

**Holland Central School District
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**Response to Intervention Plan
Grades K-12**

Approved by the Holland Central School District Board of Education on 8/30/21

Holland Central School District RtI Design Team

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District Mission Statement

The Holland Central School District's Mission is to let each student become all that they are capable of being in a safe, caring, and supportive environment where schools, home, and the community work in a cooperative partnership.

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SECTION 1:

INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Holland Central School is to provide all students with the academic skills necessary to reach their fullest potential and become lifelong learners.

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 intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Legislative Background

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

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction

in phonemic awareness, phonics, vocabulary development, reading –fluency (including oral reading skills) and reading comprehension strategies.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
 - **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
 - The **application of information** about the student’s response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
 - **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student’s rate of learning; and
 - parents’ right to request an evaluation for special education programs and/or services
2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and

- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

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

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an Rtl program 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.”*

[8 NYCRR section 200.4(j)]

In addition to the above Rtl 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.

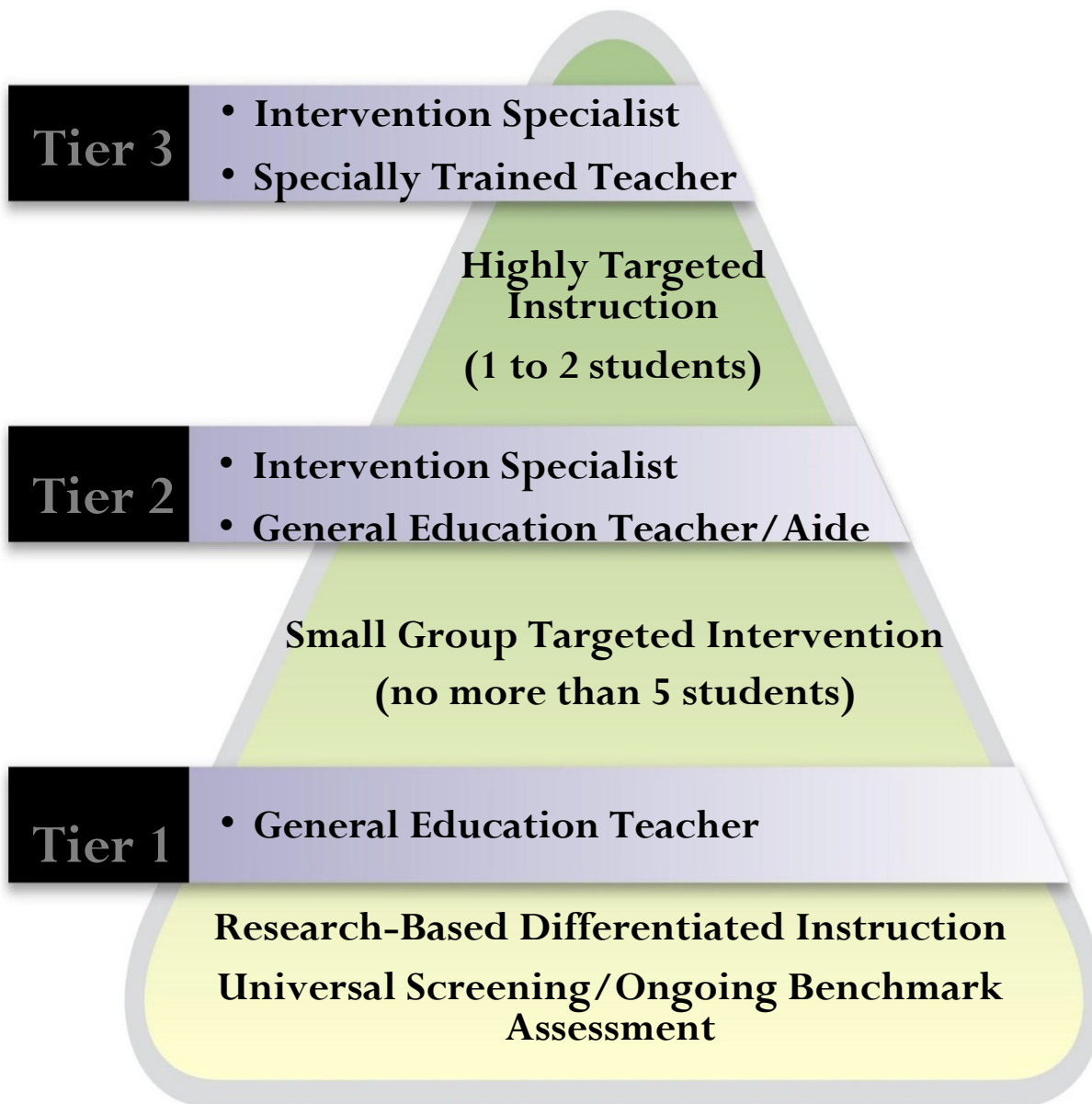
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the 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 by the Committee on Special Education to determine whether the student has a disability.

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

Rtl serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Holland Central School, a 3-tiered model is used. The graphic presented below provides a visual illustration of the district's Rtl model. Further information for each tier follows the graphic.



Tier One

Tier One is considered the primary level of intervention at Holland Central School and always takes place in the general education classroom. Tier One involves appropriate instruction in the core areas delivered to all students by qualified personnel in the general education setting. The following matrix (beginning on page 12) provides details on Tier One at Holland Central School in terms of core program, instructional provider, frequency, duration, and location by grade level.

Description of Evidence-Based Core Programs:

The elements of the district's core curriculum include explicit English Language Arts, math, science, and social studies instruction aligned to the New York State Standards. Differentiated instruction, cooperative learning, and other research-based strategies and assessment tools are included in the core components.

