

This manual is intended to serve as a guide for the Hewlett-Woodmere Public School District as they implement the Tiered Approach of Intervention in Reading and Mathematics Instruction.

Response to Intervention (RtI)

A Practical Manual

Updated 2022

Acknowledgments

In 2011-2012, under the supervision of Dina Anzalone Ed.D. a committee was convened to create the original Hewlett-Woodmere Response to Intervention (RtI) Plan for reading. This current plan would not have been possible without the hard work of that committee.

We would like to acknowledge the work of the following professionals who were instrumental in adjusting the Hewlett-Woodmere Public School's Response to Intervention Plan.

The collaboration among administrators, general education teachers, special education teachers, and English as Second Language teachers helped to create a plan that is inclusive of all student learning needs.

The completion of this plan would not be possible without the direct vision, knowledge, and assistance of the following people:

RtI Committee Chairs

Joanne Fennessy, P-12 Mathematics Chairperson and Michele Hochhauser, P-12 ELA Chairperson

Committee Members

- Alba Gallegos, P-12 World Languages Chairperson
- Laura Peterson, Executive Director for Special Education Services
- Lorraine Smyth Ed.D., Principal, Franklin Early Childhood Center
- Amy Pernick, Assistant Principal, Franklin Early Childhood Center
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- Ross Cohen, Assistant Principal, Hewlett Elementary School
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- Dr. Richard Lopez, Psychologist, Franklin Early Childhood Center
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- Allison Byrne, Mathematics RtI Teacher, Franklin Early Childhood Center
- Christine Kufta, Mathematics RtI Teacher, Hewlett Elementary School
- Michelle Blackburn, General Education Teacher, Hewlett Elementary School
- Michele DePace, Reading Teacher, Hewlett Elementary School
- Jennifer Hamilton, Mathematics RtI Teacher, Ogden Elementary School
- Maggie Schroeder, Reading Teacher, Ogden Elementary School
- Michelle Mazzitelli, Special Education Teacher, Ogden Elementary School

Thank you to the following employees who contributed to this plan but are no longer employed at Hewlett-Woodmere.

- Mark Secaur Ed.D., Deputy Superintendent
- Debra Lo Verde, Ed.D., Executive Director for Special Education Services
- John Frias, Assistant Principal, Hewlett Elementary School

Introduction

In 2018, a Response to Intervention (RtI) Committee comprised of administrators from the Office of Curriculum and Instruction, Office of Special Education, and the three elementary schools, general education teachers, special education teachers, and English as a Second Language teachers embarked on a journey to revise the existing RtI plan that was created in 2012. We were fortunate to have a strong original plan to use as a framework. However, we recognized the need to update the RtI plan to address the current needs of the district and reflect the resources available to teachers and students. In addition, one of our goals was to include mathematics in the district's RtI plan.

Throughout the process, we examined our current state of interventions and our capacity to implement them with efficacy. We identified resources and practices that were not included in the original plan and discussed recommendations for curriculum, instruction, assessment, and professional development that would further strengthen our RtI program. The RtI committee will meet periodically to review the revised plan and its recommendations for subsequent years.

The Hewlett-Woodmere Public Schools Mission to provide an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success and its Shared Vision, empowering the next generation for success in life “are enduring guides to the Board of Education and the staff as they develop policy and regulations.” The mission and vision will serve as a touchstone to build and expand upon specific goals and objectives.

Hewlett-Woodmere Public Schools

MISSION STATEMENT AND VISION

The District's Mission and Vision are enduring guides to the Board of Education and the staff as they develop policy and regulations. In order for the mission and vision to be meaningful, they must not stand alone, but must be the foundation upon which we build specific strategies and action steps. These strategies and action steps must be consistent with the District's Mission and Vision. The Hewlett-Woodmere Public Schools vision of empowering the next generation for success in life is supported by our mission to provide an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success.

OUR SHARED VISION AND CORE VALUES

Hewlett-Woodmere Public Schools is a caring learning community dedicated to empowering the next generation for success in life. The Core Values of Hewlett-Woodmere Public Schools are:

- We believe that student learning occurs best in a safe, supportive, and nurturing environment where diversity and inclusion are valued.
- We aim to create equitable learning and work environments that encourage compassion and respect for ourselves, one another, and our individual differences.
- We value innovation in teaching and learning that supports and promotes student wellness: social, emotional, and intellectual well-being.
- We honor our commitment to the Hewlett-Woodmere community to create opportunities for students to fulfill their potential and achieve personal success.
- We believe that meaningful collaboration with parents, community members, staff, and students builds strong relationships and increases parental involvement.

The School District's primary mission is to provide an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success. This mission is the foundation for the School District's four pillars, and their associated goals, as identified by the Hewlett-Woodmere 2025 Strategic Plan:

- Student-centered curriculum o Goal: Ensure high quality and innovative curriculum, instruction, and learning
- Culture for success o Goal: Provide a network of student support to meet the needs of the whole child
- Collaboration and partnership o Goal: Strengthen family, school, and community partnerships to support student growth
- Stewardship and efficiency o Goal: Provide efficient and cost-effective operations, systems, and services

Legal Reference: New York State Education Law, Section 1709

Old Policy 6121

Policy Adopted 11/14/85

New Policy 0001 Adopted March 17, 2010

Policy Amended: March 20, 2019

History of Response to Intervention

“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”

[8 NYCRR section 200.4(j)]

Although the term Response to Intervention (RtI) is relatively new to education circles in New York State, the concept is not. Rather, it has been developed over the past several decades. One of the major factors in the birth of RtI has been the widespread dissatisfaction with existing practices to identify and treat children with Learning Disabilities.

In 1975, Congress passed Public Law 94-142, the Education of all Handicapped Children Act. This historic legislation required that school districts proactively seek out and identify children with school-related disabilities and provide them with appropriate educational programs (Wright, 2007). As states interpreted the new law, most adopted some version of an IQ-achievement discrepancy approach to diagnose learning disabilities. However, there were many limitations to using such a measure, including the fact that using a discrepancy between IQ and achievement test scores to identify Learning Disabled (LD) students provides no useful information about what academic treatments or interventions might benefit a student.

In 2004, Congress reauthorized the Individuals With Disabilities Education Improvement Act (IDEIA 2004) and included landmark language in that law to encourage schools to break free of their reliance on the discredited IQ-Achievement Discrepancy method for identifying Learning Disabilities (Wright, 2007). IDEIA 2004 gave schools the freedom to use the student’s “response to scientific, research-based intervention” diagnostically as a prime indicator of whether the child has a Learning Disability. In sum, IDEIA 2004 was the impetus that paved the way for RtI to enter the doors of school buildings everywhere.

In April 2008, the New York State Education Department (NYSED) and the Office of Vocational and Educational Services (VESID) encouraged all school districts in New York State (NYS) to take timely actions to implement Response to Intervention (RtI). RtI is a multi-tiered, problem-solving approach that identifies general education students struggling to meet benchmark with their grade-level peers. Effective July 1, 2012, all school districts in NYS must have an RtI process in place to determine if a student in grades K-4 is at risk of having a learning disability in the area of reading. The Hewlett-Woodmere School District has been proactive in including grade 5 and in including middle school support staff in training and information sessions.

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English Language Learners (ELLs), by preventing smaller learning problems from becoming insurmountable gaps (NYSED memo, April 2008).

The overarching idea behind RtI is targeted instruction to expertly match each student's need based on a multi-tiered approach to instruction. By identifying struggling students early, educators can provide appropriate interventions to assist them in achieving grade-level benchmarks without falling too far behind their peers in Tier 1. For students who continue to struggle, they will receive more intensive instruction in a smaller group setting to accelerate their learning and enable them to catch up to the proficient readers in their class (Howard, 2009). The same goal exists for students who are struggling in mathematics. RtI is based on the premise of being a preventative model and not a deficit model of education. Too often, students are waiting to fail in order to receive an intervention. This approach enables students to receive the appropriate supports before they are too far behind on grade level to catch up in a timely fashion. In a multi-tiered approach, instruction is tailored to meet the students' individual needs with increasingly intensive levels of targeted intervention and instruction.

An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

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.

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 academic 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:

- a. criteria for determining the levels of intervention to be provided to students,
- b. types of interventions,
- c. amount and nature of student performance data to be collected, and
- d. manner and frequency for progress monitoring.

3. Requires each school district implementing a RtI program to 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 model.

Each of these components will be discussed in detail below as they have been interpreted and adopted by Hewlett-Woodmere Public Schools.

Definitions

Anecdotal Notes: a factual written record of a child's academic performance. Examples include teacher observations of the student's use of strategies, the level of assistance needed to complete a task, and the level of frustration/persistence a student displays. These notes along with other data are presented during data meetings.

Assessment Pro: a Web-based data platform that serves as a repository for student achievement on the Teachers College Reading Benchmark Assessments.

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

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

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

Data-based Decision Making: the process of using student data to determine the efficacy of instruction and/or intervention.

Differentiated Instruction: involves 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. *Resources can be found in the District Intervention Toolkit.*

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.

Northwest Evaluation Association (NWEA): Research based computerized adaptive assessments for students. Used as a nationally normed screening tool for mathematics in grades K-5 and reading grades 2-5.

Measures of Academic Progress (Map): Computerized adaptive tests developed by NWEA offered in Reading and Math. The difficulty of each question is based on how well the student answers all the previous questions.

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: involves 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.

