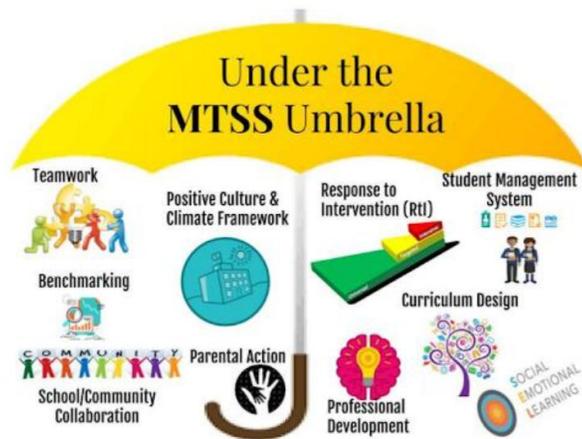# SEAFORD UNION FREE SCHOOL DISTRICT

MULTI-TIERED SYSTEM OF SUPPORTS PLAN (MTSS)

JUNE 2025

MTSS/RtI Plan Development Committee Members
September 2024-June 2025

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SEAFORD UFSD
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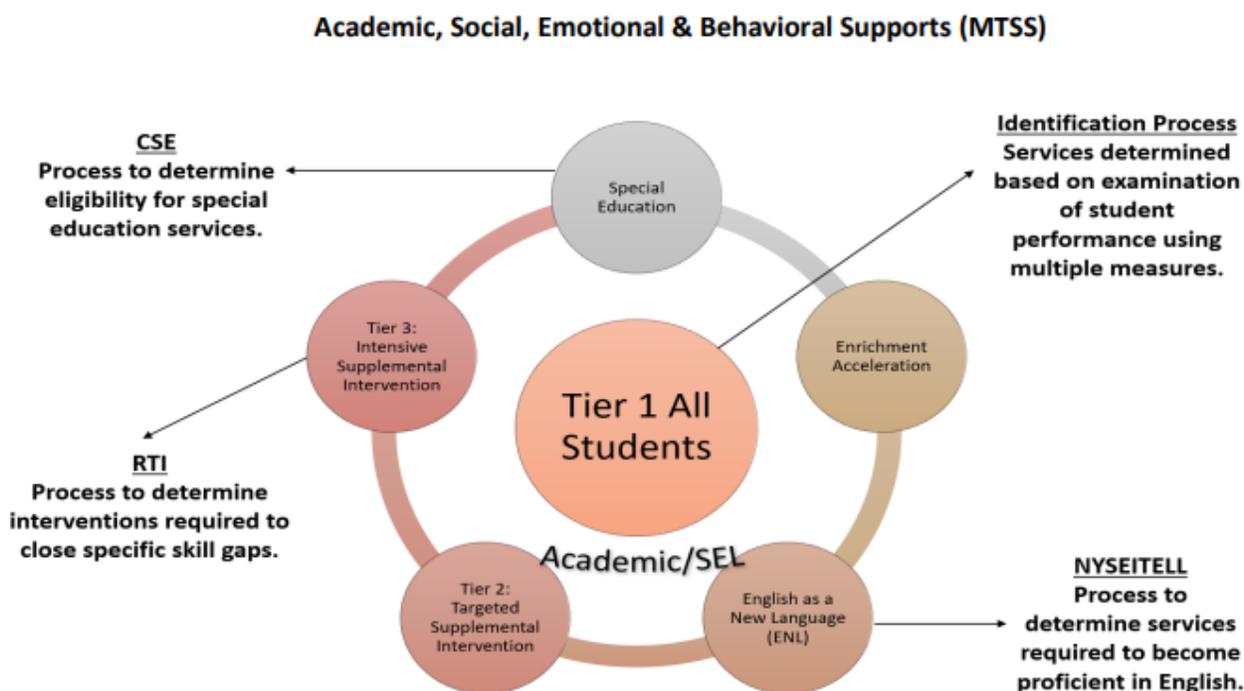
SEAFORD UNION FREE SCHOOL DISTRICT
Seaford, New York

Introduction

Seaford Union Free School District (UFSD) provides a vast array of services to meet the unique and varied needs of students as they progress through their K-12 educational program. The Multi-Tiered System of Supports (MTSS) plan is designed to be flexible and responsive, recognizing that students' needs are often complex, and students may benefit from overlapping services at various points in their development. In addition, it conforms with NYS Education Department regulations and recommendations. The graphic below is designed to clarify the central role of a quality academic program for all students, referred to as Tier 1 instruction, and depicts the role of student performance data in identifying students who may benefit from additional support.

Academic, Social, Emotional & Behavioral Supports (MTSS)

CSE
Process to determine eligibility for special education services.

RTI
Process to determine interventions required to close specific skill gaps.

Identification Process
Services determined based on examination of student performance using multiple measures.

NYSEITELL
Process to determine services required to become proficient in English.

Special Education

Tier 3: Intensive Supplemental Intervention

Enrichment Acceleration

Tier 1 All Students

Tier 2: Targeted Supplemental Intervention

English as a New Language (ENL)

Academic/SEL

Our MTSS Goals:

Seaford UFSD believes an MTSS framework will help us achieve our District's mission, vision, and ensure each student reaches their fullest potential. The MTSS framework is a problem-solving and prevention model with strong evidence-based practice. This system uses data-based decision making to inform academic and behavioral instruction and intervention based on individual student needs. Our District is committed to providing a series of coordinated systems and structures that when implemented with fidelity will result in positive benefits for all students.

