Response to Intervention Plan

MANHASSET UFSD

Approved by Board of Education:

(Date)

Acknowledgements

I would like to acknowledge the work of the following professionals who were instrumental in the development of the Manhasset Public Schools' **Response to Intervention Plan**. It was the work of dedicated administrators and teachers through hundreds of hours of extensive planning and collaboration that allowed us to create a plan inclusive of all students' needs.

The completion of this plan would not have been possible without the assistance of three key leaders throughout this endeavor; they are Dr. Rebecca Chowske, District Coordinator for ELA and Reading, Mrs. Lauren Tallarine, District Coordinator for Mathematics and Business, and Mr. Gary LaFemina, Assistant Director of CPSE/Elementary Special Education. I cannot thank them enough for their clear vision, content-area expertise, and professional persistence in accomplishing this significant task.

Dr. Charles Leone
Assistant Superintendent for Curriculum and Instruction
RtI Committee Chairperson

RESPONSE TO INTERVENTION COMMITTEE MEMBERS

THE PROFESSIONALS BELOW WERE MEMBERS OF ONE OR MORE OF THE FOLLOWING WORK GROUPS: THE UNIVERSAL SCREENING SELECTION COMMITTEE, THE LITERACY PROGRAM EVALUATION COMMITTEE, AND THE RtI PLAN DRAFTING COMMITTEE

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Introduction

In 2016, a district-wide Response to Intervention (RtI) Committee was established, comprised of district- and school-building administrators, elementary- and middle-school teachers, special education teachers, school psychologists, reading teachers, math specialists, and ENL teachers. The committee embarked upon a three-year journey to examine New York State's Response to Intervention regulations and how its requirements might enhance our current methods of teaching and learning. The group's charge was to focus on three major goals: 1) to recommend and adopt a universal screening tool to be used as a measure of student growth in reading and math; 2) to investigate, recommend, and adopt a research-based reading program for implementation in grades K-5; and 3) to develop a comprehensive district-wide Response to Intervention Plan to codify and systematically address the interventions and processes used to support students in being successful in reading and mathematics.

We were fortunate to have had extensive discussions over several years that allowed us to peruse multiple resources—including gaining the insights and contributions of several experts in their fields. In addition, we carefully reviewed our current curricula and their instructional frameworks to gain a better sense of how RtI would positively impact our students' growth and achievement in the Manhasset Public Schools.

Throughout the process, we examined our current use of intervention(s) and our capacity to implement them with efficacy and fidelity, and thus envisioned a three-tiered model of intervention. These examinations led to several final recommendations regarding curriculum, instruction, assessment, and professional development. The RtI Committee will continue to meet bi-annually to review the plan, as this will remain an evolving document in an effort to continue to meet the needs of all students and teachers over time.

Charles R. Leone, Ed.D.
Assistant Superintendent for Curriculum and Instruction

RtI Team Responsibilities

The District RtI Team in Manhasset Public Schools was charged with the following responsibilities relative to RtI:

- To develop and articulate a K-6, district-wide, multi-level instructional system for promoting school success in reading acquisition and mathematical skills and concepts.

- To adopt a research-based, universal screening tool to measure growth and achievement over time, and to identify those students who are not making adequate yearly progress.

- To conduct periodic efficacy reviews of the Kindergarten through Grade 6 Tier I Reading and Math programs.

- To periodically review and update the District Response to Intervention Plan.

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SECTION 1: INTRODUCTION

Response to Intervention (RtI) at Manhasset Public Schools functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and to intervene by providing supplemental interventions targeted to their learning needs.

Response to Intervention Defined

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

Legislative Background & Regulatory Requirements

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

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

   • **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. Although not legislated, Manhasset UFSD has included mathematic interventions in our plan.   Manhasset defines appropriate mathematical instruction as scientific, research-based math programs that include explicit and systematic instruction in skill acquisition and problem-solving application.

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

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

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:

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

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI plan**, including, but not limited to the:

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

   [§ NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement an RtI plan and that such program is implemented consistent with the specific structure and components of the model.

   [§ NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012**, **that all school districts have an RtI plan in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading**. "*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.*"

   [§ NYCRR section 200.4(j)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research-validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

SECTION 2:
RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasingly intensive levels or tiers of instructional support. Within the Manhasset UFSD, a three-tiered model is used**.**

Intensive Intervention

Targeted Small-Group Instruction

Core Classroom Instruction
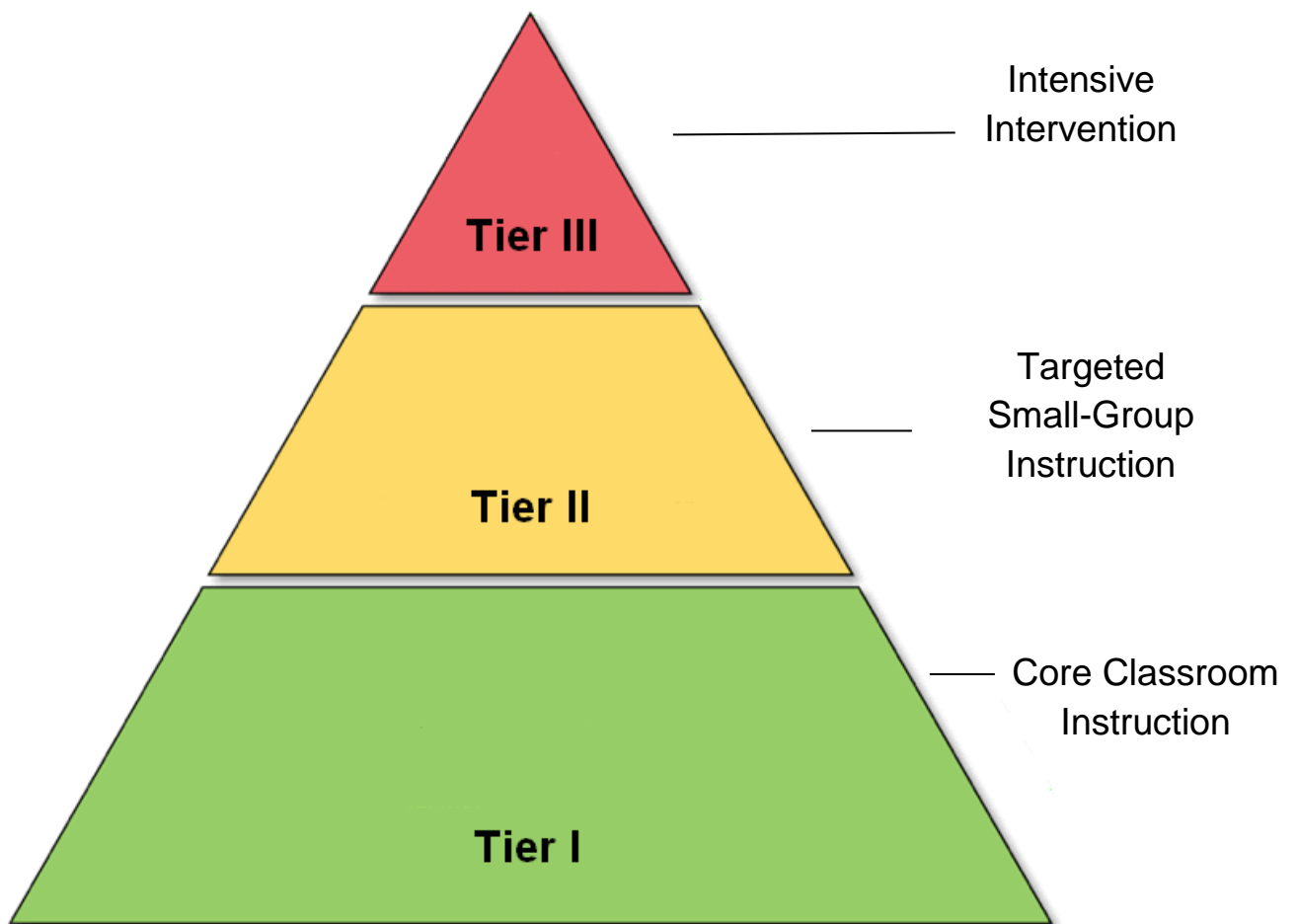
Response to Intervention Summary
(Reading)

Note: Program use will be determined after an evaluation of student needs and may be subject to change. This chart includes research-based programs currently in use, but is not an exhaustive list.