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

Tier 1: Effective, standards-based reading and mathematics 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. These tools can be found in the District Intervention Toolkits. Core instruction should include whole class; small group; and individual student work.

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 provide 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 and/or delivered with greater frequency and duration. Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the students’ needs and provided by a highly trained, knowledgeable, and skilled educator. Students remain in Tier 3 for a minimum of 9 weeks prior to the referral process.

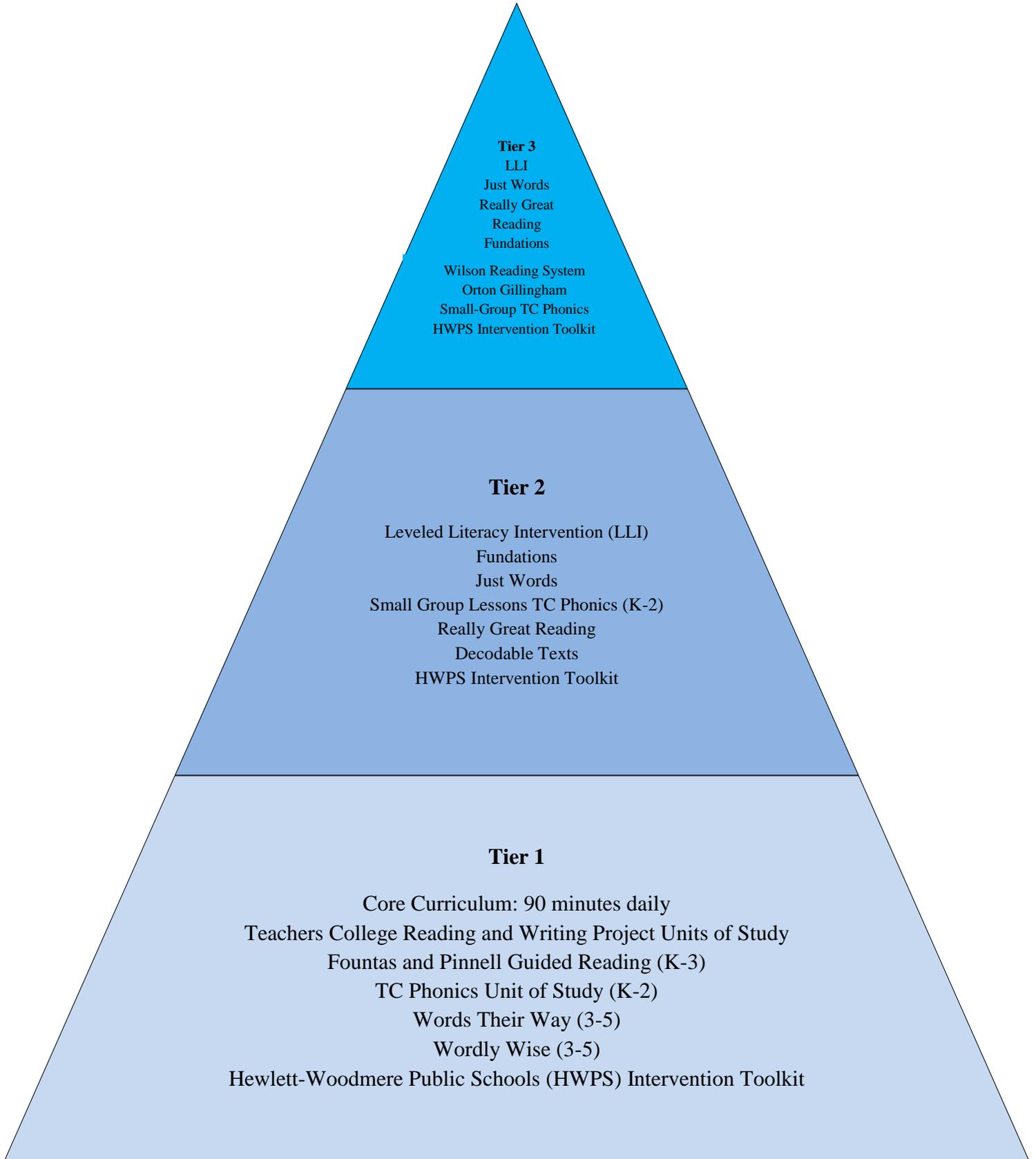
Universal Screening—an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of two times per year (fall, and spring). For our purposes, we will use the Teachers College Reading Benchmark assessments that will be recorded in Assessment Pro and the NWEA (Grades 2-5) for reading. Mathematics will use the NWEA screening in grades K-5.

Creating an Instructional Frame for Literacy

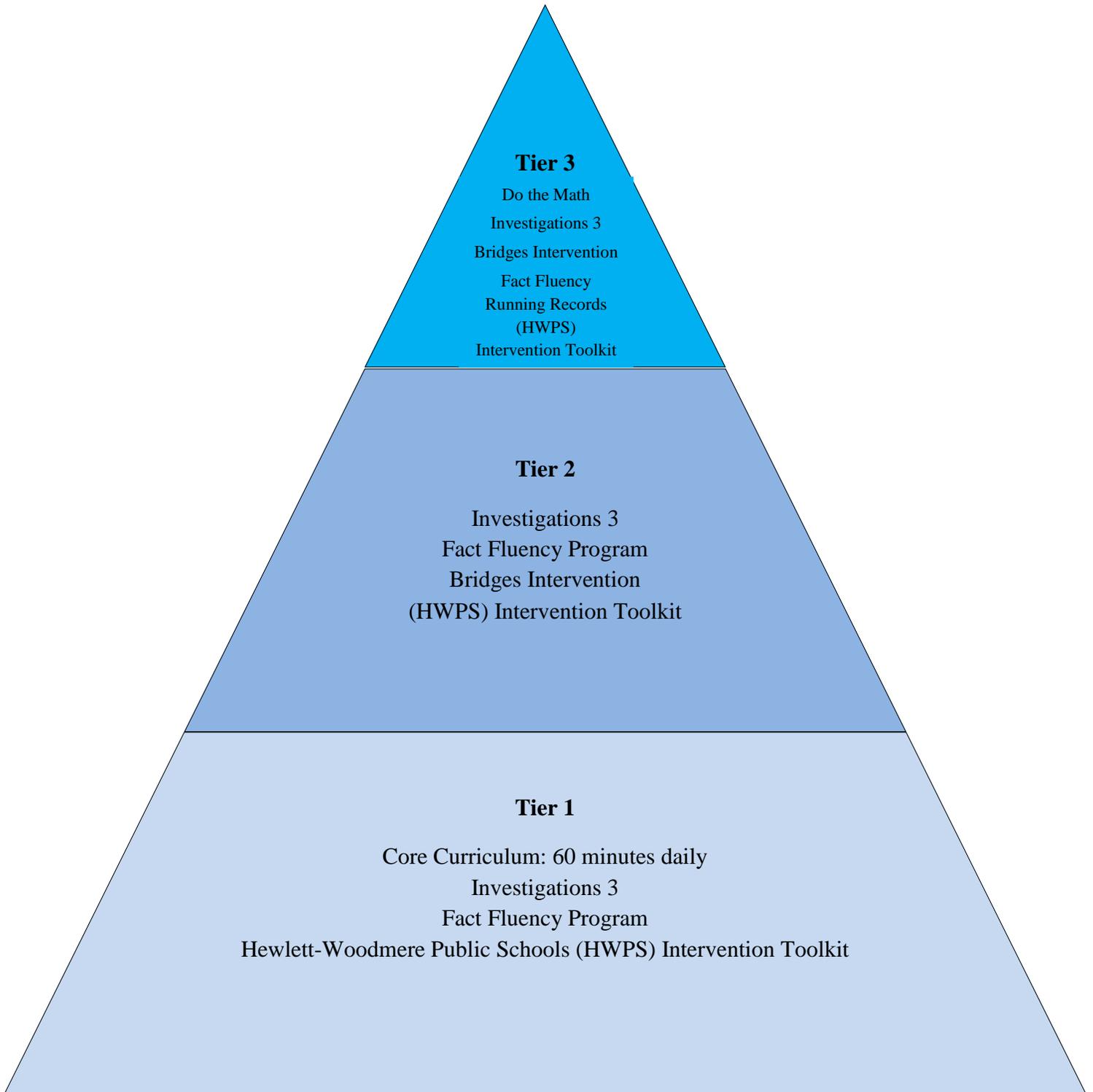
RTI IS	RTI IS NOT
One size fits few	One size fits all
School focused	Teacher focused
General education initiative	Special education initiative
Multi-tiered	Single support options
Problem-solving approach	Directive approach
Understanding learners' needs	Labeling learners
Emphasis on solutions	Emphasis on problems
Early intervention perspective	Wait-to-fail perspective
Ongoing assessment	One-shot assessment
High-quality instruction	Hit-and-miss instruction
Program coordination	Program isolation
Broad instructional alternatives	Narrow instructional alternatives
Acceleration	Remediation
Data informed	Data driven
Proactive	Reactive
Framework	Program
Academic intervention	Behavioral intervention

Source: Howard, 2011.