Our goal for our students: The MTSS framework allows each student to be known, respected, and supported across their diverse learning needs, to achieve success in their academics, personal relationships, and future endeavors.

Our goal for our educators: Educators will use this MTSS framework to support all students effectively and efficiently. The district aims to streamline the collection and documentation of observations and student data, as well as the planning and reporting process required for differentiation and intervention. In doing so, we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

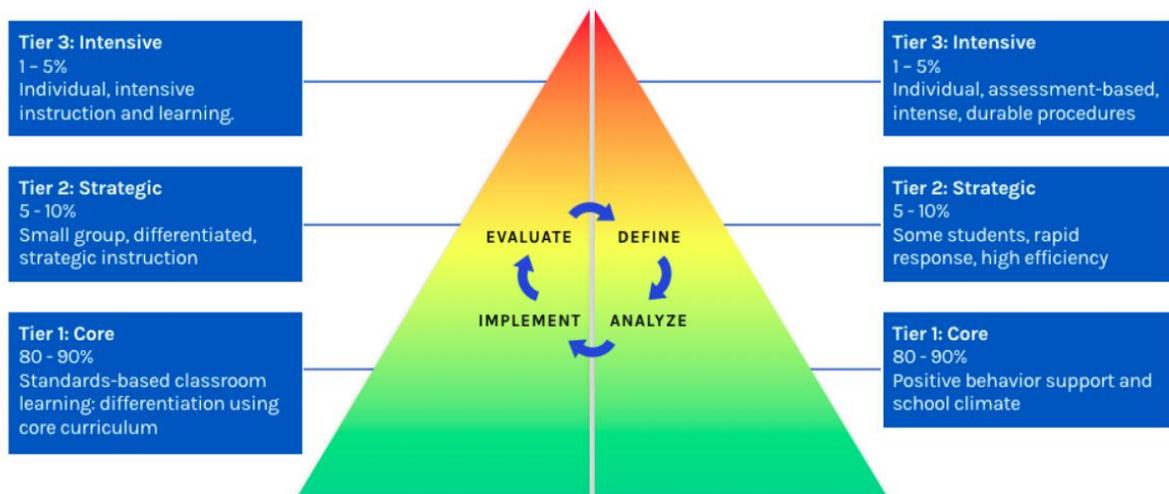**Multi-Tiered System of Supports (MTSS): What & Why**
A Multi-Tiered System of Supports (MTSS) is a proactive collaborative approach to data-driven instructional decision making that is continuous, cyclical, and considered within the context of larger educational and social systems. The MTSS framework uses high-quality, evidence-based instruction coupled with a standards-based curriculum, universal screening practices, tiered intensity of support based on level of need, and continual use of data to guide decision making to ensure that all students receive the appropriate level of engagement to be successful. MTSS gives schools the framework necessary to organize resources that align academic standards and behavioral expectations, implement best practices with fidelity, and maximize the opportunity for all students to achieve and/or exceed grade-level proficiency. MTSS success hinges upon partnerships with students as active participants in their education, families as engaged partners, and communities as networks of additional support which serves to strengthen educational systems at the classroom, school, district, regional, state, and national levels.

Three-Tiered System of Service Delivery (K-12)
A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school, and is crucial for students to achieve at high levels. The graphic below is a visual representation. According to research, the percentages displayed in the graphic below reflect the percentage of students anticipated to require increasing levels of responsiveness. Students may move flexibly through the tiers as needed.

Academics   ## Behavior

Tier 3: Intensive
1 – 5%
Individual, intensive instruction and learning.

Tier 2: Strategic
5 – 10%
Small group, differentiated, strategic instruction

Tier 1: Core
80 – 90%
Standards-based classroom learning: differentiation using core curriculum

EVALUATE   DEFINE

IMPLEMENT   ANALYZE

Tier 3: Intensive
1 – 5%
Individual, assessment-based, intense, durable procedures

Tier 2: Strategic
5 – 10%
Some students, rapid response, high efficiency

Tier 1: Core
80 – 90%
Positive behavior support and school climate

Academic Universal Screening (K-8)
Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). Universal screening data is used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. Second, they are used to identify students who qualify for additional support. Universal Screening is used to provide parents and staff with objective data on student academic competencies, unrelated to grade-level curriculum expectations. When administered three times per year, universal screening tools can provide a measure of growth over time. The universal screener used for all K-8 students in reading and mathematics is NWEA/MAP Growth.

Academic Targeted Screening (9-12)
Targeted screening is the process of assessing struggling students to identify specific area(s) of skill deficit for the purpose of providing interventions and/or strategies to meet students' unique academic needs. Targeted screening is administered to students identified through the MTSS problem-solving protocols and provides a benchmark of student skills who are in need of support. Ninth and tenth grade students begin the school year with the universal screener in the Fall in reading; however, for the remainder of the school year they follow the targeted screening process.

Behavioral Universal Screener (K-12)
As part of our district's commitment to supporting the whole child within a Multi-Tiered System of Supports (MTSS), the Behavioral and Emotional Screening System (BASC-3 BESS) will be used as a universal screener. The BESS is a brief, reliable tool that identifies students who may be at risk for behavioral and emotional concerns that could impact their learning and well-being. Administered across all grade levels, the screener helps inform data-driven decisions and early interventions by providing a snapshot of students' behavioral strengths and areas of concern. This proactive approach aligns with Tier I efforts to promote a positive school climate and guides the development of targeted supports at Tiers II and III to ensure all students receive the care they need to succeed academically, socially, and emotionally.