ELA: The current curricular program for grades K-5 is Houghton Mifflin Harcourt's Into Reading. "HMH Into Reading™ is differentiated by design to offer a balanced approach to literacy instruction, support teachers in developing a culture of learning and growth, and help all learners believe in the power of "I can." High-quality texts combine with engaging reading and writing workshops to strengthen critical skills. From embedded growth mindset strategies to a fully leveled library of Rigby® Readers, HMH Into Reading supports teachers in transitioning students beyond explicit instruction and into self-actualized learning. Offering teachers, a fully integrated approach to guiding students to critical text analysis and deepened comprehension through close reading and productive annotation, HMH Into Reading teaches students how to notice key signposts in texts that point to their meaning." (For more information about Into Reading go to <https://www.hmhco.com/programs/into-reading/overview>). Grade 6 teachers utilize a similar HMH program, Into Literature, in which "a diverse collection of authentic short reads, long reads, and novels honors students' current and future identities." (For more information about Into Literature go to <https://www.hmhco.com/programs/into-literature#overview>). In grades 7-12 curriculum is teacher created based upon the Expeditionary Learning Modules and the New York State Next Generation Standards in ELA.

Math: Math in Focus is aligned with the New York State Next Generation Standards for math and is the program utilized in grades K-6. Problem solving is at the heart of Math in Focus program, which is based on the Singapore Math® curriculum. Leveraging global best practices and research to create a unique approach based on powerful visual models, engaging hands-on activities, and a consistent K-6 pedagogical

approach, this solution empowers students to develop the critical-thinking skills, positive attitudes, and confidence needed to set the stage for achievement. In grades 7-12, the curriculum is teacher created based upon the New York State Next Generation Standards in Math. Teachers utilize resources such as the New York State Math Modules, e-Math Instruction, and IXL.

Differentiation: Differentiation in Tier 1 may include flexible grouping, and differentiated learning tasks based on learning styles, interests, and abilities. For Tier 1 Bridge students, progress will be monitored on a more frequent and formalized basis. For these students, the amount of time spent on intervention activities may increase and the teacher-student ratio may be reduced. Differentiated instruction will be discussed and planned within the department/grade level team and reviewed according to grade level criteria.

Checks for Fidelity: Program fidelity is ensured through a grade specific scope and sequence map, state provided pacing documents, weekly team meetings, quarterly department meetings, and administrator walk-throughs.

Considerations of Core Program for English Language Learners: English Language Learners may be given STAR Universal Screening depending on English proficiency. The screening data will be used to identify and monitor their needs for instructional support. Also, the student's current level of performance and his/her literacy experiences, language proficiencies, cultural and experiential backgrounds will be assessed and utilized to design an instructional program that is appropriate.

Tier One Bridge

If a student is not progressing with the core instruction with differentiation, or has current levels of performance that indicate the need for more intensified services, data to inform the decision to move a student to Tier Two will be collected. Teachers will document modifications made in the classroom and must fill out one of the two given forms to bring to Rtl meetings. See Appendix D for a list of suggested instructional strategies.

[Form Option #1](#)

[Form Option #2](#)

The forms are also located in the Rtl folder in SharePoint. See matrix for criteria.

Tier Two

Within the Holland Central School District Tier Two 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 the current needs of the student. The matrix that begins on page 12 provides details of Tier 2 at Holland Central School District in terms of program options, interventionist, frequency, duration, location and group size.

Considerations of Tier 2 Intervention/Instruction for English Language Learners:

English Language Learners will be provided Tier 2 interventions as needed. The student's language skills will also be evaluated to determine current levels of performance.

Program options available to students at this tier are based on student need(s). A Tier 2 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

Tier Three

Tier Three is designed for those students who, after receiving Tier Two interventions, demonstrate significant needs that warrant more intensive instruction or intervention. The matrix that begins on page 12 provides details on Tier Three at Holland Central School District in terms of program options, interventionist, frequency, duration, location and group size.

Considerations of Tier 3 Intervention/Instruction for English Language Learners:

English Language Learners will be provided Tier 3 interventions as needed. The student's language skills will also be evaluated to determine current levels of performance.

Program options available to students at this tier are based on the student needs. A Tier 3 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

Matrix: by Grade Level Tiers

Kindergarten – Tier 1	
Core Curriculum	<ul style="list-style-type: none"> - Into Reading - Math in Focus
Universal Screening	<ul style="list-style-type: none"> - i-Ready Assessment - District Writing Benchmark Assessments - DIBELS Next
Kindergarten – Tier 1 Bridge	
Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Assessment (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (26th-50th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention (i.e. fluency probes, running records, etc.). Please fill out the intervention documentation form located in the Rtl folder in SharePoint. - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 51^{\text{st}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

Kindergarten – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Assessment (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (10th–25th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Assessment (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 26^{\text{th}}$ Percentile) - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

Kindergarten – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next ($\leq 9^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
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Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Assessment (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - 4-5 sessions per week - 15 or more minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - DIBELS Next ($\geq 10^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

1st Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Into Reading - Math in Focus
Universal Screening	<ul style="list-style-type: none"> - i-Ready Assessment - i-Ready Math - District Writing Benchmark Assessments - DIBELS Next

1st Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Assessment (25th-39th Percentile) AND/OR - i-Ready Math (25th-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (26th-50th Percentile) AND/OR
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	<ul style="list-style-type: none"> - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention (i.e. fluency probes, running records, etc.). Please fill out intervention documentation form located in the Rtl folder in Share Point. - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 51^{\text{st}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
1st Grade – Tier 2	
Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Assessment (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (10th-25th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Assessment/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.