Hewlett-Woodmere Public Schools RtI Reading Tiered Model



Hewlett-Woodmere Public Schools RtI Mathematics Tiered Model



Building a Literacy Framework
The Tiered Reading Model

Elements	Tier 1 <i>Core Curriculum and Instruction</i>	Tier 2 <i>Supplemental Instruction</i>	Tier 3 <i>Increased Levels of Supplemental Instruction</i>
Entrance Criteria		<p>K (<i>one level below on any of the following</i>)</p> <ul style="list-style-type: none"> • Concepts About Print (CAP) • Letter-sound correspondence <p><i>If students are at grade level for the assessments listed above, a Running Record</i></p> <ul style="list-style-type: none"> • High Frequency Word Lists (if mastered CAP and Letter-Sound correspondence)* <p>*If K students are on grade level for CAP and Letter-Sound Correspondence, administer the High-Frequency Word List</p> <p>Below level on TC Phonics Assessment</p> <p>Grades 1-2 (<i>below two levels on any of the following</i>)</p> <p>Running Records (RR)*</p> <p>F & P Benchmark Assessment System (BAS)</p>	

		<p>TC Phonics Assessment</p> <p>Grades 3-5:</p> <p>If students score two levels below on the Teachers College Assessments, multiple measures will be analyzed and students must meet at least one of the following measurements to qualify for RtI:</p> <p>NWEA assessment (below 35%)</p> <p>F & P Benchmark Assessment System (BAS)- two levels below benchmark</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What</p>	<ul style="list-style-type: none"> • Tier 1 is for every student in a <i>general education</i> setting. • Tier 1 is the *Core Instructional Program (Teachers College Reading) provided to all students by the general education teacher in the general education classroom. • Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom. 	<ul style="list-style-type: none"> • Tier 2 offers support in addition to the Core Instructional Program. • Tier 2 is the Leveled Literacy Intervention (LLI). It can also include additional support in phonics and decoding using a variety of multi-sensory approaches. • Tier 2 should have no more than 5 – 15% of students who were not meeting the Tier 1 benchmark. • Tier 2 instruction will occur in small group settings at the student’s instructional level. 	<ul style="list-style-type: none"> • Tier 3 offers a high level of instructional intensity. • Tier 3 can be LLI in a smaller group of 1:1 – 1:3 or Wilson Reading System (WRS). The HWPS <i>Intervention Bank</i> can be used as a supplement in Tier 3. • Because Tier 3 services must be tailored to the specific needs of individual students, providers are expected to explore other resources that

			<p>may not be listed on the pyramid.</p> <ul style="list-style-type: none"> • Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive instruction in addition to their core instruction.
Who (Student)	<ul style="list-style-type: none"> • Whole class grouping • Small-group • Individual 	<ul style="list-style-type: none"> • Small group instruction (3-6 students) <p>*adjusted by grade level appropriateness</p>	<ul style="list-style-type: none"> • Individualized or small group instruction (1-3 students) <p>**adjusted by grade level appropriateness</p>
Who (Teacher)	<ul style="list-style-type: none"> • Classroom teachers • Co-teachers (where appropriate) • ESL Teacher 	<ul style="list-style-type: none"> • Reading Teacher • ESL Teacher • Certified TAs 	<ul style="list-style-type: none"> • Reading Teacher • ESL Teacher
When	<ul style="list-style-type: none"> • 90-minute literacy block (This includes whole group instruction and other flexible grouping opportunities). 	<ul style="list-style-type: none"> • In addition to receiving instructional opportunities during the Tier 1 90-minute classroom literacy block targeted support to extend these efforts will be provided. 	<ul style="list-style-type: none"> • In addition to Tier 1. Rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.

Where	<ul style="list-style-type: none"> • General education setting 	<ul style="list-style-type: none"> • General education setting or an alternative location (push-in or pull-out) 	<ul style="list-style-type: none"> • Location outside of the general education setting (pull-out)
How	<ul style="list-style-type: none"> • Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. All settings must be included. 	<ul style="list-style-type: none"> • Tier 2 occurs in small group homogenous settings of 3-6 students. This supplemental instructional intervention is provided in addition to, and not in place of, Tier 1. Students should receive core instruction plus 20-30 minutes of supplemental interventions a minimum of 3 days per cycle. 	<ul style="list-style-type: none"> • This tier provides greater individualized instruction in a small group setting (1-3 students at a time) anywhere from 20 to 60 minutes at a minimum of 3 days per cycle.

Frequency of Progress Monitoring	<ul style="list-style-type: none"> • Universal Screening four times per year (fall, winter, spring, pre-summer) • Progress monitoring of students initially identified as at-risk by classroom teacher • Based on data review 	<ul style="list-style-type: none"> • Varies, but no less than once every two cycles • Based on data review 	<ul style="list-style-type: none"> • Varies, but more continuous and no less than once a cycle • Based on data review • Keep anecdotal records
Frequency of Intervention Provided	<ul style="list-style-type: none"> • 90-minute literacy block • At least three small groups every three days of a cycle 	<ul style="list-style-type: none"> • Varies, but no less than three times per cycle for a minimum of 20-30 minutes per session 	<ul style="list-style-type: none"> • Varies, but more frequently than Tier 2 for a minimum of 30 to 60 minutes
Duration of Intervention	<ul style="list-style-type: none"> • 2 – 6 Weeks • General education interventions and progress-monitoring by classroom teacher should last five to six weeks. 	<ul style="list-style-type: none"> • 9 to 12 weeks, depending on such factors as the skill set to be learned, rate of student’s progress, whether the student is making adequate progress according to the standard protocol established prior to the initiation of the intervention. 	<ul style="list-style-type: none"> • Three to six months

**Building a Mathematical Framework
The Tiered Reading Model**

Elements	Tier 1 <i>Core Curriculum and Instruction</i>	Tier 2 <i>Supplemental Instruction</i>	Tier 3 <i>Increased Levels of Supplemental Instruction</i>
Entrance Criteria		<p>Student demonstrated knowledge below the average range on the administration of the NWEA.</p> <p><i>If students are in the bottom of the low-average range for the assessment listed above, multiple measures will be analyzed, which may include</i></p> <p>K-1 Curriculum-Based Measurement: Early Mathematics Fluency</p> <p>In-class Assessments</p> <p>Grade-Level Benchmark Assessments</p>	
What	<ul style="list-style-type: none"> • Tier 1 is for every student in a <i>general education</i> setting. • Tier 1 is the *Core Instructional Program (Investigations 3) provided to all students by the general education 	<ul style="list-style-type: none"> • Tier 2 offers support in addition to the Core Instructional Program. 	<ul style="list-style-type: none"> • Tier 3 offers a high level of instructional intensity. • Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive

	<p>teacher in the general education classroom.</p> <ul style="list-style-type: none"> • Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom. 	<ul style="list-style-type: none"> • Tier 2 should have no more than 5 – 15% of students who were not meeting the Tier 1 benchmark. 	<p>instruction in addition to their core instruction.</p>
Who (Student)	<ul style="list-style-type: none"> • Whole class grouping • Small-group • Individual 	<ul style="list-style-type: none"> • Small group instruction (4-6 students) 	<ul style="list-style-type: none"> • Individualized or small group instruction (3-4 students)
Who (Teacher)	<ul style="list-style-type: none"> • Classroom teachers • Co-teachers (where appropriate) • ESL Teacher 	<ul style="list-style-type: none"> • Classroom Teachers, Certified TAs and/or Math RtI Teacher 	<ul style="list-style-type: none"> • Math RtI Teacher
When	<ul style="list-style-type: none"> • 60-minute mathematics block (This includes whole group instruction and other flexible grouping opportunities). 	<ul style="list-style-type: none"> • In addition to Tier 1, allowing the student to receive instructional opportunities during the 60-minute classroom mathematics block <i>and</i> additional targeted support that extends these efforts. 	<ul style="list-style-type: none"> • In addition to Tier 1, rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.

Where	<ul style="list-style-type: none"> • General education setting 	<ul style="list-style-type: none"> • General education setting or an alternative location (push-in or pull-out) 	<ul style="list-style-type: none"> • Location outside of the general education setting (pull-out)
How	<ul style="list-style-type: none"> • Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. All settings must be included. 	<ul style="list-style-type: none"> • Tier 2 occurs in small group homogenous settings of 4-6 students. This instruction will provide students with an opportunity to receive the core instruction under the direction of the classroom teacher and receive small-group assistance and support by certified TAs. Students should receive instruction for 20 - 60 minutes at a minimum of three days per cycle 	<ul style="list-style-type: none"> • This tier provides greater individualized instruction in a small group setting (3-4 students at a time) anywhere from 30 to 40 minutes at a minimum of three days per cycle.