	Tier 1	Tier 2	Tier 3
Description	Classroom based **Time:** 10-30 min. **Frequency**: 1-5x per week **Provider**: Classroom teacher	Pull Out (Push In K Only) **Time**: 30 min. (K-2), 40 (Grades 3-5) **Frequency**: 2-3x per week **Provider**: Classroom and Reading/ENL Teachers and/or other personnel as determined by IST	Pull Out/Push In **Time**: 30-60 min. **Frequency**: 4-5x per week **Provider:** Classroom, Reading, ENL, and/or other personnel as determined by IST
Grades K-2	● Targeted Small-Group Intervention ○ Guided reading ○ Strategy group ○ Shared reading ○ Word Study ○ Interactive writing ● *Fundations/Double-dose Wilson Fundations* ● Instructional Support ● Extra-help ● Progress Monitoring	● Targeted Small-Group Intervention ○ Guided reading ○ Strategy group ○ Shared reading ○ Word Study ○ Interactive writing ● Instructional Support ● LLI ● Double-dose *Fundations* ● *My Sidewalks*	● Targeted Small-Group Intervention ○ Guided reading ○ Strategy group ○ Shared reading ○ Word Study ○ Interactive writing ● Instructional Support ● LLI ● Double-dose *Fundations* ● *iRead*

| Grades 3-5 | • Targeted Small-Group Intervention
  ○ Guided reading
  ○ Strategy group
  ○ Assessment with Learning Progression
  ○ Small Group Read Aloud with discussion
• Extended Learning (Homework program)
• Progress Monitoring | • Targeted Small-Group Intervention
  ○ Guided reading
  ○ Strategy group
  ○ Assessment with Learning Progression
  ○ Small Group Read-Aloud with discussion
• Instructional Support
• Wilson, Wilson *Just Words*
• LLI | • Targeted Small Group Intervention
  ○ Guided reading
  ○ Strategy group
  ○ Self-assessment with Learning Progression
  ○ Small Group Read-Aloud with discussion
• Instructional Support
• Wilson
• LLI
• My Sidewalks
• Edmark
• System 44
• Read 180 |

Response to Intervention Summary (Math)

	Tier 1	Tier 2	Tier 3
Description	Classroom based **Time**: 10-30 min. **Frequency**: 1-5x per week **Provider**: Classroom teacher	Pull Out/Push In **Time:** 40 min (Grades 1-4); 30-40 minutes (Grades 5-6, Push-in only) **Frequency**: 2x per week **Provider:** Classroom Teachers, Math Specialists, and/or other personnel as determined by IST	Pull Out/Push In **Time:** 40 min (1-4); 30-60 minutes (5-6, Push-in only) **Frequency:** 3x per week **Provider:** Classroom Teacher, Math Specialists, and/or other personnel as determined by IST

Grades 1-6	● Targeted Small-Group Intervention 　○ Math Fact Fluency 　○ Skill Development that parallels classroom lesson 　○ Use of manipulatives to support pictorial and abstract representations ● *Math in Focus* Reteach Worksheets ● Instructional Support ● *Fastt Math* ● *Fraction Nation* ● Monitoring progress ● Consultation with math specialist for strategy insight	● Targeted Small-Group Intervention 　○ Math Fact Fluency 　○ Skill Development and Reinforcement that parallels classroom lesson 　○ Use of manipulatives to support pictorial and abstract representations ● *Math in Focus* Reteach Worksheets ● Instructional Support ● Monitoring progress ● *Fastt Math* ● *Fraction Nation* ● Consultation with classroom teacher to ensure consistent approach and skill alignment	● Targeted Small-Group Intervention 　○ Math Fact Fluency 　○ Skill Development and Reinforcement that parallels classroom lesson 　○ Use of manipulatives to support pictorial and abstract representations ● *Math in Focus* Reteach Worksheets ● Instructional Support ● Monitoring progress ● *Fastt Math* ● *Fraction Nation* ● Consultation with classroom teacher to ensure consistent approach and skill alignment

Eligibility and Referral for RtI Services
in Reading and Math

The District uses a variety of assessments to measure student mastery of the New York State Learning Standards. They are effective tools that indicate how students are progressing toward meeting the learning standards by which they will be measured.

These measures ensure an authentic assessment experience and provide Manhasset educators with comprehensive information about student performance. The results obtained from these measures are analyzed, and students who fall below established criteria become eligible for RtI related services. The data is analyzed to see general areas of strength and weakness and then to guide us in our programming. The student's learning environment is then organized to enable the utmost success for that child. (See Appendices E-H for further implementation guidelines.)

In our district, an ongoing system of student identification for reading intervention is based on the results of the following:

- Universal computerized diagnostic reading screening assessment: *Northwestern Evaluation Association Measure of Academic Progress* (MAP) and *MAP for Primary Grades* (MPG)
- Benchmarked assessments of independent reading levels: Running Records
- *Wilson Fundations* (phonics) unit assessments
- NYS Assessments: English Language Arts (Grades 3-6)
- Evaluations/recommendations provided by instructional staff

In our district, an ongoing system of student identification for math intervention is based on the results of the following:

- Universal computerized diagnostic reading screening assessment: *NWEA MAP & MPG*
- *Math in Focus* unit tests
- NYS Assessments: Mathematics (Grades 3-6)
- Evaluations/recommendations provided by instructional staff

Tier One

Tier One is considered the primary level of intervention at Manhasset UFSD and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education class which is delivered by qualified personnel. The matrix on page 10 provides details on the nature of Tier One at Manhasset schools in terms of core program, interventions frequency, duration, and location by grade level.

Description of Core Program in ELA

All instruction and outcomes meet or exceed the requirements of each grade as outlined in the NYS Standards. In 2019-20 the Kindergarten, grade one and grade two literacy instruction will be guided by the *Teachers College Reading Project* (TCRP)*,* an evidence-based literacy approach to literacy instruction. The research supporting this program can be found at:

https://readingandwritingproject.org/about/research-base

The TCRP will be rolled out to Grades 3-5, one grade level per year, for the following three years. Until that time, Grade 3 will utilize Pearson Education's *Reading Street* series; research supporting the *Reading Street* program can be found at:

https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS201Efficac y_V4.pdf

Grades 4-6 utilize locally developed literature units based on the NYS Next Generation ELA Standards. Grades 3-5 will complete our reading program rollout in 2021-22. Grade 6 will be completely aligned to the Grades 7-12 curriculum by 2020-21. We will begin our adoption of the TCRWP writing curriculum in 2022-23.

The overarching units of study for ELA at Manhasset are those developed and updated annually as part of the Teachers College Reading Project. These units encompass the Next Generation ELA standards for each grade and are used for modeling, demonstration, guided practice and independent work on high quality grade level text and to ensure students experience instruction at the appropriate rigor for the grade. Within these units, students are taught NYS standard-aligned comprehension skills and strategies through the reading of fiction and nonfiction text. These skills allow students to master the NYS Standards in literacy. In addition, Manhasset utilizes *Writing Fundamentals,* a NYS Standards aligned writing program which provides units of study in the three key writing genres: Opinion/Argument, Explanatory/Informative, and Narrative.

