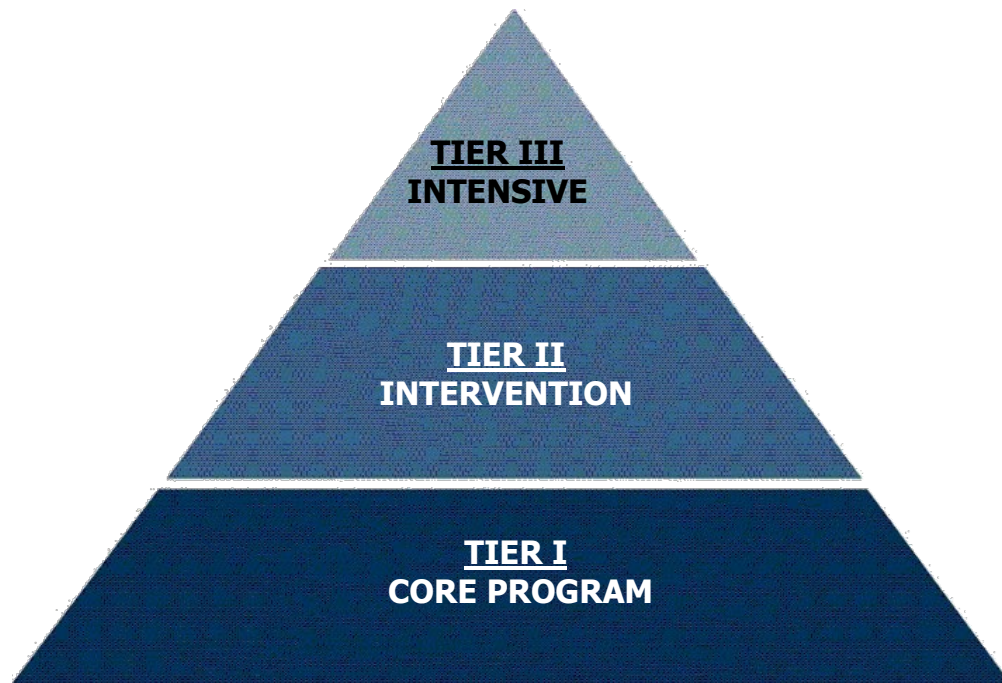


AMAGANSETT UNION FREE SCHOOL DISTRICT

320 Main Street
PO Box 7062
Amagansett, NY 11930



**Response to Intervention Plan
2018-2019**

Amagansett Union Free School District Response to Intervention Team:

Jennifer Brussell: Reading Specialist

Maria Dorr: Principal

Kristen Graham: Special Education Teacher

Kaitlin Hamilton: Psychologist

Suzanne Heffernan: Speech Pathologist

Moira Hussey: Teacher

Austin Keyes: Special Education Teacher

Michael Rodgers: Teacher

Table of Contents

Mission Statement	1
Introduction.....	1
Features of an Rtl Plan.....	3
Meeting Protocols.....	6

Appendix:

Appendix A: Defined Tier Instruction by Grade Level
Appendix B: Rtl Framework Overview
Appendix C: Assessments and Progress Monitoring
Appendix D: Problem Solving Team Form
Appendix E: Rtl Referral Form

Mission Statement

The Amagansett Union Free School District is dedicated to providing the highest quality educational experience for all its children. Our task is twofold: to encourage students to work diligently because there is value in what they are asked to do and in how they are asked to do it and to maintain an up to date educational and safe environment in which to learn. We create an atmosphere and physical facility conducive to hard work and high achievement in all areas of a student's life.

We foster an educational environment where we provide high quality instruction to all students. The Amagansett Union Free School District Provides Academic Intervention Service using a three tiered model to meet the needs of individual services.

Introduction

Response to Intervention (Rtl) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (National Association of State Directors of Special Education, 2006)

Rtl represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. Rtl is an effective and instructionally relevant process to inform these decisions.

The New York State Education Department (NYSED) has established a regulatory policy framework for Rtl in relation to school-wide screenings, minimum components of Rtl programs, parent notification and use of Rtl in the identification of students with learning disabilities. The Regents policy establishes Rtl as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

Reading in the early grades is a primary focus of the RtI process, as this is the area in which most of the research is available and the curriculum area in which the most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RtI can apply to other content areas as well as to behavioral issues that impact learning.