Frequency of Progress Monitoring	<ul style="list-style-type: none"> • Universal Screening two times per year (fall and spring) • Progress monitoring of students initially identified as at-risk by classroom teacher • Based on data review 	<ul style="list-style-type: none"> • Varies, but no less than once every two cycles • Universal Screening three times per year (fall, winter and spring) • Based on data review 	<ul style="list-style-type: none"> • Varies, but more continuous and no less than once a cycle • Universal Screening three times per year (fall, winter and spring) • Based on data review • Keep anecdotal records
Frequency of Intervention Provided	<ul style="list-style-type: none"> • 60-minute mathematics block 	<ul style="list-style-type: none"> • Varies, but no less than three times per cycle for a minimum of 20-30 minutes per session 	<ul style="list-style-type: none"> • Varies, but more frequently than Tier 2 for a minimum of 30 to 40 minutes
Duration of Intervention	<ul style="list-style-type: none"> • 2 – 6 Weeks • General education interventions and progress-monitoring by classroom teacher should last five to six weeks. 	<ul style="list-style-type: none"> • 9 to 12 weeks, depending on such factors as the skill set to be learned, rate of student’s progress, whether the student is making adequate progress according to the standard protocol established prior to the initiation of the intervention. 	<ul style="list-style-type: none"> • Three to six months

*** A CORE INSTRUCTIONAL PROGRAM (TIER 1) SHOULD MINIMALLY INCLUDE:**

- Core curriculum aligned to the NYS Next Generation Learning Standards
- Student assessment data are used to address the needs of all students regardless of performance level;
- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80 – 90 percent of all learners. Appropriate instruction in reading includes explicit and systematic instruction in the BIG 5: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies. Appropriate instruction in mathematics includes explicit and systematic instruction in the grade-appropriate domains: number and operations, operations and algebraic thinking, geometry and measurement and data.
- Universal screening administered to all students in the general education classroom at least two times per year
- Weekly progress monitoring of students initially identified as at-risk for two to six weeks
- Differentiated instruction based on the abilities and needs of all students in the core program and
- A daily, uninterrupted 90-minute block of instruction in literacy and a daily, uninterrupted 60-minute block of instruction in mathematics

Hewlett-Woodmere Public School

STEP #	ACTION
1	<p>Classroom teacher administers a Universal Screening to all students at least 2x/year. Screenings are conducted for the purposes of initially identifying student-learning needs (at-risk students, students who meet NYS Next Generation Learning Standards, students who exceed NYS Next Generation Learning Standards). The screening data will assist in monitoring student progress and/or administering further assessment based on findings, trends, and patterns.</p> <p><i>Section 117.3 of the Regulations of the Commissioner of Education requires that students with low test scores be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.</i></p> <p>Using Screening Data</p> <p>Please visit the Teachers College Reading and Writing Project Website for benchmark information (Appendix A): http://readingandwritingproject.com/resources/assessments/reading-assessments.html</p>
2	<p>If a student is identified as at-risk based on results from an initial screening in the fall (and NYS Test data if applicable) but does not yet qualify for RtI then he/she continues to be progress monitored in the general education setting by the classroom teacher three times during a six week period to confirm or disprove initial risk status.</p> <p>Instruction should be differentiated (small-group or individual) for these initially identified at-risk students during core instruction while additional progress-monitoring data are obtained (see sample form in Appendix B).</p>
3	<p>Referring teachers will meet with the RtI Problem-Solving Team (PST) once they identify students who are not responding to the general education classroom interventions administered by the classroom teacher. The purpose of these meetings will be to identify which students are not responding to the interventions provided by the classroom teacher. Classroom teachers will be asked to bring evidence that “shows” what they have tried within the classroom setting. Students will be referred to the building's RtI – PST using the Referral Form (Appendix C).</p>
4	<p>Referring teachers will receive a letter from the Case Manager notifying them of their responsibilities during the meeting (Appendix D). The Case Manager is the primary colleague and support throughout the process.</p>
5	<p>Following the initial PST meeting, recommendations from the Team will be made to keep the student in Tier 1 (Core Instructional Program) with interventions and differentiated instruction to continue to be provided by the classroom teacher with progress monitoring. In this scenario, the Case Manager will follow-up with the</p>

	<p>referring teacher two weeks after the initial meeting and thereafter for as long as the student continues to receive his/her interventions in the general education setting for up to six weeks (Appendix E). During the meeting, a form to record the minutes will be used to ensure everyone present has a common understanding of student outcomes (Appendix F).</p> <p style="text-align: center;">OR</p> <p>It is determined that the student has failed to respond to the interventions provided in the general education setting and is referred for Tier 2. In addition to Tier 1, struggling readers and mathematicians who don't meet grade level criteria receive small group supplemental instruction (3-5 students) for 20-30 minutes 3-5 days per cycle. The Reading and/or Math Specialist or appropriate intervention specialist who will provide the intervention will send a letter home to inform the parents that the student will receive additional help in the area of reading and/or mathematics in a small group of no more than 1:5 (Appendix F).</p>
6	<p>Within six to nine weeks of instruction, the PST convenes to evaluate the progress of students in Tier 2 to determine whether the achievement gap is shortening or widening. At this point, a recommendation will be made for students to remain in Tier 2, move back to Tier 1, or move to Tier 3. Parents will be notified as they were in Step #5.</p> <p>Tier 3: (1-5%) Designed for those students who demonstrate insufficient progress (defined by the parameters of the intervention being used) in Tier 2 Reading and/or Mathematics Specialist will provide the interventions and will send a letter home to inform parents that the student will receive intensive reading and/or mathematics interventions in a group of no more than 1:3.</p>
7	<p>Within three to six months, the PST convenes to evaluate the progress of students in Tier 3 to determine whether they need to move to Tier 2, remain in Tier 3 or be referred for Special Education.</p>
8	<p>CSE convenes and student is classified as a student with a disability and/or remains in the multi-tiered approach to reading and/or mathematics.</p>

Tiers are designed to be flexible. Based on data review, students can and should be fluidly moving between the tiers.

NOTE: In addition to the RtI – PST meetings, the building administration will regularly schedule data meetings with all teachers to review the progress students are making via results *compiled in Assessment Pro and/or Infinite Campus* from our Universal Screening Tool. These meetings should take place in November, March, and May, and as needed.

RtI Problem-Solving Team (PST)

“None of us is as smart as all of us.” (Blanchard, 2007)

The greatest strength of any RtI Team is the diversity of experience, skills, and knowledge that its combined membership can draw upon to identify the best intervention plan for a student. This collective intelligence far exceeds the abilities of even the most skilled and gifted individual teacher (Wright, 2007).

The PST will collect information about the student, review appropriate research-based interventions, and work collaboratively with the referring teacher(s) to decide what specific interventions will assist the students who are not meeting benchmarks. The PST will serve as a resource to the referring teacher. Hewlett-Woodmere Public Schools also has an extensive *Intervention Bank* available that was developed by reading and mathematics specialists, English as a Second Language Teachers, and classroom teachers. This resource will assist classroom teachers as they search for additional resources available to implement the intervention plan.

Roles of PST Members

Members’ roles will be determined at the building level.

The PST has four roles: facilitator, recorder, timekeeper, and case manager. Each role is crucial to the success of the PST. Below are operational definitions of each role:

- ❖ **Facilitator:** It is recommended that the Psychologist will serve as the facilitator of meetings. The facilitator opens the meeting with a brief overview of the goals of the meeting. The facilitator also reviews the general problem-solving process to be used at the PST meeting. One of the main roles of the facilitator will be to encourage participation from all members, keep the discussion on task, and clarifying and summarize information being communicated during the meeting.
- ❖ **Recorder:** The recorder is responsible for completing the meeting minutes forms (Appendix F). It will be critical for the recorder to accurately capture the important information shared at the meeting so he/she may need to occasionally stop for clarification about various items under discussion. The recorder should include enough detail in the minutes so that a person unable to attend the meeting can understand the key details of the intervention plan developed by the PST.

❖ **Timekeeper:** Due to the large number of tasks that must be accomplished in a short span of time at the PST meeting, keeping track of time is crucial. The timekeeper's role is to monitor the team's use of time.

❖ **Case Manager:** In most cases, this will be the School Psychologist. The case manager's job is to support the referring teacher throughout the problem-solving process. The case manager may perform roles such as:

- Helping the referring teacher complete the RtI referral form;
- Consulting with the teacher about the types of student background or assessment information that might be useful during the initial PST meeting;
- Assisting the teacher in collecting student data before the initial PST meeting.

After the initial PST meeting, the case manager will consult with the referring teacher to ensure that he/she is able to implement the intervention plan developed at the PST meeting.

❖ **Coordinator:** The coordinator reviews teacher referrals, ensuring that each referral is complete and that a case manager is assigned to each case. The coordinator notifies PST members of days, times, and locations of meetings and coordinates the assignment of substitutes for teachers attending team meetings.

PLEASE SEE APPENDIX H FOR GUIDANCE WHEN IMPLEMENTING RTI WITH LIMITED ENGLISH PROFICIENT (LEP)/ENGLISH LANGUAGE LEARNERS (ELL).

Independent Reading Benchmarks

Text Complexity Bands (K – 5)

The Independent Reading Benchmarks lay out a continuum of growth based on the expectation that students will enter kindergarten as emergent readers and finish eighth grade reading at level Z.

