

Response to Intervention (RTI) and Academic Intervention Services (AIS) Plan



Greenport Union Free School District

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Board of Education

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Table of Contents

Section	Page
1. Introduction	3
a. District Mission and Vision Statement	3
b. Response to Intervention Defined	4
2. RTI as a Multi-Tiered Intervention Model	6
a. Tier 1	6
b. Tier 2	7
c. Tier 3	9
3. Assessment within the RTI Model	10
a. Universal Screening	
b. Progress Monitoring	
c. Additional Assessment	
4. Data Based Decision Making with an RTI Model	10
a. Data Team	
b. Determining at Risk Students	12
i. Elementary	
ii. Junior High	
5. Parent Involvement	14
a. Notification of services	
b. Title 1 Meeting	
6. Professional Development	
7. Response to Intervention and English Language Learners	
8. Appendixes	

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District Mission and Vision

Mission

Greenport School strives to offer a broad and challenging educational program to students from diverse cultural backgrounds. Greenport School is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program. Within a caring, respectful, multicultural environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become personally fulfilled, interdependent, socially responsible adults.

Introduction

Response to Intervention (RTI) is a multi-tiered framework designed to maximize achievement for all students. It focuses on outcomes through the systematic gathering of data to guide educational decisions. It is important to note that RTI is an educational process that benefits all students, not just a system to categorize and refer students for special education testing and qualification.

Rationale

The basic elements of RTI are required by the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA). Close communications with parents should be maintained throughout the process. Evidence-based practices ensure that all students receive appropriate and effective instruction. Instructional fidelity through monitoring practices is also essential and expected. It is important for all stakeholders to understand that RTI is not an “add-on”; rather, it is an instructional concept or framework.

RTI Goal:

The goal of implementing Response to Intervention is increased student achievement. The following Desired Outcomes and District Goals are expected with the implementation of RTI in the Greenport Elementary School:

- Maximum effect from core instruction for all students
- Targeted instruction and early intervention for at-risk students
- More positive attitudes toward school and academics
- Improved integrity of academic, behavioral, and attendance interventions through fidelity monitoring

Overview

Response to Intervention is a process of implementing high quality, scientifically validated instructional practices based on learner needs by monitoring student progress and adjusting instruction based on the student's response. The goal is to maximize the quality of instruction being delivered in the general education classroom.

RTI is based on the following core principles:

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model
- Use research-based, scientifically validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment in screening, diagnosis, and progress monitoring

Academic Areas:

