



SEAFORD UNION FREE SCHOOL DISTRICT

RESPONSE TO INTERVENTION AND ACADEMIC INTERVENTION SERVICES

**JULY 2022
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October 2020 - June 2022

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SEAFORD UFSD
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SEAFORD SCHOOL DISTRICT

Seaford, New York

INTRODUCTION

RESPONSE TO INTERVENTION/ACADEMIC INTERVENTION SERVICES

The following document outlines the District's comprehensive plan to provide students with additional academic support when necessary. It provides stakeholders with clarity and delineates the required protocols and procedures of our Response to Intervention Plan and Academic Intervention Services. In addition, it conforms with NYS Education Department regulations and recommendations, and includes several important documents that support the Rtl/AIS process in Seaford UFSD (see Appendices A-G).

Definition of Response to Intervention (Rtl)

Response to Intervention is a multi-tiered problem-solving approach that identifies general education students struggling in reading (K-5) and provides them with research-based targeted instruction matched to student need and at varying levels of intervention. All students will be administered a universal screening (through the NWEA/MAP Growth Assessment) three times a year. The results of which, in combination with other assessments and classroom performance, will be discussed at Rtl meetings where an educational plan will be developed for each eligible student. Rtl is comprised of three tiers of intervention containing increasing levels of intensity. Students in Tiers I, Tier II, and III will be progress monitored through NWEA/MAP Growth data, as well as through teacher-executed progress monitoring tools that are a part of our reading and math intervention program, as well as technology support platforms (e.g., Raz Plus, LLI, etc.). If a student is not making adequate progress in a certain tier, the school's Rtl committee will review the data, evaluate the current intervention(s) being utilized and make a determination whether to change the specific intervention(s), or consider a different tier placement.

Definition of Academic Intervention Services (AIS)

Taken from Commissioner's Regulations Section 100.1

Academic Intervention Services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in sub division (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to part 154 of this Title or special education services and programs as defined in Education Law Section 4401 (1) and (2). Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State

assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided however, that such services are consistent with the student's Individualized Education Plan developed for the student pursuant to Section 4402 of Education Law.

Definition of Terms

A definition of terms used throughout this document, as well as an expanded educational terms glossary, can be found by referencing Appendix H. It was expressly compiled by the Rtl Committee members to assist parents, guardians, and other community stakeholders in reading and interpreting its contents.

District Planning Team

The K-5 Rtl Plan was created by a team of district and building administrators, psychologists, and general and special education teachers known as the *Rtl Work Group*.

The Seaford School District *Rtl Work Group* (2022) was comprised of the following members:

- Deputy Superintendent (Superintendent's Designee)
- Executive Director for Humanities (Chairperson)
- Assistant Superintendent for Curriculum & Technology
- Principal and Assistant Principal(s) of each of the elementary schools
- Director and Assistant Director of Pupil Personnel Services
- A 21-member district-wide team of administrators and teachers across all grade levels, including certified reading and special education teachers

At the elementary level, students who perform below the required cut score on the NYS assessments are identified to receive AIS academic support services. Support services for reading can also include Tier I interventions delivered by the general education classroom teacher, and interventions at Tiers II and III are provided by certified reading teachers. AIS support for mathematics includes services from mathematics AIS teachers. Students whose scores were above the NYS cut score for Rtl/AIS services, but below level 3, are often further evaluated by examining data from local benchmark assessments (*NWEA/MAP Growth* and *Teachers College Reading & Writing Project* or *TCRWP*) in order to make informed decisions about the eligibility of support services. Periodic Rtl/AIS meetings occur throughout the year to examine the progress of students and to determine whether or not Rtl/AIS services must remain in place, or whether the student can exit to Tier I classroom instruction and support (see Appendix C for explicit Tier I classroom protocols).

At the middle school, students below the cut score required for AIS, receive various types of additional support. The AIS services are the Supportive ELA, Math, Academic Support, and Learning Labs, in addition to in-class Progress Monitoring. Progress monitoring includes mandatory self-help in the target area twice a week, and the monitoring of classroom work and grades. Students who were above the scale score cutoff for AIS and below the level 3 typically have their grades monitored. Periodic meetings will be scheduled to review student progress and eligibility for AIS services.

Student Identification and Data Analysis

The district has established an ongoing system of student identification based on the results of a variety of assessments, diagnostic tools and teacher/administrator recommendations made to each building's Instructional Support Team (IST).

The system begins with the screening of kindergarten entrants and continues with the New York State mandated screening program that requires districts to screen all new entrants for Special Education needs. A team that includes the building psychologist, classroom and reading teachers, speech/language pathologist and other support personnel, when appropriate, conducts the kindergarten screening.

The district monitors literacy progress in kindergarten through grade five using the Teachers College Reading and Writing Project's (TCRWP) assessments and the NWEA/MAP Growth assessment. Additionally, literacy skills in grades K-8 are assessed using the New York State ELA assessment and teacher-made/program-generated assessments.

The district monitors students' mathematical progress in kindergarten through grade five using GoMath assessments and the NWEA/MAP Growth Assessment. Mathematical skills in grades K-8 are further assessed using the New York State Math assessment and teacher-made/program-generated assessments.

Multiple measures (such as the New York State assessments, criterion-referenced tests, diagnostic assessments, and school recommendations) are also used to determine if RtI/AIS services are necessary in social studies and science (for grades 6-12).

All new entrants to the district are screened to determine if they need RtI/AIS using the same multiple measures outlined above and/or after a careful review of the educational records from former schools.

Instructional Support Team

In each building an Instructional Support Team (IST) exists. The principal of each building shall designate or serve as the chairperson of the building IST. Each IST shall have a system for identifying students to be discussed and shall meet on a regular basis for this purpose. The purpose of the Instructional Support Team is to gather the professionals in the building who are working with, or have knowledge of, a student's academic and social history. When a student has an issue that is directly affecting his/her academic performance, such as failing grades, poor attendance, or emotional distress, the building IST will develop a plan for that student. It is advisable to have the parent or guardian of the student involved in the dialogue of the IST to the greatest extent possible and to be advised of the action plan put in place for that student. An IST may assign a student service through RtI and/or AIS absent of any other entry criteria if it deems that service appropriate. At the elementary level, RtI meetings will be scheduled to coincide with the trimester periods as closely as possible.

Eligibility

Students eligible for services through Rtl and/or AIS, including those with disabilities and/or limited English proficiency, are:

- Those who score below the designated performance levels on elementary, intermediate level and commencement level assessments in English Language Arts, mathematics, social studies, and science. Designated performance levels are set locally district-wide and by New York State on each of the State elementary and intermediate assessments. On NYS Regents exams needed for commencement, students who score 64% or below are mandated for AIS support until they earn a passing grade on that exam.
- Those at risk of not meeting New York State standards as indicated through the district procedure stipulated in this plan.
- English Language Learner (ELL) students who do not achieve the performance standards stipulated in the New York State Education Department's regulation CR Part 154.

Provision of Services

The services detailed in this plan must begin no later than the semester following the determination of need. Rtl/AIS must continue until the student meets the New York State Next Generation Learning Standards in the identified area of need and/or exceeds the 25th percentile on the NWEA/MAP Growth Assessment in the academic area of intervention and has been progress monitored and is demonstrating sufficient success to be recommended to exit support services by the school-based Rtl Committee. Rtl/AIS services must be delivered by qualified and appropriately certified staff.

Rtl/AIS should vary in intensity based upon a determination of how far the child is from meeting the Learning Standards. This determination will be based upon multiple measures that provide the best indication of the child's current performance level. The instruction should be differentiated and targeted, to the greatest extent possible, to the individual needs of the student.