The screener will be administered once annually. For grades K through 2nd, the screener will be completed by parents and the teacher. Students in grades 3 through 12 will complete the self-assessment in addition to the parent and teacher. District support staff will review the results and identify any student that may be at risk. Each building's team, in conjunction with administration, will review the results and contact the parent or guardian if the student is identified at risk. A plan with appropriate support will be discussed.

Tiered Interventions for Elementary and Secondary
Our district's Multi-Tiered System of Supports (MTSS) is a proactive, data-driven framework designed to ensure that every student receives the level of academic, behavioral, and social-emotional support they need to be successful. The foundation of our MTSS framework is a three-tiered model of intervention that aligns resources, instruction, and supports based on student needs and continuous progress monitoring.

Tier I Core Instruction:
At Tier I, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier I should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80-90% of students' needs are met at Tier I, high quality instruction is essential. If Tier I instruction is not successful in meeting the needs of 80-90% of the school's population, the school team should consider possible supports (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement through personalization of learning experiences).

Tier II Targeted Group Support:
At Tier II, students identified as being at-risk academically or behaviorally are provided with scientific, research-based interventions and/or strategies in addition to the core. This level of intervention begins with the classroom teacher who will engage in targeted small group and/or individual instruction focused on a skill or set of skills. Data will be collected for a minimum of six weeks to monitor progress. If, after this time, additional supports are needed, this could be provided through pull-out or push-in interventions which may focus on reading, writing, math, speech/language, occupational therapy, assistive technology, behavior, and social/emotional functioning (i.e. counseling). Approximately 5 to 10% of students will need additional instruction at Tier II to become proficient. Tier II interventions are implemented with groups of students demonstrating common academic skill deficits or social/emotional/behavioral risk characteristics.

Tier III Intensive Intervention:
Students who demonstrate significant academic or behavioral deficits or have not demonstrated sufficient progress with targeted group interventions at Tier II, may require more individualized interventions in a pull-out model based on collected data. Compared to Tier II, Tier III may consist of smaller student-teacher ratios and occur for a longer duration of time (e.g., more daily and/or weekly minutes or more weeks spent in intervention). About 1-5% of students will require this level of intensive support.

Progress Monitoring:
The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. Progress monitoring is the responsibility of the teacher/service provider administering the intervention, which can be the classroom teacher, AIS teacher, or other school professional. When data shows the student is progressing, interventions are maintained until the student has met identified goal(s). Once the student has met identified goal(s), interventions may be discontinued. When data demonstrates the student is not progressing, a change in intervention may be necessary as determined by the building MTSS team.

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 G. It was expressly complied by the MTSS Committee members to assist parents, guardians, and other community stakeholders in reading and interpreting its contents.

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.

At the elementary level, students who perform below the required cut score on the NYS assessments are identified to receive AIS. These support services in reading and/or mathematics can begin with Tier II interventions administered by the classroom teacher. If data collected through progress monitoring indicates a further need for additional supports, Tier II instruction may be continued with a reading or mathematics specialist as a push-in or pull-out service. The student will receive Tier III services if data collected through progress monitoring at the Tier II level indicates the need for a more intensive level of intervention. Students whose scores were above the NYS cut score for RtI/AIS services, but below level 3, are often further evaluated by examining data from local benchmark assessments (*NWEA/MAP Growth* and District Literacy Program) in order to make informed decisions about the eligibility of support services. Students can be brought to the attention of the building principal to determine whether their progress monitoring data warrants the convening of the MTSS building team to evaluate any movement between tiers or if the student can exit AIS services. (see Appendices D-F for explicit Tier II 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 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 MTSS Team.

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. A team that may include the building psychologist, classroom and/or reading teachers, speech/language pathologist and/or other support personnel, when appropriate, conducts the kindergarten screening.

The district monitors literacy progress in kindergarten through grade five using the District Literacy Program assessments and the NWEA/MAP Growth assessment. Additionally, literacy skills in grades K-8 are measured using the teacher-made/program generated assessments and/or New York State ELA assessment.

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

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 other academic areas (for grades 6-12).

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

MTSS Team
In each building a MTSS Team exists. The principal of each building shall designate or serve as the chairperson of the building MTSS Team and are responsible for following this plan. Each MTSS Team shall have a system for identifying students to be discussed and shall meet on a regular basis for this purpose. The purpose of the MTSS 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 a need that directly affects their performance, the building MTSS Team will develop a plan for that student and inform the parent/guardian. A MTSS Team may assign a student service through RtI and/or AIS absent of any other entry criteria if it deems that service appropriate. Faculty can initiate a request for a MTSS Team meeting by utilizing the following electronic forms:

Manor Elementary School: https://forms.office.com/r/REBzC5kkN3
Harbor Elementary School: https://forms.office.com/r/sHFzKk0E1b
Middle School: https://forms.office.com/r/LELLW31USS
High School: https://forms.office.com/r/rJrKg60wSr

Eligibility
Students who may be eligible for services through RtI 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 can be considered 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. RtI/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 MTSS Team. RtI/AIS services must be delivered by qualified and appropriately certified staff.

RtI/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 RtI/AIS 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(s) will be notified in writing by the student's building principal or his/her designee that the student will be receiving services. This notification shall be provided in English and translated, when necessary, into the native language of the parent.

