention - ELA						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
4-5	Write In Readers: HMH , Quick Reads: Pearson; remediation lessons from i-Ready, literacy workstations, wordly wise, explode the code; Inside the Text	Classroom Teacher	At least 3 days a week during intervention	20 minutes	Classroom	Flexible
6-8	Supplementary lessons from i-Ready; Ready books; **Fountas & Pinnell** Leveled Readers	Classroom teacher or RtI specialist	At least every other day for in class reading support: 90 minutes for i-Ready work outside of class	20 minutes	Classroom / RtI classroom	Less than 15
9	HMH Close Readers; i-Ready toolbox materials; Curriculum Map Supplements	Classroom teacher	At least once a week	30 minutes	Classroom	Flexible

Tier II Supplemental Intervention - Mathematics						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	Remediation lessons from: • Waterford Math • Mathematics Diagnostic Intervention System (MDIS) • enVisionmath 2.0 Activities	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
1	Remediation lessons from: • Waterford Math • Mathematics Diagnostic Intervention System (MDIS) • enVisionmath 2.0 Activities	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
2	Remediation lessons from: • Waterford Math • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS) • enVisionmath 2.0 Activities	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
3	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS) • enVisionmath 2.0 Activities	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
4	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS)	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15

Tier II Supplemental Intervention - Mathematics						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
5	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS)	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
6	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS)	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
7	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS)	Math Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
8	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS)	Math Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15
9	Remediation lessons from: • i-Ready Math • Mathematics Diagnostic Intervention System (MDIS)	Math Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 15

ENGLISH LANGUAGE LEARNERS & TIER II

Considerations of Tier II Intervention/Instruction for English Language Learners:

Teachers need to consider the following:

- Is instruction targeted to student's 5 ELL levels of proficiency?
- Is instruction rigorous?
- Is the student's cultural and linguistic background taken into consideration when planning the instruction?

Programs for English Language Learners and their parents:

- Inclusion of ELL/CECS K-8 students as part of school buildings extended and summer programs.
- ALL TARGETED ELL/CECS Students are to be included in REGENTS Instructional Extended Day Programs
- Program options available to students at this tier are based on student need(s) and data from universal screening and progress monitoring.

Description of Tier III Program

Tier III

Tier III is designed for those students who have been unresponsive to Tier II intervention or who demonstrate significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier III in Mount Vernon in terms of program options, interventionist, frequency, duration, location and group size. During this period, the classroom teacher will deliver Tier III instruction to students as needed, and provide extension activities for other students. Program options available to students at this tier are based on student needs and data from universal screening and progress monitoring.

Tier III pullout services, to the extent possible, will be provided during the designated intervention period.

Tier III						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	Assessment & Remediation from CKLA; DIBELS Spalding researched based phonics strategies, Leveled Literacy	Reading teacher during Intervention period	4 times a week	30-42 minutes	Pull out	Small group
1	Assessment & Remediation from CKLA; DIBELS Spalding Leveled Literacy	Reading teacher during Intervention period	4 times a week	30-42 minutes	Pull out	Small group
2	Quick Reads with accompanying leveled texts Leveled Literacy Explode the Code Spalding	Reading teacher during intervention period	4 times a week	30-42 minutes	Pull out	Small group

Tier III						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
3	Quick Reads with accompanying leveled texts, Leveled Literacy Explode the Code iReady Online	Reading teacher during Intervention period	4 times a week	30-42 minutes	Pull out	Small group
4,5,6	Quick Reads with accompanying leveled texts, Leveled Literacy Explode the Code, Spalding, Inside the Text iReady Online	Reading teacher during intervention period	4 times a week	30-42 minutes	Pull out	Small group
6-9	Voyager Sopris Language! Live Reading Program; or Wilson "Just Words" program; iReady Online; HMH *Inside the Text*	Reading professional; RtI Team member	At least every other day	30-42 minutes	Reading classroom	Small group

Tier III - Mathematics						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS)	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 10
1	enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS)	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 10
2	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 10
3	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 10
4	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-42 minutes	Classroom	Less than 10

Tier III - Mathematics						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
5	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-35 minutes (1 Period)	Classroom	Less than 10
6	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Classroom Teacher	At least 2-3 days per week (every other day) during intervention period	30-35 minutes (1 Period)	Classroom	Less than 10
7	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Math Teacher	At least 2-3 days per week (every other day) during intervention period	42 minutes (1 Period)	Math AIS Classroom	Less than 10
8	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Math Teacher	At least 2-3 days per week (every other day) during intervention period	42 minutes (I Period)	Math AIS Classroom	Less than 10
9	• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS) • i-Ready Math	Math Teacher	At least 2-3 days per week (every other day) during intervention period	42 minutes (I Period)	Math AIS Classroom	Less than 10

ENGLISH LANGUAGE LEARNERS & TIER III

Considerations of Tier III Intervention/Instruction for English Language Learners:

Teachers need to consider the following:

- Is instruction targeted to student's 5 ELL level of proficiency?
- Is instruction rigorous?
- Is the student's cultural and linguistic background taken into consideration when planning instruction?

Programs for English Language Learners:

- Supplemental Programs for ELL students:
- Inclusion of ELL/CECS K-8 students as part of school buildings extended and summer programs.
- ELL/CECS Regents Instructional Extended Day Program 9-12 students School-based programs
- Program options available to students at this tier are based on the student needs and data from universal screening and progress monitoring.

SECTION 5: ASSESSMENT WITHIN AN RTI FRAMEWORK

An RTI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes.

Universal Screening

Universal Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures used at Mount Vernon City School District.

A Screening Assessment Schedule that details the nature of screening assessment per grade level at multiple intervals across the school year is provided below.

ELA

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	**Fall** **September 4 - October 4**	**Winter** **January 6 - Jan 17**	**Spring** **May 22 - June 5**
Kindergarten	FSF + LNF*	FSF + LNF + NWF + PSF	LNF + NWF + PSF
Grade 1	LNF+NWF	NWF + ORF	NWF + ORF
Grade 2 to Grade 6	ORF+ I-READY	ORF+ I-READY	ORF+ I-READY
Grades 7 to Grade 9	i-Ready and Voyager Sopris Testing	i-Ready and Voyager Sopris Testing (not PAR)	i-Ready and Voyager Sopris Testing

DIBELS:

- *First Sound Frequency* (FSF) PreK-K: Phonemic Awareness: the understanding that words are made up of separate sounds. Phonemic awareness is a critical skill when learning to read
- *Letter Naming Fluency* (LNF) K-1: Although this ability is a strong predicator of later reading achievement, letter naming is not a powerful instructional target. Successful learning of letter-sound correspondence does lead to reading acquisition.
- *Nonsense Word Fluency* (NWF) K-2: Children with strong phonics sills know sounds of letters and can blend them together to form words. Nonsense words show if a child can connect the sound to the letter rather than recognizing words by sight
- *Phoneme Segmentation Fluency* (PSF) K-1: The understanding that spoken words can be broken down into individual sounds and then blended back to form a word. This is an important skill in learning to read and write.
- *Oral Reading Fluency* (ORF) 1-6: After reading three grade level passages, the teacher calculates words read correctly (WC), child's accuracy rate, and the number of words the child uses to appropriately retell what was read. The ability to accurately retell the story or text is an important comprehension task.
- TRC is an individually administered assessment that uses leveled readers from a book set to determine a student's instructional reading level — the reading level at which he or she not only performs well, but is challenged.
  During this measure, students read an authentic text and complete a number of follow-up tasks, which may include Oral Comprehension and/or Recalling or Retelling. Assessors observe and record the student's oral reading behaviors through the administration of a reading record to determine reading accuracy. The comprehension components help assessors determine whether the student understands the meaning of the text. To demonstrate proficiency in TRC, students should read at Level D by the end of kindergarten, Level J by the end of Grade 1, Level N by the end of Grade 2, Level P by the end of Grade 3, Level T by the end of Grade 4, and Level V by the end of Grade 5.

ELA RTI Scores*
DIBELS Grades K and 1
Kindergarten

Score levels are subject to change based on State guidelines, policies, and mandates

	Beginning of Year (BOY)	**Middle of Year (MOY)**	**End of Year (EOY)**
Composite Score	Tier 1 21 - above Tier 2 9-20 Tier 3 0-8	Tier 1 116 - above Tier 2 76-115 Tier 3 0-75	Tier 1 111 - above Tier 2 81-110 Tier 3 0-80
First Sound Fluency	Tier 1 8 - above Tier 2 6-8 Tier 3 0-5	Tier 1 31 - above Tier 2 20-30 Tier 3 0-20	N/A
Letter Naming Fluency	Tier 1 15 - above Tier 2 10-15 Tier 3 0-9	Tier 1 40 - above Tier 2 23-40 Tier 3 0-22	Tier 1 52 - above Tier 2 32-51 Tier 3 0-31
NWF-CLS	N/A	Tier 1 12 - above Tier 2 6-11 Tier 3 0-5	Tier 1 21 - above Tier 2 11-20 Tier 3 0-10
PSF	N/A	Tier 1 18 - above Tier 2 8-17 Tier 3 0-7	Tier 1 38 - above Tier 2 23-37 Tier 3 0-222

ELA RTI Scores*
Grade 1

Score levels are subject to change based on State guidelines, policies, and mandates

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Score	Tier 1 113 - above Tier 2- 97-112 Tier 3 0-96	Tier 1 130 - above Tier 2 100-129 Tier 3 0-99	Tier 1 155 - above Tier 2 111-154 Tier 3 0-110
DORF	N/A	Tier 1 19 - above Tier 2 11-18 Tier 3 0-10	Tier 1 30 - above Tier 2 17-29 Tier 3 0-16
First Sound Fluency	Tier 1 43 - above Tier 2 20-42 Tier 3 0-19	N/A	N/A
Letter Naming Fluency	Tier 1 32 - above Tier 2 20-31 Tier 3 0-19	Tier 1 50 - above Tier 2 28-49 Tier 3 0-27	Tier 1 75 - above Tier 2 60-74 Tier 3 0-59
NWF- CLS	Tier 1 26 - above Tier 2 15-25 Tier 3 0-14	Tier 1 45 -above Tier 2 25-44 Tier 3 0-24	Tier 1 58 - above Tier 2 44-57 Tier 3 0-43
NWF- WWR	Tier 1 1 - above Tier 2 0 Tier 3 0	Tier 1 7 - above Tier 2 3-6 Tier 3 0-2	Tier 1 11- above Tier 2 5-10 Tier 3 0-4
PSF	Tier 1 34 - above Tier 2 23-34 Tier 3 0-22	N/A	N/A

i-Ready: Grades 2-9

i-Ready is an adaptive, scientifically researched assessment that provides a customized evaluation for every student to track growth and performance.

i-Ready Diagnostic and Instruction Program: online assessments and online instruction. Assessments include:

- **Diagnostic Assessments**: pinpoints each student's needs down to sub-skills; provides teacher led classroom instruction resources
- **Progress Monitoring Assessments:** measures gains; checks on how your students are progressing against expected growth targets

Reading Skills tested include:

- Phonological awareness: K-1
- Phonics: K-4
- High Frequency Words: K-3
- Vocabulary: K-12
- Comprehension: Informational Text: K-12
- Comprehension: Literary Text: K-12

Scale Scores: a metric that a student has mastered skills up to a certain point. Scale score is a common language across schools and grades. The number does NOT relate to a student's grade.