Components of the District Plan

The Seaford Union Free School District Plan for AIS is designed to provide services for the following Learning Standards:

- K-12 English Language Arts
- K-12 Mathematics
- 6-12 Science
- 6-12 Social Studies

The District Plan for Rtl services is designed to provide interventions for Reading (English Language Arts) and Mathematics for kindergarten through twelfth grade.

Parent Notification and Involvement

The parent(s) or designated guardian will be notified in writing by the student's building principal or his/her designee that the student will be provided with AIS or Tier II or Tier III Rtl services. This notification shall be provided in English and translated, when

necessary, into the native language of the parent.

The notice shall include a summary of the services being provided to the student and will indicate when those services will be provided. The reason(s) for the Rtl/AIS will be reviewed, and the consequences of not achieving the standards or district's academic benchmarks will be stated.

Parents of students receiving Rtl/AIS shall be provided with ongoing communication with school personnel. Existing report cards will be used, and parents will have opportunities to meet with their child's regular teachers and any other personnel providing Rtl/AIS services at the school building's regularly scheduled parent teacher conferences. They will receive report cards three times per year at the elementary level and quarterly at the secondary level.

The school district will continue to provide additional information to parents on how to work with their child to improve achievement, monitor their child's progress, and work with educators. Parents will be encouraged to engage in regular contact with their child's teacher(s) to gain information about how best to assist in meeting the educational needs of their child.

When Rtl/AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, as well as the multiple measures that were used in determining the student's level of performance.

Records of Progress

A record of each student's performance on local assessments (e.g., NWEA/MAP, TC Benchmarks, GoMath, etc.) are kept by the district's teachers and administrators—as well as on the NWEA platform itself. New York State assessment data is available in the district and in the NYS Student Data Repository for 3-8 State assessments. Progress Report grades are maintained in the district's student information system known as *Infinite Campus*. Documentation of specific Rtl/AIS will be maintained by the intervention providers. In addition, a copy of all parent notification letters related to intervention services will be maintained in the schools.

Rtl/AIS IN SEAFORD

The Seaford district provides many Rtl/AIS services. This plan delineates those services, as well as several other initiatives designed to help students meet the New York State Learning Standards. The district strives to provide comprehensive support to all its students. Below is a list of those services:

Elementary:

➤ Reading Support

Eligible students receive reading support in the four areas of English/Language Arts (reading, writing, listening, speaking) and are based on the New York State Next Generation Learning Standards. The content of the support varies depending on the needs of the student and can be in the form of, but not limited to: Leveled Literacy Interventions, Wilson Reading, Intervention Central, Florida Interventions, Reading A-Z and Foundations. The support is delivered during the day in a push-in/pull out format by a certified reading, special education, or ESL teacher.

Students are monitored utilizing the NWEA/MAP Growth assessment, the TCRWP and teachers' progress monitoring.

➤ Math Support

Eligible students receive math support that is based on the New York State Next Generation Learning Standards. The content of the support consists of a combination of reinforcement and support materials for the GoMath curriculum, Khan Academy, and other resources necessary to ensure success in meeting proficiency in the New York State Next Generation Learning Standards. The support can be delivered either before school or during the day in a push-in/pull out format by a certified elementary teacher. Students are monitored utilizing the NWEA/MAP Growth assessment, GoMath assessments, and other measures from additional intervention platforms.

Monitoring

These services include having the classroom teacher monitor the reading and/or math progress of the student and potentially the administration of an additional reading and/or math assessment prior to the regularly scheduled NWEA/MAP assessments. The teacher's classroom observations and their assessment results should be presented and discussed at each Rtl meeting. At the beginning of the school year a student may be placed in Reading or Math Rtl/AIS services. If after the first or second trimester that student has been assessed to be on grade level through the TCRWP/NWEA/MAP Growth assessments and/or receives a 3 for reading and/or math on his/her report card, the Rtl committee can make the decision to place this student on Progress Monitoring.

Middle School:

➤ After School Library Hour

Students in need of academic support in any curricular area, or those wishing to use available computer technology for project completion or research purposes may utilize the Library Media Center. The Center is supervised by a member of the teaching staff for one hour each afternoon. In addition to receiving intervention services from the supervising professional, students can also benefit from working with members of the National Junior Honor Society who are scheduled on a rotating basis. Supervising teachers throughout any given week represent each of the major academic areas.

➤ Supportive Reading & ELA Lab

Students who are identified as needing reading support are placed in a supportive reading class for one school period every other day. Reading and English teachers individualize instruction for small groups of students. Text material from the academic classes such as social studies and science may be used to support skill development and strategy acquisition.

➤ Supportive Math & Math Lab

Students who are identified as needing math support are placed in a supportive math class for one school period every other day. Supportive math and lab teachers individualize instruction for small groups of students.

➤ Algebra Support

Students in need of support in the Algebra Class can be assigned to an Algebra Support Class for one school period every other day.

➤ Living Environment Support

Students in need of support in the Living Environment class can be assigned to a Living Environment Support Class for one school period every other day.

➤ Academic Support Class

Students in need of academic support in one or more of the four major subjects can be assigned to the Academic Support class for one school period every other day.

➤ Learning Lab

A student in need of academic support in any academic subject can be assigned to a Learning Lab class for one class period every other school day.

Monitoring

Students who are identified as being below Proficient Standards on the NYS Assessments can be assigned a teacher to monitor the student's progress throughout the year. Students are expected to attend a Self-Help period with the assigned teacher twice a week. As the year progresses, the monitoring teacher can request additional support via a recommendation to the Instructional Support Team (IST).

High School:

➤ English Language Arts Support Class

Reading, Critical Thinking, and Wilson Reading courses are designed to be a primary support for students who struggle with reading in academic areas. The courses provide subject specific assistance, with an emphasis on reading comprehension skills and writing.

➤ Math Labs

This non-credit course offers students the opportunity to improve their understanding and application of the content in Algebra, Geometry, and Algebra 2. Each student's particular needs are assessed, and instruction is provided in small groups by a certified math teacher. This class meets every other day for one class period.

➤ Social Studies

A Critical Thinking in Social Studies class is designed to be a primary support for students who struggle in this academic area. The courses provide subject specific assistance, with an emphasis on reading comprehension skills and writing.

➤ Extended Math

The mathematics department provides support to SSC students with whom it is determined require such support. These students are assessed individually, and coursework is extended beyond the typical instructional term. This extended instruction is designed to help students who would benefit from a longer period of time to meet the State's Next Generation Mathematics Learning Standards and prepare for the Algebra Regents Examination. A third year Algebra is offered and,

whenever possible, a second teacher is scheduled into the class on an every-other-day basis to help ensure students are receiving the help they need. Another form of AIS is for students to prepare for the Algebra Regents Examination in 1.5 years with the help of an every-other-day lab class. And, finally, some students who need minimal intervention are monitored by their teachers and are required to attend extra-help when the teacher determines that it is necessary.

Monitoring

Students that normally enjoy strong academic standing can sometimes perform below their ability on an individual State exam. A student with a strong overall academic history that falls below the State designated level of performance on a particular state exam may be monitored by the classroom teacher for progress in the area of concern, rather than being immediately placed in AIS. Successive years of falling below the State designated performance level will trigger a more targeted assignment of support for that student.