Parents of students receiving RtI/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 RtI/AIS services at the school building's regularly scheduled parent teacher conference(s). 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 RtI/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, District Math Program, 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. The building principal teams will schedule periodic meetings with classroom teachers, and if appropriate, the AIS providers will review benchmark and classroom data. Progress Report grades are maintained in the district's student information system known as *Infinite Campus.* Documentation of specific RtI/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.

RtI/AIS IN SEAFORD
The Seaford district provides many RtI/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, Orton-Gillingham, Visualizing and Verbalizing, Seeing Stars, Heggerty Bridge the Gap, and Fundations (double dose). 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 District literacy program benchmarks 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 District Math Program District Math Program curriculum, IXL, Magma Math, 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, District Math Program District Math Program 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 MTSS Team or Grade Level Data meeting. At the beginning of the school year a student may be placed in Reading or Math RtI/AIS services. If after 6-8 weeks that student has been assessed to be on grade level or one grade level below through District Literacy Program/NWEA/MAP Growth assessments and/or receives a 3 for reading and/or math on his/her report card, the MTSS Team can make the decision to move this student to a lower tier and/or exit this student from AIS services.

Middle School:

➤ 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 Language Arts 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.

➤ Life Science Biology Support
Students in need of support in the Life Science Biology class can be assigned to a Life Science Biology 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 MTSS Team.

High School:

- English Language Arts (ELA) 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 II. 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.

- 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.

- Reading
  Reading services are provided to select students who may be provided with Lexia Power Up and/or Wilson Reading Courses.

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 annually.

➢ Psychological Services - Psychologists are on staff in each of our four school buildings. A building MTSS Team 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 MTSS Team 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 MTSS Team.

➢ Advisory Program - Grades 6-8 - In the middle school, students are assigned to advisory groups with specific teachers. These groups meet every other Wednesday. 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 offere[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]
d 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.

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

Seaford UFSD Tiered Behavior Interventions

Tier I: Universal Interventions (All Students)
These supports are provided to all students to promote academic, behavioral, and social-emotional success within a positive, proactive school climate. The focus of this

tier is prevention and early identification of needs. Examples of supports in this tier include, but are not limited to high-quality, evidence-based core instruction, schoolwide interventions and supports, social-emotional learning (SEL) curricula, a universal screener, clear expectations and consistent routines, and classroom behavior management strategies.

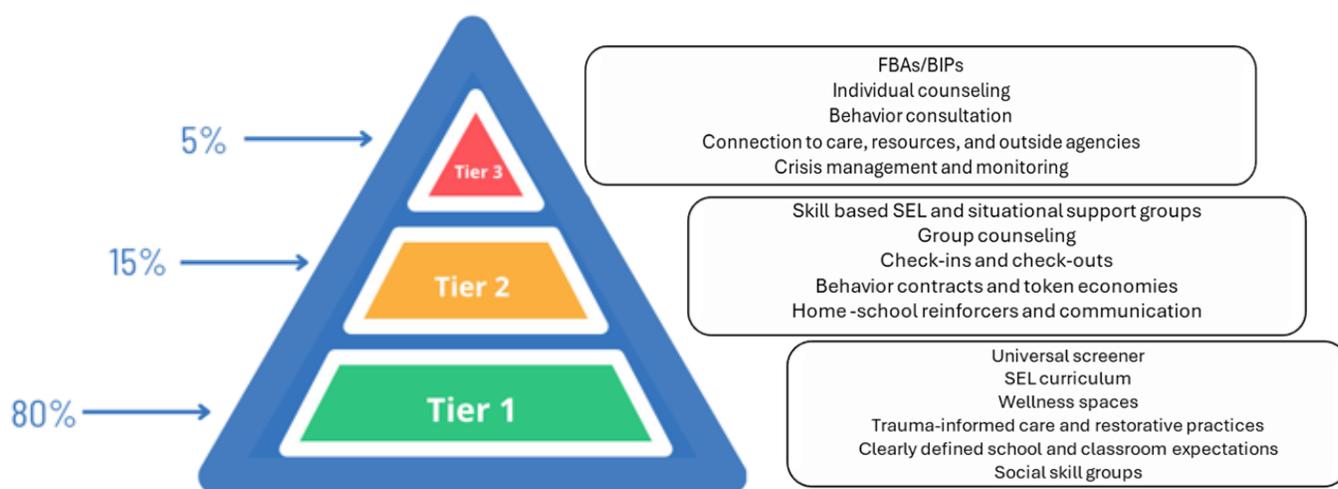**Tier II: Targeted Group Interventions (Some Students)**
These supports are designed for students identified as at-risk through screening or data review and who require more focused intervention beyond Tier I. The focus is early intervention for students showing signs of social emotional or behavioral difficulty. Examples of supports in this tier include, but are not limited to: group counseling, targeted SEL or behavior skill-building groups (e.g., coping skills, anger management, executive functioning), check-ins and check-outs, mentoring programs, and individual behavioral supports.

Tier III: Intensive Individualized Interventions (Few Students)
These are highly individualized, intensive supports for students with significant and persistent behavioral needs. The purpose is to provide individualized support based on comprehensive assessment and/or monitoring. Examples include Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), behavior analyst direct services, individual counseling or mental health services, and connections to outside agencies.

Each tier builds on the previous one, ensuring layered supports that are data-informed, equitable, and responsive to students' evolving needs. At each tier, continuous progress monitoring guides data-driven decisions to adjust supports and improve student outcomes.