Placement Levels: indicate where the students should be receiving instruction

Measuring Growth:

- Criterion-Referenced Growth Charts:
  - Target Student Growth: a target set by the administrator for student's grade and subject
  - On Grade Level: track student progress toward the scale score range for the grade level.
- Norm-Referenced Growth Targets:
  - Average Grade-Level Growth: progress toward the amount of scale score growth that students in this grade typically make
  - 50% Student Performance: compare student growth to the performance of the typical student (50%)

ELA RTI Grouping Scale Score Ranges based on i-Ready scores*

Grade 2

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	480-536	537-560	537-560
Tier 2	458-479	513-536	513-536
Tier 3	434-457	489-512	489-512

Grade 3

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	537-560	561-602	561-602
Tier 2	513-536	545-560	545-560
Tier 3	489-512	511-544	511-544

Grade 4

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	561-602	603-629	603-629
Tier 2	545-560	579-602	579-602
Tier 3	511-544	557-578	557-578

Grade 5

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	603-629	630-640	630-640
Tier 2	579-602	609-629	609-629
Tier 3	557-578	581-608	581-608

Grade 6

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	630-640	641-653	641-653
Tier 2	609-629	616-640	616-640
Tier 3	581-608	598-615	598-615

Grade 7

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	641-653	654-669	654-669
Tier 2	616-640	632-653	632-653
Tier 3	598-615	609-631	609-631

Grades 8 & 9

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	654-669	670-684	670-684
Tier 2	632-653	642-669	642-669
Tier 3	609-631	620-641	620-641

Score levels are subject to change based on State guidelines, policies, and mandates

MATHEMATICS

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	**Fall** **September 8 - October 2**	**Winter** **January 4 - Jan 15**	**Spring** **May 23 - June 5**
Kindergarten	**enVision Math 2.0 Program** (Intervention, On-Level, Advanced)	**enVision Math 2.0 Program** (Intervention, On-Level, Advanced)	**enVision Math 2.0 Program** (Intervention, On-Level, Advanced)
Grade 1	**enVision Math 2.0 Program** (Intervention, On-Level, Advanced)	**enVision Math 2.0 Program** (Intervention, On-Level, Advanced)	**enVision Math 2.0 Program** (Intervention, On-Level, Advanced)
Grade 2 to Grade 9	• **enVision Math 2.0 Program (**Intervention, On-Level, Advanced) • i-Ready Math	• **enVision Math 2.0 Program (**Intervention, On-Level, Advanced) • i-Ready Math	• **enVision Math 2.0 Program (**Intervention, On-Level, Advanced) • i-Ready Math

RTI Scores - Kindergarten

Kindergarten	Beginning of Year (BOY)*	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
Overall Common Assessment Average	Tier 1: 80 – 100 Tier 2: 45 – 79 Tier 3: 0 – 44	Tier 1: 80 – 100 Tier 2: 45 – 79 Tier 3: 0 – 44	Tier 1: 80 – 100 Tier 2: 45 – 79 Tier 3: 0 – 44
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention (I) groupings based on a 10-Lesson sample. Tier 1: 0 – 3 Tier: 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention (I) groupings based on a 70-Lesson sample. Tier 1: 0 – 21 Tier 2: 22 – 48 Tier 3: 49 – 70	N/A

** Score levels are subject to change based on State guidelines, policies, and mandates.*

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (Overall Common Assessment Average) then the composite is Tier 1.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (Overall Common Assessment Average) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (Overall Common Assessment Average) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Rating
Tier 1	*Tier 1*	*Tier 1*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 3*

Overall Common Assessment Average

enVisionmath 2.0 Differentiate Frequency	Tier 1	Tier 2	Tier 3
Tier 1	**Tier 1**	**Tier 1**	**Tier 2**
Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores – Grade 1

Grade 1	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
Overall Common Assessment Average	Tier 1: 80 – 100 Tier 2: 45 – 79 Tier 3: 0 – 44	Tier 1: 80 – 100 Tier 2: 45 – 79 Tier 3: 0 – 44	Tier 1: 80 – 100 Tier 2: 45 – 79 Tier 3: 0 – 44
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention (I) groupings based on a 10-Lesson sample. Tier 1: 0 – 3 Tier: 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention (I) groupings based on a 70-Lesson sample. Tier 1: 0 – 21 Tier 2: 22 – 48 Tier 3: 49 – 70	N/A

Score levels are subject to change based on State guidelines, policies, and mandates.

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (Overall Common Assessment Average) then the composite is Tier 1.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (Overall Common Assessment Average) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (Overall Common Assessment Average) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Rating
Tier 1	*Tier 1*	*Tier 1*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 3*

Overall Common Assessment Average

enVisionmath 2.0 Differentiate Frequency	Tier 1	Tier 2	Tier 3
Tier 1	Tier 1	Tier 1	Tier 2
Tier 2	Tier 1	Tier 2	Tier 3
Tier 3	Tier 2	Tier 2	Tier 3

i-Ready: Grades 2-8

- i-Ready is an adaptive, scientifically researched assessment that provides a customized evaluation for every student to track growth and performance.

i-Ready Diagnostic and Instruction Program: online assessments and online instruction. Assessments include:

- Diagnostic Assessments: pinpoints each student's needs down to sub-skills; provides teacher led classroom instruction resources
- Progress Monitoring Assessments: measures gains; checks on how your students are progressing against expected growth targets

Math Skills tested include:

- Number and Operations
- Algebra and Algebraic Thinking
- Measurement and Data
- Geometry

Scale Scores: a metric that a student has mastered skills up to a certain point. Scale score is a common language across schools and grades. The number does NOT relate to a student's grade.

Placement Levels: indicate where the students should be receiving instruction

Measuring Growth:

- Criterion-Referenced Growth Charts:
  - Target Student Growth: a target set by the administrator for student's grade and subject
  - On Grade Level: track student progress toward the scale score range for the grade level.
- Norm-Referenced Growth Targets:
  - Average Grade-Level Growth: progress toward the amount of scale score growth that students in this grade typically make
  - 50% Student Performance: compare student growth to the performance of the typical student (50%)

RTI Scores - Grade 2

Grade 2	Beginning of Year (BOY)*	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 455 – 496 Tier 2: 413 – 454 Tier 3: 402 – 412	Tier 1: 497 – 506 Tier 2: 441 – 496 Tier 3: 428 – 440	Tier 1: 497 – 506 Tier 2: 441 – 496 Tier 3: 428 – 440
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention (I) groupings based on a 10-Lesson sample. Tier 1: 0 – 3 Tier: 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention (I) groupings based on a 70-Lesson sample. Tier 1: 0 – 21 Tier 2: 22 – 48 Tier 3: 49 – 70	N/A

** Score levels are subject to change based on State guidelines, policies, and mandates.*

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

enVisionmath 2.0 Differentiate Frequency	i-Ready Tier 1	i-Ready Tier 2	i-Ready Tier 3
Tier 1	**Tier 1**	**Tier 1**	**Tier 2**
Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 3

Grade 3	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 497 – 506 Tier 2: 441 – 496 Tier 3: 428 – 440	Tier 1: 507 – 516 Tier 2: 464 – 506 Tier 3: 449 – 463	Tier 1: 507 – 516 Tier 2: 464 – 506 Tier 3: 449 – 463
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention (I) groupings based on a 10-Lesson sample. Tier 1: 0 – 3 Tier: 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention (I) groupings based on a 70-Lesson sample. Tier 1: 0 – 21 Tier 2: 22 – 48 Tier 3: 49 – 70	N/A

Score levels are subject to change based on State guidelines, policies, and mandates.

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 4

Grade 4	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 507 – 516 Tier 2: 464 – 506 Tier 3: 449 – 463	Tier 1: 517 – 526 Tier 2: 482 – 516 Tier 3: 465 – 481	Tier 1: 517 – 526 Tier 2: 482 – 516 Tier 3: 465 – 481
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention (I) groupings based on a 10-Lesson sample. Tier 1: 0 – 3 Tier: 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention (I) groupings based on a 70-Lesson sample. Tier 1: 0 – 21 Tier 2: 22 – 48 Tier 3: 49 – 70	N/A

Score levels are subject to change based on State guidelines, policies, and mandates.

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 5

Grade 5	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 517 – 526 Tier 2: 482 – 516 Tier 3: 465 – 481	Tier 1: 527 – 540 Tier 2: 498 – 526 Tier 3: 480 – 497	Tier 1: 527 – 540 Tier 2: 498 – 526 Tier 3: 480 – 497
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention (I) groupings based on a 10-Lesson sample. Tier 1: 0 – 3 Tier: 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention (I) groupings based on a 70-Lesson sample. Tier 1: 0 – 21 Tier 2: 22 – 48 Tier 3: 49 – 70	N/A

Score levels are subject to change based on State guidelines, policies, and mandates.

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 6

Grade 6	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 527 – 540 Tier 2: 498 – 526 Tier 3: 480 – 497	Tier 1: 541 – 564 Tier 2: 531 – 540 Tier 3: 508 – 530	Tier 1: 541 – 564 Tier 2: 531 – 540 Tier 3: 508 – 530
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention Groupings Based on a 10 Lesson sample Tier 1: 0 – 3 Tier 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention Groupings Based on a 80 Lesson sample Tier 1: 0 – 24 Tier 2: 25 – 55 Tier 3: 56 – 80	N/A

Score levels are subject to change based on State guidelines, policies, and mandates.

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 7

Grade 7	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 541 – 564 Tier 2: 531 – 540 Tier 3: 508 – 530	Tier 1: 565 – 574 Tier 2: 531 – 564 Tier 3: 508 – 530	Tier 1: 565 – 574 Tier 2: 531 – 564 Tier 3: 508 – 530
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention Groupings Based on a 10 Lesson sample Tier 1: 0 – 3 Tier 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention Groupings Based on a 80 Lesson sample Tier 1: 0 – 24 Tier 2: 25 – 55 Tier 3: 56 – 80	N/A

Score levels are subject to change based on State guidelines, policies, and mandates

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Frequency	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 8

Grade 8	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 565 – 574 Tier 2: 531 – 564 Tier 3: 508 – 530	Tier 1: 575 – 585 Tier 2: 541 – 574 Tier 3: 518 – 540	Tier 1: 575 – 585 Tier 2: 541 – 574 Tier 3: 518 – 540
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention Groupings Based on a 10 Lesson sample Tier 1: 0 – 3 Tier 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention Groupings Based on a 80 Lesson sample Tier 1: 0 – 24 Tier 2: 25 – 55 Tier 3: 56 – 80	N/A

Score levels are subject to change based on State guidelines, policies, and mandates

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Groupings	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Scores - Grade 9

Grade 8	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Composite Rating	See Chart Below	See Chart Below	See Chart Below
i-Ready	Tier 1: 575 – 585 Tier 2: 541 – 574 Tier 3: 518 – 540	Tier 1: 586 – 596 Tier 2: 551 – 584 Tier 3: 528 – 550	Tier 1: 586 – 596 Tier 2: 551 – 584 Tier 3: 528 – 550
enVisionmath 2.0 Differentiate Frequency	Frequency of Intervention Groupings Based on a 10 Lesson sample Tier 1: 0 – 3 Tier 2: 4 – 6 Tier 3: 7 – 10	Frequency of Intervention Groupings Based on a 80 Lesson sample Tier 1: 0 – 24 Tier 2: 25 – 55 Tier 3: 56 – 80	N/A

Score levels are subject to change based on State guidelines, policies, and mandates

Composite Rating Chart

- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 1 (i-Ready) then the composite is Tier 3.
- For example, if a student is Tier 1 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 2.
- For example, if a student is Tier 3 (Differentiate Frequency) and Tier 3 (i-Ready) then the composite is Tier 3.