	<ul style="list-style-type: none"> - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 26^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
1st Grade – Tier 3	
Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($< 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - DIBELS Next ($< 10^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Assessment/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - 4-5 sessions per week - 30 or more minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher

Exit Criteria	<ul style="list-style-type: none"> - i-Ready Assessment ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - DIBELS Next ($\geq 10^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc)
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2nd Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Into Reading - Math in Focus
Universal Screening	<ul style="list-style-type: none"> - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments - DIBELS Next

2nd Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Reading (25-39th Percentile) AND/OR - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (26th-50th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention (i.e. fluency probes, running records, etc.). Please fill out intervention documentation form located in the RtI folder in Share Point. - DIBELS Next (Use Acadience Data Tracker)
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	- Classroom Setting
Typical Provider	- Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)

Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 51^{\text{st}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
2nd Grade – Tier 2	
Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (10th-25th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading or Early Literacy/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 26^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

2nd Grade – Tier 3

2nd Grade – Tier 3	
Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Reading (<10th Percentile) AND/OR - i-Ready Math (<10th Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - DIBELS Next (<10th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading or Early Literacy/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - 4-5 sessions per week - 30 or more minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading (\geq10th Percentile) AND/OR - i-Ready Math (\geq10th Percentile) AND/OR - District Writing Assessment/Rubric (\geq 2) AND/OR - DIBELS Next (\geq10th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

3rd Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Into Reading - Math in Focus
Universal Screening	<ul style="list-style-type: none"> - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments - DIBELS Next

3rd Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Reading (25-39th Percentile) AND/OR - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (26th-50th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention (i.e. fluency probes, running records, etc.) Please fill out intervention documentation form located in the Rtl folder in Share Point. - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 51^{\text{st}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

3rd Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (10th-25th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 26^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

3rd Grade – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($<10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($<10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - DIBELS Next ($<10^{\text{th}}$ Percentile) AND/OR
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	<ul style="list-style-type: none"> - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - 4-5 sessions per week - 30 or more minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading (>10th Percentile) AND/OR - i-Ready Math (>10th Percentile) AND/OR - District Writing Assessment/Rubric (2) AND/OR - DIBELS Next (\geq10th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

4th Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Into Reading - Math in Focus
Universal Screening	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math) - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments - DIBELS Next

4th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math Level 2 or below) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR
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	<ul style="list-style-type: none"> - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (26th-50th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention (i.e. fluency probes, running records, etc.) Please fill out intervention documentation form located in the Rtl folder in Share Point. - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 51^{\text{st}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
4th Grade – Tier 2	
Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - DIBELS Next (10th-25th Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly) AND/OR

	<ul style="list-style-type: none"> - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - DIBELS Next ($\geq 26^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
4th Grade – Tier 3	
Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading ($< 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - DIBELS Next ($< 10^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly) AND/OR - DIBELS Next (Use Acadience Data Tracker)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students

	<ul style="list-style-type: none"> - 4-5 sessions per week - 30 or more minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - DIBELS Next ($\geq 10^{\text{th}}$ Percentile) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

5th Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Expeditionary Learning Modules - Math in Focus - Guided Reading - Writer's Workshop
Universal Screening	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math/Science) - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments

5th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math/Science Level 2 or below) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention. Please fill out intervention documentation form located in the RtI folder in Share Point.
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A

Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	- Classroom Setting
Typical Provider	- Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	- i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, ELA tests, Running Records, etc.)

5th Grade – Tier 2

Entrance Criteria	- NYS Assessment ELA/Math/Science (based on NYS cut scores) AND/OR - i-Ready Reading (10-24 th Percentile) AND/OR - i-Ready Math (10-24 th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	- i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly)
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	- i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR

	<ul style="list-style-type: none"> - District Writing Assessment/Rubric (≥ 3) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
5th Grade – Tier 3	
Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math/Science (based on NYS cut scores) AND/OR - i-Ready Reading ($<10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($<10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - 4-5 sessions per week - 30 or more minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, ELA tests, Running Records, etc.)

6th Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Expeditionary Learning Modules - Math in Focus - Guided Reading - Writer’s Workshop
Universal Screening	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math) - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments

6th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math Level 2 or below) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) based on specific intervention. Please fill out intervention documentation form located in the Rtl folder in Share Point.
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric(≥ 3) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, ELA tests, running records, etc.)

6th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, ELA tests, running records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (bi-weekly) AND/OR - Skills Probe (bi-weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - 3-5 sessions per week - 30-40 minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 3) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, Into Reading, Running Records, etc.)

6th Grade – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading ($< 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR
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	<ul style="list-style-type: none"> - Program Assessments as Deemed Appropriate (i.e. Math in Focus, ELA tests, running records, etc.)
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 3-4 weeks) AND/OR - Specific Program Assessment (weekly) AND/OR - Skills Probe (weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - 4-5 sessions per week - 30 or more minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - Program Assessments as Deemed Appropriate (i.e. Math in Focus, ELA tests, running records, etc.)

7th Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Next Generation Standards Aligned District Curriculum
Universal Screening	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math) - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments

7th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math Level 2 or below) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance <75% (i.e. classwork, quizzes, tests, homework)
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	<ul style="list-style-type: none"> - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) <p>Please fill out intervention documentation form located in the Rtl folder in Share Point.</p>
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance $\geq 75\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

7th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance $< 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 5 weeks) AND - Specific Program Assessment (bi-weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - Every other day - 42 minutes

Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	- i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (2 or greater) AND/OR - Classroom Performance $\geq 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
7th Grade – Tier 3	
Entrance Criteria	- NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading ($< 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Program Assessments as Deemed Appropriate
Progress Monitoring	- i-Ready Reading/Math (every 5 weeks) AND - Specific Program Assessment (weekly)
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - Every other day - 42 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Intervention Specialist or specially trained certified teacher
Exit Criteria	- i-Ready Reading ($\geq 10^{\text{th}}$ percentile) AND/OR - i-Ready Math ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - Classroom Performance above 65% (i.e. classwork, quizzes, tests, homework) - Program Assessments as Deemed Appropriate