Additional Support Provisions for All Seaford Students

- Parent Workshops – Parent presentations pertaining to the New York State and local assessments, as well as our RtI/AIS services, are scheduled periodically.
- Psychological Services - Psychologists are on staff in each of our four school buildings. A building IST may recommend one or more psychological counseling sessions to aid the future academic success of a particular student. Psychological services may also include group sessions for students with common issues such as test anxiety.
- Social Work Services - Social workers are on staff at every level. Social workers are available for individual or group counseling of students on a daily basis.
- Guidance Services – Guidance Counselors are on staff in the elementary, middle, and high schools. Guidance counselors must take an active role in monitoring the academic performance of the students in their charge and make regular recommendations to the building IST for team meetings when it is warranted.
- Team and Grade Level Meetings – Team or Grade Level meetings are regularly held on the elementary and middle school levels. During these meetings, students in need of academic support are identified and can be recommended for further intervention to the building IST.
- Advisory Program - Grades 6-8 - In the middle school, students are assigned to advisory groups with specific teachers. These groups meet each Friday during the self-help period. Topics of discussion can vary, however, often they center on issues relating and contributing to student success.
- Extra-Help is available for all students in Grades K-12 at any time throughout the school year. Elementary and middle school students can receive 30 minutes of extra help once a week per teacher. Extra help at the high school level is offered three times a week by each teacher. This time can be valuable for students and

teachers for the purpose of pre-teaching, re-teaching or review of academic material.

- Integrated Co-Teaching - It is imperative that careful analysis be given to the use of this provision for a student in need of AIS. Each integrated co-teach classroom already has a number of classified special education students on its roster; some may have a small number of classified students, some a larger or maximum number. Placement of a non-classified student for AIS in an integrated co-teach class must only be used if the population and profile of the integrated co-teach class warrants it. This decision will be made by the principal of each building in consultation with the special education department. Integrated co-teach classes should never be overloaded with non-classified students in need of AIS.

Students Educated Out of District

There are Seaford students who are being educated each year at schools outside of the Seaford School District as dictated by their Individualized Educational Program (IEP). These schools may include BOCES programs, or other public schools with specialized programs appropriate for the student(s). Students who are in the New York State testing program beginning in grade 3 with ELA and Math testing may fall below the State's designated performance level on a particular exam. These students are eligible for Rtl/AIS services. If Rtl/AIS services are offered by that school or center during the child's regular school day, the district will work to include these services in the child's program. If Rtl/AIS services are not part of the school's offerings, an examination of the child's schedule, including transportation, and the child's ability to take part in one of Seaford's programs should be made (example – a child attends an after-school review academy at one of Seaford's schools). If scheduling or other issues prevent this from happening, an examination of other options must be made for that student (example: home tutoring).

Funding

Federal, State, and local funding will be used to support Response to Intervention and Academic Intervention Services in the Seaford School District.

Appendix A
RtI/Academic Intervention Plan
(K-5)

Assessment Instruments	Entry Indicators For AIS/RtI Services	Tier I Core Instruction and Tier I Interventions	Tier II Interventions	Tier III Interventions	Exit Indicators
<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • (K) Developmental Indicators for the Assessment of Learning (DIAL) • Teachers College Reading and Writing Project (TCRWP) Benchmark Assessments • Northwest Evaluation Assessments - Measures of Academic Progress (NWEA/MAP) • (K-2) Foundations Progress Monitoring & Unit Assessments • NYS Grades 3-5 ELA Assessments • Annual NYS English as Second Language Assessment Test (NYSESLAT) <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • NYS Grades 3 – 5 Mathematics Assessments • GoMath Assessments • (K) Teacher-Created Math Mathematics Assessments 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Scoring below 40 on DIAL Screening • Reading below grade level for TCRWP Independent Reading Levels (see Appendix E) • NWEA/MAP Growth results (at or below the 25th percentile) • (3-5) Levels 1 or 2 on NYS ELA Assessments • Teacher Formative/ Summative Assessment Data <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Below grade level on GoMath Assessments • NWEA/MAP Growth results (at or below the 25th percentile) • (3-5) Levels 1 or 2 on the NYS Mathematics Assessments • Teacher Formative/ Summative Assessment Data 	<p><u>English Language Arts:</u></p> <p>(NYS Next Generation ELA Standards)</p> <ul style="list-style-type: none"> • Core Curriculum: Teachers College Reading & Writing Project (TCRWP) • (K-2) Foundations Reading Program <p>Interventions:</p> <ul style="list-style-type: none"> • Small group or 1:1 instruction in classroom • Researched-based targeted interventions selected from the Seaford Intervention Bank (see Appendix B) • Foundations: Double-Dose • Foundations Fluency Kits • Reading A-Z <p><u>Mathematics:</u></p> <p>(NYS Next Generation Mathematics Standards)</p> <ul style="list-style-type: none"> • Core Curriculum: Go Math Program <p>Interventions:</p> <ul style="list-style-type: none"> • Small group or 1:1 instruction • Go Math: Strategies and Practice for Skills and Math Fluency (K-3) • Go Math: RtI Resources • Research-based targeted interventions selected from the Seaford Intervention Bank (see Appendix B) 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Increased frequency and duration of instruction with certified reading teachers • Leveled Literacy Intervention (LLI) Program • Wilson Reading Program • Double-Dose Foundations • Foundations Fluency Kits • Seaford Intervention Bank (see Appendix B) <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Increased frequency and duration of instruction with math AIS teachers • Go Math: RtI Resources • Seaford Intervention Bank (see Appendix B) 	<p><u>English Language Arts:</u></p> <p>Increased frequency and duration of instruction beyond Tier II with certified reading teachers:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) Program • Wilson Reading Program • Seaford Intervention Bank (see Appendix B) • Lowest Student-to Teacher Ratio <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Increased frequency and duration of instruction beyond Tier II with math AIS teachers: • Go Math: RtI Resources • Go Math: Intensive Intervention Skill Pack (3-5) • Seaford Intervention Bank (see Appendix B) 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Performing on or above Grade level on the TCRWP Benchmarks for Independent Reading Levels (See Appendix E) • LLI Progress on or above Grade Level • NWEA/MAP Growth (above the 25th percentile) <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • (K) On or above grade level performance on Teacher-made Mathematics Assessments • NWEA/MAP (above the 25th percentile) • On or above grade-level performance on GoMath Assessments

Appendix A
RtI/Academic Intervention Plan
(6-8)

Assessment Instruments	Entry Indicators For AIS/RtI Services	Tier I Core Instruction and Tier I Interventions	Tier II Interventions	Tier III Interventions	Exit Indicators
<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • NYS Grades 5 – 7 ELA Assessments • TCRWP Benchmarks from previous year (Grade 6 only) • Teacher Formative/ Summative Assessment <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • NYS Grades 5 – 7 Mathematics Assessments • IXL Resources (Grade 6) • Go Math Resources (Grade 6) • NWEA/MAP Growth • Teacher Formative/ Summative Assessment 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • TCRWP Benchmarks for Independent Levels (see chart), Appendix E) • Level 1 or 2 on NYS Grades 5-7 ELA Assessments • Teacher/Administrative or IST recommendation • NWEA/MAP Growth Assessment Results (at or below the 25th percentile) • Teacher Formative/ Summative Assessment Data; Administrative/IST Recommendations <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Level 1 or 2 on NYS Grade 5 - 7 Math Assessments • NWEA/MAP Growth Assessment Results (at or below the 25th percentile) • Below grade level performance on prior year’s End- of-Year GoMath Assessment • Teacher Formative/ Summative Assessment Data; Administrative/IST Recommendations 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • (6&7) – Teachers College Reading and Writing Project: Units of Study • (6-8) Teacher-designed reading units of study with accompanying novels and non-fiction text • (8) Teacher-designed writing lessons and units of study <p>Interventions:</p> <ul style="list-style-type: none"> • Small-group classroom instruction • Extra Help Sessions • Peer Tutoring <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Go Math: Reteach Resources • NCTM: Conceptual Understanding Resources • NYS Next Generation Learning Standards • Teacher-designed lessons/units of study • Small group instruction • Extra help sessions • Peer tutoring 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Supportive Reading Class • Learning Lab • Wilson Reading • Extra Help Sessions • Academic Support Classes <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Academic Support Classes (Grades 6-8) • IXL Resources: Skill Reinforcement (Grade 6) • Go Math Resources (Grade 6) 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Supportive Reading Class • Learning Lab • Wilson Reading • Extra Help Sessions • Academic Support Classes <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Academic Support Classes (Grades 6-8) • IXL Resources: Skill Reinforcement (Grade 6) • Go Math Resources (Grade 6) 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Level 3 on NYS Grade 6 ELA Assessment • Grade level performance in ELA class • Administrative/IST recommendation • NWEA/MAP Growth (above the 25th percentile) <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Level 3 on NYS Grades 6 or 7 Math Assessment • Grade level performance in Math class • Administrative/IST recommendation • NWEA/MAP Growth (above the 25th percentile)