enVisionmath 2.0 Differentiate Groupings	Overall Common Assessment Average	Composite Score
Tier 1	*Tier 1*	*Tier 2*
Tier 1	*Tier 3*	*Tier 2*
Tier 3	*Tier 3*	*Tier 2*

		i-Ready		
		Tier 1	**Tier 2**	**Tier 3**
enVisionmath 2.0 Differentiate Frequency	**Tier 1**	**Tier 1**	**Tier 1**	**Tier 2**
	Tier 2	**Tier 1**	**Tier 2**	**Tier 3**
	Tier 3	**Tier 2**	**Tier 2**	**Tier 3**

RTI Grouping Scale Score Ranges based on i-Ready Math Scores* (Grades 2-9)

Grade 2	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	455 – 496	497 – 506	497 – 506
Tier 2	413 – 454	441 – 496	441 – 496
Tier 3	402 – 412	428 – 440	428 – 440

Grade 3	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	497 – 506	507 - 516	507 – 516
Tier 2	441 – 496	464 - 506	464 – 506
Tier 3	428 – 440	449 - 463	449 – 463

Grade 4	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	507 – 516	517 - 526	517 - 526
Tier 2	464 – 506	482 - 516	482 - 516
Tier 3	449 – 463	465 - 481	465 - 481

Grade 5	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	517 – 526	527 - 540	527 - 540
Tier 2	482 – 516	498 - 526	498 - 526
Tier 3	465 – 481	480 - 497	480 - 497

Grade 6	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	527 - 540	541 – 564	541 – 564
Tier 2	498 - 526	514 - 540	514 - 540
Tier 3	480 - 497	495 -513	495 -513

Grade 7	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	541 – 564	565 - 574	565 - 574
Tier 2	514 - 540	531 - 564	531 - 564
Tier 3	495 -513	508 - 530	508 - 530

Grade 8	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	565 – 574	575 – 585	575 – 585
Tier 2	531 – 564	541 – 574	541 – 574
Tier 3	508 – 530	518 – 540	518 – 540

Grade 9	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Tier 1	575 – 585	586 – 596	586 – 596
Tier 2	541 – 574	551 – 584	551 – 584
Tier 3	518 – 540	528 – 550	528 – 550

** Score levels are subject to change based on State guidelines, policies, and mandates.*

STUDENTS WITH DISABILITIES & ENGLISH LANGUAGE LEARNERS

Considerations for Students with Disabilities (SWD) or English Language Learners (ELL)

- If a SWD is considered at risk for math, the student may benefit from the supplemental instruction provided through RTI. The IEP needs to be considered. If the SWD's math learning needs are being addressed by special education services, as documented on the IEP, then RTI services would NOT be appropriate. If the SWD's math learning needs on the IEP are not being addressed, then the student would be able to access Tier I, II, or III instruction/intervention.

RTI Eligibility

RTI/AIS Scale Score Ranges based from NYS Assessments & i-Ready scores

The Mount Vernon City School District is committed to providing all students with supports needed to master the New York State Learning Standards. The District has recognized the amendments made with regard to identifying students in grades 3-8 who should receive Academic Intervention Services (AIS). The District has created a protocol to ensure all students in need of AIS are identified and supported through our Response to Intervention Program.

The NYSED Median Score will serve as the first determination of eligibility for Academic Intervention Services. First, all students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 English Language Arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

Students in grades 3-8 who score below the median scale score between level 2 and level 3 (see shaded column in tables that follow) are identified as eligible for AIS. Districts must then apply local measures to determine which students shall receive AIS.

In addition, all students in grades 3-8 will be administered a common formative assessment three times a year, September, January, and May. The formative assessment, i-Ready by Curriculum Associates, will provide the District with detailed information about student skills, a Lexile Score, grade level proficiency placement, and Response to Intervention (RTI) Tiers.

Students in grade 9 will be considered for AIS based on the i-Ready ranges.

The District has engaged in comparative studies to correlate the data extrapolated from i-Ready against the New York State Assessments. A .85 correlation was concluded. Using the scale/placement scores from i-Ready in conjunction with the median scores from NYSED students' eligibility for Academic Intervention Services will be determined. This data will be reviewed during the September and January administration of the formative assessment to make any adjustments to the AIS rosters. Please refer to the table below for eligibility criteria.

English Language Arts Academic Intervention Eligibility

Grade Level	NYSED Median Score	i-Ready Scale Score Intervention	i-Ready Scale Score (Intensive Intervention)
3	592	513-536	489-512
4	593	545-560	511-544
5	601	579-602	557-578
6	596	609-629	581-608
7	599	616-640	598-615
8	593	632-653	609-631
9	NA	632-653	609-631

*Again, students in grades 3-8 who score below the median scale score between level 2 and level 3 are identified as eligible for AIS. Districts must then apply local measures to determine which students shall receive AIS.

Students in grade 9 will be considered for AIS based on the i-Ready ranges listed in the table above.

(for reference purposes)

2019 Grades 3-8 English Language Arts
Scale Score Ranges Associated with Each Performance Level and
Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	530-582	583-601	602-628	629-655	592
4	532-583	584-602	603-618	619-654	593
5	509-593	594-608	609-621	622-661	601
6	514-589	590-601	602-613	614-657	596
7	511-590	591-606	607-622	623-654	599
8	507-583	584-602	603-616	617-651	593

Mathematics Academic Intervention Eligibility

Grade Level	NYSED Median Score	i-Ready Scale Score Intervention	i-Ready Scale Score (Intensive Intervention)
3	593	441-496	428-440
4	595	464-506	449-463
5	598	482-516	465-481
6	598	498-526	480-497
7	599	514-540	495-513
8	603	531-564	508-530
9	NA	531-564	508-530

*Again, students in grades 3-8 who score below the median scale score between level 2 and level 3 are identified as eligible for AIS. Districts must then apply local measures to determine which students shall receive AIS.

Students in grade 9 will be considered for AIS based on the i-Ready ranges listed in the table above.

(for reference purposes)

2019 Grades 3-8 Mathematics Tests
Scale Score Ranges Associated with Each Performance Level and
Median Scale Score between Level 2 and Level 3

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	526-586	587-599	600-614	615-646	593
4	525-587	588-601	602-613	614-650	595
5	527-591	592-603	604-615	616-654	598
6	528-591	592-603	604-615	616-656	598
7	524-592	593-605	606-617	618-644	599
8	527-595	596-609	610-621	622-651	603

Once eligibility has been determined, the District will provide students with Academic Interventions Services with one or more of the following solutions:

1. Before school intervention a minimum of two days a week from 7:30am-8:30am
2. Afterschool intervention a minimum of two days a week from 3:30pm-4:30pm
3. Saturday School every Saturday (excluding holidays and vacations) 9:00am-12:00pm
4. Academic Intervention provided by classroom teacher a minimum of two a week for 40 minutes, above and beyond the traditional Mathematics and Literacy Block.
5. Academic Intervention provided by Reading Specialist or Mathematics Specialist a minimum three days a week for 40 minutes, above and beyond the traditional Mathematics and Literacy Block

A myriad of research and evidence interventions will be utilized for students based on their needs. Interventions will consist of both traditional and technological solutions. All Academic Intervention Services will be provided in a small group or individual setting.

**Score levels are subject to change based on State guidelines, policies, and mandate*

ELIGIBILITY CONSIDERATIONS for STUDENTS WITH DISABILITIES or ENGLISH LANGUAGE LEARNERS/MULTILINGUAL LEARNERS (ELL/MLL)

Considerations for Students with Disabilities (SWD) or English Language Learners (ELL)

- **If a SWD is considered at risk for reading, the student may benefit from the supplemental instruction provided through RTI. The IEP needs to be considered. If the SWD's reading needs are being addressed by special education services, as documented on the IEP, then RTI services would NOT be appropriate. IF the SWD's reading needs are not being addressed on the IEP, then the student would be able to access Tier I, II, or III instruction/intervention.**

Considerations for English Language Learners (ELL)/Multilingual Learners (MLL)

Some components of RTI implementation are specific to meeting ELLs' needs, and show promise for supporting ELLs' academic outcomes. In particular, the RTI model should include:

- ELL/Bilingual students who are at risk for reading are entitled to additional intervention services from a Reading Specialist in their building. This is NOT considered double dipping as ELL services are NOT intervention services.
- A systematic process for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement.
- An opportunity to examine the appropriateness of classroom instruction and the classroom context, based on knowledge of individual student factors
- A regular plan for gathering information through informal and formal assessments
- Non-discriminatory interpretation of all assessment data

UNIVERSAL SCREENING is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or grade level. These assessments often point out risks that may not be apparent from classroom interactions alone, and they are especially useful for understanding performance across groups of students. For ELLs this means:

As required by NYSED OBEWL CR 154 rules when a student registers in a MVCSD public school for the first time, a Home Language Questionnaire (HLQ) is completed. With this information, teachers will begin to uncover the factors that could influence the student's English language learning process, thereby ELL students who are deemed at-risk via screening measures should be considered for RTI services in addition to Tier I core instruction and ELL services.

Allowing this knowledge to guide linguistically responsive instructional choices (see section on ELLs and Language Acquisition above).

Beyond screening and identification for ELL services to support language development, the ELL student also takes part in RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to bolster development in this area. This support should be delivered in coordination with language support services.

When reading instruction occurs in a language other than English, it is strongly recommended that schools administer screening instruments in the language of instruction in addition to English. Whenever possible, it is important to use screening tools that have been validated for the population(s) to be screened.

PROGRESS MONITORING

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Mount Vernon School District uses DIBELS and i-Ready to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at the Mount Vernon School District**.**

ELA	Tier 1	Tier 2	Tier 3
Frequency of Administration	Three Times a year: Beginning (Fall), Middle (Winter) and End (Spring) • DIBELS and i-Ready • Running Records • LLI Assessments • Spalding Assessments	Every 4 weeks using • DIBELS • I-Ready • Running Records • LLI Assessments • Spalding Assessments	Every 2 weeks using • DIBELS • I-Ready • Running Records • LLI Assessments • Spalding Assessments
Administrator(s)	• Classroom teacher • Specialist support as needed	• Classroom teacher • Specialist support as needed	• Classroom teacher • Specialist support as needed
Location	Classroom / School	Classroom / School	Classroom / School

Mathematics	Tier 1	Tier 2	Tier 3
Frequency of Administration	Three (3) times a year: Beginning (Fall), Middle (Winter) and End (Spring) • **enVision Math 2.0 Program** (Intervention, On-Level, Advanced) • i-Ready online assessments	Every 4 weeks using: • **enVision Math 2.0 Program** (Intervention, On-Level, Advanced) • i-Ready online assessments	Every 2 weeks using: • **enVision Math 2.0 Program** (Intervention, On-Level, Advanced) • i-Ready online assessments
Administrator(s)	• Classroom teacher • Specialist support as needed	• Classroom teacher • Specialist support as needed	• Classroom teacher • Specialist support as needed
Location	Classroom / School	Classroom / School	Classroom / School

PROGRESS MONITORING: ENGLISH LANGUAGE LEARNERS

Considerations for Progress Monitoring for English Language Learners:

Instruction for our ELL students should refine and expand their competencies in order to help them acquire the academic writing skills they need in the content areas. Quality writing instruction during the classroom literacy core should be sustained and extended (e.g., developing extended research pieces, essays, and stories).
Strategies for promoting ELLs' written language development during the instructional core include the following:

- Connect the ways in which students and their families use literacy at home and in the community (e.g., topics, styles, and cultural knowledge) with classroom writing themes different types of writing tools in the classroom
- Promote different types of writing purposes, genres, and formats
- Develop writing activities using the language experience approach:
- Write students' dictations about a shared classroom experience. Use the text produced from students' dictations as the basis for refining students' writing abilities.
- Guide students' early writing by co-constructing predictable and rhythmic books (e.g., poetry, rhyme, and patterned language books)
- Use writing in the service of deep text analysis, perhaps in tandem with literature circles
- Conference with students (and have students interact with each other) through written communications:

For example, use dialogue journals. These journals are written conversations between the teacher and individual students. Although the purpose of dialogue journals is not to correct students' errors, it is recommended to recast them and use the correct model in your responses as a way to advance students' language proficiency and model language structures when jointly writing texts: This method can be used to generate books for the classroom library such as modified patterned language books, stories for wordless picture books, recipe books, and scripts for readers' theater.
Teach the writing process (i.e., developing ideas, writing them down, getting feedback, editing, producing the final draft, and publishing):

- During the first stages of the process, focus writing instruction on communication and meaning construction, as opposed to mechanics and correctness. Many ELLs may struggle with editing their own writings when correctness obscures the expression of meaning and the development of complex ideas.
- During the latter stages of the process (i.e., editing, producing the final draft, and publishing) support ELLs as they edit their own writings. Try using writing rubrics and the traits model to guide students. Bear in mind, most writing rubrics do not account for the bilingual strategies that ELLs often use when they write. Encourage ELLs to focus on conventions (e.g., spelling, grammar) as the last step in the editing process.