5% → Tier 3	FBAs/BIPs Individual counseling Behavior consultation Connection to care, resources, and outside agencies Crisis management and monitoring
15% → Tier 2	Skill based SEL and situational support groups Group counseling Check-ins and check-outs Behavior contracts and token economies Home-school reinforcers and communication
80% → Tier 1	Universal screener SEL curriculum Wellness spaces Trauma-informed care and restorative practices Clearly defined school and classroom expectations Social skill groups

Please see Appendix B for a detailed list of Tiered Interventions.

ELEMENTARY SEL PROGRAMS AND SUPPORTS

Program/Activity/Service	Target Group	Staff Member	Timeline
Northwell/South Oaks Partnership	Students K-5	PPS Staff and Northwell Team Members and Adolescent Psychiatrist	Ongoing
Lions Quest .	Students K-5	K-5 instructional staff, school counselors, social workers, school psychologist, building administrator	Ongoing
Individual Counseling	K-5; mandated and non-mandated	Social worker, school counselor, school psychologist	Ongoing
Group Counseling	K-5; mandated and non-mandated	Social worker, school counselor, school psychologist	Ongoing
Crisis Counseling	K-5; mandated and non-mandated	Social worker, school counselor, school psychologist	As needed
Mindful Room/Space	Students K-5	Social worker	As needed
Sensory Pathway/Access	Students K-5	Teacher aide, instructional staff, related services provider, school counselor, social worker, school psychologist, and behavior consultant	As needed
Seaford Scholars	Students K-5	K-5 instructional staff, school counselors, social workers, school psychologist, building administrator	Ongoing
Conduct Assembly/Pep Rally	Students K-5	Social worker, school counselor, building administration	September
Red Ribbon Week	Students K-5	Social worker, instructional staff, school counselor	October
Great Kindness Week	Students K-5	Social worker, instructional staff, school counselor	January
Kindness Club	Students K-5	Social worker, instructional staff, school counselor	Ongoing
Newcomers' Group	Students K-5	Social worker	As needed
Maturation Night	Students K-5	Social worker, school psychologist, nurse, building administration, students and families	March, April
Vikings United Day	Students K-5	Social worker, school counselor, school psychologist, District-wide behavior consultant, Instructional staff	May
Wellness Committee	Students K-5	Social worker, instructional staff, psychologist, parents, nurse, food services, building and District administration	Every other month
Leaders of Tomorrow	Students K-5	Social worker, instructional staff, psychologist, and building administration	Ongoing
Connections	Students K-5	Social worker, instructional staff, psychologist, and building administration	Ongoing
Academic Counseling	Students K-5	Social worker, school counselors, school psychologist	Ongoing

SECONDARY SEL PROGRAMS AND SUPPORTS

Program/Activity/Service	Target Group	Staff Member	Timeline
Northwell/South Oaks Partnership	Students 6-12	PPS Staff and Northwell Team Members and Adolescent Psychiatrist	Ongoing
Push-in SEL Lessons	Students 6-8	Social worker, school counselor, school psychologist	Ongoing
Middle School SDM Awards 6th, 7th and 8th Grade	Students 6-8	Social worker, school counselor, club advisor, instructional staff, building administration, students and families	February
Lions Quest	Students 6-12	6-12 instructional staff, special area staff, school counselor, social workers, school psychologist, building administrator	Ongoing
Individual Counseling	Students 6-12; mandated and non-mandated	Social worker, school counselors, school psychologist	Ongoing
Group Counseling	Students 6-12; mandated and non-mandated	Social worker, school counselor, school psychologist	Ongoing
Crisis Counseling	Students 6-12; mandated and non-mandated	Social worker, school counselors, school psychologist	As needed
Academic Counseling	Students 6-12	Social worker, school counselors, school psychologist	Ongoing
Red Ribbon Week	Students 6-12	Social worker, school counselor, Instructional staff	October
Wellness Committee	Students 6-12	Social worker, instructional staff, psychologist, parents, nurse, food services, building and District administration	Every other month
Holocaust Remembrance Day	Students 6-12	Instructional staff, social worker, school counselor, club advisor, building administration, and students	April
Vikings United Day	Students 6-12	Social worker, school counselor, school psychologist, District-wide behavior consultant, Instructional staff	May
Social-emotional learning groups (divorce, LGBTQ, social skills, relationships, organization, and managing anxiety)	Students 6-12	Social worker, school counselor, and school psychologist	Ongoing (as needed)
Best Buddies	Students 9-12	Social worker, instructional staff, psychologist, and building administration	Ongoing
Brackett Leadership Team	Students 9-12	Social worker, instructional staff, school counselors, and psychologist	Ongoing
Teen Leaders Care	Students 6-8	Social worker, instructional staff, school counselors, and psychologist	Ongoing
Leo Club	Students 9-12	Social worker, instructional staff, school counselors, and psychologist	Ongoing
ASK lessons (Attitude, Skills, Knowledge)	Students 6-8	6-8 instructional staff, special area staff, school counselor, social workers, school psychologist, building administrator	Ongoing