There are several areas of regulatory requirements in which screening, assessment and the provision of appropriate instruction are outlined reflecting the principles of RtI. It is the integration of these requirements that forms New York's policy framework for school districts to use to systematize effective educational practice. These regulations, include:

- Part 117 – School-wide Screening Requirements
- Part 200 – Requirements for Written Board of Education Administrative Policies and Practices
- Part 100 – Required Components of an RtI Program
- Part 200 – Requirements for Procedures for Determining if a Student Has a Learning Disability

Features of an Rtl Plan

Comprehensive Assessment Plan

A major feature of the Rtl Model is its utilization of data to drive the decision-making process at the individual student, classroom and school levels. To support Rtl, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students
- Inform the problem-solving process
- Design and modify instruction to meet student needs

Rtl uses a tiered system of assessments that increase in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated, as well as allow teachers to design instruction that responds to learning needs. By regularly assessing students' progress in learning and behavior, teachers can identify which students need more help, which ones are likely to make good progress without additional interventions, and which ones need their learning accelerated.

An effective assessment plan has four main objectives:

1. To identify students at the beginning of the year who are at-risk or who are experiencing difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmark and who need to be challenged
2. To monitor students' progress during the year to determine whether at-risk students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged
3. To inform instructional planning in order to meet the most critical needs of individual students
4. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade-level standards by the end of each year

The four objectives outlined above can be achieved through various types of assessments throughout the school year. The types of assessments utilized are universal screening, progress monitoring and New York State Common Core Assessments.

Universal Screening Assessments: (All Students)

- Quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance
- Administered to all students as an initial baseline and at the end of the year
- Help identify students who do not meet or who exceed grade level expectations
- Results used for a starting point for instruction or need for further evaluation

Amagansett utilizes NWEA assessments and DIBELS fluency assessments to provide information to target interventions to meet the needs of all students. Universal screening provides achievement results for all students.

Progress Monitoring Assessments: (For Tier I, II, and III Interventions)

- Brief assessments given periodically to determine whether students are making adequate progress in their intervention
- Data is collected, evaluated and used on an ongoing basis for the following purposes:
 - Determine the rate of student progress
 - Provide information on the effectiveness of instruction and to modify intervention if necessary
 - Identify the need for additional information
 - Analyze and interpret gaps between benchmarks and achievement

Amagansett utilizes AIMSweb progress monitoring and Reading Benchmark Assessments to monitor student progress and growth.

New York State Common Core Assessments: (Grades 3-6)

- New York State Common Core Assessments were developed to measure student achievement based on grade level standards
- The state mandates services for students based on a specific yearly determined cut point