*RTI Information for English Language Learners for this manual was taken from and supported by the NYC ELL RTI manual found on the following link: https://www.schools.nyc.gov/special-education/the-iep-process/starting-the-process

ADDITIONAL ASSESSMENT:

Diagnostic and Format Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

SECTION 6: DATA-BASED DECISION MAKING

A key component of an RTI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RTI framework, two major decisions need to be made relative to student performance:
1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

The District embraces a Data-based Decision Making model coined "Managing for Results", or MFR. Managing for Results engages staff in disaggregating data to set goals and implement strategies through the academic year. As staff institute MFR strategies and instruction are consistently adjusted to ensure students are meeting the goals set for each marking period.

*Building Level RTI Problem Solving Team will review the Building Level Universal Screening/Progress Monitoring Data three times a year (BOY, MOY, EOY) using the **"Data Dialogue Protocol".**

*PLC/Grade Level teams will use the "**Data Dialogue Protocol"** to review the grade level Universal Screening/Progress Monitoring Data three times a year (BOY, MOY, EOY). In addition, PLC/Grade level teams develop Common Formative Assessments and analyze the data from these assessments. At least one formative assessment per unit of study helps teams to identify students who are struggling and which instructional practices are proving to be more effective. Teams then design time in the unit plan for re-teaching based on data from these assessments.

MFR Template:

Grade Level	Areas of Focus	Goal, Time Frame and Accuracy	Measurement Tool / Data Source	Teaching Strategies

Determining Initial Risk Status

To determine which students may be at-risk, the Mount Vernon School District uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

ELA

Determining Who's At-Risk	
Primary Data Source:	DIBELS, i-Ready, New York State Provided Cut-Scores
Secondary Data Source:	Mid-Unit and End-of-Unit Assessment Skill Unit Assessments Domain Assessments Teacher Made Assessments NYS Assessment Results
Purpose:	Identify who's at risk Identify the level of intervention a student requires Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Building-level RTI Problem solving team Classroom Teacher
Frequency:	One to three weeks after each benchmark assessment at grade level meetings
Decision Options and Criteria:	Building-level teams determine students who need Tier 2 and/or Tier 3 interventions based on screening data All information from this work is updated into the Ed Vista product

Mathematics

Determining Who's At-Risk	
Primary Data Source	• enVision Math 2.0 Program (Intervention, On-Level, Advanced) • i-Ready • New York State Provided Cut-Scores
Secondary Data Source	• Common Assessments • Teacher Made Assessments • NYS Assessment Results
Purpose	• Identify who's at risk • Identify the level of intervention a student requires • Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved	• Building Level RTI Problem solving team • Classroom Teacher
Frequency	• One to three weeks after each benchmark assessment at grade level meetings
Decision Options and Criteria	• Building level teams determine students who need Tier 2 and/or Tier 3 interventions based on screening data • All information from this work is updated into the Ed Vista product

Determining Student Response to Intervention-Progress Monitoring

Another key decision made by the RTI Core Team is whether a student who is receiving supplemental instruction or intervention is making progress. The Mt. Vernon School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the Building RTI Problem Solving Team and First Look PLC/ Grade level teams can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

ELA

Determining Student Response to Intervention: Progress Monitoring			
Primary Data Source:	DIBELS or i-Ready		
Secondary Data Source:	Journeys Weekly and Standards Based Assessments Journeys Intervention Assessments Mid-Unit and End-of-Unit Assessment Skill Unit Assessments Domain Assessments Teacher Made Assessments Easy CBM **(Curriculum Based Measurement)** Leveled Literacy Intervention Assessment Spalding Assessments		
Purpose:	• Determine student's response to the intervention • Determine if the student is making progress towards grade level benchmarks • Determine the need for a lesser or more intensive intervention		
Who's Involved:	Building-level Problem Solving RTI team		
Frequency by Tier	**Tier 1**	**Tier 2**	**Tier 3**
	Three times a year	Every five to six weeks	Every two to three weeks
Decision Options and Criteria:	Building-level team review progress monitoring data All information from this work is to be updated into the Ed Vista product		

Mathematics

<table>
<tr><th colspan="4">Determining Student Response to Intervention: Progress Monitoring</th></tr>
<tr><td>Primary Data Source</td><td colspan="3">• enVision Math 2.0 Program (Intervention, On-Level, Advanced)
• enVision Math 2.0 Program Math Diagnosis and Intervention System 2.0 (MDIS)
• Ready workbook
• i-Ready</td></tr>
<tr><td>Secondary Data Source</td><td colspan="3">• Common Assessments
• enVision Math 2.0 MDIS Assessments
• Teacher Made Assessments</td></tr>
<tr><td>Purpose</td><td colspan="3">• Determine student’s response to the intervention
• Determine if the student is making progress towards grade level benchmarks
• Determine the need for a lesser or more intensive intervention</td></tr>
<tr><td>Who’s Involved</td><td colspan="3">Building Level Problem Solving RTI team</td></tr>
<tr><td rowspan="2">Frequency by Tier</td><td>Tier 1</td><td>Tier 2</td><td>Tier 3</td></tr>
<tr><td>Three times a year</td><td>Every four weeks</td><td>Every two weeks</td></tr>
<tr><td>Decision Options and Criteria</td><td colspan="3">Building Level team review progress monitoring data
All information from this work is to be updated into the Ed Vista product</td></tr>
</table>

SECTION 7: PROFESSIONAL LEARNING COMMUNITY/GRADE LEVEL TEAMS: FIRST LOOK RTI PROCESS

PLC/Grade Level Team Process

PLC teams focus on the following questions:

- What do we want our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we enrich and extend the learning for students who are already proficient

1. PLC/Grade Level Teams meet weekly to:
    - review curriculum
    - develop common formative and summative assessments
    - determine effective instructional strategies
    - periodically review student progress
        - Review and discuss student work
        - Looking at data from these assessments using the *Common Assessment Protocol*. Some of the data they will review will come from: Module interim assessments, Districtwide Common Assessments, Module formative assessments.
    - Teams will use the *Collaborative Assessment: Looking at Student Work Protocol 2*, to help analyze student data, plan instruction and choose enhanced strategies to implement for struggling students.
    - Teams will designate at least one day a month to the RTI process: the agendas will include universal screening and progress monitoring data review and development of targets for the grade level and for specific groups of students based on that data. Minutes from these meetings are uploaded into the Ed Vista product.
    - If the PLC/Grade Level team has students that they believe need to be referred to the Building-level RTI Problem Solving Team, as per the flow chart, they will prepare for the meeting using the *Referral to the Building-level RTI Problem Solving* team form. The Referral to the Building-level RTI Problem solving team is to be submitted through the Ed Vista product.

PLC/GRADE LEVEL REFERRAL TO BUILDING-LEVEL TEAM PROCESS

Step 1: Universal screening data has been reviewed and Tier I and II instruction is in place. Classroom teacher is concerned about a specific student in Tier I or II and wants team feedback. Teacher collects data.

Step 2: Classroom teacher locates available resources for Tier I and Tier II classroom instruction. Teacher identifies and delivers instruction.

Step 3: Classroom teacher nominates names of students who are not making adequate progress in Tier I and/or Tier 2 to be considered by the PLC/Grade Level monthly First Look RTI team meeting. Teams should consider using the *Collaborative Assessment: Looking at Student Work Protocol 2* before referring students.

Step 4: Monthly PLC/Grade Level First Look RTI team meeting occurs and students are reviewed. Team determines instructional strategies and goals for next 5-6 weeks.

Step 5: Teams implement strategies and monitor progress during the 8-10 week period on selected students. If student demonstrates sufficient progress, the intervention ceases. If insufficient progress is made, the student is referred to the PLC/Grade level team for a second review.

Step 6: after a second review, the PLC/Grade level team will determine if the intervention needs to be modified or reapplied. In addition, the team will decide if a referral to the Building-level RTI/Problem Solving team is warranted at this time using the *Referral to the Building-level RTI/Problem Solving Team Form*. This form is given to the Building-level RTI team chairperson, the guidance counselor, who then determines the next steps.

SECTION 8: SPECIAL EDUCATION AND RTI

Transforming special education begins with a more accurate way of identifying students who truly have special needs. If a student's needs do not respond adequately to increasingly intensive, targeted, and individualized support, within the RTI program, then a referral for evaluation to determine special education eligibility will be made. This evaluation will be highly informed by the interventions and documentation within the RTI program.

Criteria for Determining Learning Disability (LD)

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 that 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 underachievement 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. Student has learning difficulties that are not primarily the result of a visual, hearing or motor disability; intellectual disability; 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, and 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/grade level standards or criterion-referenced benchmarks; and evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

LD Determination

Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer solely 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 under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading

SECTION 9: PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RTI program and that such program is implemented consistent with…" the specific structure and components of the RTI process selected by the school district

Mount Vernon School District will provide professional development in order to develop a knowledge and skill base relative to the RTI framework and process. Some of the professional development experiences planned for next year include

- Effective ELA core instruction
- Implementing learning centers
- Specific Tier II instruction
- Record keeping, including use of Ed Vista
- Using the Probes tab for Tier 3 of Ed Vista
- Criteria for moving from Tier to Tier
- Specific Tier III instructional approaches
- Instructional strategies
- Data-Based Decision Making

SECTION 10: PARENT NOTIFICATION

In the Mount Vernon City School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. These letters will be generated in the Ed Vista program. Notification is provided to parents via letter that indicates:

- **A snapshot of the data upon which the determination was made to place the student in RtI.**
- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

Considerations for Parents Whose Native Language is Not English:

The considerations in place for parents whose Native Language is Not English are as follows:

- The district has contracted with Precise Translation, LLC to translate all communications to parents in their native language. Please contact Dr. Kim Smith, Associate Supt. of Student Services or Dr. Circello, Admin. of ELL & World Languages for access to an interpreter for school building meetings.