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

Assessment Instruments	Entry Indicators For AIS/RtI Services	Tier I Core Instruction & Tier II Classroom Interventions	Tier II Pull Out Interventions	Tier III Interventions	Exit Criteria (can be used to move to a lower tier and/or exit AIS services)
English Language Arts: • (K) Developmental Indicators for the Assessment of Learning (DIAL) • District Literacy Program • Northwest Evaluation Assessments - Measures of Academic Progress (NWEA/MAP) • (K-2) Fundations Progress Monitoring & Unit Assessments • NYS Grades 3-5 ELA Assessments • Annual NYS English as Second Language Assessment Test (NYSESLAT) **Mathematics:** • NYS Grades 3 – 5 Mathematics Assessments • District Math Program Assessments • (K) Teacher-Created Math Mathematics Assessments	**English Language Arts:** • Scoring below 40 on DIAL Screening • Reading below grade level for District Literacy Program 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 **Mathematics:** • Below grade level on District Math Program 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	**English Language Arts:** • (NYS Next Generation ELA Standards) • Core Curriculum: District Literacy Program • (K-2) Fundations Reading Program • (K-2) Heggerty Interventions: • Small group or 1:1 instruction in classroom • Researched-based targeted interventions selected from the **Seaford Intervention Bank** (see Appendix B) • Fundations: Double-Dose • Fundations Fluency Kits • Reading A-Z / IXL **Mathematics:** • (NYS Next Generation Mathematics Standards) • Core Curriculum: District Math Program Interventions: • Small group or 1:1 instruction • District Math Program: Strategies and Practice for Skills and Math Fluency (K-3) • District Math Program: RtI Resources • Research-based targeted interventions selected from the **Seaford Intervention Bank** (see Appendix B)	**English Language Arts:** • Increased frequency and duration of instruction with certified reading teachers • Leveled Literacy Intervention (LLI) Program • Wilson Reading Program • Other Reading Programs (ex. Orton-Gillingham, Visualizing and Verbalizing, Seeing Stars) • Double-Dose Fundations • Fundations Fluency Kits • Heggerty Bridge the Gap • **Seaford Intervention Bank** (see Appendix B) **Mathematics:** • Increased frequency and duration of instruction with math AIS teachers • District Math Program: RtI Resources • **Seaford Intervention Bank** (see Appendix B)	**English Language Arts:** • Increased frequency and duration of instruction beyond Tier II with certified reading teachers: • Leveled Literacy Intervention (LLI) Program • Wilson Reading Program • Other Reading Programs (ex. Orton-Gillingham, Visualizing and Verbalizing, Seeing Stars, EdMark) • **Seaford Intervention Bank** (see Appendix B) • Lowest Student-to-Teacher Ratio **Mathematics:** • Increased frequency and duration of instruction beyond Tier II with math AIS teachers: • District Math Program: RtI Resources • IXL / Magma Math Resources • **Seaford Intervention Bank** (see Appendix B)	In general, students can be considered for movement to a lower tier if one or more of the following criteria are met: • NWEA/MAP Growth above 25th percentile • Advancing towards grade level proficiency • Significant progress made in pull our reading or math program Students can be considered for exiting AIS and returning to Tier I if one or mor of the following criteria are met: **English Language Arts:** • Performing on or above Grade level on the District Literacy Program Benchmarks for Independent Reading Levels (See Appendix E) • Progress in Reading Program that equates to on-grade level proficiency • NWEA/MAP Growth (above the 25th percentile) • Level 3 or higher on NYS Grade 3-5 ELA Assessment **Mathematics:** • On or above grade level performance on Teacher-Made Math or District math Program Math Assessments • NWEA/MAP (above the 25th percentile) • Level 3 or higher on NYS Grade 3-5 Math Assessment

Appendix A

RtI/Academic Intervention Plan (6-8)

Assessment Instruments	Entry Indicators For AIS/RtI Services	Tier I Core Instruction and Tier II Classroom Interventions	Tier II Pull Out Interventions	Tier III Interventions	Exit Criteria (can be used to move to a lower tier and/or exit AIS services)
English Language Arts: • NYS Grades 5 – 7 ELA Assessments • District Literacy Program Benchmarks from previous year (Grade 6 only) • Teacher Formative/ Summative Assessment Mathematics: • NYS Grades 5 – 7 Mathematics Assessments • IXL Resources (Grade 6) • District Math Program Resources (Grade 6) • NWEA/MAP Growth • Teacher Formative/ Summative Assessment	English Language Arts: • District Literacy Program Benchmarks for Independent Levels (see chart), Appendix E) • Level 1 or 2 on NYS Grades 5-7 ELA Assessments • Teacher/Administrative or MTSS Team recommendation • NWEA/MAP Growth Assessment Results (at or below the 25th percentile) • Teacher Formative/ Summative Assessment Data; Administrative/MTSS Team Recommendations Mathematics: • 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 District Math Program Assessment • Teacher Formative/ Summative Assessment Data; • Administrative/MTSS Team Recommendations	English Language Arts: • (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 Interventions: • Small-group classroom instruction • Extra Help Sessions • Peer Tutoring Mathematics: • District Math Program: 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	English Language Arts: • Supportive Reading Class • Learning Lab • Wilson Reading • Other Reading Programs (ex. Orton-Gillingham, Visualizing and Verbalizing, Seeing Stars) • Extra Help Sessions • Academic Support Classes Mathematics: • Academic Support Classes (Grades 6-8) • IXL Resources: Skill Reinforcement (Grade 6) • District Math Program Resources (Grade 6)	English Language Arts: • Supportive Reading Class • Learning Lab • Wilson Reading • Other Reading Programs (ex. Orton-Gillingham, Visualizing and Verbalizing, Seeing Stars, EdMark) • Extra Help Sessions • Academic Support Classes Mathematics: • Academic Support Classes (Grades 6-8) • IXL Resources: Skill Reinforcement (Grade 6) • District Math Program Resources (Grade 6)	English Language Arts: • Level 3 or higher on NYS Grade 6-8 ELA Assessment • Grade level performance in ELA class • Administrative/MTSS Team recommendation NWEA/MAP Growth (above the 25th percentile) Mathematics: • Level 3 or higher on NYS Grades 6-8 Math Assessment • Grade level performance in Math class • Administrative/MTSS Team recommendation • NWEA/MAP Growth (above the 25th percentile)