Appendix A
RtI/Academic Intervention Plan
(9-12)

Assessment Instruments	Entry Indicators For AIS/RtI Services	Tier I Core Instruction and Tier I Interventions	Tier II Interventions	Tier III Interventions	Exit Indicators
<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • NYS Grade 8 ELA Assessment • Grade 9 Fall, NWEA/MAP • Grade 11 English Regents • Teacher Formative/ Summative Assessment <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • NYS Grade 8 Mathematics Assessment • Regents Math Exams • Course Assessments Teacher Formative/ Summative Assessment 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Level 1 or 2 on NYS Grade 8 ELA Assessment • Grade 9 NWEA (at or below 25th percentile) • Below passing on NYS Grade 11 English Regents (< 65) • Below grade-level performance in English courses • Teacher Formative/ Summative Assessment Data; Administrative/IST Recommendations <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Level 1 or Level 2 on NYS Grade 8 Math Assessment • Below passing grade on NYS Algebra Regents, etc. • Less than grade level performance in Math class • Teacher Formative/ Summative Assessment Data • Administrative/IST Recommendations 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Teacher-Designed Units of Study (aligned with the NYS Next Generation Learning Standards) • Extra Help Sessions • Peer Tutoring • Smaller Group Work <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Teacher-Designed Units of Study (aligned with the NYS Next Generation Learning Standards) • Resources from Math Instruction • Peer Tutoring • Extra Help Sessions 	<p><u>English Language Arts</u></p> <ul style="list-style-type: none"> • Course: “Critical Thinking for English” • Wilson Reading • Extra Help Sessions • Peer Tutoring <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Math Labs for Algebra 1, Geometry and Algebra 2 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Course: “Critical Thinking for English” • Wilson Reading • Extra Help Sessions • Peer Tutoring <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Math Labs for Algebra 1, Geometry and Algebra 2 	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> • Passing required NYS ELA Regents Exam in 11th grade • Grade level-performance in ELA class • Administrative/IST Recommendation <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Passing required NYS Algebra Regents Exam in 8th or 9th grade • Grade-level performance in Math class • Administrative/IST Recommendation

Appendix B

Seaford UFSD

RTI Intervention Bank

Resources for Teachers & Parents

Parents/Home - Parents may want to access some the strategies below to help support their children. Feel free to use them and share results with your child’s teacher.

Teachers – School Academic Interventions – Teachers should access these and other research-based academic interventions to use in the classroom for Tier I. In addition, from time to time, Tier II and Tier III teachers may want to use some of these strategies—in addition to the approved Tier II and Tier III programs.

Behavior Interventions – See below.

RESEARCH-BASED ACADEMIC INTERVENTION STRATEGIES FOR TEACHERS
<p>General Academic Skills</p> <p><i>Acquisition of Academic Item-Set</i></p> <ul style="list-style-type: none"> • Flash Cards with Constant Time Delay. This high-success flashcard intervention can be used to teach letter and number names, sight words, spelling words, and vocabulary definitions
<p>Reading: Phonics/Alphabetics</p> <ul style="list-style-type: none"> • Word Boxes/Word Sort • Incremental Rehearsal: Letter Identification • Letter Cube Blending
<p>Reading: Sight-Word Vocabulary</p> <p><i>Sight-Word Vocabulary:</i> The student has rapid recognition of sight-words.</p> <ul style="list-style-type: none"> • Reading Racetracks. The student engages in repeated reading of a wordlist packaged in a 'racetrack' format. Reading Racetrack Interactive Form • Vocabulary: Class-wide Tutoring. Students are paired off to tutor each other in sight-word vocabulary.
<p>Reading Fluency</p> <p><i>Fluency:</i> The student reads with adequate fluency to comprehend the text.</p> <ul style="list-style-type: none"> • Assisted Cloze. The tutor reads aloud while the student follows along silently in the practice passage. Then the student reads aloud. • Choral Reading. The tutor (lead reader) reads aloud while the reading group or class all read aloud as well.

- [Duet Reading](#). The tutor and student alternate in reading aloud, with the tutor deciding how much text the student reads during their turn.
- [Echo Reading](#). Student and tutor alternate in reading short sections of the practice passage.
- [Listening Passage Preview](#). The student listens to the passage read aloud, then reads the passage aloud with tutor feedback.
- [Passage Preview in Sections](#). The tutor and student rehearse/read the passage in sections.
- [Paired Reading](#). The tutor and student read aloud together from a passage, until the student signals that they would like to read alone.
- [Repeated Reading](#). The student reads a passage several times in succession with tutor feedback about accuracy and fluency.
- [Repeated Reading: Group](#). This version of repeated reading is delivered to a group of 3 students.
- [HELPS Program](#). This free program provides 15-minute 1:1 tutoring sessions to work on reading fluency. NOTE: Teachers create a free account on the HELPS site and then can access the free materials.

Reading Comprehension

Self-Monitoring: The student monitors understanding of the text while reading.

- [Click or Clunk](#). The student uses self-signals to monitor understanding at the sentence, paragraph, and page level--and applies 'fix-up' skills.
- [Reading Reflection Pauses](#). The student monitors understanding periodically and applies fix-up skills.

Main Idea: The student locates the main idea of a paragraph or passage in informational text.

- [Main Idea Maps](#). The student uses a graphic organizer to record main idea and supporting details of a passage.
- [Question Generation](#). The student locates or creates main-idea sentences for all paragraph is in a passage and uses them to create study cards.
- [Read-Ask-Paraphrase](#). The student locates main idea and supporting details for each paragraph and summarizes them on a graphic organizer.
[RAP Interactive Form](#)
- [Read Actively](#). The student reads, covers, recalls from memory, and rereads each paragraph to boost comprehension.
- [Partner Retell](#). The student reads a passage, then pairs with another student to engage in a tutoring exchange to identify main idea.
- [Repeated Reading with Oral/Written Retell](#). The student reads a passage several times and is asked to write or recite the key information from the passage.

Linking Ideas: The student makes connections between ideas in the text.

- [Linking Pronouns to Referents](#). When reading advanced texts, the student circles pronouns, writes their referents above them, and then rereads the text, inserting the referent for each pronoun.
- [Ask-Read-Tell](#). The student creates a reading plan and sets reading goals, monitors understanding while reading, and reflects on the reading once finished.
[ART Interactive Form](#).

- [Phrase-Cued Text Lessons](#). The student reads aloud from annotated text and is coached to observe all pauses/phrase breaks, which correspond to groupings of ideas within the text. ONLINE APP: [Phrase-Cued Text Generator](#)

Spelling

Spelling Acquisition. The student can spell a grade-appropriate range of words correctly.