8th Grade – Tier 1

Core Curriculum	- Next Generation Standards Aligned District Curriculum
Universal Screening	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math/Science) - i-Ready Reading - i-Ready Math - District Writing Benchmark Assessments

8th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessments (ELA/Math Level 2 or below) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - i-Ready Math (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance <75% (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) <p>Please fill out intervention documentation form located in the RtI folder in Share Point.</p>
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	- Classroom Setting
Typical Provider	- Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance 75% or above (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

8th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance <70% (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading/Math (every 5 weeks) AND - Specific Program Assessment (bi-weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - Every other day - 42 minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - i-Ready Math ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance above 70% (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

8th Grade – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math (based on NYS cut scores) AND/OR - i-Ready Reading (<10th Percentile) AND/OR - i-Ready Math (<10th Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Classroom Performance < 65% (i.e. classwork, quizzes, tests, homework)
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	- Program Assessments as Deemed Appropriate
Progress Monitoring	- i-Ready Reading/Math (every 5 weeks) AND - Specific Program Assessment (weekly)
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - Every other day - 42 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Intervention Specialist or specially trained certified teacher
Exit Criteria	- i-Ready Reading ($\geq 10^{\text{th}}$ percentile) AND/OR - i-Ready Math ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (≥ 2) AND/OR - Classroom Performance above 65% (i.e. classwork, quizzes, tests, homework) - Program Assessments as Deemed Appropriate

9th Grade – Tier 1

Core Curriculum	- Next Generation Standards Aligned District Curriculum
Universal Screening	- NYS Assessments (ELA/Math/Science) - i-Ready Reading - i-Ready Math (8 th grade data) - District Writing Benchmark Assessments

9th Grade – Tier 1 Bridge

Entrance Criteria	- NYS Assessments (ELA/Math/Science Level 2 or below) AND/OR - i-Ready Reading (25-39 th Percentile) AND/OR - i-Ready Math 8 th grade results (25-39 th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance >75%(i.e. classwork, quizzes, tests, homework)
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	<ul style="list-style-type: none"> - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) <p>Please fill out intervention documentation form located in the RtI folder in Share Point.</p>
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance $\geq 75\%$ (i.e. classwork, quizzes, tests, homework)

9th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - NYS Assessment ELA/Math/Science (based on NYS cut scores) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - i-Ready Math 8th grade results (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance $< 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (bi-weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - Every other day - 42 minutes

Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	- Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (greater than 2) AND/OR - Classroom Performance $\geq 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
9th Grade – Tier 3	
Entrance Criteria	- NYS Assessment ELA/Math/Science (based on NYS cut scores) AND/OR - i-Ready Reading ($< 10^{\text{th}}$ Percentile) AND/OR - i-Ready Math 8 th grade results ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Classroom Performance below 65% (i.e. classwork, quizzes, tests, homework) - Program Assessments as Deemed Appropriate
Progress Monitoring	- i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (weekly)
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - Every other day - 42 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Intervention Specialist or specially trained certified teacher
Exit Criteria	- Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (2 or greater) AND/OR

	<ul style="list-style-type: none"> - Classroom Performance $\geq 65\%$ (i.e. classwork, quizzes, tests, homework) - Program Assessments as Deemed Appropriate
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10th Grade – Tier 1

Core Curriculum	- Next Generation Standards Aligned District Curriculum
Universal Screening	<ul style="list-style-type: none"> - i-Ready Reading - District Writing Assessment/Rubric

10th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science ($< 65\%$) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance $< 75\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) <p>Please fill out intervention documentation form located in the Rtl folder in Share Point.</p>
Program	- See Program Guide - Appendix A
Format	- In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	- Classroom Setting
Typical Provider	- Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance $\geq 75\%$ (i.e. classwork, quizzes, tests, homework)

10th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Assessment in ELA/Math/Social Studies/Science (< 65%) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance <70% (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (bi-weekly)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - Every other day - 42 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (> 2) AND/OR - Classroom Performance $\geq 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

10th Grade – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science (< 65%) AND/OR - i-Ready Reading (<10th Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Classroom Performance <65% (i.e. classwork, quizzes, tests, homework)
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	<ul style="list-style-type: none"> - Program Assessments as Deemed Appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - Every other day - 42 minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (2 or greater) AND/OR - Classroom Performance $\geq 65\%$ (i.e. classwork, quizzes, tests, homework) - Program Assessments as Deemed Appropriate

11th Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Next Generation Standards Aligned District Curriculum
Universal Screening	<ul style="list-style-type: none"> - i-Ready Reading - District Writing Benchmark Assessments

11th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science ($< 65\%$) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance $< 75\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
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Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period) Please fill out intervention documentation form located in the Rtl folder in Share Point.
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance $\geq 75\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

11th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science ($< 65\%$) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance $< 75\%$ (i.e. classwork, quizzes, tests, homework) - Parallel assessments in ELA and Math - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (bi-weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - Every other day - 42 minutes

Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (greater than 2) AND/OR - Classroom Performance $\geq 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

11th Grade – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science ($< 65\%$) AND/OR - i-Ready Reading ($< 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Classroom Performance $< 65\%$ (i.e. classwork, quizzes, tests, homework) - Parallel assessments in ELA and Math - Program Assessments as Deemed Appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (weekly)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - Every other day - 42 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 10^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (2 or greater) AND/OR

	<ul style="list-style-type: none"> - Classroom Performance $\geq 65\%$ (i.e. classwork, quizzes, tests, homework)
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12th Grade – Tier 1

Core Curriculum	<ul style="list-style-type: none"> - Next Generation Standards Aligned District Curriculum
Universal Screening	<ul style="list-style-type: none"> - i-Ready Reading - District Writing Benchmark Assessments