Teachers College Reading and Writing Project Benchmark Reading Levels					
Grade	SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
K	Emergent Story Books Shared Reading	Emergent Story Books Shared Reading A/B (with book intro)	B/C (with book intro)	1 = Early Emergent 2 = A/B (with book intro) 3 = C (with book intro) 4 = D/E	1 = B or below 2 = C (with book intro) 3 = D/E 4 = F or above
1	1= B or below 2 = C 3= D/E 4= F or above	1= C or below 2 = D/E 3= F/G 4= H or above	1= D or below 2= E/F 3= G/H 4= I or above	1= E or below 2= F 3= G/H 4= I or above	1 = G or below 2 = H 3 = I/J/K 4 = L or above
2	1 = F or below 2= G/H 3= I/J/K 4= L or above	1= G or below 2= H/I 3= J/K/L 4= M or above	1= H or below 2= I/J 3= K/L 4= M or above	1= I or below 2= J/K 3= L/M 4= N or above	1 = J or below 2 = K/L 3 = M 4 = N or above
3	1= K or below (avg. H) 2= L 3= M 4= N or above	1= K or below (avg. I) 2= L/M (avg. L) 3= N 4= O or above	1= L or below 2= M/N 3= O 4= P or above	1= M or below (avg. J) 2= N 3= O 4= P or above	1 = N or below (avg. K) 2 = O 3 = P 4 = Q or above
4	1= M or below (avg. J) 2= N/O (avg. N) 3= P/Q (avg. P) 4= R or above	1= N or below (avg. L) 2= O/P (avg. P) 3= Q/R (avg. Q) 4= S or above	1= O or below 2= P/Q 3= R/S 4= T or above	1= O or below (avg. K) 2= P/Q (avg. P) 3= R/S (avg. R) 4= T or above	1 = P or below (avg. L) 2 = Q/R (avg. Q) 3 = S/T (avg. S) 4 = U or above
5	1= P or below (avg. M) 2= Q/R (avg. Q) 3= S 4= T or above	1= P or below (avg. N) 2= Q/R/S (avg. Q) 3= T 4= U or above	1= Q or below 2= R/S/T 3= U 4= V or above	1= Q or below (avg. O) 2= R/S/T (avg. R/S) 3= U 4= V or above	1 = R or below (avg. P) 2 = V/W (avg. V) 3 = Y 4 = Z or above

4= exceeds standards, 3= meets standards, 2= approaches standards, 1= needs support.

Oral Reading Rate Benchmarks – Words per Minute

Oral reading rate, when it assesses fluent reading, is a measure of automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

Our assessment for Oral Reading Rate is one that assumes fluency, as in, we are checking the rate at which a reader reads with accuracy, intonation and meaningful phrasing. The reader should be in an appropriate level text, therefore.

Reading Level	Level 1	Level 2	Level 3	Level 4
	<i>Needs Support May indicate that the reader should be in easier texts, and/or needs fluency support – see next page</i>	<i>Approaches Standards Fluency instruction needed – see next page</i>	<i>Meets Standards</i>	<i>Exceeds Standards</i>
J	44 wpm or less	45-54 wpm	55-85 wpm	86 wpm or more
K	54 wpm or less	55-64 wpm	65-95 wpm	96 wpm or more
L	59 wpm or less	60-69 wpm	70-100 wpm	101 wpm or more
M	64 wpm or less	65-74 wpm	75-105 wpm	106 wpm or more
N	64 wpm or less	65-79 wpm	80-110 wpm	111 wpm or more
O	64 wpm or less	65-79 wpm	80-115 wpm	116 wpm or more
P	69 wpm or less	70-89 wpm	90-125 wpm	126 wpm or more
Q	74 wpm or less	75-104 wpm	105-140 wpm	141 wpm or more
R	74 wpm or less	75-104 wpm	105-145 wpm	146 wpm or more
S	79 wpm or less	80-109 wpm	110-145 wpm	146 wpm or more
T	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
U	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
V	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
W	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
X	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
Y	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
Z	99 wpm or less	100-129 wpm	130-165 wpm	166 wpm or more

Source: These oral fluency numbers are based upon “Oral Reading Rates” found in the *DRA2 Teacher Guide K-3 and 4-8 (Developmental Reading Assessment)* by Joetta M. Beaver and Mark A. Carter, Ph.D., 2006, Pearson Education, Inc.

Teachers College Reading and Writing Project

Why Oral Reading Rate matters:

Oral reading rate, when it assesses fluent reading, is a measure of word recognition automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

If a student performs at Level 1 in Oral Reading Rate:

Almost by definition the reader cannot in fact read this text with accuracy, comprehension and fluency and needs to be reading a just right text.

When students read very slowly, it is an indicator of compromised fluency, accuracy, and/or comprehension and probably the student is not well-matched to the level of book he or she is reading. The first step for most students scoring at Level 1 would be to reassess the reading level. You could look again at notes from your assessment of the student's independent reading level. Does the running record indicate that the student is reading with 96% to 100% accuracy or better? Does the retell of the passage indicate a strong understanding of the passage? Was the student able to answer three of the four comprehension questions correctly? Was the passage read with features of level three or four fluency as noted in the fluency scoring guide?

If the student did, indeed, read with high comprehension and accuracy, and the intonation for fluency was appropriate, but he or she reads aloud very slowly, then you could work on the automaticity we recommend for Level 2 range readers. You might also compare the student's oral and silent reading rates, while checking comprehension. It is possible that some English Language Learners may be reading silently with comprehension, but when they read aloud to you, their fluency and oral rate are low. These children probably need to hold two levels of books then – see below.

If a student performs in the Level 2 range of Oral Reading Rate:

This student needs support in reading with automaticity. One recommendation is that the student has two books going simultaneously. One book is the independent reading book; the other book is a book for fluency practice. The fluency practice book is at a level in which the student scores in the level 3 range for oral reading rate. This is the book in which the student will practice strategies for fluent reading. For example: a student might have a level K book for independent reading and a level J book for practicing fluency. In short – the independent book is at the independent reading level and the fluency practice book is at a level in which the student scores in the level 3 range on the oral reading rate scale.

Teacher's College Reading and Writing Project Benchmarks for Primary Assessments

The Benchmarks for Primary Assessments lay out a continuum of growth for K-2 students with concepts of print, letter/sound identification, and high frequency words. These benchmarks end in second grade. There are no benchmarks in grades 3-8.

	September	November	March	June
Kindergarten	<p><i>Concepts of Print</i> 1 = 1 2 = 2-4 3 = 5 4 = 6+</p>	<p><i>Concepts of Print</i> 1 = 4 or below 2 = 5-9 3 = 10 4 = 11+</p>	<p><i>Concepts of Print</i> 1 = 9 or below 2 = 10-11 3 = 12 4 = 13+</p>	<p><i>Concepts of Print</i> 1 = 11 or below 2 = 12 3 = 13 4 = NA</p>
	<p><i>Letter Identification</i> 1 = 6 or below 2 = 7-11 3 = 12 4 = 13+</p>	<p><i>Letter Identification</i> 1 = 11 or below 2 = 12-17 3 = 18-39 4 = 40+</p>	<p><i>Letter Identification</i> 1 = 17 or below 2 = 18-39 3 = 40-53 4 = 54+</p>	<p><i>Letter Identification</i> 1 = 39 or below 2 = 40-53 3 = 54 4 = NA</p>
	<p><i>Letter Sound</i> 1 = 1 2 = 2 3 = 3 4 = 4+</p>	<p><i>Letter Sound</i> 1 = 2 or below 2 = 3-5 3 = 6 4 = 14+</p>	<p><i>Letter Sound</i> 1 = 5 or below 2 = 6-13 3 = 14-19 4 = 20+</p>	<p><i>Letter Sound</i> 1 = 19 or below 2 = 20-25 3 = 26 4 = NA</p>

Kindergarten	<p>Word List</p> <p>1 = NA 2 = NA 3 = 0 4 = 1+</p>	<p>Word List</p> <p>1 = 2 or below 2 = 3-6 3 = 7 4 = 10+</p>	<p>Word List</p> <p>1 = 4 or below 2 = 5-9 3 = 14 4 = 25+</p>	<p>Word List</p> <p>1 = 19 or below 2 = 20-24 3 = 25-34 4 = 35+</p>
Grade 1	<p>Word List</p> <p>1 = 19 or below 2 = 20-24 3 = 25-34 4 = 35+</p>	<p>Word List</p> <p>1 = 24 or below 2 = 25-24 3 = 35-49 4 = 50+</p>	<p>Word List</p> <p>1 = 34 or below 2 = 35-89 3 = 90-124 4 = 125+</p>	<p>Word List</p> <p>1 = 89 or below 2 = 90-124 3 = 125-139 4 = 140+</p>
Grade 2	<p>Word List</p> <p>1 = 89 or below 2 = 90-124 3 = 125-139 4 = 140+</p>	<p>Word List</p> <p>1 = 124 or below 2 = 125-139 3 = 140-154 4 = 155+</p>	<p>Word List</p> <p>1 = 139 or below 2 = 140-154 3 = 155-174 4 = 175+</p>	<p>Word List</p> <p>1 = 154 or below 2 = 155-164 3 = 175-199 4 = 200+</p>

A Protocol for Interpreting Literacy and Mathematics Data and Setting Goals

Step1: Collect data. Look carefully at each piece of data separately, and say all you can about the student as a learner. What does the student do well? What does the student need support with?

Some data you might collect:

- ❖ Book logs with evidence of their comprehension
- ❖ Samples of writing about reading (post-its, reading notebook), across-content areas, writing notebooks and drafts, literary responses, quick essays
- ❖ On-demand assessment (narrative) both opinion and informational
- ❖ Running Record with accountability toward retell
- ❖ Sight word list
- ❖ Spelling inventory
- ❖ Oral language assessment
- ❖ IEP information
- ❖ Content-area specific assignments
- ❖ Anecdotal notes based on talk
- ❖ Evidence based on rubrics and continuums
- ❖ ELL information
- ❖ NWEA Student Progress Report
- ❖ Fact Fluency Records
- ❖ Unit Tests
- ❖ Mathematics Benchmark Assessments
- ❖ Classwork

Step 2: Look across your conclusions from each individual piece of data for patterns. Synthesize data to come up with an action plan based on findings.