Assessment Instruments	Entry Indicators For AIS/RtI Services	Tier I Core Instruction and Tier II Classroom Interventions	Tier II Pull Out Interventions	Tier III Interventions	Exit Criteria (can be used to move to a lower tier and/or exit AIS services)
English Language Arts: • NYS Grade 8 ELA Assessment • Grade 9 Fall, NWEA/MAP • Grade 11 English Regents • Teacher Formative/ Summative Assessment Mathematics: • NYS Grade 8 Mathematics Assessment • Regents Math Exams • Course Assessments Teacher Formative/ Summative Assessment	English Language Arts: • 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/MTSS Team Recommendations Mathematics: • 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/MTSS Team Recommendations	English Language Arts: • Teacher-Designed Units of Study (aligned with the NYS Next Generation Learning Standards) • Extra Help Sessions • Peer Tutoring • Smaller Group Work Mathematics: • Teacher-Designed Units of Study (aligned with the NYS Next Generation Learning Standards) • Resources from Math Instruction • Peer Tutoring • Extra Help Sessions	English Language Arts • Course: "Critical Thinking for English" • Wilson Reading • Lexia Learning Power Up • Extra Help Sessions • Peer Tutoring Mathematics: • Math Labs for Algebra 1, Geometry and Algebra 2	English Language Arts: • Course: "Critical Thinking for English" • Wilson Reading • Extra Help Sessions • Peer Tutoring Mathematics: • Math Labs for Algebra 1, Geometry and Algebra 2	English Language Arts: • Passing required NYS ELA Regents Exam in 11th grade • Grade level-performance in ELA class • Administrative/MTSS Team Recommendation Mathematics: • Passing required NYS Algebra Regents Exam in 8th or 9th grade • Grade-level performance in Math class • Administrative/MTSS Team Recommendation

Appendix B

Behavioral Supports

Elementary Grades Kindergarten through 5

Tier	Supports
Tier I – Universal	Universal Screener Defined classroom rules & routines SEL sessions (push-in) Social skills groups Class wide and individual positive reinforcement and reward systems Clear school-wide behavior expectations Seaford Scholar Traits RULER Habits of Mind Lions Quest
Tier II – Targeted	Small group counseling (push-in or pull-out) Focused social skills groups Behavior contracts Token economy Targeted skill instruction Check-in/connections with PPS team Structured break schedules Student behavior checklists Home/school reinforcers
Tier III – Intensive	Individual counseling with support staff Functional Behavior Assessments (FBAs) Individualized Behavior Support Plans Individual Behavior Intervention Plans (BIPs) Connection to external agencies (OPWDD, SPOA, PINS Diversion) Behavior analyst consultation with direct and/or indirect services Family and community resource coordination Crisis management and monitoring

Secondary Grades 6 through 12

Tier	Supports
Tier I – Universal	Universal Screener Clear school-wide behavior expectations Defined classroom rules & routines Social skills groups Academic Counseling Targeted skills groups Class wide and individual positive reinforcement and reward systems School-wide behavior expectations Seaford Scholar Traits RULER Habits of Mind Lions Quest SEL/Advisory periods Restorative practices ASK lessons (Attitude, Skills, Knowledge) (MS)
Tier II – Targeted	Small group counseling Behavior contracts Token economy Targeted skill instruction Check-in/connections with PPS team Structured break schedules Behavior monitoring Check-in/Check-out with PPS staff Increased home-school communication

Tier III – Intensive	Individual counseling with support staff Functional Behavior Assessments (FBAs) Individualized Behavior Support Plans Individual Behavior Intervention Plans (BIPs) Connection to external agencies (OPWDD, SPOA, PINS Diversion) Behavior analyst consultation with direct, and/or indirect services Family and community resource coordination Crisis counseling and management

Appendix C
Seaford UFSD
RTI Intervention Bank
Resources for Teachers & Parents

Parents/Home - Parents may want to access some of 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
General Academic Skills
Acquisition of Academic Item-Set   • 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
Reading: Phonics/Alphabetics
  • Word Boxes/Word Sort   • Incremental Rehearsal: Letter Identification   • Letter Cube Blending
Reading: Sight-Word Vocabulary
Sight-Word Vocabulary: The student has rapid recognition of sight-words.   • 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.
Reading Fluency
Fluency: The student reads with adequate fluency to comprehend the text.   • 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	• [FORM: Behavior Frequency Count](#)
Behavior Log/Scatterplot	• [FORM: Behavior Log/Scatterplot](#)
Behavior Report Cards	• [RtI Daily Behavior Report: Guidelines for Use](#) • [ONLINE APP: Behavior Report Card Maker](#)
Checklists	• [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	• [Cumulative Mastery Record Form (Interactive)](#)

Data Tool	Related Resources
Curriculum-Based Measures/ Assessment	**Curriculum-Based Measurement: Sample Measures and Norms**

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](#)

Data Tool	Related Resources
Grades	• [Grades: Measuring Academic Targets with Frequency](#)