12th Grade – Tier 1 Bridge

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science ($< 65\%$) AND/OR - i-Ready Reading (25-39th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance $< 75\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - Classroom assessments (3-4 data points over 5-week period)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas.
Typical Setting	<ul style="list-style-type: none"> - Classroom Setting
Typical Provider	<ul style="list-style-type: none"> - Classroom Teacher and/or Intervention Specialist, Aide (under direction of certified teacher)
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 40^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (3 or greater) AND/OR - Classroom Performance $\geq 75\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

12th Grade – Tier 2

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science (< 65%) AND/OR - i-Ready Reading (10-24th Percentile) AND/OR - District Writing Assessment/Rubric (≤ 2) AND/OR - Classroom Performance <70% (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (bi-weekly)
Program	- See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in specific skill areas. - Groups of no more than 5 - Every other day - 42 minutes
Typical Setting	- Other/Separate Location
Typical Provider	- Certified teacher, therapist, aide (under direction of certified teacher), interventionist to collaborate to support classroom teacher
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading ($\geq 25^{\text{th}}$ Percentile) AND/OR - District Writing Assessment/Rubric (greater than 2) AND/OR - Classroom Performance $\geq 70\%$ (i.e. classwork, quizzes, tests, homework) - Others as deemed appropriate

12th Grade – Tier 3

Entrance Criteria	<ul style="list-style-type: none"> - Regents or Next Generation Standards Aligned Final Exam in ELA/Math/Social Studies/Science (< 65%) AND/OR - i-Ready Reading (<10th Percentile) AND/OR - District Writing Assessment/Rubric (1) AND/OR - Classroom Performance <65% (i.e. classwork, quizzes, tests, homework)
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	<ul style="list-style-type: none"> - Program Assessments as Deemed Appropriate
Progress Monitoring	<ul style="list-style-type: none"> - i-Ready Reading (every 5 weeks) AND - Specific Program Assessment (weekly)
Program	<ul style="list-style-type: none"> - See Program Guide - Appendix A
Format	<ul style="list-style-type: none"> - In addition to the Core Differentiated Instruction, targeted instruction based on need in 1-2 specific skill areas. - 1 or 2 students - Every other day for 42 minutes
Typical Setting	<ul style="list-style-type: none"> - Other/Separate Location
Typical Provider	<ul style="list-style-type: none"> - Intervention Specialist or specially trained certified teacher
Exit Criteria	<ul style="list-style-type: none"> - Passing NYS Regents Exam AND/OR - i-Ready Reading (≥ 10th Percentile) AND/OR - District Writing Assessment/Rubric (2 or greater) AND/OR - Classroom Performance $\geq 65\%$ (i.e. classwork, quizzes, tests, homework)

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

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

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 "at-risk" for academic failure and who may require closer monitoring-, further assessment, or supplemental instruction.

Evidence of the psychometric accuracy and efficacy of the i-Ready assessments by Curriculum Associates can be found at <https://www.curriculumassociates.com/research-and-efficacy>. More information about DIBELS Next (Acadience Reading) can be found here: https://acadiencelarning.org/wp-content/uploads/2020/01/Acadience_Reading_Technical_Adequacy_Brief.pdf. It is highly recommended that the tools used or selected have been reviewed for their psychometric properties.

The table presented below provides descriptive information regarding the universal screening procedures used at Holland Central School.

Screening Tool	Frequency of Administration	Grades Screened	Screening Administrator(s)	Location
DIBELS Next (now called Acadience Reading)	3-4 times a year	K-4	Classroom Teachers AIS Teachers Special Education Teachers	Elementary School
i-Ready Reading	3-4 times a year	K-12	AIS Teachers	Elementary Middle

			Classroom Teachers Special Education Teachers	School, and High School
i-Ready Math	3-4 times a year	K-8	AIS Teachers Classroom Teachers Special Education Teachers	Elementary and Middle School
District Writing Benchmark Assessments	3 times a year	K-12	AIS Teachers Classroom Teachers Special Education Teachers	Elementary Middle School, and High School
NYS Assessments in ELA and Math	1 time a year	4-9 (Given grades 3 – 8)	AIS Teachers Classroom Teachers Special Education Teachers	Elementary Middle School, and High School
NYS Regents Exams	1-2 times a year	10-12 (Given 9-12)	Teachers Special Education Teachers	High School

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 ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL 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)

The following considerations relative to universal screening are being made in our district for English Language Learners. English Language Learners may be given STAR Universal Screening depending on English proficiency. The screening will identify and monitor their needs for instructional support at a Tier 1 or Tier 2 level. The student's language skills will also be evaluated to determine current levels of performance. In addition, the student's language skills will also be evaluated to determine current levels of performance. Also, the student's current level of performance and his/her literacy experiences, language proficiencies, cultural and experiential backgrounds should be assessed.

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 Holland Central School District uses various tools to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table in section 2 provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at Holland Central School District.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	3-4 times a year with DIBELS Next (K-4), i-Ready Reading (K-12), i-Ready Math (K-8), and District Writing Benchmark Assessments (K-12)	K-6: i-Ready or DIBELS Next (every 3-4 weeks), skill/program probes (bi-weekly) 7-12: i-Ready Reading (every 5 weeks), skills/program probes (bi-weekly) 7-8: i-Ready Math (every 5 weeks), skills/program probes (bi-weekly) 9-12: Math teachers utilize teacher generated assessments and checkpoints	K-6: i-Ready or DIBELS Next (every 3-4 weeks), skill/program probes (weekly) 7-12: i-Ready Reading (every 5 weeks), skills/program probes (weekly) 7-8: i-Ready Math (every 5 weeks), skills/program probes (weekly) 9-12: Math teachers utilize teacher generated assessments and checkpoints
Administrator(s):	AIS Teachers Classroom Teachers Special Education Teachers	AIS Teachers Classroom Teachers Special Education Teachers	Intervention Specialist or Specially trained certified teacher
Location:	Classroom	Interventionist determined	Interventionist determined

		location with minimal distraction	location with minimal distraction
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Considerations for Progress Monitoring for -English Language Learners:

English Language Learners will be provided progress monitoring as needed. The student’s language skills will also be evaluated to determine current levels of performance.