Protocols

Systems and Steps for the RTI Process

PROTOCOL 1: Data Dialogue Protocol: Universal Screening Progress Monitoring Data Review (Looking at Building-wide BOY, MOY, and EOY Data)

To be used by: Building Level RTI Problem Solving Team and PLC/Grade Level Team:
Fall, winter, and spring

The team will receive the data sets for the building or grade level which identifies the current performance level by grade level for all students/ or students in particular classes. Teams are looking for trends/needs based on the data and determining strategies that can be used to inform classroom instruction. Teams may need to repeat this process due to the fact that data sets may not all be available in September.

Data reviewed should be: NYS assessment data, EnVision Math 2.0 I-O-A grouping data, and i-Ready data.

Step 1: Describe the Data: (10 minutes) What do you see?

- Do a round so everyone gets to participate, then use popcorn for remaining time.
- Group members describe what they see without judgment or interpretation.
- Chart responses.

Step 2: Interpret the Data: (10 Minutes) What does the data suggest?

- Group tries to make sense of the data, do round charting responses then ask:
  - What is working? Where are the students' learning needs**?**
  - Look for trends in the data.
  - Chart responses

Step 3: Implications for Classroom Practice: (10 minutes)

- How do we move a group of students in a building or in a class to proficiency?
- What instructional strategies would we consider? (List strategies then narrow down list)
- Which strategies have a good research base, and which are most practical for the building or grade level?
- Team should write an explicit description of the strategy, identify ways to assess the effectiveness of the strategy.
- *The team should develop a specific target that the building will work toward based on the data and the instructional approach.
- The team also develops an implementation plan and communication plan.

Step 4: Debrief the process and set up agenda/time for next meeting. (5 minutes)

- Building Level Team shares the trends and the targets to entire staff on or before October 30
- * The PLC/grade level team will develop their targets and share this work with the Building Level team on or before November 30

PROTOCOL 2: Collaborative Assessment Protocol: Looking at Student Work (Grade Level Teams/PLC Meet to Discuss Student Progress)

Step 1: Team designates a **Facilitator,** a **Time keeper**, Note **taker**, and a **Presenting Teacher.** This step should be done in advance of the meeting.

Step 2: Presenting teacher shares copies of the work. Participants review the work (**3 minutes**)

Step 3: **Facilitator**: Ask participants to look at the work and asks the question: What do you see? (Literal descriptions) Use a round robin approach using the time designated. (Presenting teacher is silent) **(6-8 minutes)**

Timekeeper keeps track of the time and gives a one-minute warning. **Note taker**: Jots down bullets **Facilitator:** Keeps conversation going; refocuses people if they are moving into judgment, opinions or suppositions.

Step 4: **Facilitator**: Participants take on the perspective of the student to think about what the student is working on. The child's purpose, audience, thoughts, understandings, interests, strengths, struggles and working process are considered. "What questions does this work raise for you? What do you think the student is working on? What might the instructional next steps be for this student? **(10-12 minutes)**
Timekeeper: keeps track of time and gives a one minute warning **Note taker**: Jots down bullets and questions that are raised by participants **Facilitato**r: Keeps conversation going: use round robin and then maybe popcorn

Step 4: **Facilitator**: Presenting teacher shares: What was interesting and useful from the conversation? **(5-7 minutes)**

Step 5: **Facilitator**: All members take turns describing:

- What have you learned from the conversation and how might you apply this learning to your classroom?
- The group reflects on the process considering pluses and wishes for future conversations.
- Plans for next time are confirmed by participants rotating roles and confirming the date for the next Looking at Student work conversation. **(5-7 minutes)**

Thank the presenting teacher

Total time needed**: 30-40 minutes.**

ORID
Focused Conversation Data Analysis

O **Objective Level** 	• To examine the data • To identify factual information	• What do you see? • What factual statements can you make based on the data?
R **Reflective Level** 	• To encourage participants to make connections • To encourage free flow of ideas and imagination	• What surprised you? • What encouraged you? • What discouraged you? • How does this make you feel?
I **Interpretive Level** 	• To identify patterns and determine their significance or meaning • To articulate underlying insights	• **Describe the "Big Idea"** • What does the data tell us? What new insights do you have? • What good news is there for us to celebrate? • What doesn't it tell us and what else might we need to know?
D **Decisional Level** 	• To propose next steps • To develop an action plan • To make decisions • To experience "coming together"	• What are our proposed next steps? • What decisions can we make? • What is our action plan for moving forward?

ORID

Student Name:_____

Date: _____

Conversation Step	Your Comments
O 	
R 	
I 	
D 	

FORMS

FORM A: Building Level Needs Assessment:

To be completed by RTI team after baselines (**BOY**, **MOY** & **EOY**) and New York State Exams

What does the data suggest?

Grade	What were the strengths?	What were the areas in need of development?	What were the chosen targets?	What was the instructional strategy chosen to address this need?	What was the measurable target for this goal?	How will the progress toward the goal be measured?	What is the communication plan to staff?
Kindergarten							
First							
Second							
Third							
Fourth							
Fifth							
Sixth							
Seventh							
Eighth							
Ninth							
ELL							
SWD							

FORM B: Needs Assessment: Teachers use this tool to identify **Tiers** of students in **October** after first diagnostic assessment. Fill out form B for students performing **one or more grade levels below** current grade. This form will be submitted to building administrator by second week of October.

Grade: _____ Teachers: _____

Identify students with the same skill deficit: What is the deficit: _____

Who are the students: _____
_____

What is the specific and measurable goal for this group of students: _____

What resources and research-based strategies am I going to use to meet this goal?

Interventions/Strategies to be Used	Minutes Per Day	Days Per Week

How am I going to monitor the progress of my students for this this target skill?

Measurement tool: _____

How often: _____

Follow-up date: _____

FORM C: FIRST LOOK: PLC/Grade-Level RTI Meeting Minutes

Use Form C during grade level/PLC Team Meetings when discussing students for areas of concern and possible resolution. Teachers may attach pre and post assessment results, sample of intervention evidence and student work if presenting to the RTI Team.

Date: _____ Student: _____ Teacher: _____

Area(s) of Concern:
Interventions / Strategies Used: Dates of Implementation:
Student Progress:
Resolution:

Grade: _____

Teachers: _____

_____

_____

Date: _____

Was the goal achieved? YES NO

How do we know?

Assessment Results Pre-Intervention: _____

Assessment Results Post-Intervention: _____

Next Steps (if necessary):

_____ New Goal:

_____ New Intervention/Strategy(s):

_____ Progress monitoring tool and frequency:

Follow-up date:

Grade	What were the strengths?	What were the areas in need of development?	What were the chosen targets?	What was the instructional strategy chosen to address this need?	What was the measurable target for this goal?	How will the progress toward the goal be measured?	What is the communication plan to staff?
Kindergarten							
First							
Second							
Third							
Fourth							
Fifth							
Sixth							
Seventh							
Eighth							
Ninth							
ELL							
SWD's							

Form E: Response to Intervention: Referral to Problem-Solving Team: Completed by teacher and submitted to Guidance Counselor or Administrator prior to RTI meeting

Student Name:_____ DOB: _____ Referral Date: _____

Teacher: _____ Grade: _____

Area(s) of Concern:

English Language Arts:

___letter naming/sounds
___phonics
___high frequency words
___fluency
___literal reading comprehension
___inferential reading comprehension
___oral expression
___written expression
___other _____

Behavior/Attention:

___remaining on task
___organizational issues
___attendance issues
___difficulty complying with requests
___other_____

Additional Information/Concerns:

_____

Baseline Data/Assessment: Assessment Tool: _____

Grade Level
Fall Date: _____ Composite Score: _____ Equivalent/Need Level: _____
Grade Level
Winter Date: _____ Composite Score: _____ Equivalent/Need Level: _____
Grade Level
Spring Date: _____ Composite Score: _____ Equivalent/Need Level: _____

State Test Scores: Year: _____ Composite Score: _____ Level: _____

Interventions/Strategies Implemented at Tier I:	Start/End Dates	Minutes Per Day	Days Per Week

Progress Monitoring: Assessment Tool: _____

Interventions/Strategies Implemented at Tier II:	Start/End Dates	Minutes Per Day	Days Per Week

Progress Monitoring: Assessment Tool: _____

Interventions/Strategies Implemented at Tier III:	Start/End Dates	Minutes Per Day	Days Per Week

Progress Monitoring: Assessment Tool: _____

Date	Score	Comments

Notes:

To Be Used During RTI Problem Solving Team Meeting:

Date: _____

Determination Made: ___Student Moved to Tier II

___Student Moved to Tier III

___Student to be referred to CSE

___Other:_____

Action Plan:

___Student Returns to Tier I

___Continue Intervention: _____

___Change Intervention to: _____

Personnel Responsible: _____

FORM F: Reading Intervention Tracking Sheet

The CSE requires data that indicates how a student performs after a specific intervention is put in place when attending CSE Initial Eligibility Determination meeting.

Student: _____ Teacher/Grade: _____
Date:_____

Targeted Area(s) of Concern:
___ Letter Recognition ___ Letter-Sound Correspondence
___ Phonemic Awareness ___ Phonics/Word Recognition
___ Comprehension ___ Vocabulary ___ Fluency

Most Recent Benchmark Score(s): F W S (circle one) _____
_____
(List all relevant benchmark scores)

Intervention Frequency (Days/Week): Intervention 1 _____ Intervention 2
_____

Intervention Duration (Minutes/Day): Intervention 1 _____2 _____

Group Size (Teacher:Student:_____

Intervention 1 _____	**Level**	**Week**	**Days Implemented**	**Data Tool** _____ Score	**Data Tool** _____ Score	**Data Tool** _____ Score
Intervention Provider _____	2 3		M T W Th F			
			M T W Th F			
			M T W Th F			
			M T W Th F			

Intervention 2 _____	**Level**	**Week**	**Days Implemented**	**Data Tool** _____ Score	**Data Tool** _____ Score	**Data Tool** _____ Score
Intervention Provider _____	2 3		M T W Th F			
			M T W Th F			
			M T W Th F			
			M T W Th F			

Intervention:	**Dates not Received:**	**Reason:**
1 2		
1 2		
1 2		

***Record dates and reasons for any days a scheduled intervention was not implemented.**

September 2019

SAMPLE

Student: ____Jane Smith_____ Teacher/Grade: _Mrs. Jones/ 2nd gr___

Targeted Area(s) of Concern: ___ Letter Recognition ___ Letter-Sound Correspondence
___ Phonemic Awareness _X_ Phonics/Word Recognition
___ Comprehension ___ Vocabulary
_X Fluency

Most Recent Benchmark Score(s): (F) W S (circle one) _NWF 60 RCT_ 41____
(list all relevant benchmark scores)
Intervention Frequency (Days/Week): Intervention 1 4X/wk_ Intervention 2 __ (≥3 days per week)

Intervention Duration (Minutes/Day): Intervention 1 30 min Intervention 2 ____ (≥30 minutes per day or as prescribed by the intervention)
Group Size (Teacher:Student): __1: 6__

Intervention 1 ____RTA-Voyager____	**Level**	**Week**	**Days Implemented**	**Data Tool** _RCT__ Score	**Data Tool** __NWF_ Score	**Data Tool** _____ Score
Intervention Provider	(2) 3	9/3 – 9/7	M T W Th F	41	60	
		9/10 – 9/14	M T W Th F	60	69	
		9/17 – 9/21	M T W Th F	35	62	
_Mrs. Doan		9/24 – 9/28	M T W Th F	48	74	

Intervention 2 _____	**Level**	**Week**	**Days Implemented**	**Data Tool** _____ Score	**Data Tool** _____ Score	**Data Tool** _____ Score
Intervention Provider	2 3	9/3 – 9/7	M T W Th F			
		9/10 – 9/14	M T W Th F			
		9/17 – 9/21	M T W Th F			
_____		9/24 – 9/28	M T W Th F			