A primary goal of the Manhasset ELA program K-5 is to have all students grow and progress, achieving or exceeding grade level reading expectations. Teachers use a balanced and methodical approach to reading instruction. Evidence-based literacy structures (shared reading, interactive read aloud, strategy groups, guided reading groups, accountable independent reading, comprehension strategy instruction) are used in conjunction with phonics and phonemic awareness instruction. Instruction is designed to build towards independence in

reading. Students are expected to leave each grade reading independently for understanding at the high end of the reading level range for that grade. The reading level benchmarks for each grade are aligned to the Teachers College Running Record level range expectations. (See page 19.)

Students are taught the core phonemic awareness and phonological skills through the daily use of *Fundations* in grades K-1. Grade 2 utilizes the TCRWP phonics curriculum. Required sight word lists are used in Grades K-2. Academic words, as defined in the NYS Standards, are taught in each grade as well. Students are instructed in Tier 1, 2 and 3 vocabulary words within the content areas.

Differentiation Strategies:

- All students are instructed in small reading groups on at least a weekly basis with the purpose of moving students through the levels of reading as defined by the Teachers College Reading and Writing Program (Grades K-2), *Reading Street* (Grade 3), and teacher-created literature units (Grades 4-6).

- Each building has access to a book room containing a balance between fiction and non-fiction to support this approach, as well as individual classroom libraries and the building library collection.

- Three cueing systems for reading: meaning, visual and syntactic, within small reading groups support students' mastery in comprehension, inferential thinking, and fluency.

- Students are also required to read independently in books matched to their reading level and interest. Students are held accountable for their reading through the use of writing in response to reading, partner talk and reading logs. Independent reading provides the opportunity for students to apply and combine the skills learned in the TCRP units, small group reading, *Fundations* (K-1), *Teachers College Reading and Writing Project Phonics Program* (Grade 2) and vocabulary work to master grade-level text. Students' reading comprehension, fluency, volume, and stamina area measured against district reading benchmarks.

- Students may work independently or in small teacher-led groups.

- Additional differentiation strategies may be found at: http://www.interventioncentral.org

Check for ELA Program Fidelity

Lesson Structure includes:

- ☐ Whole group mini-lesson, direct instruction, and questioning
- ☐ Guided groups with differentiation
- ☐ Independent practice
- ☐ Helping students make connections to prior knowledge
- ☐ Opportunities to utilize previously taught concepts through supporting charts and tools
- ☐ Closure/summary of mini-lesson's teaching point

Teacher is:

- ☐ Connecting all elements of Balanced Literacy instruction to reinforce the day's teaching-point
- ☐ Using formative assessments (e.g., conference notes, Running Records) to provide appropriate instruction
- ☐ Helping students to apply phonics instruction
- ☐ Asking questions that prompt higher-level thinking
- ☐ Asking students to justify their answers

Students are:

- ☐ Able to identify what they are learning and to assess personal progress
- ☐ Using tools appropriately to access their reading
- ☐ Interacting on task with others, as well as working independently
- ☐ Communicating comprehension to others through an application of previously-taught skills
- ☐ Reading with engagement
- ☐ Sharing strategies reading and decoding strategies

Screening Tools for Reading

Universal Screening Assessment:

- *NWEA MAP/MPG* Reading – Grades K-6 (Fall, Winter, Spring)

Additional Screening Measures: Ongoing

Students who meet the following criteria will be considered for exiting RtI support by the AIS committee:

- TCRP Benchmark Instructional Reading Levels (See page 21)
- *NWEA MAP/MPG* Diagnostic Grade Level Performance (national norms)
- NYSTP: Students in Grades 3-6 that score below the State-provided AIS-mandated cut score from the prior year
- *Wilson Fundations* Unit Assessments: Grade level performance scores

Please Note: At any time, a student may receive an RtI or AIS service if a principal believes a student does not meet district standards.

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
Kindergarten Emergent Story Books Shared Reading	**Kindergarten** Emergent Story Books Shared Reading A/B (with book intro)	**Kindergarten** B/C (with book intro)	**Kindergarten** 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	**Kindergarten** 1=B or below 2=C (with book intro) 3=D/E 4=F or above
Grade 1: 1=B or below 2=C 3=D/E 4=F or above	**Grade 1:** 1=C or below 2=D/E 3=F/G 4=H or above	**Grade 1:** 1=D or below 2=E/F 3=G/H 4=J or above	**Grade 1:** 1=E or below 2=F/G 3=H/I/J 4=K or above	**Grade 1:** 1=F or below 2=G/H 3=I/J/K 4=L or above
Grade 2: 1=F or below 2=G/H 3=I/J/K 4=L or above	**Grade 2:** 1=G or below 2=H/I 3=J/K/L 4=M or above	**Grade 2:** 1=H or below 2=I/J 3=K/L 4=M or above	**Grade 2:** 1=I or below 2=J/K 3=L/M 4=N or above	**Grade 2:** 1=J or below 2=K/L 3=M 4=N or above
Grade 3: 1=J or below 2=K/L 3=M 4=N or above	**Grade 3:** 1=K or below 2=L/M 3=N 4=O or above	**Grade 3:** 1=L or below 2=M/N 3=O 4=P or above	**Grade 3:** 1=M or below 2=N 3=O 4=P or above	**Grade 3:** 1=N or below 2=O 3=P 4=Q or above
Grade 4: 1=N or below 2=O 3=P 4=Q or above	**Grade 4:** 1=N or below 2=O/P 3=Q/R 4=S or above	**Grade 4:** 1=O or below 2=P 3=Q/R 4=T or above	**Grade 4:** 1=O or below 2=P/Q 3=R/S 4=T or above	**Grade 4:** 1=P or below 2=Q/R 3=S 4=T or above
Grade 5: 1=P or below 2=Q/R 3=S 4=T or above	**Grade 5:** 1=Q or below 2=R/S 3=T 4=U or above	**Grade 5:** 1=R or below 2=S 3=T/U 4=V or above	**Grade 5:** 1=R or below 2=S/T 3=U 4=V or above	**Grade 5:** 1=S or below 2=T 3=U/V 4=W or above
Grade 6: 1=S or below 2=T 3=U/V 4=W or above	**Grade 6:** 1=S or below 2=T/U 3=V 4=W or above	**Grade 6:** 1=T or below 2=U 3=V/W 4=X or above	**Grade 6:** 1=T or below 2=U/V 3=W 4=X or above	**Grade 6:** 1=U or below 2=V 3=W/X 4=Y or above

Note: Running Record levels are measured as independent, not instructional levels.

Description of Core Program in Math

Evidence-based effectiveness of Math in Focus:

- **Focus and Depth**
  - New York State Next Generation Learning Standards state, "For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is a mile wide and an inch deep." *Math in Focus* addresses fewer topics in greater depth at each level. Knowledge is constructed carefully and thoroughly.

- **Addressing Key Concepts and Skills**
  - *Math in Focus* develops the foundation for Numbers and Operations by providing a conceptual backbone through manipulatives and visual representations. Time is built into the program to develop understanding with hands-on activities using manipulatives, as well as extensive skills practice.
  - *Math in Focus* focuses extensively on problem-solving, and merges conceptual understanding with computational skills.

- **Clear Visuals and Use of Models**
  - National Research Council suggests, "Opportunities should involve connecting symbolic representations and operations with physical or pictorial representations, as well as translating between various symbolic representations" (*Adding It Up: Helping Children Learn Mathematics*, 2001).
  - *Math in Focus* uses clear and engaging visuals that present concepts and model solutions.
  - *Math in Focus* uses minimal text and simple, direct visuals to allow all students, regardless of language skills, to focus on the math lesson.
  - The use of model drawings offers a visual representation of word problems, leading to symbolic solutions of rich and complex problems.
  - Consistent use of the concrete-pictorial-abstract pedagogy repeatedly "models" the model-drawing problem-solving strategy.