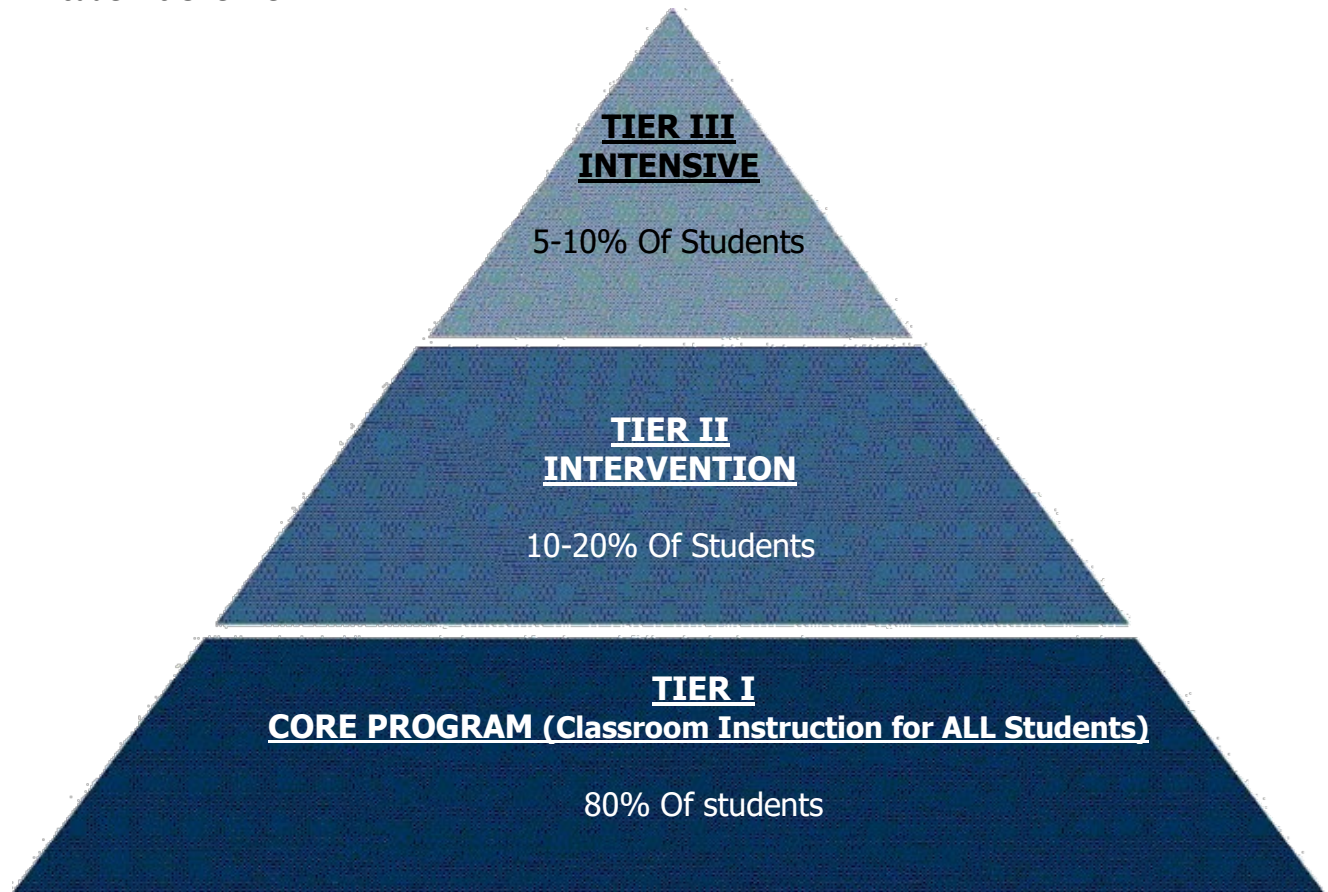
Student Selection:

Students are selected for targeted interventions based on multiple data points and teacher input. Data points may include the New York State ELA & Math Assessments, NWEA, DIBELS and other formal and informal assessments.

Multi-Tiered Instructional Practice

RtI is a multi-tiered service-delivery model. Distinctive support structures are built into each tier and provide teachers with guidelines that put into action curriculum and instructional practices to improve student achievement. The important features of a tiered delivery system are that ALL students receive Tier I instruction, and that intensified instruction is provided to students in direct proportion to their individual needs (Tier II & Tier III)

Academic Overview



Data from universal screenings, New York State Assessments and Classroom Assessments are utilized together to determine the level of intervention services. In addition the RtI providers in Tier II and Tier III collaborate with and review all assessment data and share results with the classroom teacher (Tier I provider). Programs and interventions are determined by multiple assessments and delivered to the classroom teachers by RtI providers.

Meeting Protocols

Universal Meetings

District Data Team:

Members: Administration, Special Education Representative, Reading Teacher, Speech Teacher, Social Worker, Psychologist

Tri Annual Reviews

Purpose: To review all students and make selections for Rtl

- Review benchmark data as specified for each grade level
- Discuss student strengths/weaknesses and identify targeted areas of information
- Review students by grade level and place in appropriate intervention services
- Make decisions to continue, discontinue or initiate services for students
- The team will meet three times per year

Fall-September

- Review student assessments to select students based on targeted area of instruction for services based on grade level specific benchmarks

January-Winter

- Review winter student assessment results to continue services, discontinue services or select new students that are struggling

Spring-May

- Review spring benchmark results to continue services, discontinue services or select new students that are struggling

Congruency Meeting:

Members: Classroom Teachers and Intervention Providers

Purpose: To monitor student development and review goals

- Monthly meetings scheduled with intervention providers and classroom Teachers to review progress monitoring, benchmarks, and student work to adjust goals as necessary to optimize student performance

Promotion Meeting:

Members: Sending and Receiving Classroom Teachers, Administration, Psychologist, Social Worker, Special Education Teacher, Reading Teacher, Speech Teacher

Purpose: Discuss student strengths and needs for seamless transition to the following grade

- Dialogue between providers to optimize transition to the following grade
- Discuss students' strengths and needs in all content areas.