Intervention:	**Dates not Received:**	**Reason:**
(1) 2	9/11/19	Absent (sick; w/ parent note)
(1) 2	9/27/19	School-wide Assembly
1 2		

***Record dates and reasons for any days a scheduled intervention was not implemented.**

Form E: Response to Intervention: Referral to Problem-Solving Team:
Completed by teacher and submitted to Guidance Counselor or Administrator prior to RTI meeting

Mount Vernon City School District

Student Name: _____ DOB: _____ Referral Date: ____
Teacher: _____ Grade: _____
Mathematics Area(s) of Concern:

Kindergarten: ___ Counting and Cardinality ___ Operations and Algebraic Thinking ___ Number and Operations in Base 10 ___ Measurement and Data ___ Geometry	Grades 1 and 2: ___ Operations & Algebraic Thinking ___ Number and Operations in Base 10 ___ Measurement and Data ___ Geometry	Grades 3, 4 and 5: ___ Operations and Algebraic Thinking ___ Number and Operations in Base 10 ___ Number and Operations - Fractions ___ Measurement and Data ___ Geometry
Grades 6 and 7: ___ Ratios & Proportional Relationships ___ The Number system ___ Expressions and Equations ___ Geometry ___ Statistics and Probability	Grade 8: ___ The Number system ___ Expressions and Equations ___ Functions ___ Geometry ___ Statistics and Probability	Behavioral / Attention: ___ Remaining on task ___ Organizational issues ___ Attendance issues ___ Difficulty complying with requests ___ Other _____

Additional Information/Concerns: _____

Baseline Data/Assessment: Assessment Tool: _____

Grade Level
Fall Date: _____ Composite Score: _____ Equivalent/Need Level: _____

Grade Level
Winter Date: _____ Composite Score: _____ Equivalent/Need Level: _____

Grade Level
Spring Date: _____ Composite Score: _____ Equivalent/Need Level: _____

State Test Scores: Year: _____ Composite Score: _____ Level: _____

Interventions/Strategies Implemented at Tier I:	Start/End Dates	Minutes Per Day	Days Per Week

Progress Monitoring: Assessment Tool: _____

Interventions/Strategies Implemented at Tier II:	Start/End Dates	Minutes Per Day	Days Per Week

Progress Monitoring: Assessment Tool: _____

Interventions/Strategies Implemented at Tier III:	Start/End Dates	Minutes Per Day	Days Per Week

Progress Monitoring: Assessment Tool: _____

Date	Score	Comments

Notes:

To Be Used During RTI Problem Solving Team Meeting:

Date: _____

Determination Made:

___Student Moved to Tier II
___Student Moved to Tier III
___Student to be referred to CSE
___Other:_____

Action Plan:
___Student Returns to Tier I
___Continue Intervention: _____
___Change Intervention to: _____

Personnel Responsible: _____

FORM F: Mathematics Intervention Tracking Sheet

The CSE requires data that indicates how a student performs after a specific intervention is put in place when attending CSE Initial Eligibility Determination meeting.

Date:_____

Student: _____ Teacher/Grade: _____

Targeted Area(s) of Concern:

Kindergarten:	Grades 1 and 2:	Grades 3, 4, and 5:
___ Counting and Cardinality ___ Operations and Algebraic Thinking ___ Number and Operations in Base 10 ___ Measurement and Data ___ Geometry	___ Operations and Algebraic Thinking ___ Number and Operations in Base 10 ___ Measurement and Data ___ Geometry	___ Operations and Algebraic Thinking ___ Number and Operations in Base 10 ___ Number and Operations - Fractions ___ Measurement and Data ___ Geometry
Grades 6 and 7:	**Grade 8:**	
___ Ratios & Proportional Relationships ___ The Number system ___ Expressions and Equations ___ Geometry ___ Statistics and Probability	___ The Number system ___ Expressions and Equations ___ Functions ___ Geometry ___ Statistics and Probability	

Most Recent Benchmark Score(s): 0-44 44-79 80-100 (Circle One)

List all relevant benchmark scores: _____

Intervention Frequency (Days/Week): Intervention 1 _____ Intervention 2 _____

Intervention Duration (Minutes/Day): Intervention 1 _____ Intervention 2 _____

Group Size (Teacher: Student): _____

Intervention 1 _____	**Level**	**Week**	**Days Implemented**	**Data Tool** _____ Score	**Data Tool** _____ Score	**Data Tool** _____ Score
Intervention Provider _____	2 3		M T W Th F			
			M T W Th F			
			M T W Th F			
			M T W Th F			

Intervention 2 _____	Level	Week	Days Implemented	Data Tool _____ Score	Data Tool _____ Score	Data Tool _____ Score
Intervention Provider _____	2 3		M T W Th F			
			M T W Th F			
			M T W Th F			
			M T W Th F			

Intervention:	Dates not Received:	Reason:
1 2		
1 2		
1 2		

***Record dates and reasons for any days a scheduled intervention was not implemented.**

RTI Building-level Team Intervention Tracking Sheet

Trimester 1 2019-2020

Student: _____ Teacher/Grade: _____

Intervention Log

Targeted Deficit(s)		Intervention(s)	Group Size	Level of Intensity	Start Date	End Date	Frequency per Week	Minutes per Session	Data Tool(s)
				2 3			M T W Th F		
				2 3			M T W Th F		
				2 3			M T W Th F		
				2 3			M T W Th F		
				2 3			M T W Th F		
				2 3			M T W Th F		

Intervention Progress

Data Tool(s)	Recent Benchmark(s) and Dates	September Median	October Median	November Median	Progress				Date of Team Review	Next Step(s)
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			
					Good	Some	Little/No			

FORM G:
MOUNT VERNON CITY SCHOOL DISTRICT
RTI Referral to CSE Documentation

Date of request for review: _____

Student Information:

Name: _____ DOB: _____

Grade: _____ Teacher: _____

Parent/Guardian Name: _____ Phone Number: _____

Health Information (MUST be completed by school nurse)
Are there any medical conditions that may be contributing to the student's reason for referral? (Yes or No) If yes, please describe below:

Indicate any medications the student is receiving:

Date of Last Physical Examination: _____
Date of Last Vision Examination:_____ Results: R: _____ L: _____
Date of Last Hearing Test: _____ Results: R: _____ L: _____
Signature of School Nurse: _____

Has the Student Always Attended MVCSD District? _____Yes _____ No
If no, what other schools other than MVCSD?

Names of School:	**Dates Attended:**

Has the student been retained? _____Yes _____ No
If yes, in what grade? _____

Does the student or family speak a second language? _____Yes _____ No
If yes, what language? _____

Parent Involvement:

What has the parent observed about the student when he/she is doing homework or a project? When and where does the student do his/her homework?

_____
_____
_____
_____

What does the student enjoy doing in his/her spare time at home, independently or with friends?

_____
_____
_____
_____
_____

Are there any recent changes at home that may have an impact on the student's life (i.e. birth/death of family member, initiation/termination of a medication)?

_____
_____
_____
_____
_____

Does the student receive any community-based services? If yes, please describe.

_____
_____
_____
_____
_____

Parent Concerns:

Reading: ☐ **Academic:** ☐ **Behavior:** ☐ **Language:** ☐ **Speech:** ☐ **Attention:** ☐

Social Skills: ☐ **Medical:** ☐ **Vision:** ☐ **Hearing:** ☐ **Motor:** ☐ **Writing:** ☐

Other: ☐ **Please describe**_____

_____
_____
_____
_____
_____
_____

Teacher Information:

1.) Area(s) of Concern for student learning:

ACADEMIC: ____ Yes ____No

Reading:
____has difficulty with phonemic awareness
____ has difficulty with phonics
____ has difficulty segmenting
____ has difficulty blending
____ has difficulty with rhyme recognition/generation
____ omits, ads, substitutes, or reverses letters, words or sounds when Reading
____ weak literal comprehension
____ weak inferential comprehension
____ weak vocabulary
____ OTHER: _____
_____
_____

Math:
____ has difficulty memorizing facts ____ (+) ____ (-) ____ (x) ____ (÷)
____ weak problem solving skills
____ unable to apply math skills
____ OTHER: _____
_____
_____

Writing:
____ unable to form sentences correctly
____ has difficulty with ____grammar, ___spelling, ___punctuation
____ unable to put information into own words
____ unable to develop own stories with supporting details
____ OTHER: _____
_____
_____

Study Skills/Organization:
____ materials are unorganized
____ does not consistently complete homework
____ lacks an understanding of grade-level study habits
____ OTHER: _____
_____
_____

BEHAVIOR: ____ Yes ____No
____has difficulty remaining on task
____struggles to follow class routines
____has difficulty interacting with peers
____has difficulty interacting with adults
____has difficulty complying with requests
____refuses to complete work
____ OTHER: _____
_____
_____
****If yes, please describe frequency, duration, and intensity of behaviors below****

Describe behaviors of concern:
_____
_____
_____
_____
_____

COMMUNICATION: ____ Yes ____No

Speech:
____ has difficulty pronouncing letter sounds
____ has difficulty pronouncing words when speaking
____ speaks too quickly for a listener to understand
____ has difficulty getting words out when speaking
____ OTHER: _____

Language:
____ has difficulty following spoken directions
____ has difficulty understanding what people are saying
____ has difficulty expressing ideas verbally
____ has trouble using a variety of vocabulary when talking
____ has difficulty putting events in the proper order when telling a story
____ has difficulty understanding abstract concepts
____ OTHER: _____

****If yes to any of the above, please describe below****

Describe areas of concern: _____
_____
_____
_____
_____
_____
_____

2.) Area(s) of Strength for student learning:

In what areas does the student excel? What activities does the student enjoy participating in? Are there particular instructional methods/materials the student seems to gravitate to? Describe below:

What does the student's work look like (i.e. tests, projects, classwork, and group work)? Are there things he/she can produce better than others? Describe below:

How does the student think? Does the student seem to think abstractly, concretely, sequentially, randomly, in details or large concepts? Describe below:

How does the student approach something that he/she is unsure of (i.e. ask for help, look to a peer, mark up the paper, refuse to work, daydream, go to the bathroom/nurse's office/water fountain/pencil sharpener)? Describe below:

Social History:

Parent's Name	Age	Occupation	Work Phone	Work Hours	Education

Child lives with:
_____ Biological Mother _____ Biological Father _____ Step-Mother
_____ Step-Father _____ Foster Family _____ Legal Guardian(s)

Was the child adopted? Yes _____ No _____ If yes, at what age_____

Family history of learning or mental health difficulties experienced by child's parents or siblings? Explain:

_____
_____
_____
_____

Please list all siblings (full, half and step) of this student:

Name	Age	Relationship to child	Special Education?	Place of residence

Please list all other adults/or children living in the household with the child:

Name	Age	Relationship to child

Please list all other adults /or children living in the household with the child:

Name	Age	Relationship to child

Check any significant disruptions the child may have experienced <u>within the past year:</u>

_____ Divorce/Separation of parents
_____ Parent re-married
_____ Moving
_____ Death of pet
_____ Changed schools
_____ Illness in family (Explain)_____
_____ Death (Explain) _____
_____ Family member in trouble with the law (Explain)_____
_____Parent lost job or financial condition changed
_____Child a victim of abuse or violence (Explain)_____

_____ Other: _____
_____
_____
_____

Please attach the following to this referral:

1. **RTI Referral Form**
2. **Documentation of interventions and progress monitoring**
3. **Student's attendance report and any pertinent medical reports**
4. **Samples of the student's work**

RTI FIDELITY CHECKLISTS

RTI Fidelity Rubric: ELA Elementary (K-6) Goal
Small Group Instruction Opportunities

Rating	1 No Evidence	2 Partial Evidence	3 Evidence Of Full Implementation	4 Evidence of Full Implementation with Modifications Made for Improvements
Instructional Characteristics	None of these conditions are met 1. Group size and dosage are conducive to small group instruction. 2. Instructional materials are clearly marked (task described), labeled, and organized. 3. Small Groups are created based on formative/summative assessment. 4. Student materials were organized and prepared	Two or more of these conditions are not met 1. Group size and dosage are conducive to small group instruction. 2. Instructional materials are clearly marked (task described), labeled, and organized. 3. Small Groups are created based on formative/summative assessment. 4. Student materials were organized and prepared	One of the these conditions are met 1. Group size and dosage are conducive to small group instruction. 2. Instructional materials are clearly marked (task described), labeled, and organized. 3. Small Groups are created based on formative/summative assessment. 4. Student materials were organized and prepared	All of these conditions are met 1. Group size and dosage are conducive to small group instruction. 2. Instructional materials are clearly marked (task described), labeled, and organized. 3. Small Groups are created based on formative/summative assessment. 4. Student materials were organized and prepared
Compliments Core Instruction	Activities and tasks are not aligned with core instruction, or foundational skills to support current instructional topics.	Activities and tasks address only the foundational skills aligned to the core instruction.	Activities and tasks are aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.	Activities and tasks are designed to support core instruction through foundational skills and scaffold activities to move students towards grade level proficiency.