Step 3: Create an action plan. The action plan should include:

- ❖ Methods of instruction (mini lessons, small groups, conferences, read aloud)
- ❖ Methods of progress monitoring based on the goal
- ❖ Frequency with which the student will have guided practice
- ❖ Length of time it will take to achieve the goal
- ❖ Specific skills, strategies, or behaviors that should be taught



- ❖ Running Record
- ❖ Miscue analysis
- ❖ Anecdotal record
- ❖ Portfolio
- ❖ Authentic samples
- ❖ Spelling analysis
- ❖ Word identification
- ❖ Response log
- ❖ Conference notes
- ❖ Post-its
- ❖ Self-assessment
- ❖ Peer-assessment
- ❖ Listening to reading
- ❖ Questioning
- ❖ Kid watching
- ❖ Feedback in context
- ❖ Student think-aloud
- ❖ Discussion
- ❖ Rubric
- ❖ Checklist
- ❖ Interview
- ❖ Informal inventory
- ❖ Questionnaire
- ❖ Reading survey
- ❖ Self-questioning
- ❖ Interest survey
- ❖ Strategy reflection
- ❖ Retelling
- ❖ Literature response
- ❖ Sketch/illustration
- ❖ Readers' notebook
- ❖ Writing Prompt

Samples of Common Types of Assessment Data

We must ensure that we are balancing varied forms of assessment to include the data recommended for RtI and the assessments that will offer a rich bank of information about students. This requires day-to-day assessment that is embedded in the learning process as an instructional informant. Effective instruction is assessment as each instructional experience is an opportunity to assess the success of learning and each assessment experience embeds good instruction. Throughout this process, we continuously ask questions that will help us to make new and more informed choices:

- ❖ What evidence is there that learning is/is not taking place?
- ❖ What does the existing evidence tell us about this student?
- ❖ What patterns are emerging to support a broader view?
- ❖ How can we interpret the data to support our instructional goals?
- ❖ How can we apply what we know about this student on a daily basis?
- ❖ What new evidence can we collect to demonstrate success?

(Howard, 2009)

The following assessments are examples of the evidence that classroom teachers and intervention specialists can bring to the PST meetings as well as the suggestions in the “Key Informal Sidebar.”

- ❖ **Report Card Grades:** including teacher comments and previous year’s achievement.
- ❖ **Test/Screening Data:** Test records from a student’s cumulative folder or from Nassau BOCES Data Warehouse illustrate academic strengths and weaknesses. Results from TC Benchmark Assessments would also provide a useful comparison to grade-level peer performance. Mathematics Benchmark Assessments and NWEA student progress report history.

- ❖ **Student Interview:** This can be an informal interview you have with the student to assess their perceived academic strengths or behavioral strengths or weakness, preferred methods of learning, and interests.
- ❖ **Class and Homework Grades:** Grades from the current year provide a comparison of student's performance to average class performance.
- ❖ **Attendance/Tardiness Records:** This data can be obtained via Infinite Campus. It will be important to look for patterns of absences and tardy arrivals.
- ❖ **Disciplinary Referrals:** These referrals will help the PST to track patterns of misbehavior over history.
- ❖ **Completed Work Products:** A collection of work students completed independently.
- ❖ **Anecdotal Records:** Records from the classroom teacher about any aspect of the student's academic or behavioral performance.

For Office Use Only

Case Manager

Date

Hewlett-Woodmere Public Schools**Problem-Solving Team (PST) Teacher RtI Referral Form**

Please answer the questions below so that we can better address the needs of your students at the initial PST meeting to talk with you about the needs of your student.

GENERAL INFORMATION

Student's Name:	
Date of Birth:	
Date of Referral:	
Person Making Referral:	
Child's Dominant Language:	
Home Language:	
How and when was the parent/guardian notified about concerns?	Date _____ Phone Call _____ Note Home _____ Conference
How is the student's attendance/tardiness this year?	_____ days absent _____ days late
Current school support services or program(s):	_____ Tier 2 Reading Support _____ Tier 3 Reading Support _____ Tier 2 Math Support _____ Tier 3 Math Support _____ Speech/ Language _____ Counseling _____ O/T _____ P/T _____ ENL _____ Other (please specify below)

List the student's strengths/interests:	1. 2. 3.
Current TC reading level	_____ independent _____ benchmark
NWEA Reading: Date Given _____	Child's: _____ Baseline RIT Score _____ percentile Expected Norm: _____ RIT Score _____ percentile
NWEA Math: Date Given: _____	Child's: _____ Baseline RIT Score _____ percentile Expected Norm: _____ RIT Score _____ percentile
Current NYSESLAT level (if applicable):	
Describe your concerns for making this referral, including the specific deficits that make it difficult for this child to learn (Appendix A). (academic, attentional/behavioral, social/emotional, language, fine/gross motor skills, other)	
Have you consulted with any support staff regarding your concerns? If so, who?	
Share any additional information you find pertinent.	

Problem-Identification Information

Interventions Attempted: Please describe specific attempts that you or others have made thus far to meet this student’s academic, social, and/or emotional needs:

Area of Concern Specific reading or math skill(s)	Intervention List specific strategies used	Dates Began-Ended	Person(s) Responsible	Outcome/Goal (attach data)

In what settings/situations does the problem occur **most** often?

Please list members of your instructional team/building staff whom you would like to receive an invitation to the initial PST meeting:

(Recommended Participants: Psychologist, Reading/Math Specialists, General Education Teacher, Principal/Assistant Principal, ENL Teacher, Social Worker)

When would be the best day(s)/time(s) for a member of the PST to observe the student having the difficulties that you describe above?

Please provide any additional pertinent information such as this student’s most current report card, NYS Test scores, local test scores, schedule, and attendance record and return with referral.

Case Manager Checklist

The School Psychologist is recommended to be the Case Manager.

PRIOR to initial meeting:

___ Review the PST referral form to make sure the teacher provided all necessary information.

Meet with the referring teacher at least 2 1/2 weeks prior to the initial PST meeting to complete the following tasks:

___ Help the teacher make any necessary changes to the PST referral.

___ Help the teacher understand what types of evidence should be brought to the meeting.

___ Complete the **Case Manager Problem Specification Sheet** (due at least one week prior to PST meeting).

After the initial meeting:

___ Check in with the referring teacher on a bi-weekly basis and complete the **Case Manager Follow-up** form.

___ Bring the **Case Manager Follow-up** form to the follow-up meeting.

Case Manager Problem Specification Checklist

Student: _____
Case Manager: _____
Return by: _____

Teacher: _____

Academic Readiness:

- _____ recall of personal information
- _____ shape recognition
- _____ color recognition
- _____ 1:1 correspondence
- _____ number identification
- _____ upper case letter identification
- _____ lower case letter identification
- _____ counting
- _____ recitation of alphabet
- _____ other areas: _____

Language:

- _____ articulation/intelligibility
- _____ expressive language
- _____ receptive language

Reading:

- _____ pre-literacy skills specify: _____
- _____ sight words
- _____ fluency: (accuracy & quickness, intonation) specify: _____
- _____ comprehension (retell, summarize, character analysis, envisioning, monitor for meaning, listening, prior knowledge) specify: _____
- _____ construction of story (prose, action, sequence, theme)

Mathematics:

- _____ number sense (counting, cardinality)
- _____ fluency with operations (addition, subtraction, multiplication, division)
- _____ algebraic thinking (extends patterns, understands relationships between operations)
- _____ fractions
- _____ geometry
- _____ measurement and data

Behavior:

Description: (type, frequency, duration, setting)

Please complete and return to your Case Manager AT LEAST 1 week before the initial meeting.

Case Manager Follow-up

Student: _____ Teacher: _____
Manager: _____ Initial meeting date: _____

Week 2:

Are the interventions being implemented as designed at the meeting? Y/N
If not, why? What evidence is provided?

Are there additional supports/resources that are needed?

Do you feel the intervention(s) is effective? Have you seen progress?

Is the frequency of the intervention implementation being recorded? Y/N

If issues are not resolved, please inform the Coordinator

Week 4:

Are the interventions being implemented as designed at the meeting? Y/N
If not, why? What evidence is provided?

Are there additional supports/resources that are needed?

Do you feel the intervention(s) is effective? Have you seen progress?

Is the frequency of the intervention implementation being recorded? Y/N

If issues are not resolved, please inform the Coordinator

Week 6:

Are the interventions being implemented as designed at the meeting? Y/N
If not, why? What evidence is provided?

Are there additional supports/resources that are needed?

Do you feel the intervention(s) is effective? Have you seen progress?