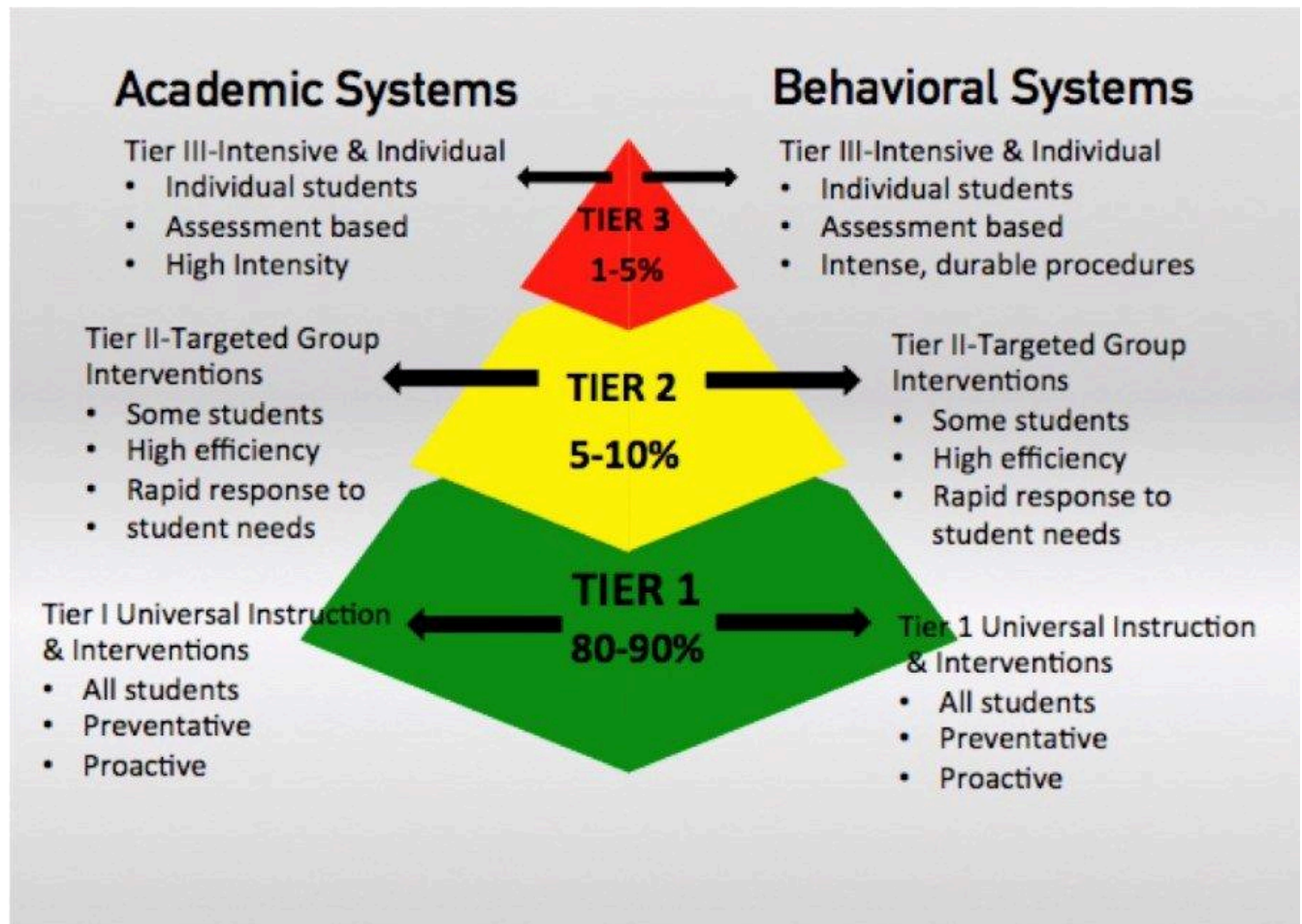
- Reading & Math

Staff Resources:

Who can teachers ask for help? Who will provide support for instruction and data management?

- Elementary Principal
- RTI Coordinator (Data management, resources, support)
- RTI teams at grade levels
- Special Education Staff
- Grade Level Teams will meet weekly to review plans, discuss student progress and analyze data

Multi-Tiered Instruction



Tier 1

Core Instruction - 80%

This primary tier involves the general education population (all students) and can affect any student in a classroom who is slightly behind. The students receive instruction using the core curriculum with progress monitoring to assess their response to instruction. The teacher may vary instructional routines or groupings to accommodate a Tier 1 student. Students who do not show a positive response with Tier 1 intervention move into Tier 2.

1. Core ELA and/or Math curriculum by grade:

- Into Reading, Houghton Mifflin
- Go Math, Houghton Mifflin
- Phonics/Word Study
 - Foundations - K-2
 - Words Their Way - 3-5

2. . Length of core reading and math instruction across grades K - 6:

- The reading program will be 90 minutes of instruction daily
 - ELA block (reading/writing integration)
- The math program will be 60 minutes of instruction daily

Progress-monitoring procedures:

Monitoring of the entire class

- iReady district benchmarks 3 times a year
- Classroom performance/progress assessments
- Fountas and Pinnell Reading Benchmarks
- MTSS meetings

Data-based decision-making procedures for Tier 1:

Progress monitoring data will be analyzed (by the RTI team) in order to facilitate differentiation of instruction in the classroom.

Procedures to monitor fidelity of implementation for Tier 1:

- Administrative observations
- Monthly grade level meetings
- Classroom walkthroughs

Tier 2

Strategic Interventions - 15%

In Tier 2, more intensive forms of strategic interventions are applied for those students are not responsive to the Tier 1 interventions. More frequent progress monitoring will show that the student(s) are not achieving the desired standards despite receiving differentiated and high-quality instruction. These interventions are typically in consultation with the RTI team. These interventions are designed to be implemented immediately and are intended to be short-term. However, there is no specific time limit for a student to be in Tier 2. Students may remain in place as long as data indicating strong progress continue to be acquired. It is estimated that 15% to 20% of all students need Tier 2 Interventions to show a positive response to instruction. Students who respond to Tier 2 Supplementary Instruction may move back to Tier 1 only. Students not responsive to Tier 2 Supplementary Instruction will remain in Tier 2 and move into Tier 3.

RTI Planning Teams will develop appropriate interventions for students.