RTI Fidelity Rubric: Elementary (K-6) Goal
Small Group Instruction Opportunities

Rating	1 No Evidence	2 Partial Evidence	3 Evidence Of Full Implementation	4 Evidence of Full Implementation with Modifications Made for Improvements
Differentiation	The teacher articulates a continuum of criteria based on student readiness and provides multiple scaffolds to ensure successful, high quality completion of the tasks.	The teacher articulates clear criteria and provides scaffolding to ensure successful, high-quality completion of the tasks.	The teacher's criteria for successful completion are confusing or incomplete. The teacher provides some scaffolding, if students compel a need for it.	The teacher does not articulate criteria for quality or provide scaffolding for success.
Student Understanding	Student never demonstrates understanding of the given concept. He/she cannot reproduce/model/create/demonstrate/verbalize to show understanding of lesson objective.	Student demonstrates some understanding of the given concept. He/she attempts reproduce/model/create/demonstrate/verbalize to show understanding of lesson objective with support.	Student demonstrates understanding of the given concept. He/she attempts reproduce/model/create/demonstrate/verbalize to show understanding of lesson objective with little support.	Student demonstrates understanding of the given concept. He/she attempts reproduce/model/create/demonstrate/verbalize to show understanding of lesson objective with no support.

RTI Fidelity Rubric: Grades 7-9 ELA

GROUPING	EVALUATION QUESTION	MET
Procedure	Does the teacher place students in groups to address deficits as identified by diagnostic data measures?	☐

INSTRUCTIONAL	EVALUATION QUESTION	MET
Clear Instructional Targets	Are the purpose and outcomes of instruction clearly evident in the lesson plans?	☐
Clear Purpose For Learning	Does the student understand the purpose for learning the skills and strategies taught?	☐
Clear and Understandable Directions and Explanations	Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?	☐
Adequate Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	☐
Guided Practice and Corrective Feedback	Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?	☐
Core Instruction Assessments	Are core instruction assessments used to monitor student's mastery of skills and strategies and to pace student's learning?	☐
Summative Assessments	Are summative assessments used to monitor student's retention, and reinforcement of skills and strategies following instruction?	☐
Consistent Instructional Format	Are the instructional strategies consistent from lesson to lesson?	☐
Addresses Multimodality Instruction	Is a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?	☐

RTI Fidelity Rubric: Mathematics (K-9)

GROUPING	EVALUATION QUESTION	MET
Procedure	Does the teacher place students in groups (IOA) to address deficits as evident from the core lessons diagnostic measures?	☐

INSTRUCTIONAL	EVALUATION QUESTION	MET
Clear Instructional Targets	Are the purpose and outcomes of instruction clearly evident in the lesson plans?	☐
Clear Purpose For Learning	Does the student understand the purpose for learning the skills and strategies taught?	☐
Clear and Understandable Directions and Explanations	Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?	☐
Adequate Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	☐
Guided Practice and Corrective Feedback	Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?	☐
Instructionally Embedded Assessments	Are instructionally embedded assessments used to monitor student's mastery of skills and strategies and to pace student's learning?	☐
Summative Assessments	Are summative assessments used to monitor student's retention and reinforcement of skills and strategies following instruction?	☐
Consistent Instructional Format	Are the instructional strategies consistent from lesson to lesson?	☐
Addresses Multimodality Instruction	Are a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?	☐

Coaching Focused Conversation

Teacher _____ **Date** _____ **Coach** _____

What's working?	What are your challenges?
•	•
•	•
•	•
•	•
What are your next steps?	How can I support you?
•	•
•	•
•	•
•	•

What are My Next Steps?

-
-
-

SUGGESTED STRATEGIES AND INTERVENTIONS

Visual Processing Difficulties:

Learning Difficulty	Interventions
Limited sight vocabulary and/or difficulty spelling phonetically	▪ Teacher will present a series of four words in which three words are the same and one is different. ▪ Student will pick the one that is different and explain why. ▪ Student will find and circle words in context. ▪ Student will circle the correct spelling from a list of words. ▪ Student will fill in the missing letter for words. ▪ Student will complete word searches. ▪ Student will sequence letters in the correct order to create a word.
Confusion of sequences of letters and/or words, such as reversals, inversions and transpositions during reading or writing and/or difficulty copying from the board	▪ Teacher will give student an assortment of letters and numbers. Student will be asked to sort them into different sections according to size, color, shape, or object. ▪ Teacher will present two words that are the same except for one letter. Student will pick out the odd letter and explain why. ▪ Teacher will designate a letter for the student to find in a magazine. Student will be asked to circle as many different sizes or styles as possible. ▪ Student will be asked to recognize letters by touch alone. ▪ Teacher will write large letters on board with space between lines or teacher will provide paper for student to copy from instead of the board. ▪ Teacher will provide student with letter formation step worksheets. ▪ Student will find words that begin with a designated letter in text.
Difficulty recognizing numbers or symbolic signs in math	▪ Teacher will present a series of numbers, symbols, or letters with one that is different in the series (rotated, bigger, etc.). Student will pick out the different one. ▪ Teacher will use enlarged and exaggerated math symbols with titles (add, subtract, etc.) ▪ Student will be asked to recognize numbers and symbols by touch alone. ▪ Teacher will color code numbers. ▪ Teacher will provide student with number formation step worksheets.
Poor or odd punctuation; misuse of capital letters	▪ Teacher will use a different color to distinguish capital letters. ▪ Teacher will color code punctuation marks.

Learning Difficulty	Interventions
Difficulty discriminating the differences between two or three sounds or words that are the same or different	▪ Student will discriminate between two or three sounds: consonants, long vowels, or short vowels. ▪ Student will discriminate between two or three words: initial, middle, or final sounds.
Awareness of rhyme: difficulty producing words that rhyme, difficulty recognizing word families, and/or difficulty blending complex sounds and words in phonics	▪ Teacher will present two to four words, some of which rhyme at the end. Student will pick out the words that rhyme or do not rhyme. ▪ Teacher will create sentences with words that rhyme and student will create a rhyming sentence.
Segmenting words into syllables: difficulty with sequencing sounds into words, difficulty in remembering phonics, poor ability to read words in syllables, difficulty spelling multi-syllabic words	▪ Clapping or tapping syllables: Teacher will say words and student will clap or tap the syllables out. ▪ Teacher will give student different counters. Student will place a counter on the table for every syllable he hears.
Phonemic awareness: difficulty with sound-symbol relationship, difficulty rhyming words, difficulty recognizing words that have different initial or final consonants	▪ Teacher will present a targeted sound and then gives two words with different initial/medial/final consonant sounds. Student will identify the word that matches the target sound.
Letter naming-skills: difficulty with sound/symbol association, difficulty decoding words, difficulty developing sight words, difficulty discriminating the same/different letters	▪ Teacher will prepare a sheet consisting of a group of letters. One letter in each group will be different. Student will circle the letter that is different and name the letter. ▪ Teacher will cut various size letters from different colored papers. Student will sort the same letters together. Student will select which letter is different by shape or color and name the letter. ▪ Teacher will group four of the same letter and one different letter in a row. Student will select which letter is different and name the letter. ▪ Student will trace letters on cards, sand paper, sand, or shaving cream. ▪ Student will make letters with different materials such as clay, play dough, or wiki sticks. ▪ Student will sort various letters into different groups according to size, color and shape. Student will name the letter in each section.

Letter-sound correspondence skills: difficulty segmenting letter-sound activities, difficulty blending phonemes into words, difficulty decoding and encoding words, difficulty reading words in text, difficulty reading and writing sentences or paragraphs	▪ Segmentation: Teacher will say a word and repeat the same word saying the individual sounds of the letters. Teacher will show the letter that corresponds to the sound. Student will repeat the individual sounds while pointing to the corresponding letters. ▪ Blending sounds: Teacher will show letters to the student and ask the student to say each individual corresponding sound of the letters presented. The letters shown spell out a word. Student will look at the letters that spell the word and say the sounds quickly. ▪ Adding letter/sound: teacher will spell a word. Student and teacher read it together. Teacher will add a letter. Student will read the new word. ▪ Deleting letter/sounds: teacher will spell a word. Student and teacher will read it together. Teacher will take a letter away. Student will read the new word. ▪ Substituting letter/sound: Teacher will spell a new word. Teacher will change a letter in the new word to spell a new word. Student will sound out the word and read it. ▪ Rearranging letter/sound: Teacher will show some letters. Student will tell the teacher the sound of each independent letter. Teacher will arrange the letters into a word. Student will say the word. Teacher will rearrange the letters to form another word. Student will then say the new word.
Fluency: difficulty reading quickly and automatically, difficulty with reading comprehension, difficulty reading with expression, tone, emphasis and word phrasing	▪ Teacher will choose three sight words and write them. Students will practice these words on index cards, in sentences, and in paragraphs. ▪ Teacher will sort multiple sounds into word families, controlled words, or spelling generalizations. Examples: -ild, -old, -ind, -ing, -ank, -unk, -onk. ▪ Teacher will sort multiple sounds word sorts by the different sounds that spelling generalizations make. ▪ Teacher will illustrate spelling patterns by teaching the different sounds that all the single consonants and short vowels make as well as the spelling rules for –ck, -tch, and –dge combinations. ▪ Student will learn the inflectional ending of words by creating a base word plus the following endings: -es, -ed, -ing, -er, -est. ▪ Teacher will demonstrate that two words can be changed into one with a contraction by taking away a letter and adding an apostrophe. ▪ Teacher will write the two parts of compound words on two different index cards. Students will sound out each part of the word and then say them together. ▪ Student will be taught the six types of syllables: closed syllable, open syllable, silent e syllable, double vowel team syllable, controlled r syllable, and consonant le syllable.
Comprehension: difficulty identifying the main idea and supporting details, difficulty recognizing the sequence of	▪ Student will draw a visual image of the characteristics for the characters on a character map. ▪ Student will make a prediction and discuss whether he is right or wrong at the end of the story. ▪ Student will categorize the story elements by setting, characters, problems, events, and resolution. ▪ Student will sequence the story.

events, difficulty making inferences from what is read, etc.	▪ Student will compare and contrast two concept within the story. ▪ Student will fill in a KWL chart. ▪ Teacher will model and student will practice: summarizing, questioning, clarifying, or predicting. ▪ Teacher will read a story that contains visual imagery details. As the story is read, students will be asked to answer the following questions: what does it look like, smell like, feel like, and taste like? ▪ Teacher will model her thinking process by saying her thoughts aloud. Student will practice think-alouds with other students.