	• <u>Readiness Assessment Test:</u> Pre-test students' understanding of independent reading assignments.
Observation	• <u>Direct Observation: Tally Sheet</u>
Rubrics	• <u>VIDEO: How to Collect Data in the Classroom: Rubrics</u> • <u>HANDOUT: How to Use Rubrics in Student Assessment</u> • Michigan's Mission: Literacy Website: Examples of Retell Rubrics: <u>http://www.missionliteracy.com/retelling.html</u> • Story/Narrative Retell Rubric: Teachers College: <u>http://usd450.net/files/A-Z_retell_rubric.pdf</u> • Sample Retell Rubrics: Saddlespace: <u>https://www.saddlespace.org/lunowa/trabucolunowandrea/cms_file/show/67252294.pdf?t=1496956058</u>
Work Products	• <u>Work Products: Moving from Artifact to Data Source</u>

Appendix D

Seaford UFSD

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

1) When a general education classroom teacher identifies a student as needing a Tier II in class intervention as a result of the student's formal and/or informal assessments (NWEA results, curriculum assessments, formative assessments, Raz Kids results, IXL results, anecdotal observations, etc.), the Tier II intervention process is initiated. The teacher will work with the student during the regularly scheduled What I Need (WIN) block (and at other times whenever possible). 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 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 II 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 II intervention, progress monitoring data must be collected for all Tier II students regardless of their percentile rank on the NWEA assessment. The teacher must complete the **Tier II Intervention Form and the Progress Monitoring Log (or track progress in the shared progress monitoring spreadsheet)** for all Tier II students who score at or below the 25th percentile on the NWEA assessment. 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.

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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 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 6-8 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 II 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 support personnel or building administration, the teacher would begin using the **_Progress Monitoring Log,_** or an equivalent Progress Monitoring Form, <u>that includes the same progress monitoring requirements</u> as the district's **_Progress Monitoring Log or shared progress monitoring spreadsheet._**

4) Once the **_Tier II Progress Monitoring Log_ or shared progress monitoring spreadsheet** 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, MTSS Team 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 building support specialists for additional ideas or suggestions.

6) Upon successful acquisition of the targeted skill or concept, the student can be removed from the Tier II 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:

   o adjust the current intervention

   o choose a third intervention for the same targeted skill

   o or identify another high priority area and choose a new intervention

   Again, the teacher may choose to confer with one of the building support specialists for additional ideas and/or suggestions.

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

Appendix E
Tier II Classroom Intervention Form

Student Name _____

Teacher _____

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.)

Grade _____ **Date** _____ **AL Reading Level** _____ **Lexile Level (Optional)** _____

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 4th 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 Fundations 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., 6-8 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

Appendix F
Progress Monitoring Template Grades 6-12
(NOTE: Grades K-5 utilize an electronic spreadsheet for progress monitoring tracking)

(Note: A specific intervention you select to use with your student(s) may already provide you with a progress monitoring template. If not, please use the form below to record your Tier II intervention and to keep track of progress-monitoring data.)

Contact Log: Tier II - Classroom Intervention/Push-In or Pull-Out Services
Tier III – Pull-Out Services

Teacher		Student	
Specific Intervention Strategy Applied		Expected Level of Performance (e.g., 9/10 Correct)	

Session	Date	Start/End Time or Session Length	Data Outcome (e.g., 5/10 Correct, 6/10 Correct, etc.)

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Appendix G

MTSS Glossary

Academic Intervention Services (AIS): Academic Intervention Services are provided through supplemental instructional time to help students achieve 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 individualized teaching appropriate to their strengths and needs in literacy.

Behavior Intervention Plan (BIP): A Behavior Intervention Plan takes the data made in a Functional Behavioral Assessment (FBA) and turns them into a concrete plan of action for decreasing a student's behaviors that interfere with their academic progress. A BIP includes positive behavioral support and services to address the behavior.

Core Curriculum: The course of study is 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 MTSS 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-Score: A score on the scale of a screening tool. Educators use the cut-score 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 intervention is provided. The frequency increases as the intensity of the intervention increases.

Functional Behavioral Assessment (FBA): A Functional Behavioral Assessment means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

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.

MTSS Team: 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 special education teacher. The MTSS Team collaborates to analyze assessment data and classroom performance to make decisions about student interventions and tier placement. At any time, a member of your child's educational team may refer a student to the MTSS Team to review a child's performance and make recommendations. In some cases, the MTSS Team may make a referral to the CSE.

Multi-Tiered System of Supports (MTSS): A model that provides different levels of instruction (Tier I, Tier II, and Tier III) based upon student responsiveness to intervention with ongoing progress monitoring and focused assessment.

NWEA/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.

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

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.

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 Record: 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 at 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.

District Literacy Program 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: Universal, evidence-based supports provided to all students. The focus is on high-quality, differentiated instruction and social-emotional learning, which should be accessible to all students and ensures that all students receive the foundational skills necessary for academic success, behavior management, and overall development.

Tier Two Intervention: Interventions for students who require additional support beyond what is provided in Tier I. These interventions are typically small-group, more intensive, and tailored to address specific academic or behavioral challenges that are identified through screening and progress monitoring.

Tier Three Intervention: Intensive interventions for students who have not responded sufficiently to the supports provided in Tiers I and II. These interventions are highly personalized and may be delivered by specialized staff members. These progress-monitored interventions are designed to meet their specific needs.

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.