Possible Interventions:

- Differentiated Instruction
- Multi-sensory Approach

Reading:

- Guided Reading Strategies
- Multi-sensory Language
- Phonological awareness skills
- iReady lessons and teacher tools

Math:

- Interventions provided with GO Math
- Math Games/centers -Marilyn Burns intervention materials
- iReady lessons and teacher tools

Length of Intervention Sessions:

- 30 minutes daily as needed

Groupings:

- Small Group Intervention
 - 3 - 4 students in a group based on need
 - Bi-weekly assessments
 - Progress monitoring

- Data-driven instruction
- Strategic intervention focusing on areas of need in relation to student goals

RTI teams will be comprised of:

- Classroom Teachers
- Special Education Teachers
- Teacher Assistants
- Special Area Teachers

Duration:

- 8-week cycle (4 to 5 cycles per school year)
- Data will be reviewed at the end of each cycle

Procedures to monitor fidelity of implementation for Tier 2:

- Administrative observation
- Team planning at each grade level to ensure continuity of program implementation
- IST meetings

Tier 3

Intensive Interventions - 5%

It is estimated that 5% of all students need Tier 3 Interventions to show a positive response to instruction. This level is characterized by an intensive intervention that is increased in frequency, intensity, and duration based on targeted assessment results showing a lack of response by the student. These interventions are supplemental to Tier 1 and Tier 2. These students show significantly low performance in the standards. If these interventions are effective, a student can move back to Tier 2. If continued interventions are not effective at this level, the RTI Team will meet to discuss the referral of the student and data for consideration for further evaluation.

Tier 3 intervention will be provided for students who are not demonstrating adequate progress in Tiers 1 & 2. Tier 3 intervention will be provided in a small group setting for reading and math.

- 3 - 5 sessions per week
- 30 - 60 minutes per session
- Push in or pull out to be determined by need
- Data-driven instruction
- Weekly progress monitoring
- Intense strategic intervention focusing on areas of need in relation to student goals

Reading:

- Wilson Reading System
- Foundations- Wilson Language System
- Just Words -Wilson Language System
- Leveled Literacy Intervention (LLI)
- Guided Reading Strategies
- Multi-sensory Language
- Phonological awareness skills

Math:

- Interventions provided with GO Math
- Marilyn Burns intervention materials

RTI teams will be comprised of:

- Classroom Teachers
- Reading Teachers
- Special Education Teachers
- Teacher Assistants

Duration:

- 8 week cycle (4 to 5 cycles per school year)
- Data will be reviewed at the end of each cycle

Procedures to monitor fidelity of implementation for Tier 3:

- Administrative observation
- Team planning at each grade level to ensure continuity of program implementation

Assessment within the RTI Model

Universal Screening

An RTI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic

Screening Tool(s)	iReady F&P Benchmarking Foundations Unit Assessments WTW Diagnostics
Frequency of Administration	3 times a year September January May/June
Grades Screened	iReady - K-8 F&P - K-6
Additional Screening Tools	Foundations Unit Assessments (K-2) WTW Diagnostics (3-5) Do the Math Assessments

*Students who enter the midterm will be assessed and evaluated upon entry based on universal screening procedures established at that grade level.

Progress Monitoring

Progress monitoring may be accomplished through classroom observation, interviews, standardized assessments, or targeted assessments, which are designed to be more specific to the student's learning difficulties and skill deficits. These assessments may be administered by trained teachers or other specialists.

RTI staff will monitor the progress of the students that they are seeing daily.

RTI Team:

The RTI Team will consist of representatives of teachers, teacher assistants, and administration.

- Building principal
- Classroom teachers
- Reading Teachers

- RTI Teaching Assistant Staff
- ENL Coordinator
- RTI Coordinator
- Special Education Director and/or Assistant Special Education Director

Data Based Decisions Making with an RTI model

Determining at Risk Students

Identification Criteria:

While all students' academic progress is monitored through ongoing evaluation of student performance data, certain benchmark performance levels have been identified to ensure students not meeting these levels are carefully reviewed and appropriate intervention structures are implemented to close the observed performance gap(s).

ELA

Students that meet any of the criteria below will be considered for a supplemental reading intervention placement by the building RTI team. In addition to any recommendation for supplemental reading instruction, the team will provide recommendations for in-class differentiated instructional support that can assist the classroom teacher toward closing the observed performance gap(s). (ex. Double-dose foundations, i-Ready assigned lessons, extra-help, etc.)