Additional Assessment: Diagnostic

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

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an Rtl 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 Rtl framework, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

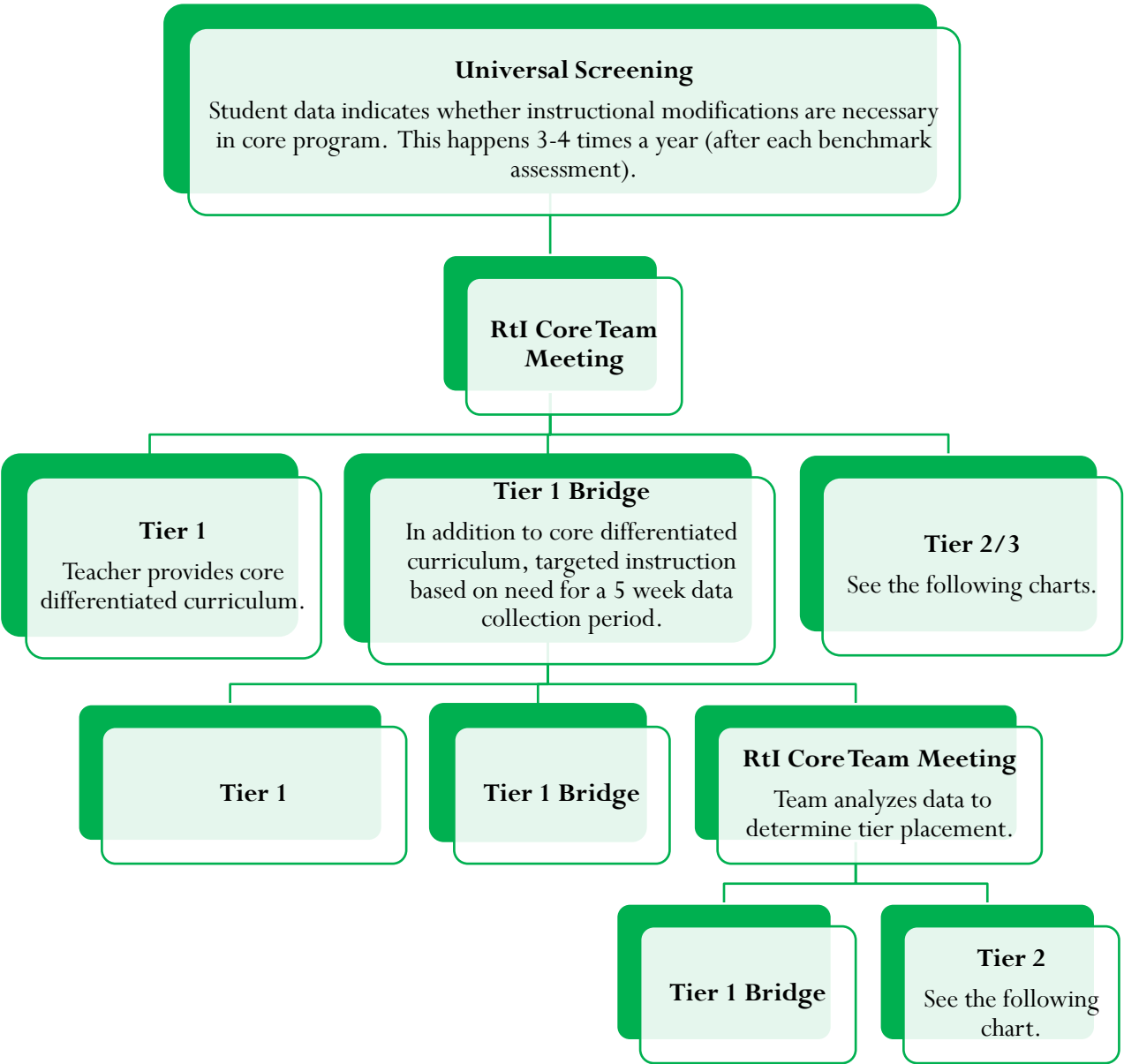
To determine which students may be at-risk, the Holland Central School District uses data obtained from benchmark/screening assessments as well as other sources.

Determining Student Response to Intervention

Another key decision is whether or not a student who is receiving supplemental instruction or intervention is making progress. A student may exit Tier Two or Three when data collected shows consistent and appropriate progress. The Holland Central School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, an informed decision about a student's response to intervention will be made by the following teams (see table below).

Team	Rtl Core Team	Student Support Team (SST)
Purpose	This is the first level of discussion involving student improvement. At a minimum, this team will meet after each benchmark is given in order to analyze assessment data and determine the	This is the second level of discussion involving student improvement. At a minimum, this team will meet monthly to analyze information and assessments concerning a student's response to intervention and make educational decisions about changes in goals,

	appropriate intervention/tier for each student.	instruction and/or services. In addition, they also determine whether to request a referral for further evaluation.
Members	AIS teacher(s), classroom teacher(s), principal	AIS teacher(s), classroom teacher(s), special education teacher(s), school psychologist, principal, related service providers (as needed)



Tier 2

In addition to differentiated core instruction (Tier 1), student is placed in targeted intervention based on data in groups of no more than 5 students and is seen by the intervention provider 2-5 times per week for a minimum of 30 minutes each session. Student progress is monitored bi-weekly.

RtI Core Team and/or SST Meeting

Team analyzes data to determine tier placement.

Tier 1 Bridge

In addition to core differentiated curriculum, targeted instruction based on need for a 5 week data collection period.

Continue Tier 2

Tier 3

See the following chart.