Writing Interventions:

Learning Difficulty	Interventions
Content: Difficulty expressing thoughts in writing; avoidance of writing tasks	▪ Teacher will provide pictures or comic strips and will ask student to write a sentence under each picture. ▪ Teacher will have student read a story and then ask student questions about the story and have him write responses. ▪ Teacher will teach brainstorming by selecting a topic and asking student to give ideas about the topic. ▪ Teacher will show student how to write an outline before writing. ▪ Student will free-write one page about a topic after brainstorming. ▪ Student will write in a journal every day. ▪ Teacher will create a graphic organizer for student to fill in. ▪ Teacher will provide sentence starters. ▪ Teacher will have the student write about a topic using all five senses. ▪ Teacher will give student a list of transitional words and phrases to use when connecting details or paragraphs.
Mechanics: Difficulty in spelling, grammar skills, punctuation, capitalization	▪ Student will change sentence fragments and/or run-on sentences into complete sentences. ▪ Student will edit mistakes in writing exercises. ▪ Teacher will ask students to exchange written work with other students and make necessary corrections. ▪ Teacher will provide student with an extensive proofreading checklist.

GLOSSARY

Benchmark: A specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Common formative and summative assessments: Assessments developed collaboratively in PLC, grade level, and/or department teams. They incorporate the professional knowledge and experience of the teachers in determining the selection, design, and administration of the assessments. Analysis of the results in teams leads to further refinement of instruction.

Core Reading Program: Any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

Criterion-referenced assessment: An assessment that measures when a student understands, knows, or can accomplish in relation to specific performance objectives rather than to other students' performance.

Curriculum Based Measurement (CBM): An assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, and spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data-based Instructional Decision Making: A continuous process of using student data to determine the efficacy of instruction and/or intervention. Collaborative teams chart student performance data, analyze the data, set goals for improvement, select specific teaching strategies to meet the goal and determine how they will monitor the effectiveness of the strategies.

Differentiated Instruction: Adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their

needs. When teachers differentiate instruction, they typically make adjustments to content, process, product, and/or the learning environment.

Evidence-based practice: Educational practices and instructional strategies supported by scientific research.

Ed Vista/AIMS: The Academic Intervention Management System (AIMS) is a proven powerful web-based program for the identification, intervention enrollment, quarterly reporting, tracking, and reporting of students who require AIS and/or RtI services.

Fidelity of Implementation: Refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

Formative classroom assessment: Results can provide immediate feedback to teachers and students regarding levels of understanding and the effectives of instruction.

Functional analysis assessment (FAA): Assessments that use a variety of techniques to diagnose the cause of a behavior and to identify interventions that might address the cause.

Functional behavioral assessment (FBA): A process to identify a student's behavioral problem, determine its function or purpose, and develop interventions to teach acceptable alternate behaviors.

Progress Monitoring: An assessment process that entails the collection and analysis of student data to evaluate academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Rate of Progress: Student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

Research-based instruction: Educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Response to Intervention: School-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognized as one of the research-based Contracts for Excellence allowable programs.

RTI Design Team: A collaborative and multi-disciplinary team whose major function is the planning and development of an RTI process in their respective building or district.

RTI Problem-Solving Team: A collaborative and multi-disciplinary team that meets on a regular basis for the purposes of (1) evaluating student data, (2) planning interventions, and (3) monitoring student response to intervention.

Scaffolded Task – Task that responds to the different modalities represented in your school classroom or individually.

Summative classroom assessment: Results provide a final measure for determining if learning goals have been met.

Task – Formative assessment that responds to what is being taught and measure knowledge of such item

Tiered Instruction - An instructional delivery model that outlines intensity of instruction within a multi-tiered prevention/intervention system.

Tier 1: Effective, standards-based reading instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of 80% - 90% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all. Core instruction should include whole class; small group; and individual student work based on the data of your class and the CCSS.

Tier 2: Designed for students who are not making sufficient progress in Tier 1 and is offered in addition to Tier 1. Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1 for 9 – 12 weeks. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and are provided for a minimum of 20 –30 minutes per session a minimum of 3-4 times per cycle by trained, knowledgeable and skilled school personnel. Tier 2 should include small-group strategy instruction.

Tier 3: Designed for students who are not making sufficient progress in Tier 2 and is offered in addition to Tier 1. Supplemental, individualized and customized intervention provided to students in a smaller group format (1:1 or 1:2) and delivered with greater frequency and duration (4 times per cycle, minimum of 30- 60 minutes daily). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator. Students remain in Tier 3 for 3 – 6 months prior to the referral process.

Universal Screening—An assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of four times per year (fall, winter, spring, pre-summer). For our purposes, we will use the Teachers College Reading Benchmark assessments that will be recorded in Assessment Pro.

Progress Monitoring—A process of monitoring the progress of students through curriculum based assessments. This process should include initial, formative, and summative assessments and must show that consistent, reliable assessment is taking place which ascertains the degree to which instruction has been effective

Appendix

Ed Vista/Aims

AIMS – Academic Intervention Management System

Instructions for:

Creating AIS records, assigning teachers, choosing interventions/start dates/intensity, and quarterly progress levels and Notes.

This software solution provides a central database containing all required AIS/RTI elements, as well as the regulations and guidelines, NYS learning standards, and Core Curriculum.

A student AIS record is created, maintained, and archived across the student's educational career. Beyond the student's AIS record, AIMS includes descriptions of district criteria for determining AIS/RTI eligibility and/or diagnosis with levels of intensity, descriptions of all instructional academic interventions, instructional strategies, parental interventions, and support services. In addition, AIMS produces a printed copy of the student's AIS/RTI record, parent letter of notification with request for parent insights and feedback, progress and quarterly reports of student performance, and notification of AIS/RTI termination. All correspondences such as student quarterly progress reports may be batch printed. A standard report generator provides numerous reports from the rich AIS/RTI database, including a quarterly analysis of the effectiveness of each academic intervention and support service.

To create an AIS/RTI record for a student or group of students:

1. From the **Home** menu in AIMS choose the **Student AIS** menu at the top.
2. Once on the **Student AIS** menu, choose the **grade** level, **all** (for all grades), or type in a **student I.D.** number and click the ***Search*** button. Note: make sure that the All Students round button has been selected so that AIS and non-AIS students will display in the list.
3. Once the correct list of students is displayed you will see **Active** and **AIS** columns at the top of the search window on the right side. **YES** will be displayed under active for all students currently identified and receiving AIS services. A check box under the **AIS** header will contain a check-mark to confirm that the student is identified as AIS and will be empty if the student is currently non-AIS.
4. To create an AIS record for one or multiple students simply "click" inside the blank box under the AIS header for a student who needs one (it is on the far right side on each line). When you have

finished selecting the students just "click" on the blue text above the window that reads ***Create AIS Records for Selected Students***.

To complete the initial AIS record for beginning services: (also for recording meeting notes)

1. From the **Home** menu in AIMS choose the **Student AIS** menu at the top.
2. Once on the **Student AIS** menu, choose the **grade** level, **all** (for all grades), or type in a **student I.D.** number and click the ***Search*** button. Note: make sure that the View Active AIS round button has been selected so that AIS and non-AIS students will display in the list.
3. Select the first student by "clicking" on *their name* – in blue. When the AIS record comes up you may choose any tab within the record. **Profile – Determination - Diagnosis - Interventions/Strategies - RTI - Notes - Reports - Probes**.
4. "Click" on the **Interventions/Strategies** tab to add interventions, assign teachers, choose begin and end dates, identify intensity, and add quarterly progress levels for a student.
5. From the **Interventions/Strategies** tab, "click" the blue text – **add** to begin the process of choosing an intervention(s) that the student is enrolled in.
6. Once you "click" **add**, the intervention window is displayed and you may choose the teacher, intervention, and intensity of that intervention. The begin date in currently displaying the district approved begin date.
7. At the end of each quarter you may be asked to enter the quarterly progress level (1-4) for all students that you serve. They fields are **Q1 Q2 Q3 Q4** on the screen.
8. To record or go back to reference prior notes on an AIS student, choose the **Notes** tab from within that students **AIS** record. The blue – **add note** text may be "clicked" on to create a new note or you may simply "click" on an existing note from the list of prior notes (if any).
9. When creating a new note (once the note window opens after "clicking" **add note**), please fill in the requested text as to the Reason, Participants, and body of the new note. You also change the date if recording information from a prior meeting.

Role of the Guidance Counselor

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The Professional School Counselor and Response to Intervention (Adopted 2008)

American School Counselor Association (ASCA) Position

Professional school counselors are stakeholders in the development and implementation of the Response to Intervention (RTI) process. Professional school counselors align with the RTI process through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.

The Rationale

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. (RTI Action Network, 2008). Guided by student outcome data, RTI can be used to make decisions about general, compensatory and special education, assisting in the creation of a well-integrated and seamless system of instruction and intervention (Ehren, B, et. al., 2006). Professional school counselors implement a data-driven comprehensive school counseling program that meets the needs of all students and includes the identification of students who are at-risk for not meeting academic and behavioral expectations. Professional school counselors design and implement plans to address the needs of struggling students and collect results data based on the effectiveness of the interventions.

The Professional School Counselor's Role

Professional school counselors assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

- Providing all students with a standards-based guidance curriculum to address universal academic, career and personal/social development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff

- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators about RTI design and implementation
- Advocating for equitable education for all students and working to remove systemic barrier

The following chart shows how a comprehensive school counseling program aligns with the RTI process.

RTI Process	Role of the Professional School Counselor
Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive	1. Standards and Competencies (Foundation) 2. Guidance Curriculum (Delivery System) 3. Individual Student Planning (Delivery) 4. Curriculum Action Plan (Management) 5. Curriculum Results Report (Accountability)
Tier 2: Supplemental/Strategic Interventions: Students at Some Risk	1. Standards and Competencies (Foundation) 2. Individual Student Planning (Delivery) a. Small-group appraisal and b. Small-group advisement 3. Responsive Services (Delivery) a. Consultation and b. Individual counseling and c. Small group counseling 4. Closing the Gap Action Plan (Management) 5. Closing the Gap Results Report (Accountability)
Tier 3: Intensive, Individual Interventions: Students at High Risk	1. Standards and Competencies (Foundation) 2. Responsive Services (Delivery) a. Consultation and b. Individual counseling and c. Small group counseling and d. Referral to school or community services 3. Closing the Gap Action Plan (Management) 4. Closing the Gap Results Report (Accountability)

Summary

Professional school counselors implement a comprehensive school counseling program that addresses the needs of all students. Through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the RTI process. Professional school counselors work collaboratively with other educators to remove systemic barriers for all students and implement intervention programs that assist in student success.

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Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RTI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using an RTI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RTI:

1. Defines RTI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement, which should include curriculum, based measures to determine if interventions are resulting in student progress toward age or grade level standards.

- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information 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
- parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:
   - criteria for determining the levels of intervention to be provided to students,
   - types of interventions,
   - amount and nature of student performance data to be collected, and
   - manner and frequency for progress monitoring.

   [8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RTI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an RTI

4. Program and that such program is implemented consistent with the specific structure and components of the model.

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