- **Emphasis on Problem Solving**
  - "Mathematical problem solving is central to mathematics learning. It involves the acquisition and application of mathematics concepts and skills in a wide range of situations, including non-routine, open-ended, and real-world problems." (Singapore Ministry of Education. *Mathematics Syllabus*: *Primary*, 2006).
  - *Math in Focus* uses a scaffolded approached to solving word problems, focusing on model drawing to build success and confidence.
  - Students draw on prior knowledge, as well as recently acquired concepts and skills, as they combine problem solving skills with critical thinking skills
  - *Math in Focus* allows the visual representation of word problems to lead naturally to symbolic solutions of rich and complex problems

Elements of Mathematical Core (The Five Pillars):

- Numbers and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis

Differentiation Strategies

The following strategies are utilized within the classroom setting to assist students who struggle with the core program:

- Student self-assessment of progress
- Explicit vocabulary instruction
- Graphic organizers
- Reteach practice (provided from *Math in Focus* and other sources)
- Providing explicit feedback
- Providing exemplars
- Use of video or multimedia item to reteach a topic
- Collaborative grouping
- Small-group instruction
- Providing students with rubrics and checklists
- Reviewing learning objectives
- Teacher-modeled questioning
- Teacher-modeled "fix-up" strategies
- Teacher-modeled questioning allowing students to draw inferences
- Use of manipulative aids
- Additional differentiation strategies may be found at http://www.interventioncentral.org

Check for Mathematics Program Fidelity

Lesson Structure includes:

- ☐ Whole group, direct instruction, and questioning
- ☐ Guided groups with differentiation
- ☐ Independent practice
- ☐ Games, centers, or "Let's Explore" that allow for differentiation
- ☐ Helping students make connections to prior knowledge
- ☐ Closure/summary of key mathematical ideas

Teacher is:

- ☐ Connecting concrete manipulatives to visual models to abstract notation
- ☐ Using pretests and other assessments to provide appropriate instruction
- ☐ Helping students use visual models to explain their thinking
- ☐ Asking questions that prompt higher-level thinking
- ☐ Asking students to justify their answers

Students are:

- ☐ Able to identify what they are learning and assess personal progress
- ☐ Using manipulatives and other tools appropriately to solve problems
- ☐ Interacting on task with others, as well as working independently
- ☐ Communicating mathematical ideas to others through examples, models, demonstrations, and logical reasoning
- ☐ Working with a partner or with group to justify solutions to problems with each person highly involved
- ☐ Sharing strategies including mental math and problem-solving methods

Screening Tools for Math

Universal Screening Assessment:

- *NWEA MAP*/ *MPG* Mathematics – Grades K-6 (Fall, Winter, Spring)
- *Math in Focus* Final Exam (from prior school year)

Additional Screening Measures: Ongoing

- *Math in Focus* summative assessments

RtI/AIS Entrance-Exit Criteria for Math

The following measures will be examined when considering whether a student should enter or exit the Math AIS program:

- *NWEA MAP/MPG* Diagnostic Grade Level Performance (using national norms)
- New York State Math Assessment Score (Grades 3-6, from the prior year)
- *Math in Focus* unit assessments

Please Note: At any time, a student may be placed in an RtI or AIS service if a principal believes a student is in danger of not meeting district standards.

Manhasset Tier 2/Tier 3 Core Instructional Approach to Reading Instruction

Several programs are available for use by academic intervention instructors to help close identified learning gaps in literacy (others may be added as needed):

Leveled Literacy Intervention (LLI), which provides intensive, small group instruction for students who are not achieving grade level expectations in reading is designed to supplement small group classroom instruction. Delivered in 30-40 minute lessons, LLI provides instruction in reading, writing, fluency and phonics/word study specifically designed to close gaps and bring children to grade level performance.

The Leveled Literacy Intervention systems are designed to:
- Advance the literacy of students not meeting grade-level expectations.
- Deepen and expand comprehension with close reading.
- Increase reading volume by engaging students in large amounts of successful daily reading.
- Increase student engagement with books that build knowledge.
- Intervene with small groups of struggling readers to maximize growth.
- Meet the needs of struggling readers.
- Monitor student progress.

The Wilson Reading System (including Wilson *Just Words*) is an intensive program for students with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

The Wilson Reading System directly and systematically teaches students how to fluently and accurately decode. It is unlike traditional phonics programs in that instruction is very interactive and multisensory. It also thoroughly teaches total word construction, not just phonics. Students learn how to encode as they learn to decode.

As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, Wilson Reading directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, students receive instruction in:

- Phonemic awareness
- Decoding and word study
- Sight word recognition
- Spelling
- Fluency
- Vocabulary

- Oral expressive language development
- Comprehension

Ongoing Diagnostics:
Students will be regularly benchmarked using Fountas & Pinnell's benchmarking system, TC Running Records, or the *Qualitative Reading Inventory* (QRI) to alert teachers to recognize and address reading skill gaps and to determine an appropriate instructional level.

Student Online Technology Resources:
Teachers utilize online resources such as *Reading A-Z, Read 180, and System 44.*

Teacher-Created Resources:
Teachers and interventionists generate additional support materials based on students' needs, as needed.

Manhasset Tier 2/Tier 3 Core Instructional Approach to Math Instruction

Several strategies and programs are available for use by academic intervention instructors to help close identified learning gaps in mathematics:

*FASTT Math***:**
Adaptive to meet individual needs, *FASTT Math* establishes a baseline of math fact fluency, identifying exactly which facts need to be targeted for intervention. *FASTT Math* provides scaffolded instructional sessions, individualized for each student. Instruction focuses on targeted facts students need to learn based on the assessment. Students may become more fluent by practicing what they've learned in engaging and motivating games. *FASTT Math* has 18 games that build mastery and confidence through adaptive, independent practice. The Student Dashboard allows students to gain ownership of their own learning.

Fraction Nation **(Grades 4 & 5):**
Fraction Nation builds students' understanding of rational number concepts through powerful visual models – including number lines, fraction strips, circles, rectangles, and sets. To build an integrated understanding of the number system, Fraction Nation focuses on the proven effective number line model to help students transition from concrete to abstract models. Fraction Nation integrates conceptual and procedural understanding, linking visual representations with fraction symbols and procedures. The program gradually releases students to perform symbolic procedures. Through the use of technology, the program is adaptive in numerous ways to the individual cognitive needs of students. Lessons in Fraction Nation are short and focus narrowly on individual skills or strategies, ensuring that students can practice each new skill immediately after it is

modeled. Fraction Nation animated tutorials are carefully designed to be clear and compelling and to minimize cognitive load.

Math in Focus **Differentiation Resources:**
Reteach pages provide more exposure to concepts for those students who need more time to master new skills or concepts. The *Math in Focus* Teacher's Edition provides tips for helping struggling students at point of use.

Math in Focus **Transition Guide:**
This guide provides a map to allow the classroom teacher to easily scan through the skills and concepts presented in prior years to identify background knowledge necessary for student success and intervene appropriately.

Ongoing Diagnostics:
The "Common Error" component of the Teacher's Edition alerts teachers to recognize and correct potential misconceptions.

Student Online Technology Resources:
The *Math in Focus* Student eBook provides online access to the Student Book. Students can interact with the *Math in Focus* manipulative aids online.

Teacher-Created Resources:
Teachers and specialists generate additional support materials as needed, based on students' needs.

Manhasset Tier 2/3 Math Intervention

Within the Manhasset School's Tier 2 is typically small-group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address students' math skill deficits.