Tier 3

In addition to differentiated core instruction (Tier 1), student is placed in highly targeted intervention based on data in groups of no more than 2 students and is seen by the intervention provider atleast every other day for a minimum of 30 minutes each session. Intervention period will be determined by the intervention specialist. Student progress is monitored weekly.

RtI Core Team and/or SST Meeting

Team analyzes data to determine tier placement.

Return to Tier 2

As previously described.

Continue Tier 3

Revisit after another intervention period.

SST Referral

Continue Tier 3 services during referral process.

LD Determination

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

SECTION 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 Rtl program and that such program is implemented consistent with...” the specific structure and components of the Rtl process selected by the school district.

All faculty members involved in the development, provision and/or assessment of the Holland Central School District’s Rtl framework, shall receive appropriate training necessary to implement the district’s Rtl framework. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

SECTION 6:

PARENT NOTIFICATION

In the Holland Central School District parents are notified by the AIS department when their child requires an intervention beyond that provided to all students in the general education classroom. Parents will receive an initial letter and a copy of the student's plan, as well as a letter when a change of Tier occurs, which includes:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- services

Considerations for Parents Whose Native Language is Not English: The district will provide appropriate support (i.e. translator, etc.) as needed.

APPENDIX

Appendix A: Holland RtI Program Guide

Online adaptive programs are continually evolving, and the following appendix is a flexible starting point. Please inform an RtI team member if a site or link is no longer active.

Grades	Tier 1 & Tier 1 Bridge	Tier 2	Tier 3
K-4	Into Reading	Any Resource From Tier 1 AND/OR	Reading Recovery (Grade 1 Only)
	iRead	Leveled Literacy Intervention Kits (F&P)	Explicit and Systematic Phonics
	Explicit and Systematic Phonics	Into Reading Resources	Related Services
	RAZ Kids	iRead	
	Math in Focus	Explicit and Systematic Phonics	
	IXL	Math in Focus Resources	
	i-Ready Resources	IXL	
	Math Games	i-Ready Resources	
	Big Ideas Math	Target Ed	
	Khan Academy	Related Services	
	CK-12		
	Extra Math		
	Common Core Worksheets		
	Target Ed		
	Quizziz		
	ABCya Games		
	Word BINGO		
	Duck Duck Moose Reading		
	Seesaw: The Learning Journal		
	Epic!		
	Freckle Education (Front Row)		
Starfall ABC's			
Guided Lessons Education.com			
Sight Words Ninja			
ABCmouse.com			
Snowflake			
Grades	Tier 1 & Tier 1 Bridge	Tier 2	Tier 3
5-8	Expeditionary Learning Modules	Any Resource From Tier 1 AND/OR	Explicit and Systematic Phonics
	Next Generation Standards Aligned District Curriculum	Leveled Literacy Intervention Kits (F&P)	Related Services
	Guided Reading	Explicit and Systematic Phonics	
	Writer's Workshop	Math in Focus Resources	
	RAZ Kids	IXL	
	Read Theory	i-Ready Resources	

	Readworks	Target Ed	
	NoRedInk	Related Services	
	Commonlit		
	Rewordify		
	Tween Tribune		
	Target Ed		
	Math in Focus		
	IXL		
	i-Ready Resources		
	Math Games		
	Big Ideas Math		
	Khan Academy		
	CK-12		
	Extra Math		
	Common Core Worksheets		
	Quizziz		
	Virtual Nerd		
	Algebra2Go		
	Kahoot		
Grades	Tier 1 & Tier 1 Bridge	Tier 2	Tier 3
9-12	Next Generation Standards Aligned District Curriculum	Any Resource From Tier 1 AND/OR	Targeted Skill Instruction
	Read Theory	IXL	Related Services
	Readworks	i-Ready Resources	
	NoRedInk		
	Commonlit		
	Rewordify		
	Tween Tribune		
	Target Ed		
	i-Ready Resources		
	IXL		
	Big Ideas Math		
	Khan Academy		
	CK-12		
	Quizziz		
	Algebra2Go		
	School Yourself – Math Videos		
	GeoGebra		

Appendix B: Tier 1 Placement Documentation

Each RtI Core Team will use a spreadsheet with the following headings:

Last	First	Teacher	Star (%;color)	Tier	Program/Related Svcs.	Discussion	(%;RTI color) Jan	Tier in Jan	Discussion Jan	(%;RTI color) June	Tier in June	Discussion June
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Appendix C: SST Referral Forms

****Please remember to download the forms first, before making any changes!*

[Holland SST Referral Forms](#)

Appendix D: Tier 1 Bridge Intervention Menu

Student Name: _____

Date: _____

Prior to referral, please identify interventions already implemented in the classroom. Be sure to document frequency and success level.

Frequency	Success +/-	<u>Management:</u>
		preferential seating
		short term goals to organize work
		assign student a work partner
		specific step-by-step written and verbal cues
		providing frequent and immediate positive feedback/rewards/praise specific behaviors
		using prudent reprimands, avoid lecturing
		using non-verbal cues to stay on task
		allowing short breaks between assignments
		remove distractions (earbuds, work shields, etc.)
		stop often to reinforce/summarize key elements
		student summary in own words
		pause and use a variety of questioning techniques (Bloom's Taxonomy)
		use Think-Pair-Share
		ignoring minor inappropriate behaviors
		supervising during transition time
		focus on student talents, strengths, and accomplishments
		make time to talk alone to student
		look for signs of stress
		readjust assignments
		look for opportunities for students to display leadership roles
		send home positive notes
		use mild, consistent consequences
		give student choices
		circulate among students to observe and question while they are working
		provide reinforcement small group instruction (study halls, after-school, academic period, etc.)
		provide one to one reinforcement instruction (study halls, after-school, academic period, etc.)
		provide a master set of notes
		use highlighters/colored pens to organize and focus on key information
		use a timer as a guide to complete tasks
		kept data (grades, anecdotal notes, observations, student portfolio, exit tickets, etc.)
		word wall/vocab journal
		post daily routines and student expectations