- [Cover-Copy-Compare](#). The student studies spelling-word (or sight-word) models, covers them, copies them from memory, and compares copied words to the originals. [CCC Interactive Form](#)
- [Self-Correction with Verbal Cues](#). The student takes a brief spelling pre-test, follows a self-guided process to check and correct spelling errors using verbal cues, and then takes a spelling post-test

Writing

Sentence Complexity. The student writes sentences of appropriate variety and complexity for the subject and/or grade level.

- [Elements of Effective Writing Instruction](#). The student receives writing instruction that contains some or all of these 9 'best writing practices'.
- [Sentence Combining](#). The student is given examples of 2 clauses to be combined into a single sentence.

Math

- [Number Sense Intervention: Counting Board Game](#)
- [Math Facts: Incremental Rehearsal \(Constant Time Delay\): Flash Cards](#)
- [Math Facts: Self-Administered Folding-In \(SAFI\) Technique](#)
- [Math Facts \(and Spelling\) Intervention: Cover-Copy-Compare](#)
- [Cover-Copy-Compare Interactive Worksheet: Horizontal Math Facts](#)
- [Cover-Copy-Compare Interactive Worksheet: Vertical Math Facts](#)
- [Work Completion: Problem-Interspersal Technique](#)
- [STAR: Mnemonic for Completing Word Problems](#)
- [Geometry: Tracing Problems to Enhance Understanding](#)
- [Reciprocal Peer Tutoring in Math Computation with Constant Time Delay](#)
- [Math Graphics: Question-Answer Relationships \(QARs\)](#)
- [Math Vocabulary: Class-wide Vocabulary Tutoring](#)
- [Self-Management: Customized Math Self-Correction Checklists](#)
- [Math Anxiety: Managing Academic Anxiety Through an Antecedent Writing Activity](#)

Self-Management

Self-Management in Academic Skills. The student uses appropriate skills and strategies to manage their own learning.

- [Learning Contracts](#)
- Contract Example
- Contract Example
- [Student Self-Regulation: Work-Planning Conference: Description](#)
- [Student Independent Work: Planning Tool: Interactive Form](#)

- [Academic Survival Skills](#). The student possesses strong work habits in global skills such as time management, study skills, and organization.
- [ONLINE APP: Academic Survival Skills Checklist Generator](#). This free app allows teachers to create and save customized checklists for use in classrooms.

ADDITIONAL INTERVENTION RESOURCE SITES FOR TEACHERS

What Works Clearinghouse 'Practice Guides'. The [What Works Clearinghouse](#) is sponsored by the US Department of Education. One of the free resources that the site offers are 'practice guides': summaries of research into effective instruction that any teacher can read and apply to the classroom. Here are a range of practice guides to address reading, writing, and mathematics:

Reading/Writing

- [Assisting Students Struggling with Reading](#)
- [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
- [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)
- [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)
- [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#)
- [Teaching Elementary School Students to Be Effective Writers](#)
- [Teaching Secondary Students to Write Effectively](#)

Mathematics

- [Teaching Math to Young Children](#)
- [Assisting Students Struggling with Mathematics](#)
- [Improving Mathematical Problem Solving in Grades 4 Through 8](#)
- [Developing Effective Fractions Instruction for Kindergarten Through 8th Grade](#)
- [Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](#)
- [Encouraging Girls in Math and Science](#)

Florida Center for Reading Research. This website is a product of the Research Center at Florida State University. The site includes free lesson plans for reading across grades K-5. (Many of the grade 4-5 resources are also appropriate for secondary students with reading delays.)

- [Grades K-1 Student Center Activities](#)
- [Grades 2-3 Student Center Activities](#)
- [Grades 4-5 Student Center Activities](#)

Evidence-Based Intervention Network. This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri. It contains research-based ideas for reading, math, and behavior interventions.

- [Academic Interventions](#)

ADDITIONAL TEACHER RESOURCES, INTERVENTION STRATEGIES AND LEARNING STRUCTURES

- [Numbered Heads Together: Class-wide cooperative Learning Activity](#)
- [Incremental Rehearsal: Letter Identification](#)
- [Math Facts \(and Spelling\) Intervention: Cover-Copy-Compare](#)

- [Supplemental Handout: Manual of Teacher Interventions](#) (included Read Actively, Reading-Reflection Pause, Linking Pronouns to Referents, Mark It/Jot It, Double-Entry Reading Journal, Anticipation Guides, Partner Retell).
- [Tier 1/Classroom Intervention Planning Sheet \(Google Docs\)](#)
- [Table: Academic Interventions](#)
- [Table: Methods of Classroom Data Collection'](#)
- [Definitions: Core Instruction, Academic Interventions, Accommodations, Modifications, and Interventions:](#)

Interventions:

- [Numbered Heads Together: Class-wide Cooperative Learning Activity](#)
- [Incremental Rehearsal: Letter Identification](#)
- [Math Facts \(and Spelling\) Intervention: Cover-Copy-Compare](#)
- [Cover-Copy-Compare Interactive Worksheet: Horizontal Math Facts](#)
- [Cover-Copy-Compare Interactive Worksheet: Vertical Math Facts](#)

Data Tool	Related Resources
Archival Data	
Behavior Frequency Count	<ul style="list-style-type: none"> • FORM: Behavior Frequency Count
Behavior Log/Scatterplot	<ul style="list-style-type: none"> • FORM: Behavior Log/Scatterplot
Behavior Report Cards	<ul style="list-style-type: none"> • RtI Daily Behavior Report: Guidelines for Use • ONLINE APP: Behavior Report Card Maker
Checklists	<ul style="list-style-type: none"> • VIDEO: How to Collect Data in the Classroom: Checklists • ONLINE APP: Self-Check Behavior Checklist Maker • VIDEO: Academic Survival Skills Checklists • ONLINE APP: Academic Survival Skills Checklist Maker • HANDOUT: Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners
Cumulative Mastery Records	<ul style="list-style-type: none"> • Cumulative Mastery Record Form (Interactive)

Curriculum-Based Measures/ Assessment	Curriculum-Based Measurement: Sample Measures and Norms		
	CBM Type	Online CBM Application	CBM Directions & Norms
	 CBM: Letter Name Fluency & Letter Sound Fluency	Letter Name Fluency Generator DIBELS NEXT easyCBM.com	LNF/LSF: Directions & Norms
	 CBM: Oral Reading Fluency	Reading Passage Generator DIBELS NEXT easyCBM.com	Oral Reading Fluency: Directions & Norms
	 CBM: Maze Passages (Comprehension)	Maze Passage Generator DIBELS NEXT	Maze: Directions & Norms
	 CBM: Early Math Fluency	Early Math Fluency Generator	Early Math Fluency: Directions & Norms
	 CBM: Math Computation	SuperKids.com Math Worksheet Generator	Math Computation: Directions & Norms
 CBM: Written Expression	Writing Probe Generator	Writing: Directions & Norms	
Grades	<ul style="list-style-type: none"> • Grades: Measuring Academic Targets with Frequency • Readiness Assessment Test: Pre-test students' understanding of independent reading assignments. 		
Observation	<ul style="list-style-type: none"> • Direct Observation: Tally Sheet 		
Rubrics	<ul style="list-style-type: none"> • VIDEO: How to Collect Data in the Classroom: Rubrics • HANDOUT: How to Use Rubrics in Student Assessment • Michigan's Mission: Literacy Website: Examples of Retell Rubrics: http://www.missionliteracy.com/retelling.html • Story/Narrative Retell Rubric: Teachers College: http://usd450.net/files/A-Z_retell_rubric.pdf • Sample Retell Rubrics: Saddlespace: https://www.saddlespace.org/lunowa/trabucolonowandrea/cms_file/show/67252294.pdf?t=1496956058 		
Work Products	<ul style="list-style-type: none"> • Work Products: Moving from Artifact to Data Source 		

Appendix C

Seaford UFSD

Protocols for Tier I Intervention in the K-5 General Education Classroom

- 1) When a general education classroom teacher identifies a student as needing a Tier I intervention as a result of the student's formal and/or informal assessments (NWEA results, curriculum assessments, formative assessments, Raz Kids results, anecdotal observations, etc.), the Tier I intervention process is triggered. The teacher will work with the student during the regularly scheduled intervention block (and at other times whenever possible). The purpose of a Tier I intervention is to provide the student with the ability to become independent and successful in the daily core curriculum within the classroom. (For example, if the objective of a lesson or a unit of study involves identifying the main idea, and the teacher has seen prior evidence of the student struggling with this skill or anticipates the student will struggle with the skill based on his/her performance, the teacher should access and apply a Tier I intervention focused on the targeted skill.) All interventions must be research-based interventions (see research-based strategies in the *Seaford Intervention Bank*, or as suggested in Appendix A).