Response to Intervention Meetings

Rtl Problem Solving Team:

Members: Determined Based on Concerns and Referring Teacher Requests

Purpose: To Develop Strategies to Assist with Tier I and Tier II Instruction

- Convene a team when any teacher has a concern about one or more students
- Develop strategies and utilize resources to improve student achievement and instruction in the classroom
- The team will meet on an as needed basis
- Complete *Problem Solving Team Meeting Request Form* (Appendix D) and place in Rtl mailbox

Rtl Referral Meeting:

Purpose: To Implement Pre-Referral Strategies and Services to Meet the Needs of Struggling Students

Members: Administration, Referring Teacher, Psychologist, Social Worker, and Referring Teacher Requests

- *Rtl Referral Form* (Appendix E) must be completed to initiate a meeting
- The classroom teacher and a team of specialists attend the meeting in order to deliver services to students
- The student schedule and services provided is considered when making decisions
- Additional team members will be invited based on student needs
- Team will meet weekly on Mondays as needed
- Complete Rtl referral form and place in Rtl mailbox

Defined Tier Instruction by Grade Level

Appendix A

KINDERGARTEN TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> NWEA Benchmark Assessment 3 Times per Year (Winter Optional) DIBELS: ELA & Math 3 Times per Year Observation Survey DRA Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

KINDERGARTEN TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31st to 49th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction Minimum 2x/Week
Assessment	<ul style="list-style-type: none"> NWEA Benchmark Assessment 3 Times per Year DIBELS: ELA & Math 3 Times per Year Observation Survey Progress Monitoring: DIBELS 1x/Month DRA Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students Who Score at the 31 st -49 th Percentile
Exit Criteria	Students Who Score at the 50 th Percentile and Above

KINDERGARTEN TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goals Group Size Up to 5 students
Instructional Programs	Common Core Learning Standards, Florida Center For Reading Research Resources, Balanced Literacy
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Observation Survey • Progress Monitoring: DIBELS 2x/Month • DRA Assessment
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students Who Score at the 30 th Percentile and Below DRA: Students Who Score at a Level A
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students who Score on grade Level

Grade 1 TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year (Winter Optional) • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

Grade 1 TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31 st to 49 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction-Minimum 2x/Week
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • Progress Monitoring: DIBELS 1x/Month
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 31 st -49 th Percentile Foundations: Unit Test Scores 71-80%
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 1 TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goals Group Size Up to 5 students
Instructional Programs	Leveled Literacy Instruction Foundations Double Dose Math Intervention Program
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • Progress Monitoring: DIBELS 2x/Month
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students who score in the 30 th Percentile and Below Foundations: Unit Test Scores 70% and Below DRA: Fall- 2 & Below Winter: DRA 8 & Below Spring: DRA 12 & Below
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 2 TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year (Winter Optional) • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

Grade 2 TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31 st to 49 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction Min 2x/week
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • Progress Monitoring: DIBELS 1x/Month
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 31 st -49 th Percentile Foundations: Unit Test Scores 71-80%
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 2 TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goals Group Size Up to 5 students
Instructional Programs	Leveled Literacy Instruction Just Words Math Intervention Program
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • Progress Monitoring: DIBELS 2x/Month
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students who score in the 30 th Percentile and Below Foundations: Unit Test Scores 70% and Below DRA: Fall Fall-12 & Below Winter: DRA 18 & Below Spring: 24 & Below
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 3 TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> NWEA Benchmark Assessment 3 Times per Year (Winter Optional) DIBELS: ELA & Math 3 Times per Year DRA Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

Grade 3 TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31 st to 49 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction Min 2x/week
Assessment	<ul style="list-style-type: none"> NWEA Benchmark Assessment 3 Times per Year DIBELS: ELA & Math 3 Times per Year DRA Assessment Progress Monitoring: DIBELS 1x/Month
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students who score in the 31 st -49 th Percentile
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level

Grade 3 TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goals Group Size Up to 5 students
Instructional Programs	Leveled Literacy Instruction Wilson Just Words Writing Fundamentals Math Intervention Program
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • Progress Monitoring: DIBELS 2x/Month
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 30 th Percentile and Below Foundations: Unit Test Scores 70% and Below DRA: Fall 24 & Below Winter: 30 & Below Spring: 34 & Below
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 4 TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year (Winter Optional) • DIBELS: ELA & Math 3 Times per Year • DRA Assessment • NYS ELA & Math Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