- Any student performing at level 1 on the running record benchmark assessment (see appendix)
- Any student performing one or more years below their current grade level on the i-Ready benchmark diagnostic
- Any students scoring below 80% on the Foundations unit test the the conclusion of the benchmarking period

Math

Students that meet the criteria below will be considered for supplemental mathematics intervention placement by the RTI team. In addition to any recommendation for supplemental mathematics instruction, the team will provide recommendations for in-class differentiated instructional support that can assist the classroom teacher toward closing the observed performance gap(s) (ex. iReady assigned lessons, After School Program, Fast Math, IXL, etc.)

- Any student performing well-below grade level expectations on the Go Math

Assessments

- Any students performing more than one year lower than their current grade level on the iReady benchmark diagnostic assessment

Data Team

The school data team will consist of the building principal, RTI Coordinator, ENL coordinator, and two special education teachers. The data team will help to support the staff with the implementation of the RTI plan as well as:

- Analyze fall, winter, and spring data from the universal screener as well as school-wide data
- Meet after each benchmark to review results of all students
- Ensure fidelity of the implementation

School-Wide Implementation

RTI Team should focus on the following:

- Review of screening data
- Review of progress monitoring data
- Planning of interventions
- Self-assessment of problem-solving implementation
- Assessment of the school staff's development
- Use of data in decision making
- Teacher support

Parent Involvement

Parent Notification

Parents will be notified in writing if their child is to receive tier 3 instruction; this notification will be the responsibility of the building administrator and be comprised of the following information:

- the type of intervention the student will receive
- the name of the provider of the intervention services
- the manner and frequency in which progress monitoring data will be provided the parent's right to request an evaluation for special education services

Parents will also receive written notification specific to their child's response to said intervention. No parental consent is necessary for universal screenings or for Tiers 2 and 3 since RTI is a process of delivering general services, assessments, and interventions to all students based on instructional needs. However, in the event the interventions progress to a

point where an evaluation is considered or recommended for special education services, parental consent must be obtained. Written progress reports from each RTI provider will be included with regular report cards and RTI providers will communicate regularly with classroom teachers.

Title 1 Parent Night

Each Fall, parents will be invited to join an informational meeting regarding Title 1 services that are provided at our school. This meeting will help them to understand what programs we are using, how frequent support is given, and what they can do to help support their children at home.

To increase engagement, in the Fall of 2022, the district created a Family night to encourage both parents and students to attend by bringing in games and providing a meal.

Exiting Services

At the conclusion of each benchmarking period, any student receiving support service who performs at or above grade level on the identified benchmark measure will be reviewed by the building RTI team for discontinuation of supplemental instructional service.

Final decisions on the removal of a service rests solely with the building principal who will use the benchmark data, recommendation of the RTI team, and teacher feedback to support his or her decision.

Upon the discontinuation of any existing service, parents will be notified of the change using a standard district developed letter. It is the goal of the RTI plan to terminate services as quickly as possible once a student has demonstrated a closing of a performance gap and a return to on or above grade level performance. However, the classroom teacher will be responsible for closely monitoring the progress of those students for whom a service is discontinued to ensure a gap does not reemerge.

Application of RTI to Special Education Eligibility

The Individuals with Disabilities Education Act (IDEA) 2004 currently gives school districts the flexibility to determine that a student has a specific learning disability. Using RTI data to shift the focus of the evaluation process from emphasizing the documentation of the student's disability to emphasizing the student's instructional needs. RTI emphasizes this shift of focus by documenting the failure of high intensity and high frequency, sound, research-based interventions applied to a student in the general education curriculum. After multiple attempts have been made to implement all available Tier 3 interventions with fidelity, high frequency, and high intensity, a student should be considered non responsive when

- 1) the student's level of academic achievement has been determined to be significantly lower than that of his or her peers and
- 2) the gap between the student's achievement and that of his or her peers

increases (or does not significantly decrease).

Unless other information explains the lack of achievement, students who are unresponsive to Tier 3 interventions should be referred to the RTI Team for consideration for psychoeducational evaluation. A student may not be determined eligible as a student with a disability if the determinant factor is

1. Lack of appropriate instruction in reading, including the explicit and systematic instruction in phonemic awareness; phonics; vocabulary development; reading fluency, or oral reading skills; and reading comprehension strategies
2. Lack of appropriate instruction in math; or
3. Limited English proficiency

RTI and English Language Learners

In planning RTI approaches with English Language Learners (ELLs), it is important to fully consider the ELL services the student is receiving, how the native language and English proficiency is assessed and monitored, knowledge and skills in the first language, and performance in the second language (English). When evaluating RTI data, ELLs should be compared not only to native English-speaking peers but also to other ELL students with similar levels of English proficiency. If ELL students as a whole are not making adequate progress, more ESL strategies need to be implemented.