2) After confirming the need for a Tier I intervention, progress monitoring data must be collected for all Tier I students regardless of their percentile rank on the NWEA assessment. The teacher must complete the ***Tier I Intervention Form*** for all Tier I students who score at or below the 25th percentile on the NWEA assessment. If the student requires a Tier I intervention, but has scored *above* the 25th percentile, the teacher must still maintain data on the student's progress. Data can be collected using the same progress monitoring form attached to the ***Tier I Intervention Form***, or an alternate recording method that contains the required data. The ***Tier I Intervention Form*** used for students scoring at or below the 25th percentile on the NWEA assessment requires the following: a) a description of the student's problem/need for support, b) a clear description of the nature of the student's reading problem (e.g. vocabulary development, fluency, etc.); c) a three-part Problem Identification Statement; (Condition, Problem, Expected Level); d) the classroom teacher's professional hypothesis as to the root cause of the academic problem; e) the name of the specific intervention that the teacher will be using with the student selected from the designated intervention bank(s); f) the intended duration (typically 4-6 weeks), as well as the frequency of implementation (typically 2-3x p/week); and perhaps most importantly, g) the student's daily success and error rate must be recorded by the teacher on the Tier I Intervention Form—unless the teacher is using another approved progress monitoring tool.

- 3) Having found an appropriate intervention independently, or with the assistance of one of our *RtI Contact People* (see Appendix F), the teacher would begin using the *Tier I Intervention Form*, or an equivalent Progress Monitoring Form, that includes the same progress monitoring requirements as the district's *Tier I Intervention Form*.
- 4) Once the *Tier I Intervention Form* is completed and an intervention is selected, the teacher would proceed with the intervention. At that time, progress monitoring must begin. The teacher will record each session's results using the progress monitoring tool and be ready to share this data at a later date as necessary (e.g., Parent-Teacher Conferences, RtI meetings, IST meetings, etc.).
- 5) Should the initial intervention protocol not be successful at overcoming the student's specific skill deficit, the teacher would:
 - a. Select a second research-based intervention which targets the skill and apply the intervention as prescribed. Be sure to record the student's data throughout the intervention treatment period.
 - b. The teacher might also want to confer with one of the *RtI Contact People* for additional ideas or suggestions.
- 6) Upon successful acquisition of the targeted skill or concept, the student can be removed from the Tier I intervention cycle.

7) If the student has not mastered the targeted skill, the teacher is encouraged to examine the student's NWEA Profile Report for specific deficits. The teacher will need to consider whether to:

- adjust the current intervention
- choose a third intervention for the same targeted skill
- or identify another high priority area and choose a new intervention

Again, the teacher may choose to confer with one of the *RtI Contact People* for additional ideas and/or suggestions.

8) Tier II placement does not occur until several Tier I interventions have been applied, and the student's NWEA percentile ranking is at or below the 25th percentile.

Appendix D

Student Name _____ Teacher _____

Grade _____ Date _____

TC Reading Level _____ Lexile Level (Optional) _____

Tier I Intervention Form

(for students whose NWEA reading or math is at or below the 25th percentile)

1) Description of the Student’s Academic Problem:

In 1-2 sentences briefly describe the nature of the student’s reading or math problem.

(Alphabetic Principle, Vocabulary, Decoding, Fluency, Comprehension, Multiplication, Numeracy, etc.)

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2) 3-Part Academic Problem ID Statement:

Use this organizer to create your students’ academic problem in the form of a 3-Part Problem ID Statement.

Condition: (Ask: What are you asking them to do?) Example: Read aloud from a one-minute 4 th grade passage.	Problem Description: (Ask: What can they do?) Example: Benjamin reads an average of 45 words p/m.	Typical/Expected Level of Performance: (Ask: What is the expectation in comparison to the class, standard, or norm?) Example: Our fall norm at grade 4 is 68 words per minute.

3) Write a Hypothesis Statement: Based on the information above, what is the root cause (choose one below) of the academic problem.

Skill Deficit (The student has not yet acquired the skill.)

Fluency Deficit (The student has acquired the skill but is not yet proficient.)

Retention Deficit (The student can acquire the skill but has difficulty retaining it over an extended period.)

Endurance Deficit (The student can perform the academic task, but only for brief periods.)

Generalization Deficit (The student possesses the skill but fails to use it across appropriate situations or settings.)

Learned Helplessness (The student lacks confidence in his or her academic abilities and as a result withholds efforts.)

4) Seaford Intervention Bank: [Seaford Intervention Bank Link](#)

Name the intervention(s) to be used with the student (from our Seaford Intervention Bank and the approved intervention platforms). Print out and attach the script and progress monitoring tool provided with the intervention or use the one provided on page 3. Include the duration of the intervention you will be applying (e.g., 4-6 weeks) and the frequency of the intervention each week (typically 2-3x per week, or as prescribed by the intervention's directions).

i.e., Jake struggles to decode CVC words because of a fluency deficit. He has not yet mastered the skill taught in Unit 1 of Foundations and requires additional practice.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline data (their starting point, ex. 3/10 correct), calculate a suitable outcome goal for the intervention (ex. 8/10 correct), and record how frequently you plan to monitor the student's progress.

Type of Data Used to Monitor:

Frequency:

Baseline

Outcome Goal

Appendix E

Seaford Elementary Schools

Response to Intervention (RtI) Text Levels

(The chart below is a teacher/administrator tool used to help discuss and determine students' instructional progress in reading. Letters A-Z represent levels of Fountas & Pinnell reading proficiency. OL and AL represent "on level" and "above level", and L1, L2, L3, L4 are references to progress report indicators).

Grade	Tiers	SEPT	NOV	FEB	JUNE
K	3	0 – 16 and below 30 KS			B or below
	2	16-29 and below 30 KS		B	C
	1	Above 16 and above 30	A	C	D
	OL	Above 16 and above 30	B	C	D/E
1	3	B or below	C or below (L1)	E or below (L1)	G or below (L1)
	2	C (L2)	D/E (L2)	F (L2)	H (L2)
	1	D (L3)	F (L3)	G (L3)	I (L3)
	OL	D/E (L3)	G (L3)	H (L3)	J (L3)
	AL	F (L4)	H (L4)	I (L4)	K (L4)
2	3	G or below (L1)	H or below(L1)	I or below (L1)	J or below (L1)
	2	H (L2)	I (L2)	J (L2)	K (L2)
	1	I (L3)	J (L3)	K (L3)	L (L3)
	OL	J (L3)	K (L3)	L (L3)	M (L3)
	AL	K (L4)	L (L4)	M (L4)	N (L4)
3	3	J or below (L1)	K or below (L1)	L or below (L1)	M or below (L1)
	2	K (L2)	L (L2)	M (L2)	N (L2)
	1	L (L3)	M (L3)	N (L3)	O (L3)
	OL	M (L3)	N (L3)	O (L3)	P (L3)
	AL	N (L4)	O (L4)	P (L4)	Q (L4)
4	3	M or below (L1)	N or below (L1)	O or below (L1)	P or below (L1)
	2	N (L2)	O (L2)	P (L2)	Q (L2)
	1	O (L3)	P (L3)	Q (L3)	R (L3)
	OL	P (L3)	Q/R (L3)	R/S (L3)	S/T (L3)
	AL	Q (L4)	S (L4)	T (L4)	U (L4)
5	3	P or below (L1)	P or below (L1)	Q or below (L1)	R or below (L1)
	2	Q (L2)	Q/R (L2)	R/S (L2)	S/T (L2)
	1	R (L3)	S (L3)	T (L3)	U (L3)
	OL	S/T(L3)	T (L3)	U (L3)	V (L3)
	AL	U (L4)	U (L4)	V (L4)	W (L4)

Appendix F

RtI Glossary

Academic Intervention Services (AIS): Academic Intervention Services are provided through supplemental instructional time to help students achieve the learning standards in the subject areas in which they are struggling.