Grade 4 TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31 st to 49 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction Min 2x/week
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • DRA Assessment • Progress Monitoring: DIBELS 1x/Month • NYS ELA & Math Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 31 st -49 th Percentile
Exit Criteria	Students who score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level

Grade 4 TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity.
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goal Group Size Up to 5 students
Instructional Programs	Leveled Literacy Instruction Wilson Just Words Writing Fundamentals Math Intervention Program
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • NYS ELA & Math Assessment • Progress Monitoring: DIBELS 2x/Month
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 30 th Percentile and Below Foundations: Unit Test Scores 70% and Below DRA: Fall 34 & Below Winter: 40 & Below Spring: 44 & Below Students who score in the State Determined Scale Score Range
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 5 TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year (Winter Optional) • DIBELS: ELA & Math 3 Times per Year • DRA Assessment • NYS ELA & Math Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

Grade 5 TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31 st to 49 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction Min 2x/week
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • DRA Assessment • NYS ELA & Math Assessment • Progress Monitoring: DIBELS 1x/Month
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 31 st -49 th Percentile
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level

Grade 5 TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goals Group Size Up to 5 students
Instructional Programs	Leveled Literacy Instruction Wilson Just Words Writing Fundamentals Math Intervention Program
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • NYS ELA & Math Assessment • Progress Monitoring: DIBELS 2x/Month
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 30 th Percentile and Below Foundations: Unit Test Scores 70% and Below DRA: Fall 44 & Below Winter: 50 & Below Spring: 50 & Below Students who score in the State Determined Scale Score Range
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

Grade 6 TIER I INSTRUCTION

Tier I Components	Student Focus: For All Students in the General Educational Setting
Time Intensity	Regular Education Core Courses
Grouping & Instructional Practice	Whole class and flexible grouping with differentiated instructional practices
Instructional Programs	Common Core Learning Standards
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year (Winter Optional) • DIBELS: ELA & Math 3 Times per Year • DRA Assessment • NYS ELA & Math Assessment
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts

Grade 6 TIER II INSTRUCTION

Tier II Components	Student Focus: For students scoring in the 31 st to 49 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group differentiated instruction and/or computer assisted instruction program targeted to student needs
Grouping & Instructional Practice	Flexible grouping with differentiated instructional practices that may be explicit and systematic Group Size Up to 10 students
Instructional Programs	Common Core Learning Standards Computer Assisted Instruction Min 2x/week
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • DRA Assessment • NYS ELA & Math Assessment • Progress Monitoring: DIBELS 1x/Month
Instructor/ Interventionist	General Education Classroom Teacher
Setting	General Education Classrooms
Documentation/ Evaluation	Routine observations, walkthroughs, teacher assessments and artifacts
Entrance Criteria	Students who score in the 31 st -49 th Percentile
Exit Criteria	Students who score at the 50 th Percentile and above DRA: Students Who Perform on Grade Level

Grade 6 TIER III INSTRUCTION

Tier III Components	Student Focus: For students scoring below the 30 th percentile on assessments as well as teacher input
Time Intensity	In addition to Tier I instruction, small group targeted instruction as prescribed by intervention program for implementation with fidelity
Grouping & Instructional Practice	Targeted instructional grouping with explicit and systematic instructional practices with specific goals Group Size Up to 5 students
Instructional Programs	Leveled Literacy Instruction Wilson Just Words Writing Fundamentals Math Intervention Program
Assessment	<ul style="list-style-type: none"> • NWEA Benchmark Assessment 3 Times per Year • DIBELS: ELA & Math 3 Times per Year • Foundations Unit Tests • DRA Assessment • NYS ELA & Math Assessment • Progress Monitoring: DIBELS 2x/Month
Instructor/ Interventionist	AIS Providers Special Education and Reading Specialist
Setting	Pull Out or Push In Small Group Intervention Setting
Documentation/ Evaluation	Benchmark and progress monitoring data, teacher assessments and artifacts
Entrance Criteria	Students Who Score in the 30 th Percentile and Below Foundations: Unit Test Scores 70% and Below DRA: Fall 50 Winter: 50 & Below Spring: 50 & Below Students who score in the State Determined Scale Score Range
Exit Criteria	Students Who Score at the 50 th Percentile and Above DRA: Students Who Perform on Grade Level Foundations: Unit Test Scores 80% and Above

**Amagansett Union Free School District
Response to Intervention
Framework Overview**

Appendix B

Amagansett Union Free School District Response to Intervention Framework Overview

Data Management Systems

The following data management tools are utilized to maintain longitudinal assessment data to make informed decisions for targeted student interventions.