		color-code for organization and management (folders, binders, etc.)
		use signals to gain attention for transitions (chimes, songs, clapping hands, etc.)
		parent communication (notebook, telephone calls, meetings, etc.)
		provide 3-5 seconds “wait time” after asking a question
		<u>Teacher Adaptations:</u>
		extra time to complete tasks
		make eye contact while simplifying and clarifying directions
		open book/take-home tests
		frequent, short quizzes
		use a variety of formal, informal and authentic assessments
		vary presentation of questions asked/responses (multiple choice, short answer response, extended answer response, verbal)
		provided individual testing modifications (test read, separate location, extended time, etc.)
		aide support
		consulted and discussed with related services
		consulted with grade level team
		consulted with AIS
		<u>Student Responsibilities:</u>
		check completion of homework
		personal goal-setting opportunities
		provide checklist (organization, behavior, focusing on task, etc.)
		engage students in reviewing their own performances
		<u>Learning Styles:</u>
		teaching through multisensory styles
		include a variety of activities in each lesson
		differentiate lesson to student ability
		providing movement within lessons
		alternate between passive and active learning
		different grouping styles (team, partners, whole group, independent, interest, learning styles, teacher assigned, self-selected)
		use technological tools to allow students to access content
		use graphic organizers/charts/tables to focus attention on key elements, concepts or ideas
		provide practice opportunities
		provide opportunities for students to respond in a variety of ways (questions, dry erase, thumbs-up, partner share, graphic organizers, etc.)
		provide manipulatives to reinforce new concepts
		offer examples and models of the standard work expected

Other Interventions:

Comments:

Appendix E: Glossary of Terms

Glossary of Terms

Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured.

Adaptation: An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education.

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

Assessment Benchmark Tests: The process of measuring and documenting what students have learned. These are short assessments given at the beginning, middle, and end of the school year to establish baseline achievement data progress.

Adequate Yearly Progress (AYP): A statement accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the U.S. Department of Education.

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

Benchmark Assessment: The periodic assessment (a minimum of 3 times per year) of all students as compared to age or grade level standards.

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

Curriculum-based Assessment (CBA): Measurement that used direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum-based Measurements (CBM): A method of monitoring student progress through curriculum. It reflects the success of students' instructional program by using short, formative assessments that are nationally normed.

Cut Point: Cutoff scores on common benchmark assessments. Cut points specify the score at or below which students would be considered for intervention.

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

Data Points: The assessment results gathered using an identified progress monitoring tool.

Data Teams: Teams of educators that are responsible for data analysis and decision making. The teams may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Differentiated Instruction: Process of designing lesson plans that meet the needs a range of learners. Such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skills levels, interest levels, and learning preferences.

Duration: The length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved.

Eligibility: An individual, who by nature of his or her disability and need, requires Special Education and related services in order to receive an appropriate education.

English Language Learners (ELLs): Students whose first language is other than English and who are in the process of learning English.

Evidence-based Practice: Educational practices or instructional strategies supported by relevant scientific research studies.

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

Fidelity: Using a program or method of instruction exactly as designed so that it is aligned with research and ensures the largest possible positive outcome.

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

Frequency: In Rtl, this is used in terms of intervention delivery in regard to the amount of days in a week and time in a day and intervention delivered.

Formative Assessment/Evaluation: Classroom/curriculum measures of student progress.

Gap Analysis: A tool for measuring the difference between the student's current level of performance and benchmark expectations.

Instructional Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed

to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

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

Normed Data: National norms that indicate grade level expectations, grade level ranges, or grade level growth expectations.

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

Parental Engagement: The meaningful and active involvement of parents and family members in the educational process.

Progress Monitoring: Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction. A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction.

Research-based Instruction or Intervention: A reliable, trustworthy, and valid intervention based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains of achievement.

Response to Intervention (RtI): is a process for achieving higher levels of academic and behavioral success for all students through:

- * high quality instructional practice
- * continuous review of student progress (multiple measures)
- * collaboration

Scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

Student Support Team (SST): A building support team for a student. This team may include the classroom teacher, special education teacher, the principal, the school psychologist, related services, or any combination of aforementioned adults.

Summative Assessment: Checks the level of learning at periodical intervals to provide ongoing feedback to students' understanding.

Systematic Data Collection: Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

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

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

Tertiary Levels of Intervention: Supplementary interventions that relate directly to an area of need. Usually implemented individually or in very small group settings.

Tier 1: High quality instruction provided to all students in the general education setting through the Common Core Curriculum and behavioral expectations. Tier 1 is also used to differentiate instruction through a culturally responsive lens, taking individual and group needs into account.

Tier 1 included the curriculum, programs, and services that are used with all students with the expectation that 80% of all students will make adequate progress according to screening benchmark expectations.

Tier 2: Based on screening data, RtI team discussions and identification of student intervention needs, teams develop intervention plans for small groups of students with similar needs and interventions are then delivered in small group setting for 8-10 weeks.

Tier 3: Tier 3 is considered a problem-solving, team approach through which students with significant needs are identified, and measurable targeted options are collaboratively planned and continuously reviewed to address student progress. The ratio of student to teacher is typically 1:1 and no more than 1:2. Interventions are typically delivered daily.

Tiered Instructions: Levels of instructional intensity within a tiered model.

Tiered Model: Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Universal Screening: A check of all students' current level of performance in a content or skill area prescribed at intervals during the year.

Appendix F: Rtl Action Plans

In addition to reviewing our Rtl Plan, the Rtl Design Team periodically reviews the overall effectiveness of our Rtl process and creates goals and action steps to improve that process.

[2019-2020 Rtl Action Plan](#)