Important factors for RTI teams to consider when developing interventions for an ELL;

1. When taking a social-developmental history, inquire about the language the a student's caregiver uses it with the child, as it may differ from the parents.
2. Inquire if the student has attended school on a regular basis. Investigate to see if there have been any interruptions in the academic experience of the student.
3. Cultural instructional systems in the country of origin can have an impact on expectations. Some cultural systems may depend on memorization of facts while our system relies more on critical thinking. For example, math may vary with the setup of problems or the use of the metric system.

Professional Development

Part 100.2(ii)(3) requires each school strictly to take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement an Rtl program and that such program is implemented consistent with...” the specific structure and components of the Rtl process selected by the school district.

Staff training and development for core curriculum in each academic area being implemented will be provided when implementing new programs and through needs assessment completed each school year.

Appendixes

Dear Parents and Guardians,

Welcome to a new school year at Greenport Elementary! This letter is to inform you that this year your child qualifies for Intervention Services as part of our Response to Intervention Plan (RTI). Response to Intervention is a multi-tiered framework designed to maximize achievement for all students. It focuses on outcomes by gathering data to guide educational decisions. RTI is designed to provide support to students in meeting New York State Standards for Reading and Math.

Students qualify for RTI services based on student performance and the results of assessments. Qualification for RTI Reading/English Language Arts is based on the results of the iReady testing K-6, Fountas and Pinnell Leveling, and ongoing teacher assessment. In addition to assessments, previous academic performance, current classroom performance, and teacher recommendations are also considered when determining placement into RTI services.

The information below indicates the RTI services your child will be receiving and how often he/she will be receiving services. If you have any questions about your child's participation in RTI services, please feel free to contact me or your child's RTI teacher(s) listed below.

Sincerely,

Mr. Joseph Tsaveras
Elementary Principal

Amy Gammon and Nicole D'Apruzzo
RTI Coordinator

Your child will be receiving RTI services in the area of:

- **____ Reading/English Language Arts:** _____ will be working with your child ____ days a week for ____ minutes per day in a pull out program.
- **____ Math:** _____ will be working

with your child ____days a week for ____minutes per day in a push-in program.

Queridos padres y guardianes,

¡Bienvenidos a un nuevo año escolar en la Escuela Primaria Greenport! Esta carta es para informarle que este año su hijo califica para los Servicios de Intervención como parte de nuestro Plan de Respuesta a la Intervención (RTI). La Respuesta a la Intervención es un marco de varios niveles diseñado para maximizar el rendimiento de todos los estudiantes. Se centra en los resultados mediante la recopilación de datos para guiar las decisiones educativas. RTI está diseñado para brindar apoyo a los estudiantes para que cumplan con los Estándares de Lectura y Matemáticas del Estado de Nueva York.

Los estudiantes califican para los servicios de RTI según el desempeño del estudiante y los resultados de las evaluaciones. La calificación para RTI Lectura/Artes del Lenguaje Inglés se basa en los resultados de las pruebas iReady K-6, Fountas y Pinnell Leveling, y la evaluación continua del maestro. Además de las evaluaciones, el desempeño académico anterior, el desempeño actual en el salón de clases y las recomendaciones de los maestros también se consideran al determinar la ubicación en los servicios de RTI.

La siguiente información indica los servicios de RTI que recibirá su hijo y con qué frecuencia los recibirá. Si tiene alguna pregunta sobre la participación de su hijo en los servicios de RTI, no dude en comunicarse conmigo o con los maestros de RTI de su hijo que se enumeran a continuación.

Sinceramente,

Sr. José Tsaveras
Director de Primaria

Su hijo recibirá servicios de RTI en el área de:

____Lectura/Artes del idioma inglés: _____trabjará con su hijo ____días a la semana durante ____minutos por día en un programa de extracción.

____Matemáticas: _____estará trabajando con su hijo ____días a la semana durante ____minutos por día en un programa de inserción.