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention.

Considerations When Implementing RtI with English Language Learners/Multi-Language Learners (ELLs/MLLs):

For students identified as ELL/MLL, ENL instruction will be provided as required under CR 154.2 (e)(1)(ii) which can be accessed at: http://p1232.nysed.gov/biling/bilinged/NEWCRPT.154.html.

Culturally Responsive: Appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency. Culturally responsive teaching means that the student's prior experiences, including funds of knowledge, home language background, and socio-cultural background are considered. A review of the student's socio-cultural background should address culturally and linguistically-based issues of motivation and the student's prior knowledge of the material being learned or studied. These variables help to determine how the student learns best, in what settings, and under what teaching direction.

Considerations for Reading Instruction: Prior to making decisions about a student's reading fluency, teachers should consider the relationship between the student's language proficiency and his/her literacy skills. In the case of ELL/MLL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both L1 and L2 (Slavin & Chung, 2003).

Considerations for Math Proficiency: 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).

When designing the RtI process, three major variables are considered when assessing and planning appropriate instruction for students who are ELLs/MLLs:
- Language (literacy and oracy in both native and additional languages),
- Culture
- Educational history

These variables remain consistent across all Tiers; what changes is the intensity of instruction, possibly the instructional setting, and, depending on the Tier, some of the key instructional staff may vary.

Screening: The screening tools used to identify students who are struggling and not meeting benchmarks are tools that have been validated on the populations to be screened.

As a result of the screening, ELL/MLL students who have been identified as struggling and/or not meeting benchmarks may need further language screening and assessment. In this case, standardized and/or informal tools are used. Language assessments are conducted in each of the four language areas: listening, speaking, reading and writing.

"When an ELL student becomes the focus of concern, the instructional program itself must be examined to determine the match between the demands of the curriculum and the student's current proficiency in the language of instruction." It is important to examine the achievement of the student's "true peers" (i.e., students with similar language proficiencies and cultural and experiential backgrounds) to see if they are growing or not. If a majority of "true peers" within the school are struggling, this is an indication that the instruction is less than optimal for that group of students. (Esparza Brown, 2008)

Instruction Matched to Student Need: As for all students, differentiated instruction should be used to meet the diverse needs of all students. NYSED's Proficiency Levels for English as a New Language (ENL) describe the growth stages for the four language arts areas: listening, speaking, reading, and writing. Theses stages, and the New York State (NYS) Teaching of Language Arts to ELLs /MLLs Learning Standards, should guide the instruction for ENL.

Areas of Differentiation: In addition to the differentiation of instruction that is recommended for all students, differentiated instruction for ELL/MLL students should consider the student's level of English proficiency and prior educational experiences to address cultural and linguistic differences.

When determining appropriate instruction/intervention at all levels for ELL/MLL students:

- Consider the amount and type of ENL instruction the student received in the past and is currently receiving.
- Consider the amount and type of native language instruction the student received in the past and is currently receiving, if applicable.
- Consider the impact of language and culture on instruction and learning.
- Contact the family to receive feedback and guidance regarding the student's strengths, interests, and needs.
- Ensure that bilingual and/or ENL personnel serve on the instructional decision-making team.

Tier 1: CORE Instruction for ELLs/MLLs:

The following guidelines (adapted from Ortiz, Robertson, & Wilkinson, 2009) should be used when differentiating instruction to meet the needs of multi-language learners at the Tier 1 level:

- 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.

Tiers 2 and 3: Strategic and Intensive Levels of Intervention for ELL/MLL Students:

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.

The problem-solving team should:
- 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 ELL/MLL students, the documentation should include the:
  - explanation of how instruction was differentiated; and,
  - amount and type of ENL instruction.
- Select the instructional areas that need further, more intense intervention.

Progress Monitoring: When monitoring the progress of ELL/MLL students:

When evaluating instructional programs for students, 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).

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

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
	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.)	
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 Tagolog 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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Quality Indicators for Implementing RtI
With ELL/MLL Students

- Personnel with ENL certification are members of a district's RtI design team and instructional support teams.
- ENL is an integral part of CORE instruction for all ELL/MLL students, not an "intensive intervention" or additional tier in the RtI process. See CR Part 154 Units of Study Charts for Grades K-8:
    - http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf;
- Grades 9-12:
    - http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-9-12-units-of-study-table-5-6-15.pdf
- ENL methodology and culturally responsive instruction is employed in all three Tiers.
- Evidence-based practices/interventions shown to be effective and validated for ELL/MLL students are used.
- Research on additional language development and the student's history of first and additional language development are considered when setting benchmarks, monitoring progress, and deciding whether an ELL/MLL is responding adequately to instruction or needs more intensive intervention.

SECTION 3:
ASSESSMENT WITHIN AN RtI/AIS FRAMEWORK

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

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are academically at-risk and who may require closer monitoring, further assessment, or supplemental instruction. Evidence of psychometric accuracy can be found at: https://www.nwea.org/research-overview/.

The table presented below provides descriptive information regarding the universal screening procedures used at Manhasset Schools.

Screening Tool(s):	NWEA MAP/MPG for Reading and Mathematics
Frequency of Administration:	Annually: Fall, Winter, and Spring
Grades Screened:	Grades K-6
Screening Administrator(s):	Classroom teachers
Location:	Students will be screened in their classrooms.

Considerations for Screening or Benchmark Assessments for English Language Learners:

Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELL/MLL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving ELL/MLL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to

determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010).

Considerations relative to universal screening are being made in the Manhasset district for English Language Learners. Considerations may include the following strategies:

1. Use tools with demonstrated reliability and validity to identify and monitor students' need for instructional support in reading in both L1 and L2.
2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
3. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance.
4. Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2.
5. Comparing ELL's performance with "true peers" (i.e. students with similar language proficiencies and cultural and experiential backgrounds).

Progress Monitoring

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

The Manhasset UFSD uses NWEA MAP/MPG unit assessments to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures for reading within Tiers 1, 2, and 3 at Manhasset Public Schools.

Progress Monitoring Matrix: Reading Intervention

	Tier 1	Tier 2	Tier 3
Progress Monitoring Tool/Frequency of Administration:	*NWEA MAP/ MPG* **3x year (Fall, Winter, Spring)**	*LLI/ Wilson Fundations & Just Words* **benchmarks** **As the student completes unit.**	*Edmark, System 44, Reading 180, LLI* **benchmarks** **As the student completes unit.**
Administrator(s):	**Classroom teachers**	**Reading teachers and/or other personnel as determined by IST**	**Reading teachers and/or other personnel as determined by IST**

Progress Monitoring Matrix: Math Intervention

	Tier 1	Tier 2	Tier 3
Progress Monitoring Tool/Frequency of Administration:	*NWEA MAP/MPG* **3x/year (Fall, Winter, Spring)** *Math in Focus* **Summative Assessments (as student completes skills/concepts)**	*NWEA MAP/MPG* **3x/year (Fall, Winter, Spring)** *Math in Focus* **Summative Assessments (as student completes skills/concepts)** **NWEA Progress Monitoring Tool (as needed)**	*NWEA MAP/MPG* **3x/year (Fall, Winter, Spring)** *Math in Focus* **Summative Assessments (as student completes skills/concepts)** **NWEA Progress Monitoring Tool (as needed)**
Administrator(s):	**Classroom teachers**	**Classroom teachers and/or other personnel as determined by IST**	**Classroom teachers and/or other personnel as determined by IST**

SECTION 4:
DATA-BASED DECISION MAKING

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

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which students may be at academic risk?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at risk, the Manhasset schools use data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining At-Risk Students in ELA	
Primary Data Source:	*NWEA MAP/MPG* **Universal Screener**
Secondary Data Sources:	• Benchmark Instructional Reading Levels • *NWEA MAP/MPG* Diagnostic Performance Level • NYS English Language Arts Assessment (Grades 3-6 only): Students that score below the State-provided AIS-mandated cut score • *Wilson Fundations* unit assessment performance
Purpose:	• Identify who is at risk • Identify the level of intervention a student requires • Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Intervention Support Team (IST)
Frequency:	One week after completion of benchmark screening or on an as-needed basis.
Decision Options and Criteria:	See page 12 for an overview of the determination of Initial Risk Status. Please Note: At any time, a student may be placed in an RtI or AIS service if a principal believes a student is in danger of not meeting NYS Standards.