1. School Tool-Program Log
2. District Data Files-Maintained by Director
3. NWEA
4. DIBELS
5. BARS – BOCES Assessment Reporting System for NYS Assessments
6. IEP Direct and RtI:Direct Student Data Management
7. LRPT2– New York State Testing and Accountability Reporting Tool

Problem Solving Structures/Selection Criteria

1. Classroom Teacher
2. RtI Teams
3. 504 Planning Committees
4. CSE – Committee on Special Education

Assessments & Progress Monitoring

Appendix C

Assessments & Progress Monitoring

Amagansett UFSD Response to Intervention Framework Assessments & Methods of Progress Monitoring	GRADE LEVEL		UNIVERSAL SCREENING	BENCHMARK	MONITORING	REFERRAL
	K – 2	3-6				
NWEA-Northwest Evaluation Association Assessment: Reading & Math	X	X	X	X		X
DIBELS: Reading	X	X	X		X	X
DIBELS: Math	X	X	X		X	X
Fountas & Pinnell Benchmark Assessment Kit <ul style="list-style-type: none"> ○ Running Records ○ Comprehension ○ Fluency Assessment 	X	X		X	X	X
NYS Assessments (3-6)		X		X		
Speech/Language Screening	X	X	X		X	X
Occupational/Physical Therapy	X	X	X		X	X
WIST – Word Identification and Spelling Test (Wilson Reading Program)		X	X		X	X
WADE– Wilson Assessment of Decoding and Encoding (Wilson Reading Program)	X	X				X
DRA	X	X		X	X	X
Formative and Informal Assessments & Artifacts-To support district Core Curriculum and Common Core Learning Standards	X	X	X		X	

Problem Solving Team Form

Appendix D

Rtl Problem Solving Team:

Members: Determined Based on Concerns and Referring Teacher Requests

Purpose: To Develop Strategies to Assist with Tier I and Tier II Instruction

- Convene a Team When Any Teacher has a Concern About One or More students
- Develop Strategies and Utilize Resources to Improve Student Achievement and Instruction In the Classroom
- The team will meet on an as needed basis
- Complete Problem Solving Team Meeting Request Form and Place in Rtl Mailbox

Amagansett UFSD
Problem Solving Team Request Form

Teacher: _____

Date: _____ **Grade:** _____

Student(s) To Be Discussed:

Concerns:

Requested Attendees:

**Amagansett UFSD
Problem Solving Team Request Form
Action Plan**

(This Form Is To Be Filled Out At Meeting)

Student Name:_____ **Grade** _____

Notes:

Intervention or Follow-Up Action Description:

Intervention/Action	Person Responsible	Target Date/ Follow-Up	Intervention Check
			This step took Place: Y_____ N_____
			This step took Place: Y_____ N_____
			This step took Place: Y_____ N_____

Rtl Referral Form

Appendix E

Rtl Referral Meeting:

Purpose: To Implement Pre-Referral Strategies and Services to Meet the Needs of Struggling Students

Members: Administration, Referring Teacher, Psychologist, Social Worker, and Referring Teacher Requests

- Rtl Intervention Team Information Sheet Must Be Completed to Initiate a Meeting
- The Classroom Teacher and A Team of Specialist Attend the Meeting in Order to Deliver Services to Students
- The Student Schedule and Services Provided is Considered When Making Decisions
- The Team will Consist of the Classroom Teacher, Administrator, and General Intervention Provider and Social Worker
- Additional Team Members will be Invited Based on Student Needs
- Team will Meet Weekly on Mondays As Needed
- Complete Rtl Referral form and Place in Rtl Mailbox

Amagansett UFSD
RtI Intervention Team Referral Form

Please answer the questions below so that we will be better prepared at the initial meeting to talk to you about the needs of the student.

Student Information

Student Name: _____ DOB: _____

Dominant Language: _____ Grade: _____

Number of Absences This Year: _____ Tardy Issue: Yes No

New Entrant: Yes No If Yes, From What State: _____

District: _____

Referral Information

Person(s) Making Referral: _____ Date: _____

Was Parent Contacted about Concerns? Yes/ No

By Whom: _____ Date: _____

By Whom: _____ Date: _____

Please note any medical or health concerns for this student.