Dear Parents/Guardians,

This letter is to inform you that this year, your child qualifies for Academic Intervention Services (AIS). AIS is designed to provide support to students in meeting New York State Standards for English Language Arts and/or Math. AIS includes additional instruction that supplements the general curriculum (regular classroom instruction).

Students qualify for AIS based on last year's results of State Assessments that measure the New York State Learning Standards and/or results of benchmark assessments. In addition to these Assessments, previous academic performance and teacher recommendations are also considered when determining placement for AIS.

The information below includes the Academic Intervention Services your child will be receiving and how often he/she will be receiving the services. If you have any questions about your child's participation in these services, please feel free to contact your child's school counselor or your child's AIS teacher.

Sincerely,



Gary Kalish
Secondary Principal

Your child, _____ will be receiving AIS in the areas of:

_____ **Mathematics, Period _____ Teacher: Greg Dlhopsky dlhopsky@gufsd.org**

_____ **English Language Arts, Period _____ Teacher: Dylan Finder dfinder@gufsd.org**

_____ **Child is not enrolled in AIS at this time due to parent request.**

Estimados padres/tutores,

Esta carta es para informarle que este año, su hijo califica para los Servicios de Intervención Académica (AIS). AIS está diseñado para proporcionar apoyo a los estudiantes para lograr los Estándares del Estado de Nueva York para Artes del Lenguaje Inglés y/o Matemáticas. El AIS incluye instrucción adicional que complementa el plan de estudios general (instrucción regular en el aula).

Los estudiantes califican para el AIS en base a los resultados del año pasado de las Evaluaciones Estatales que evalúan los Estándares de Aprendizaje del Estado de Nueva York y/o los resultados de las evaluaciones de referencia. Además de estas evaluaciones, el desempeño académico previo y las recomendaciones de los maestros también se consideran al determinar la ubicación para el AIS.

La información a continuación incluye los Servicios de Intervención Académica que su hijo recibirá y la frecuencia con la que recibirá los servicios. Si tiene alguna pregunta sobre la participación de su hijo en estos servicios, no dude en ponerse en contacto con el consejero escolar de su hijo o con el profesor de AIS de su hijo.

Sinceramente,



Gary Kalish
Director de Secundaria

Su hijo, _____ recibirá AIS en las áreas de:

_____ Matemáticas, Periodo _____ Maestro: Greg Dlhopsky dlhopolsky@gufsd.org

_____ Artes del Idioma Inglés, Periodo _____ Maestro: Dylan Finder dfinder@gufsd.org

_____ El niño no está inscrito en AIS en este momento debido a la petición de los padres.

Benchmark Reading Levels

Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Kindergarten 1 = below A 2= A 3 = B -C 4 = D and above	Kindergarten 1 = B or lower 2= C 3 = D -E 4 = F and above
Grade 1 1 = B or lower 2 =C 3 = D -E 4 = F and above	Grade 1 1 = C or lower 2 = D -E 3 = F -G 4 = H and above	Grade 1 1 = E or lower 2 = F -G 3 = H -J 4 = K and above	Grade 1 1 = F or lower 2 = G -H 3 = I -K 4 = L and above
Grade 2 1 = F or lower 2 = G -H 3 = I -K 4 = L and above	Grade 2 1 = G or lower 2 = H -I 3 =J -L 4 = M and above	Grade 2 1 = I or lower 2 =J -K 3 = L -M 4 = N and above	Grade 2 1 = J or lower 2 = K -L 3= M 4 = N and above
Grade 3 1 = J or lower 2 = K -L 3= M 4 = N and above	Grade 3 1 = K or lower 2 = L -M 3 =N 4 = O and above	Grade 3 1 = M or lower 2= N 3= O 4 = P and above	Grade 3 1 = N or lower 2= O 3= P 4 = Q and above
Grade 4 1 = N or lower 2 =O 3= P 4 = Q and above	Grade 4 1 = N or lower 2 = O -P 3 = Q -R 4 = S and above	Grade 4 1 = O or lower 2 = P -Q 3 = R -S 4 = T and above	Grade 4 1 = P or lower 2 = Q -R 3= S 4 = T and above

Grade 5 1 = P or lower 2 = Q -R 3= S 4 = T and above	Grade 5 1 = Q or lower 2 = R -S 3 =T 4 = U and above	Grade 5 1 = R or lower 2 = S -T 3= U 4 = V and above	Grade 5 1 = S or lower 2 =T 3 = U -V 4 = W and above
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