Determining At-Risk Students in Math	
Primary Data Source:	*NWEA MAP/MPG* **Universal Screener**
Secondary Data Sources:	- NYS Math Assessment: Students that score below the State-provided AIS mandated cut score *Math in Focus* unit assessment performance *Math in Focus* Final exam from previous year
Purpose:	- Identify who's at risk - Identify the level of intervention a student requires - Provide preliminary information about the student's progress with respect to core instruction at Tier 1
Who's Involved:	Instructional Support Team (IST)
Frequency:	On an ongoing basis as screening is completed
Decision Options and Criteria:	Please Note: At any time, a student may be placed in an RtI or AIS service if a principal believes a student is in danger of not meeting NYS Standards.

Quality Indicators for Use of RtI Data in a Learning Disability Determination

The determination of a student with a learning disability will be based upon a comprehensive multidisciplinary evaluation.

Data based on the student's response to research-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.

- The CSE will consider progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks will be considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance will be considered.

Student information from the RtI process will provide data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.

Teacher(s) providing RtI interventions may participate in the CSE meeting to determine a student's eligibility for special education.

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Appendix F includes an SED approved form that is used for LD documentation purposes.

SECTION 5:
PROFESSIONAL DEVELOPMENT

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

The Manhasset schools provide professional development on the analysis and application of NWEA MAP and *Fundations* benchmark data for both initial screening and progress monitoring. Ongoing professional development is offered through Teachers College Reading and Writing Project for the interpretation and application of Running Records, Print Concept, Sight-Word, and Phonemic Awareness screenings. In addition, reading teachers are provided with training specific to the programs utilized at Tier 2 and 3, such as *Leveled Literacy Intervention* and *Wilson Fundations* phonics program.

Through our *Math in Focus* program, ongoing professional development is offered on best practices, implementation procedures, and differentiation strategies. In addition, teachers are trained on the use of effective academic interventions while incorporating tactics for reasoning and rigor. Teachers are supported on the creation of low-floor, high-ceiling anchor tasks that adapt to the needs of all learners.

SECTION 6: PARENT NOTIFICATION

In Manhasset UFSD, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents via a letter that indicates:

- The nature of the intervention their child will be receiving
    - Type of intervention
    - Frequency
    - Duration
    - Interventionist
    - Location
- The amount and nature of student performance data that will be collected
    - Type of data
    - Screening tool
    - Review progress data

Considerations for Parents Whose Native Language is Not English:

All correspondence is both translated and sent to parents via U.S. Mail or Blackboard Connect, or an interpreter will contact parents to discuss their child's assessment results and any action deemed necessary to support their child's success in the Manhasset UFSD.

SECTION 7: APPENDICES

Appendix A:

Tier I Resources for English Language Learners

Basic Interpersonal Communication Skills (BICS) Versus Cognitive Academic Language Proficiency (CALP)

At times, teachers may refer students for evaluation of learning and behavior problems because they do not believe that limited English proficiency is the issue. A student may be observed using English on a regular basis and the conclusion is made that language transition is no longer a factor. However, it is important to discriminate between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) in the second language. These acronyms are part of a language proficiency theory developed by Jim Cummins (1984) that explains the differences between social and academic languages, respectively. BICS is the basic language ability necessary for face-to-face social communication. It includes gestures, visual clues, and expressions, and it relies on situational context. It takes one to two years to achieve age-appropriate levels in BICS. CALP is the language ability necessary for academic achievement in a context-reduced environment such as classroom lectures and textbook reading. It takes five to seven years to achieve age-appropriate levels of CALP with minimal assistance provided. The following research-based table indicates the length of time it takes to acquire various proficiency levels for non-English speaking student receiving one hour of assistance in English instruction each day in a public school. It includes descriptions of what the student is able to do with language within the classroom context at various levels of acquisition (Collier, 2011. pp 33-34).

Differentiation between Language Differences and Language Disability

Language Areas	Difference	Possible Disability/Concerns
Pragmatics: The rules governing social interactions (e.g., Turn-taking, maintaining topic of conversation.	Social responses to language are based on cultural background (e.g., Comfort level in asking or responding to questions). Pauses between turns or overlaps in conversation are similar to those of peers with the same linguistic and cultural background.	Social use of language or lack thereof is inappropriate (e.g., Topic of lesson is rocks and the student continues to discuss events that occurred at home without saying how they relate to rocks.)
Syntax: The rules governing the order, grammar, and form of phrases or sentences	Grammatical errors due to native language influences (e.g., Student may omit initial verb in a question—*You like cake?* (Omission of *Do*). Word order in L1 may differ from that of English (e.g., in Arabic, sentences are ordered verb-subject-object while Urdu sentences are ordered subject-object-verb).	Grammatical structures continue to be inappropriate in both languages even after extensive instruction (e.g., Student cannot produce the past tense in either Spanish or English indicating difficulty with grammatical tenses).

| Semantics:
The rules pertaining to both the underlying and the surface meaning of phrases and sentences. | A student whose native language is Korean may have difficulty using pronouns, as they do not exist in his/her native language.
A student may use words in 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.) |

Appendix B:
Commencement of RtI (AIS) Service Parent Letter Template

School Letterhead

Commencement of Response to Intervention (RtI) or
Academic Intervention (AIS) Services

Student's Name: **Grade:**
Classroom Teacher:
RtI/AIS Teacher:

Dear Parent(s) or Guardian(s),

This letter confirms that your child will receive Academic Intervention Services during the (current) school year. As a result, she/he has been enrolled in _____.
This class will meet _____.
Your child will be progress monitored through assessments embedded in AIS classes, as well his/her ELA or math classroom performance.
The reason(s) that your child is eligible for intervention services is/are based on:
   ☐ Below benchmark scores on the NYS English Language Arts or Mathematics assessment
   ☐ NWEA MAP/MPG performance
   ☐ Past academic performance in ELA or Mathematics
   ☐ Instructional Support Team (IST) Recommendation

Students are provided with Academic Intervention Services to give him/her additional support in order to successfully achieve the Learning Standards of the New York State Department of Education. Future academic success will depend on your child's ability to achieve at the expected levels of performance. If you have any questions regarding AIS ELA or math services, please call or email me.