Is the frequency of the intervention implementation being recorded? Y/N

RTI Team: Initial Meeting Minutes Form

Step 1: Assess Teacher Concerns	Allotted Time: 5 Minutes
Review concerns listed on the PST Teacher RtI Referral Form (Appendix C), with the referring teacher and team. List primary concerns:	
Step 2: Inventory Student Strengths	Allotted Time: 5 Minutes
List student strengths and/or any preferred activities or incentives that motivate the student:	
Step 3: Review Background/Baseline Data	Allotted Time: 5 Minutes
Review any background or baseline information collected on the student (e.g., attendance, student grades, direct-observation data, Assessment Pro data, NWEA Student Progress Report and/or Student Profile etc.)	
Step 4: Select Target Teacher Concerns	Allotted Time: 5 Minutes
Define the 1-2 concerns in <i>observable terms</i> (top 1-2 difficulties that most interfere with the student's functioning in the classroom): <i>Academic problems should have data regarding student fluency, comprehension and accuracy in the area of concern.</i>	
1.	
2.	
Step 5: Set Academic Goals and Methods for Progress-Monitoring	Allotted Time: 15 Minutes
Fill out the details for each intervention goal (to a maximum of two) in the grids below.	
1. Academic Goal #1 Based on Concerns: <i>Describe in measurable, observable terms the behavior that is to be changed.</i>	

2. Action Plan: <i>What is the specific plan of action? What is the goal (level of proficiency) that the student is expected to achieve by the target date below?</i>
3. Assessment/Progress Monitoring: <i>What measures(s) will be used to monitor student progress? How frequently will this student goal be monitored? Who is responsible for monitoring this student goal?</i>
4. Target Date: <i>What is the target date to achieve this goal?</i>
ACADEMIC GOAL #2
1. Academic Goal # 2 Based on Concerns: <i>Describe in measurable, observable terms the behavior that is to be changed.</i>
2. Action Plan: <i>What is the specific plan of action? What is the goal (level of proficiency) that the student is expected to achieve by the target date below?</i>
3. Assessment/Progress Monitoring: <i>What measures(s) will be used to monitor student progress? How frequently will this student goal be monitored? Who is responsible for monitoring this student goal?</i>
4. Target Date: <i>What is the target date to achieve this goal?</i>



SAMPLE PARENT ENTER RTI

Date: _____

Dear Parent or Guardian of _____

This letter is to inform you about Academic Intervention Services (AIS) as they pertain to your child. As per the New York State Education Department (NYSED), students who score below the median scale score between level 2 (partially proficient) and level 3 (proficient) are identified as *eligible* for AIS. After initial eligibility is determined the school then uses multiple measures to make recommendations for AIS. These multiple measures may include, but are not limited to:

Local Measures:

- Teachers College Reading Benchmark Assessments
- Leveled Literacy Intervention Benchmark Assessments
- Northwest Evaluation Association (NWEA)
- Formative assessments that provide information about students' skills
- Teacher recommendation
- Progress monitoring data

Academic Intervention Services are designed to help eligible students achieve the NYS learning standards in ELA. These services may include:

- Additional instruction including whole group, small group, or individual instruction that supplements classroom instruction;
- Student support services needed to address barriers to improve academic performance

Please refer to the check box below for information about your child's services in reading:

- RTI, Tier II Reading: Small-group, pull-out reading instruction in addition to classroom reading instruction;
- RTI, Tier III Reading: Small-group, intensive pull-out reading instruction in addition to classroom reading instruction;
- AIS, Small-group, push-in reading service during classroom literacy block;
- AIS, Small-group, pull-out reading service during classroom literacy block.

Service Provider's Name: _____

The intensity and frequency of AIS may vary; it is designed to respond to individual student needs. All RTI services are provided by certified reading teachers. Your child will receive supplemental support in reading (as indicated above). After 9-12 weeks, an evaluation of your child's progress will be reviewed by our team to determine if your child will need to continue this service or if they have met benchmark criteria for their grade level.

Should you have any questions, please feel free to call your child's school.



SAMPLE PARENT ENTER RTI MATH

Date: _____

Dear Parent/Guardian of _____,

The Hewlett-Woodmere Public School District is dedicated to improving the achievement of all students. This letter is to inform you about Response to Intervention (RtI) Math services as they pertain to your child. Students qualify for Math RtI by the use of multiple, local measures including, but not limited to, the following:

- The Northwest Evaluation Association (NWEA)
- Grade Level Benchmark Assessments
- Teacher recommendation

Response to Intervention (RtI) Math services are designed to help eligible students achieve the NYS learning standards in mathematics. These services may include:

- Additional instruction including whole group, small group, or individual instruction that supplements classroom instruction
- Student support services needed to address barriers to improved academic performance

The intensity of Math RtI may vary; it is designed to respond to individual student needs. **Tier II students will receive support in the classroom during the time of mathematics instruction. Tier III students will receive small-group or individual support at a time outside and in addition to classroom mathematics instruction.**

Math RtI groups are taught by certified teachers and teacher assistants. Throughout the course of the year we will monitor your child’s progress and have team meetings to determine if your child will need to continue with this service or if he or she has met grade-level benchmark criteria.

Your child will begin to receive the following Math RtI Service: Tier II _____ Tier III _____

After 9-12 weeks, an evaluation of your child’s progress will be reviewed by administration and teachers.

Should you have any questions, please feel free to call your child’s school.



SAMPLE PARENT CHANGE OF SERVICE/EXIT

Date: _____

Dear Parent or Guardian of _____,

As you know, your child has been receiving additional Academic Intervention Services (AIS) as part of the federally-mandated Response to Intervention (RtI). These additional services are known as Tier II and Tier III and are provided *in addition to Tier I instruction* which occurs daily for all children in the classroom. This support has been provided for the past 9-12 weeks in a small-group setting. The purpose of this additional support is to catch your child up to his/her grade-level peers.

Academic Intervention Services are designed to help eligible students achieve the NYS learning standards in ELA. These services may include:

- Response to Intervention (RtI), as appropriate;
- Student support services needed to address barriers to improve academic performance

At this time, the RtI committee has evaluated your child’s progress using multiple measures as indicated below. These multiple measures may include but are not limited to:

- Teachers College Reading Benchmark Assessments;
- Benchmark Assessments that are part of Leveled Literacy Interventions
- Northwest Evaluation Association
- Running Record information/Progress Monitoring data
- Formative assessments that provide information about students’ skills
- Teacher recommendation

Please refer to the check box below for information about your child’s services as this marking period:

- RTI, Tier II Reading: Small-group, pull-out reading instruction in addition to classroom reading instruction;
- RTI, Tier III Reading: Small-group, intensive pull-out reading instruction in addition to classroom reading instruction;
- AIS, Small-group, push-in reading service during classroom literacy block;
- AIS, Small-group, pull-out reading service during classroom literacy block.
- Met benchmark- **Exiting** from Reading

Please be assured that your child’s progress will be reassessed in the fall to determine those who are at benchmark and those who will need supplemental instruction to meet grade level expectations. Thank you for your partnership in getting your child on track for learning.

Should you have any questions, please feel free to call your child’s school.



SAMPLE PARENT CHANGE OF SERVICE/EXIT

Date: _____

Dear Parent/Guardian of _____,

The Hewlett-Woodmere Public School District is dedicated to improving the achievement of all students. This letter is to inform you about Math Response to Intervention (RtI) services as they pertain to your child. Students qualify for Math RtI by the use of multiple, local measures including, but not limited to, the following:

- Northwest Evaluation Association (NWEA)
- Benchmark Assessments
- Teacher recommendation

Response to Intervention (RtI) Services are designed to help eligible students achieve the NYS learning standards in mathematics. These services may include:

- Additional instruction including whole group, small group, solo or primary instruction that supplements classroom instruction
- Student support services needed to address barriers to improved academic performance

The intensity of Math RtI may vary; it is designed to respond to individual student needs. **Tier II students will receive support in the classroom during the time of mathematics instruction. Tier III students will receive small-group or individual support at a time outside of and in addition to classroom mathematics instruction.**

All of our RtI groups are taught by certified teachers and teacher assistants. Throughout the course of the year we will monitor your child’s progress and have team meetings to determine if your child will need to continue with this service or if he or she has met grade-level benchmark criteria.

As you know, your child has been receiving the following Math RtI service: Tier II _____ Tier III _____

Your child will now begin to receive the following Math RtI service: Tier II _____ Tier III _____

Your child is **exiting** math service and will **now** be in Tier I _____

After 9-12 weeks, an evaluation of your child’s progress will be reviewed by administration and teachers.

Should you have any questions, please feel free to call your child’s school.

Guidance for Implementing RtI with English Language Learners/Multilingual Language Learners (ELL/MLL)

- **Tier I: Core Instruction for ELL/MLLs**
 - Analyze assessment/screening data to determine performance levels in both L1 and L2.
 - Use this assessment data to plan instruction.
 - Differentiate this instruction based on academic performance levels; the student's L1 and L2 levels; and the cultural background of the student.

Base the L2 performance levels on the NYSED Proficiency Levels for English as a Second Language

English Proficiency Level	Entering (Beginning)	Emerging (Low intermediate)	Transitional (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 minutes)</i>	<i>2 units of study per week (360 minutes)</i>	<i>1 unit of study per week (180 minutes)</i>	<i>1 unit of study per week (180 minutes)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	<i>1 unit of study per week (180 minutes)</i>	0.5 unit of study in ENL (90 minutes)			
INTEGRATED ENL	<i>1 unit of study per week (180 minutes)</i>	<i>1 unit of study per week (180 minutes)</i>			
FLEXIBILITY		0.5 unit of study can be STAND-ALONE ENL or integrated ENL/Core Content Area (90 minutes) *H-W provides 360 minutes of stand-alone ENL instruction	0.5 unit of study can be stand-alone ENL or integrated ENL/Core Content Area (90 minutes)		0.5 unit of study per week of Integrated ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years
<u>TOTAL</u>	<i>360 min per week</i>	<i>360 minutes per week</i>	<i>180 min per week</i>	<i>180 min per week</i>	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> <ul style="list-style-type: none"> • K-12 Certified ESOL Teacher 		INTEGRATED ENL - 1 Dually Certified Teacher INTEGRATED ENL - 2 Individually Certified Teachers (Co-Teaching)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1 (uu) of this Title. All programs must be provided during the school day.