Assessment: A means for gathering information or data that reveals what learners control, partially control, or do not yet control consistently.

Balanced Literacy: A framework designed to help all students learn to read and write efficiently. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy.

Behavior Intervention Plan (BIP): A Behavior Intervention Plan takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place, provide positive reinforcement to promote good behavior, employ strategies to avoid reinforcing bad behavior, and provide support needed to help the student comply with the plan.

Collaboration: A systematic process of cooperation between two or more people with shared goals acting in a climate of trust. It is critical that collaboration should increase, not reduce, the coherence of instruction experienced by struggling learners.

Core Curriculum: The course of study deemed critical and usually made mandatory for all students of a school system. Core curricula are often instituted by local school boards or departments of education charged with overseeing curriculum. Seaford uses the NYS Next Generation Learning Standards.

CSE Referral: If a student is not responsive to increasing levels of interventions, the building Informational Support Team may make a referral to the Committee on Special Education. Initiating a referral to the CSE means there is a strong reason to believe that a student may have an educational disability that cannot be addressed outside of special education. This referral and parental consent will begin the initial evaluation process.

Culturally and Linguistically Responsive Practices: Practices by teachers and other school staff which involve consideration of cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom.

Cut-Point: A score on the scale of a screening tool. Educators use the cut-point as one factor in determining whether to provide additional interventions.

Data-Based Decision Making: The collaborative process of determining appropriate interventions based on screening data, diagnostic assessments, progress monitoring data, and classroom performance.

Diagnostic Assessment: Diagnostic assessments provide in-depth data on specific skill sets. The major purpose is to collect reliable and updated information that can be used to plan more effective instruction and apply interventions to specific academic or behavioral needs.

Differentiated Instruction: Teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different strategies to address their needs. This can involve mixed instructional groupings, team teaching, peer tutoring and accommodations to ensure that all students have access to the core instructional program.

Duration: The length (in minutes) of an intervention session. The duration can be adjusted as needed, depending on how a student responds to interventions.

English Language Learners: Students whose native language is not English and who are acquiring English as an additional language.

Fidelity: The accurate and consistent delivery of instruction and assessment in the manner in which they were designed or prescribed.

Frequency: How often an intervention is provided. The frequency increases as the intensity of the intervention increases.

Functional Behavioral Assessment (FBA): A Functional Behavioral Assessment is used to determine what function a negative behavior may be serving for a child. The process usually involves documenting the antecedent (what comes before the behavior), behavior, and consequence (what happens after the behavior) over a number of weeks; interviewing teachers, parents, and others who work with the child; evaluating how the child's disability may affect behavior; and manipulating the environment to see if a way can be found to avoid the behavior.

Foundations: Wilson Foundations is a phonological/phonemic awareness, phonics, spelling and writing program for the general education classroom. Foundations is based upon the Wilson Reading System **principles** and serves as a prevention program to help reduce reading and spelling failure. Foundations provides the research-validated strategies that often complement other core programs to meet the Standards and serves the needs of all children.

Foundations Double Dose Lessons: This Early Intervention Model of instruction is provided to at-risk students in need of strategic intervention and is usually conducted in small groups for students who need additional reinforcement in the skills of the initial lesson. This can be done during the intervention block as Tier I, or as a Tier II delivery.

Integrity: Timely performance and analysis of all screening, progress monitoring, diagnostic, and outcome data assessments necessary to drive data-driven decision making.

Intensity: Duration, frequency, and/or teacher-to-student ratio adjustments to match a student's needs. The intensity of interventions increases as students move from Tier 1 to Tier 3.

Instructional Intervention: Explicit, targeted, and systematic instruction delivered by a classroom teacher or service provider. Interventions require valid information about current performance, realistic implementation, and ongoing progress monitoring.

Instructional Support Team (IST): A team of building staff members, including a building administrator, the student's classroom teacher, school psychologist, school nurse, speech teacher, reading teacher, social worker, and a special education teacher. The IST collaborates to

analyze assessment data and classroom performance to make decisions about student interventions and tier placement.

Intensive Intervention: Targeted instruction delivered by a highly skilled teacher to small groups or individual students, with increased opportunity for student practice and teacher feedback. Usually delivered by a reading or mathematics teacher.

Intervention Services: A tiered system of interventions provided to students based on assessments, performance, and collaborative data-based decisions. Intervention Services combine the core components of Response to Intervention (RtI) and Academic Services (AIS) for the Seaford School District.

IST Referral: At any time, a classroom teacher or guidance counselor may refer a student to the Instructional Support Team to analyze the student's classroom performance, work samples, screening scores, and diagnostic assessment for tier placement. The teacher/counselor will complete an IST referral form to begin the process.

Leveled Literacy Intervention System (LLI): A supplementary literacy intervention that includes systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work.

Multi-Tiered System: A model that provides different levels of instruction (Tier 1, Tier 2, and Tier 3) based upon student responsiveness to intervention with ongoing progress monitoring and focused assessment.

NSEA/MAP Growth Assessment: The Northwest Evaluation Association-created assessment, known more specifically as Measures of Academic Progress or MAP. It is a computer adaptive assessment that measures students' growth and achievement in reading and math three times a year (fall, winter, and spring) in grades K-8, and once in the fall for our 9th grade students.

Outcome Assessments: Assessments which measure yearly progress. These are often administered near the end of the school year and satisfy school, district, and state reporting requirements. These assessments inform school leaders and teachers about the overall effectiveness of individual instructional and intervention programs.

Performance Tasks: Tasks are designed to reflect specific units of study which are aligned with the NYS Next Generation Learning State Standards.

Professional Development: Continued education of skills and strategies provided to teachers for further development and growth of their teaching.

Progress Monitoring: Progress monitoring provides a quick and reliable means to document student performance over time. Progress monitoring tools should match the identified needs of students.

Qualitative Reading Inventory (QRI): An individually administered informal reading inventory (IRI) designed to provide information about (1) conditions under which students can identify words and comprehend text successfully and (2) conditions that appear to result in unsuccessful word identification or comprehension. It is also used to identify subjects' reading levels— independent, instructional, and frustrational—and to provide valuable diagnostic information. The QRI provides graded word lists and numerous passages designed to assess the oral and silent reading and listening ability of students from pre-primer 1 through the high school levels. Assessment results can also provide information for designing and evaluating intervention instruction, and to document student growth.

Reading Record: The transcript of the text on which oral reading is coded. Scoring a reading record includes counting the coded errors and self-corrections, which enables the scorer to calculate the accuracy rate and self-correction ratio. Fluency rates and reading rates can also be calculated.