Sincerely,
School Principal
Cc: Classroom teacher, AIS provider(s), Psychologist

Appendix C:
Reading RtI/AIS Form for Progress Monitoring

Student: _____ Grade: _____

Teacher: _____

Date: _____

☐ **NWEA MAP/MPG Universal Screener**

Date given: _____RIT Score: _____ Level: _____
Date given: _____RIT Score: _____ Level: _____
Date given: _____RIT Score: _____ Level: _____
Notes: _____

Date Given	Score	Notes

☐ **Program-Specific Assessments (e.g., *Wilson Fundations, Wilson Reading* or *LLI*)**

Results/Notes:

_____
_____
_____

Specific Content Goals:

Appendix D:

Math RtI/AIS Form for Progress Monitoring

Student: _____ Class: _____
Date: _____

☐   **NWEA MAP/MPG Universal Screener**

Date given: _____RIT Score: _____   Level: _____
Date given: _____RIT Score: _____   Level: _____
Date given: _____RIT Score: _____   Level: _____

Notes: _____

☐   **MIF Unit Exams**

Date Given	Score	Notes

☐   **Progress Monitoring Assessments (e.g., Pre-tests, Chapter Openers, Reteach Sheets)**

Date Given	Score	Notes

Specific Content Goals:

_____
_____
_____
_____
_____

Appendix E:
Change in RtI (AIS) Services Parent Letter Template

Student's Name:

Teacher:

Dear Parent(s) or Guardian(s),

Your child's Response to Intervention services for the current school year have been changed. He/she is participating in the subject area of:

□ **Math**   □ **English Language Arts**

The intervention will be:

FREQUENCY PER WEEK	LENGTH PER SESSION	SERVICE PROVIDER	INSTRUCTIONAL PROGRAM	PROGRESS MONITORING PLAN

The reason(s) that your child's academic services have changed is due to benchmark scores on the following assessment(s):

□ **NWEA MAP /MPG Reading and/or Math scores**

□ **Guided Reading Level**

□ *Fundations* **Reading Benchmarks/ Math Benchmark Test(s)**

Comment:
The importance of providing RtI services to your child is to give him/her additional support in order to successfully achieve the Learning Standards of the New York State Department of Education. Future academic success will depend on your child's ability to achieve at the expected levels of performance. If you have any questions regarding academic intervention services, please call or email me.

Sincerely,
Building Principal

cc: Classroom teacher, AIS provider(s), Psychologists

Appendix F:
Termination of RtI/AIS Parent Letter Template

Dear Parent(s) or Guardian(s),
Your child has been receiving Response to Intervention (RtI) or Academic Intervention (AIS) services during the _____ school year.

I am pleased to inform you that these services will terminate (effective date here) due to the progress that he/she has made. This decision was made based on scores on the following assessments:

☐   **Independent Reading Level**   ☐   **Benchmark Reading/Math**

☐   **NYS ELA or Mathematics Assessment**   ☐   **RtI/AIS Services**

If you have any questions regarding the termination of RtI services, please call or email.

Sincerely,
Building Principal

cc: Classroom teacher, AIS provider, Psychologist

Appendix G:
Decision Rules for Determining Student Response to Intervention
Mission and IST Form

IST Mission Statement

The mission of the Instructional Support Team is to identify the learning needs of students experiencing school difficulties or who are at risk of failure and to provide them with academic, emotional, and/or behavior support needed to succeed in school.

The IST is comprised of staff members from a variety of different backgrounds and disciplines. It may include general education teachers, special education teachers, teachers for academic intervention services, ENL teachers, school psychologists, counselors (guidance and student assistance counselor) and administrators. Depending upon the concerns or needs of the student, the IST may also include our school nurse and, if warranted, additional related service providers such as speech/hearing, occupational and/or physical therapy and vision services.

The purpose of the IST is to help provide additional classroom support to a student and teacher in order to help make a student more successful while they are at school. The purpose of the IST is also to brainstorm intervention strategies that can be used to maintain a student's current program. It is _not_ the purpose of the IST to refer a student to the Committee on Special Education (CSE). Though the IST must sometimes consider this type of referral, a referral to the CSE is made as a last resort and _only_ when all other avenues have been attempted and the student continues to struggle despite the interventions tried. In the case that the team feels a referral to the CSE is warranted, contact with the parent will be made prior to the referral being submitted.

The process of IST begins when a teacher or team of teachers has a concern regarding a student's progress. The concern can be academic, social/emotional, behavioral or physical. The teacher or team of teachers completes a referral for the student to be reviewed by the IST. At the IST meeting, the team reviews the referral with the teacher or team of teachers and gains additional information regarding the student. The IST brainstorms interventions strategies that can be tried in the classroom.

Once a main concern is identified, intervention strategies are chosen to address that particular area. A liaison is assigned to confer with the teacher while the intervention strategies are being implemented. Often a follow-up meeting to review progress is scheduled for several weeks after the initial meeting. If a follow-up meeting is scheduled, a student's progress is reviewed by the IST and it is determined at that time if further intervention strategies are needed or if no further action is necessary as the student is progressing with the interventions chosen.

IST does not address learning concerns that are already identified on a child's IEP or 504 plan. OT/PT providers will provide input to the IST in order to identify appropriate steps regarding continuation of services.

Instructions: Please use this form for a first time referral only. If a student has been referred to the IST previously, please complete a Reconvene Referral Form and attach it to the top of the Initial Referral Form. Submit this completed form to the School Psychologist assigned to your grade level. **This form must include current data and a tracking log (page 2) of an intervention(s)/strategy(s) implemented over a five-to-six-week period prior to submitting this form. This includes both academic and behavioral concerns**. Please be sure to include all pertinent information prior to submitting for IST review.

Student Information:

Student's Name: _____ Date of Birth: _____ Gender: M / F

School: SR / MP / MS / HS

Teacher/Counselor: _____ Grade: _____

Address: _____

Home Phone: _____

Background & Medical Information:

- Is absenteeism or lateness a problem? *(If yes, attach documentation.)*   Yes / No
- Has this student ever been retained?   Yes / No
- Is this a student a student with Interrupted Formal education (SIFE)   Yes / No
- Are there any medical conditions affecting this student?   Yes / No
- Is this student currently taking medications?   Yes / No
- Has this student ever taken medications?   Yes / No
- Is this student currently receiving ENL services?   Yes / No
  - If yes, when did this student enter the United States?   _____

If yes, what is this student's native language?   _____

Describe, in detail, the reason for this referral.

_____
_____
_____
_____
_____
_____
_____
_____

Student's Name:

_____

Please list the Tier 1 (academic and behavioral interventions) that you have implemented to address the referral issue and the student's response to the intervention over a <u>five-to-six-week period.</u>

Intervention/Strategy	Start and End Dates	Student Response/Outcome

Describe this student's learning characteristics and academic strengths:

_____
_____
_____
_____

Describe this student's social development including quality of relationships with peers and adults, adjustment to school and community, and indicate any behaviors that interfere with the learning environment or may impede the student's learning process:

_____

_____

_____

_____

_____

Describe this student's physical development (Include the student's motor and sensory development and any physical skills or limitations that may pertain to the learning process):

_____

_____

_____

_____

_____

Student's Name:

_____

Assess this student's work habits:

	Experiencing Difficulty	Needs Improvement	Appropriate Progress	Excellent Skill Development
Completes class work				
Completes homework				
Motivated to learn				
Attentive to task				
Transitions				
Generalizes learning to new situations				
Works independently				
Frustrates easily				
Attention Span/ Distractibility				

Indicate current test data for this student: (Running Records, MIF Unit Tests, Reading Street Assessments, SRI, SMI, or other classroom assessments.)

Assessment	Date	Score(s)

Student's Name:

_____

Please indicate any Response to Intervention Tier 2 or 3 supports that this student is already receiving. Please review "RTI Referrals" tab in eSchoolData for more information or to identify prior years of intervention services.