TIER II and TIER III: Strategic and Intensive Levels of Intervention for ELL/MLL's

➤ TIER II and TIER III

Factors to consider with ELL/MLLs:

- Many ELLs have limited or interrupted prior schooling (SLIFE).
- Consider the ELLs' family, personal background, experiences, possible trauma, etc.
- Some ELLs have a poor command/paucity of language in their native language.
- In implementing RtI for ELL/MLLs, it is challenging to determine students' [prior] knowledge and skills in their first language and then understanding their performance in English (second language).
- Utilize your ESOL teacher's knowledge and experience in first and second language acquisition and learning.
- Know and understand the ELL's level of English proficiency.
- Do not penalize students for their accents or dialect features (e.g. dropping final 's' in Spanish).
- Scaffold language and opportunities to respond.
 - Scaffolding language includes explaining, paraphrasing, simplifying key words and concepts, supporting language by using familiar synonyms and antonyms, reframing students' responses, providing language supports, and more.
- For math instruction, be aware of issues of language proficiency, vocabulary, syntactical differences, etc.

“The issue of linguistic proficiency and vocabulary comprehension is also important when collecting data and measuring math skills. Vocabulary comprehension has been identified as a major variable in the understanding of math concepts (Kemp & Partyka, 2009). Computational concepts, algorithms, numerical concepts, measurement concepts and the structure of word problems are not necessarily universal (Secada, 1983).”

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

When designing the school district's RtI process, three major variables should be considered when assessing and planning appropriate instruction for students who are LEP/ELL:

- language (literacy and oracy in both native and second languages),
- culture, and
- educational history.

These variables remain consistent across all tiers; what changes is the intensity of instruction, possibly the instructional setting (e.g., instruction in another classroom with students who have similar concerns), and depending on the Tier, some of the key instructional staff may vary. It is also important to ensure consistency in the language of instruction among tiers: students receiving core reading instruction in the home language who also need Tier 2 instruction should receive Tier 2 instruction in the home language. (Linan-Thompson and Ortiz, 2009)”

As is the case with students who are native speakers of English, ELL/MLL students who continue to struggle with the academic material will need further intervention. If using a problem-solving model, the student data and the classroom instructional data should be provided to the instructional decision-making team for analysis to determine an appropriate instructional plan. If using a standard protocol model it is recommended that districts develop a protocol for ELL/MLL students which includes a menu of interventions that have been validated with ELL/MLL students (for further information, see Rivera, Moughamian, Lesaux, & Francis, 2008) in addition to the set of interventions that have been validated with native speakers of English.

Information regarding LEP/ELL for the problem-solving team:

- Review and analyze the data collected in Tier 1 documentation and conduct further assessments as needed, and make recommendations for Tier 2 intervention(s). For LEP/ELL students, the documentation should include the:
- explanation of how instruction was differentiated to address native and second language issues and cultural differences;
- amount and type of ESL instruction; and,
- amount and type of native language instruction (as appropriate).
- Select the instructional areas that need further, more intense intervention.
- Determine the extent of ESL instruction and/or native language instruction needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention.

Progress Monitoring

When monitoring the progress of LEP/ELL students:

- If instruction is being provided in L1 and L2, all on-going assessments should be conducted in both L1 and L2.
- When evaluating instructional programs for students in either L1 or L2, the results of instruction should be compared to results for “true peers” (i.e., students with the same native language and culture and similar educational histories). The performance of true peers should be used to benchmark progress and decide whether the student is responding adequately to the intervention or needs more intensive intervention.
- Whenever possible, the comparative sampling of true peers should be large enough for making educationally valid decisions. (S. Ortiz, personal communication.)
- Knowledge of typical second language development and the student’s history of first and second language use should be considered when setting benchmarks and interpreting progress.

Language Difference or Disability

When conducting assessments and developing instructional programs for a LEP/ELL student, care must be taken that issues of language differences are not confused with language disorders and that patterns of performance related to the student’s socio-cultural background or interrupted schooling are not mistaken for signs of a disability. Assessments in both L1 and L2 should be conducted for comparison before appropriate educational decisions can be made (Ortiz, 2009; Roseberry-McKibbin, 1995).

Table 1 provides an overview of the areas of language development which may be assessed to differentiate between linguistic differences and possible speech or language disability. As with judgments regarding reading development, judgments concerning the “appropriateness” of a student’s language should be based upon comparison with speakers who have similar linguistic backgrounds. Although “the literature suggests a high correlation between speech-language impairments and reading disorders [Schoenbrodt, Kumin, & Sloan, 1997; Gerber, 1993; & Sawyer, 1992; cited in Linan-Thompson & Ortiiz, 2009], best practice dictates that assessments be administered to determine the nature of reading difficulties and to guide the design of reading interventions” (Linan-Thompson & Ortiz, 2009, p. 107) before a student is identified as having a learning disability in the area of reading.

Differentiation Between Language Differences vs. Language Disability

Table 1

LANGUAGE AREAS	DIFFERENCE	POSSIBILITY/DISABILITY CONCERNS
Pragmatics: The rules governing social interactions (conversations; taking turns, etc.)	Social responses to language are based on cultural background (e.g., comfort level in asking or responding to questions) Pauses between turns or overlaps in conversation are similar to those of peers with the same linguistic and cultural background.	Social use of language or lack thereof is inappropriate (e.g., topic of lesson is rocks and the student continues to discuss events that occurred at home without saying how they relate to rocks).
Syntax: The rules governing the order, grammar, and form of phrases or sentences	Grammatical errors due to native language influences (e.g., students may omit the initial verb in a question—You like cake? (omission of Do)). Word order in L1 may differ from that of English (e.g., in Arabic sentences are ordered verb-subject-object while Urdu sentences are ordered subject-object-verb).	Grammatical structures continue to be inappropriate in both languages even after extensive instruction (e.g., student cannot produce the past tense in either Spanish or English indicating difficulty with grammatical tenses).
Semantics: The rules pertaining to both the underlying and the surface meaning of phrases and sentences	A student whose native language is Korean may have difficulty using pronouns, as they do not exist in his/her native language. A student may use words from L1 in productions in L2 because of his inability or unfamiliarity of the vocabulary in L2 (e.g., “The car is muy rapido.” In this case, the student knows the concept as well as the needed structure but cannot remember the vocabulary).	Student is demonstrating limited phrasing and vocabulary in both languages (e.g., his/her sentences in both languages demonstrate limited or no use of adjectives and adverbs and both languages are marked by a short length of utterance).
Morphology: The rules concerning the construction of words from meaningful units	Native speakers of Russian may not use articles as they do not exist in that language. A student whose native language is Spanish may omit the possessive (‘s’) when producing an utterance in English (e.g., “Joe crayon broke” or he will say “the crayon of Joe broke,” applying a structure that is influenced by the rules of his/her L1. He/she still demonstrates understanding of the morphologic structure for possession but is demonstrating errors in structure that are directly influenced by his/her L1.)	Student’s productions in both languages demonstrate a lack of the possessive form indicating that he/she has not acquired this morphologic structure by the appropriate age. Again, both languages may be marked by a short length of utterance.
Fluency: Flowing speech that is not marked by excessive interruptions, interjections, and/or repetitions	Student’s language does exhibit more interruptions, interjections, and/or repetitions for his/her age, but there are no physical concomitants marking the speech (physical strain or repeated physical actions), and the student does not seem to exhibit a consciousness of his/her dysfluency. Students learning L2 may exhibit interruptions, interjections, and repetitions as they are searching for words while speaking.	Major reliance on gestures rather than speech to communicate in both L1 and L2, even after lengthy exposure to English. The student exhibits not only interruptions, interjections, and/or repetitions, but also demonstrates physical concomitants that accompany these behaviors such as facial grimacing, leg stomping, or blinking that indicates physical struggle in producing speech. In addition, these students may demonstrate recognition of their dysfluency and try to avoid specific sounds or words. These behaviors will occur in both languages.

Phonology: The rules for combination of sounds in a language	Student may omit specific sound combinations or have difficulty producing certain sounds in the L2 that do not exist in the phonology of the L1 (e.g., student may have difficulty producing the /r/ /l/, /f/, /ch/, or /th/ in L2, or a Tagalog speaker might say “past” instead of “fast” or add a vowel before words that begin with clusters (“I go to eschool.”)	Students will demonstrate a delay in the development of the age appropriate sounds in both languages (e.g., a student may consistently have difficulty producing vowels in both language or by middle school the student will still demonstrate initial consonant deletion in both languages).
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Developed by Sarita C. Samora and Idalia Lopez-Diaz. (unpublished – adapted and printed with permission)

Quality Indicators for Implementing RtI with LEP/ELL students

- Personnel with bilingual and ESL certification (teachers, related service providers, school psychologists, and administrators) are members of a district’s RtI design team and instructional support teams.
- ESL is an integral part of core instruction for all LEP/ELL students, not an “intensive intervention” or additional tier in the RtI process. (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL and ELA instruction.)
- ESL methodology is employed in all three tiers and native language instruction or support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties.
- Culturally responsive instruction is employed in all three tiers.
- Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.
- Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
- The performance of “true peers” (i.e., students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.
- Research on second language development and the student’s history of first and second language development are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

Last Updated: November 9, 2010

Contact

University of the State of New York - New York State Education Department

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