Current Support Services in place for this student: (Please Circle)

Special Class Inclusion Resource Rm Speech ESL OT PT

Counseling Wilson RtI ELA RtI Math LLI

Other: _____

Academic Information

Assessment Information

Attach the most recent quiz/test/Diagnostic/Benchmark scores. Place a check mark to indicate attachment:

Assessment:	Included	Other Assessment(s):	Included
NWEA			
AIMSweb			
Classroom Math Test			
Classroom ELA Test			

Requested Attendees: _____

Standardized Assessment/State Assessment Results

Please circle the appropriate level.

NYS ELA Grade ____ Year ____	NYS Math Grade ____ Year ____	NYS Science Grade ____ Year ____	NYSESLAT Year ____ Level ____
1 2 3 4	1 2 3 4	1 2 3 4	Beg Int Adv

Concerns/Strategies/Strengths

Concerns

List primary concerns that you have with this student in your classroom.

Strengths

What are some strengths, talents, or specific interests for this student?

Additional Information

List any other information about this student's academic level or abilities that may shed light on your referral concerns.

Strategies

List specific strategies that you have tried in the classroom to support this student in area(s) of concern. Place an "X" if used and include duration (date-to-date).

Phonemic Awareness

Used	Description	Duration:	Used	Description	Duration:
------	-------------	-----------	------	-------------	-----------

	Rhymes			Segmenting Sounds	
	Sound ID			Blending Sounds	
	Tapping Out Sounds			Syllabication	
	Other:				

Concepts About Print

Used	Description	Duration:	Used	Description	Duration:
	Book/Text Knowledge			Tracking	
	1 to 1 Matching			Directionality	
	Other:				

Phonics/Decoding

Used	Description	Duration:	Used	Description	Duration:
	Letter/Sound ID			Chunking Words	
	Tap Out Sounds			Word Sorts	
	Other:				

Fluency

Used	Description	Duration:	Used	Description	Duration:
	Reading Strategies			Reread Easy/Familiar Text	
	Shared Reading			Partner/Buddy Reading	
	Readers Theater			Chunked Text	
	Choral Reading			Word Lists	
	Other:				

Vocabulary

Used	Description	Duration:	Used	Description	Duration:
	Experience Charts			Guess the Covered Word	
	Cloze Technique			Find Root Word/Prefix/Suffix	
	Vocabulary Flash Cards			Frayer Model	
	Word Wall			Picture Cues	
	Other:				

Comprehension

Used	Description	Duration:	Used	Description	Duration:
	Retelling in Own Words			Highlight Key Words	
	Preview Text			Gist/Stop & Jot	
	Other:				

Writing

Used	Description	Duration:	Used	Description	Duration:
	Inventive Spelling			Use of Word List/Dictionary	
	Daily Writing			Handwriting Practice	
	Prewriting Activities			Story Editing	
	Other:				

Math

Used	Description	Duration:	Used	Description	Duration:
	Fact Flash cards			Math Games	
	Manipulatives			Relevant Tools	
	Other:				

Modifications

Used	Description	Duration:	Used	Description	Duration:
	FM Trainer			Directions Repeated/Rephrased	
	Teacher Modeling			Breaks/Segment Assignments	
	Keyboarding			Additional Time to respond	
	Limit Distractions			Extended Work Time	
	Preferential Seating			Tech Assistance	
	Double Dose			Alternate Task/Skill	
	Simplified Language			Time Limits	
	Graphic Organizer(s)			Directed Small Group Instruction	
	Tangible Rewards			Frequent Encouragement	
	Goals Set With Student			Nonverbal Cues/Behavior	
	Daily/Weekly Reports			Behavior Management Plan	
	Parent Conference			Directions/Questions Read	
	Other:				

**Amagansett UFSD
RtI Referral Action Plan**

(This Form Is To Be Filled Out By Team)

Student Name: _____ **Grade** _____

Notes:

Intervention or Follow-Up Action Description:

Intervention/Action	Person Responsible	Target Date/ Follow-Up	Intervention Check
			This step took Place: Y_____ N_____
			This step took Place: Y_____ N_____
			This step took Place: Y_____ N_____