Supports: (reading, math, writing, speech, behavior interventions, counseling, occupational therapy, etc.)	Date Begun/ Frequency	Provider	Tier	Assessment Tool

Additional Comments:

_____

_____

_____

Signature: _____   Date: _____

Student's Name:

_____

Date of Meeting:

_____

Attendees:

_____
_____
_____

Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Reconvene Date(s):

_____

Parents will be contacted by:

_____

Recorder's Signature: _____

Date: _____

MANHASSET PUBLIC SCHOOLS
Instructional Support Team – Reconvene Referral Form

Student's Name: _____   **Current Grade:** _____

Current Teacher: _____   School: SR / MP / MS / HS

Describe, in detail, the reason for reconvening the IST:

_____

_____

_____

_____

_____

_____

_____

Please list the Tier 1 (academic and behavioral interventions) that you have implemented to address the referral issue and the student's response to the intervention over a <u>five-to-six-week period.</u>

Intervention/Strategy	Date of Application	Student Response/Outcome

Indicate current test data for this student: (Running Records, MIF Unit Tests, Reading Street Assessments, SRI, SMI, or other classroom assessments):

Assessment	Date	Score(s)

Student's Name:

_____

Please update Response to Intervention Tier 2 or 3 supports that this student is currently receiving:

Supports: (reading, math, writing, speech, behavior interventions, counseling, occupational therapy, etc.)	Date Begun/ Frequency	Provider	Tier	Data Collected

Additional Comments:

_____

_____

_____

_____

Signature: _____   Date: _____

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

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

1. The CSE has reviewed the individual evaluation results for _____, which indicated that the student:
   - o Has a learning disability requiring special education services.
   - o Does not have a learning disability.

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

   - o The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning, and,

   - o The educationally relevant medical findings, if any.

3. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c), consider:

   - o Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.
     - ▪ **AND**
   - o Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

4. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:
   - o The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills reading comprehension, mathematics calculation, mathematics problem solving;
     - ▪ **AND**
   - o The student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);
     - **OR**

- o Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).
  - **AND**
- o The student's learning difficulties are not primarily the result of a visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

5. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.
   - o The following instructional strategies were used and student-centered data was collected;
     - **AND**
   - o Document how parents were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation for special education programs and/or services.

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

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

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

Date: _____

Manhasset UFSD will utilize New York State-established criteria to determine if a student has a learning disability.

In making a determination of eligibility for special education, the District CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI will be used to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency.

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

1. has not adequately achieved grade-level standards in the areas of reading and/or mathematics; and

2. (a) is not making sufficient progress toward meeting those standards after being provided with appropriate instruction consistent with the District RtI model; or
(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE; and

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

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

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

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading and/or math;

- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;

- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and

- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

Written Report

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

- the instructional strategies used;

- the student-centered data collected, and

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

Quality Indicators for Use of RtI Data in a Learning Disability Determination

The determination of a student with a learning disability will be based upon a comprehensive multidisciplinary evaluation.

Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.

- The CSE will consider progress-monitoring data that describes how a student responded to particular interventions of increasing intensity.

- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks will be considered.

- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance will be considered.

Student information from the RtI process will provide data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.

Teacher(s) providing RtI interventions will participate in the CSE meeting to determine a student's eligibility for special education.

SECTION 8: RESOURCES

RTI Resources

Allington, R. (2009). What really matters in response to intervention: Research-based designs. Boston, Allyn & Bacon.

Allington, R. (2005). What really matters for struggling readers: Designing research-based programs, 2nd ed. Allyn & Bacon.
Florida Center for Reading Research. http://www.fcrr.org/

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National Center on Response to Intervention (NCRTI) March 2010. *Essential Components of RTI – A Closer Look at Response to Intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

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New York State Response to Intervention Technical Assistance Center (NYS RtI-TAC). http://www.nysrti.org/

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Response to Intervention - Guidance for New York State School Districts (October 2010), Minimum Requirements of a Response to Intervention Program (RtI), Appendix B, The University of the State of New York, State Education Department. http://www.p12.nysed.gov/specialed/RTI/guidance/cover.htm.

Literacy Resources

Billmeyer, B. & Barton, M. (2002). Teaching reading in the content area. Aurora: McRel. Common Core Learning Standards, CCSS, Shifts and Resources. http://engageny.org/resource/common-coretoolkit

Cunningham, P. & Allington, R.L. (2010). Classrooms that work: They can all read and write (5th edition). Boston, Allyn & Bacon.

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National Institute of Child Health and Human Development (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

National Research Council (1999), Burns, M., Griffin, P., and Snow, C. editors. Starting out right. A guide to promoting children's reading success. Washington, National Academy Press.

Pearson Education. *Reading Street*: Evidence of effectiveness (2011). https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS21 Efficacy_V4.pdf

Pearson, P., Kamil, M., Barr, R. & Mosenthal, P. (1984) (Eds.), Handbook of reading research. New York: Longman. Rasinski, T. (2010). The Fluent Reader: Oral & silent reading strategies for building fluency, word recognition, & comprehension, 2nd ed. New York, Scholastic.

Robb, L. (2003). Teaching reading in social studies, science, and math. Jefferson City: Scholastic. Wilhelm, J.D., (2001). Improving comprehension with think aloud strategies. New York, NY: Scholastic.

Teachers College Reading and Writing Project (2019). "Research base." https://readingandwritingproject.org/about/research-base

Zimmermann, S., Hutchins, C. (2003). 7 keys to comprehension. New York, Three Rivers Press.

Mathematics Resources

Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM) (AMTE, 2010). "The Role of Elementary Mathematics Specialists in the Teaching and Learning of Mathematics: A joint position of the Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM) in response to the release of Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs." https://mafiadoc.com/the-role-of-elementary-mathematics-specialists-in-the-teaching-_59ece6941723dd0a95a1d617.html

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SECTION 9: RTI Glossary

Academic Intervention Services: A set of coordinated services for students in Kindergarten through Grade 12 who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in general education.

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

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

Benchmark Assessment: The periodic assessment (a minimum of three times per year) of all students compared to age- or grade-level standards.

Collaboration: Cooperation between two or more people with shared goals and perceived outcomes, occurring in a climate of trust.

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

Curriculum-Based Measurement (CBM): A concise method used to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

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

Differentiated Instruction: Instruction that matches the specific strengths and needs of each learner.

English Language Learners (ELLs)/Multi-Language Learners (MLLs): Students whose native language is other than English and who are in the process of learning English.

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

Fidelity: Using a program or method of instruction as it was intended to be used.

Five "Big Ideas" of Reading: Critical areas of reading for all tiers of the RtI framework:

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

- **Phonics:** The basic concept that letters represent segments of speech. Students are taught letter names, the relationships between letters and sounds, an understanding that these relationships are systematic and predictable, and the use of these relationships to read and write words.
- **Fluency:** The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to decoding (the ability to apply knowledge of letter sound relationships, including letter patterns, to decipher and pronounce written word), thereby allowing the reader to focus attention on the meaning and message of the text.
- **Vocabulary:** Vocabulary development involves word knowledge, word instruction, word learning strategies and usage.
- **Comprehension:** The process of constructing meaning from written text. It includes such skills as: activating prior knowledge, literal understanding of what is read, sequencing, summarizing, making inferences, predicting, and making connections between new and unknown information.

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

Instructional Intervention: Clear, deliberate and carefully planned instruction delivered by trained personnel tailored to meet the identified needs of struggling students.

Intensive Intervention: Instruction delivered with increased opportunities for practice and feedback.

Instructional Support Team (IST): Intervention team convened to address specific concerns regarding a student's academic performance. Led by the building principal or his designee, the committee may include professionals such as the school psychologist, classroom teachers, reading teachers or math specialists, or other specialists as appropriate.

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

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

Parental Engagement: The meaningful and active dialogue between of parents/family members and members of the school community in the educational process.

Progress Monitoring: Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction.

Research Based Interventions: Instructional programs, strategies, methods, and materials that have been proven to be successful.

Response to Intervention (RtI): is a multi-tier approach to the early (Grades K-2) identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

State Standards: What students should know and be able to do at grade level. The New York State Standards are available at: http://www.nysed.gov/next-generation-learning-standards

Standards Aligned: The process of matching curriculum, instruction, and materials to the New York State Standards (what students should know and be able to do).

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

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

Universal Screening (School-Wide Screening): A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.