Research-Based Interventions: Interventions for which data from scientific, rigorous research designs have demonstrated the efficacy of the intervention. The intervention is shown to improve the results for students who receive the intervention.

Response to Intervention (RtI): Response to Intervention integrates assessment and intervention within a multi-tiered intervention system to maximize student achievement and to reduce behavioral problems.

RtI Intervention Services Framework: A three-tiered system designed to assist schools in identifying and supporting students who are at risk for not achieving state and local learning standards.

Running Records: A running record is one method of assessing a child's reading level by examining both accuracy and the types of errors made. A running record gives the teacher an indication of whether material currently being read is too easy or too difficult for the child, and it serves as an indicator of the areas where a child's reading can improve—for example, if a child frequently makes word substitutions that begin with the same letter as the printed word, the teacher will know to focus on getting the child to look beyond the first letter of a word.

Rubric: A scoring tool that relies on descriptions of response categories for evaluation purposes.

Screening: Screenings are given to all students and are conducted at the first stage of the RtI process to identify students who may be a risk for poor learning outcomes. Seaford utilizes the NWEA/MAP Assessment.

Service Providers: Highly qualified teachers who provide supplemental interventions for students. These service providers may change as the interventions are adjusted.

Supplemental Intervention: Intervention provided in addition to the core curriculum. Tier 2 services are considered a Supplemental Intervention.

Teachers College Reading and Writing Project (TCRWP): Benchmark Assessments: A set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice the reading strategies they are learning during the Reading Workshop. The assessments provide an analysis of comprehension, miscues, and fluency.

Tier One Intervention: High quality Instruction in the core curriculum that meets the needs of most students and makes necessary accommodations within the classroom. In addition, Tier One interventions also include targeted skill work to support students in succeeding in the core curriculum.

Tier Two Intervention: Evidence-based interventions of moderate intensity that address the learning and behavioral needs of most at-risk students.

Tier Three Intervention: Individualized, targeted interventions of increased intensity for students who demonstrate minimal response to Tier Two interventions.

Universal Screening: An assessment of all students' current level of performance in a content or skill area, most typically in mathematics and reading. This is administered three times per year. Seaford utilizes the NWEA MAP Growth Assessment.

Appendix G

Seaford UFSD

Protocols for Tier II Intervention in the K-5 General Education Classroom

When the IST team identifies a student as needing a Tier II intervention as a result of the student's formal and/or informal assessments (NWEA results, curriculum assessments, formative assessments, Raz Kids results, anecdotal observations, etc.), the Tier II intervention process is triggered. The reading interventionist teacher will work with the student during the regularly scheduled intervention block (or at other times necessary). The purpose of a Tier II intervention is to provide the student with the ability to become independent and successful in the daily core curriculum at increased frequency and intensity.

After confirming the need for a Tier II intervention, the reading interventionist must diagnose the areas of that require growth (i.e. is the issue decoding? Is the issue comprehension) progress monitoring data must be collected for all Tier II students regardless of their percentile rank on the NWEA assessment. The reading interventionist teacher must complete the ***Tier II Intervention Form*** for all Tier II students. If the student requires a Tier II intervention, but has scored *above* the 25th percentile, the teacher must still maintain data on the student's progress. Data can be collected

using the same progress monitoring form attached to the ***Tier II Intervention Form***, or an alternate recording method that contains the required data. The ***Tier II Intervention Form*** used for students scoring at or below the 25th percentile on the NWEA assessment requires the following:

a) a description of the student’s problem/need for support, b) a clear description of the nature of the student’s reading problem (e.g. vocabulary development, fluency, etc.); c) a three-part Problem Identification Statement; (Condition, Problem, Expected Level); d) the reading interventionist’s diagnosis of the academic problem; e) the name of the specific intervention that the reading interventionist teacher will be using with the student selected from the designated intervention bank(s); f) the intended duration (typically 4-6 weeks), as well as the frequency of implementation (typically 2-3x p/week); and most importantly, g) the student’s daily success and error rate must be recorded by the teacher on the Tier II Intervention Form—unless the teacher is using another approved progress monitoring tool.

Having identified the appropriate intervention, the reading interventionist teacher would begin using the ***Tier II Intervention Form***, or an equivalent Progress Monitoring Form, that includes the same progress monitoring requirements as the district’s ***Tier II Intervention Form***.

Once the *Tier II Intervention Form* is completed and an intervention is selected, the interventionist teacher would proceed with the intervention. At that time, progress monitoring must begin. The interventionist teacher will record each session's results using the progress monitoring tool and be ready to share this data as necessary (e.g., Parent-Teacher Conferences, RtI meetings, IST meetings, etc.).

Should the initial intervention protocol not be successful at overcoming the student's specific skill deficit, the interventionist teacher would:

Select a second research-based intervention which targets the skill and apply the intervention as prescribed. Be sure to record the student's data throughout the intervention treatment period.

Upon successful acquisition of the targeted skill or concept, the student can be removed from the Tier II intervention cycle.

If the student has not mastered the targeted skill, the teacher is encouraged to examine the student's NWEA Profile Report for specific deficits. The teacher will need to consider whether to:

- adjust the current intervention
- choose a third intervention for the same targeted skill
- or identify another high priority area and choose a new intervention

Tier III placement does not occur until several Tier II interventions have been applied, and the student's NWEA percentile ranking remains at or below the 25th percentile.

Appendix H

Student Name _____ Teacher _____

Grade _____ Date _____

TC Reading Level _____ Lexile Level (Optional) _____

Tier II Intervention Form

(for students identified as needing Tier II support)

1) Description of the Student's Academic Problem:

In 1-2 sentences briefly describe the nature of the student's reading or math problem.

(Alphabetic Principle, Vocabulary, Decoding, Fluency, Comprehension, Multiplication, Numeracy, etc.)

2) 3-Part Academic Problem ID Statement:

Use this organizer to create your students' academic problem in the form of a 3-Part Problem ID Statement.

Condition: (Ask: What are you asking them to do?) Example: Read aloud from a one-minute 4 th grade passage.	Problem Description: (Ask: What can they do?) Example: Benjamin reads an average of 45 words p/m.	Typical/Expected Level of Performance: (Ask: What is the expectation in comparison to the class, standard, or norm?) Example: Our fall norm at grade 4 is 68 words per minute.

3) Write a Hypothesis Statement: Based on the information above, what is the root cause (choose one below) of the academic problem.

Skill Deficit (The student has not yet acquired the skill.)

Fluency Deficit (The student has acquired the skill but is not yet proficient.)

Retention Deficit (The student can acquire the skill but has difficulty retaining it over an extended period.)

Endurance Deficit (The student can perform the academic task, but only for brief periods.)

Generalization Deficit (The student possesses the skill but fails to use it across appropriate situations or settings.)

Learned Helplessness (The student lacks confidence in his or her academic abilities and as a result withholds efforts.)

i.e., Jake struggles to decode CVC words because of a fluency deficit. He has not yet mastered the skill taught in Unit 1 of Foundations and requires additional practice.

4) Seaford Intervention Bank: [Seaford Intervention Bank Link](#)

Name the intervention(s) to be used with the student (from our Seaford Intervention Bank and the approved intervention platforms). Print out and attach the script and progress monitoring tool provided with the intervention or use the one provided on page 3. Include the duration of the intervention you will be applying (e.g., 4-6 weeks) and the frequency of the intervention each week (typically 2-3x per week, or as prescribed by the intervention's directions).

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline data (their starting point, ex. 3/10 correct), calculate a suitable outcome goal for the intervention (ex. 8/10 correct), and record how frequently you plan to monitor the student's progress.

Type of Data Used to Monitor:

Frequency:

Baseline	Outcome Goal

