District MTSS Handbook

William Floyd Union Free School District

July 1, 2026- June 30, 2027

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Multi-Tiered Systems of Support Plan

The following individuals serve on the William Floyd UFSD Multi-Tiered System of Support team and have been involved in the creation and implementation of the District MTSS Plan.

Name	Title/Positions	School Building/Location
Dominic Ciliotta	Principal	Tangier Smith Elementary
Nancy Dittmeier	Reading	Moriches Elementary School
Valerie Ennis	Assistant Principal	William Floyd Elementary School
Keith Fasciana	Principal	William Floyd Elementary School
Nicole Lanza	Teacher	Nathaniel Woodhull Elementary
John Melandro	Teacher	Tangier Smith Elementary
Heather Murillo	Principal	Nathaniel Woodhull Elementary
Kelly Nelmes	Reading	William Floyd Elementary School
Paul Paniccia	Reading	Tangier Smith Elementary
Albert Peterson	Director of Student Information and Secondary Education	District Wide
Deirdre Redding	Principal	Moriches Elementary School
Stacey Scalise	Assistant Superintendent of Elementary Education	District Wide
Mary Siano	Director of Elementary Curriculum and Assessment	District Wide
Jim Westcott	Principal	Hobart Elementary School

District Vision

The William Floyd School District's vision is to maximize the potential of all students so that they can thrive in a global community. We strive to develop well-rounded individuals with leadership qualities with particular focus on collaboration, creativity, communication and critical thinking. Our mission will be achieved in a learner-centered, nurturing and safe environment, designed to empower students with the ability and desire to thrive as lifelong learners.

SECTION 1:
Introduction

Multi-Tier Systems of Supports functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning and social-emotional needs. The overall purpose of MTSS at the William Floyd School District is to ensure that all students receive appropriate research-based interventions to improve their achievement.

Multi Tiered Systems of Supports Defined: MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and tiered interventions for students who are at risk for poor learning outcomes. It also may be called a Multi-Level Prevention System. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. An Academic Intervention System, Response to Intervention (RtI), and Positive Behavioral Interventions and Supports are examples of MTSS (Center on Response to Intervention at American Institutes for Research, 2014).

Academic Intervention Services (AIS) Defined: AIS includes two components: additional instruction and support services.

- Additional instruction supplements the instruction beyond the general curriculum and assists students who are at risk of not achieving the State Learning Standards.
- Support services address barriers in order to improve academic, social, and emotional performace.

Provision of supplemental instruction and/or student support services is intended to assist students in meeting the expectations of the NYS Next Generation Learning Standards.

Academic Intervention Services (AIS) may be made available to *Students with Disabilities* on the same basis as nondisabled students, **if** the student is not already receiving special education services in the specific area of concern. AIS is available to *English Language Learners* (ELL) and must be supplementary (in addition to and not in place of Tier 1). AIS **cannot replace** the ELL instructional program requirement under CR Part 154 services.

School districts may provide a Response to Intervention (RtI) program in lieu of providing AIS when an RtI program is made available by grade levels and subject areas (reading/writing/math) for which students are identified as eligible for AIS.

Response to Intervention (RtI) Defined: RtI is a school-wide process, guided by assessment data, which organizes instruction into a three tiered support services system delivering high quality research-based instruction to meet the diverse needs of learners. It is an ongoing process of using student performance and other data to guide instruction and intervention decisions. It is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

New York State Regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction. RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps. A students response to the interventions determines the subsequent course of interventions.

Positive Behavioral Interventions and Supports (PBIS) Defined: PBIS is a proactive, multi-tiered framework designed to promote positive behavior and create safe, supportive, and inclusive school environments. PBIS includes two primary components: explicit instruction in behavioral expectations and a continuum of supports and interventions.

Explicit instruction establishes clear, consistent school-wide behavioral expectations and teaches students the social, emotional, and behavioral skills needed to be successful across settings. These expectations are reinforced through positive acknowledgment and data-informed decision-making.

The continuum of supports addresses behavioral and social-emotional needs through a tiered system of interventions. Tier 1 provides universal supports for all students; Tier 2 offers targeted interventions for students at risk of behavioral challenges; and Tier 3 delivers intensive, individualized supports for students with significant needs.

The provision of positive behavioral instruction and tiered interventions is intended to improve academic engagement, social competence, and overall school climate while reducing disciplinary incidents and exclusionary practices.

PBIS may be implemented for all students, including *Students with Disabilities* and *English Language Learners (ELLs)*, and must complement — not replace — required special education services, individualized supports, or mandated language instruction programs. PBIS aligns with and may operate in coordination with frameworks such as Response to Intervention (RtI) to ensure behavioral and academic supports are integrated and responsive to student needs.

Legislative Background

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

Minimum Requirements

The New York State Board of Regents has created a policy framework to guide districts in the creation of their local plans.

The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- ***Appropriate instruction*** delivered to all students by qualified personnel. Appropriate instruction in reading means scientific research-based programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- ***Screenings*** applied to all students to identify those who are not making academic progress at expected rates.
- ***Instruction matched to student needs*** with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- ***Repeated assessments*** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The ***application of information*** about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- ***Written notification*** to the parents when the student requires an intervention beyond what is provided to all students in the general education classroom that provides information about the:
    - amount and nature of student performance data that will be collected and the general education services that will be provided;
    - strategies for increasing the student's rate of learning; and
    - parents' right to request an evaluation for special education programs and/or services.

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

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

[8 NYCRR section 100.2(ii)]

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

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. "Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading."

[8 NYCRR section 200.4(j)]

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

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

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

Building administrators will look at grade level and teacher data to identify instructional strengths and weaknesses in order to determine appropriate interventions and staffing needs. Interventions may target academic and/or other barriers that may be impacting student performance.

The building principal ensures that the following information is maintained as part of the student's cumulative record folder:

- A record of the student's performance on state assessments. In addition, local/district assessments used to determine eligibility for AIS are also kept on file.
- Documentation of specific AIS provided and dates each student received each service.
- A copy of the parent notification that a child is in need of AIS and when these services will be offered.
- A copy of the letter to the parents that indicates that their child is no longer in need of services.

William Floyd School District's AIS Implementation Plan

Multiple measures are used to determine student eligibility for inclusion in AIS support sessions. In grades where New York State Assessments are administered, failure to score in the proficient range will make a student *eligible* for services. In grades where no state assessments are given, students will be *eligible* for AIS if they are determined to be at risk of not meeting State Standards, according to criteria established by the District. The District procedure will always be used when a student is absent for all or part of a state assessment, or when a student transfers from out of the state or the country. One data point will not determine final placement into tiered support, but will indicate a need for additional data collection. AIS support is determined after multiple measures have been reviewed. Procedures and criteria for determining tiered level of services outlined within the AIS plan will include extensive examination of data.

Once a student is selected to receive an AIS service, parent notification will be made. Each school will be responsible for parental notification of the students it serves. Notification will be made in writing and will include a summary of the services being provided to the student including when the services will occur. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated within the notification. Parents will also be kept apprised of their child's progress at the end of each marking period. Progress reports and report cards with comments aligned to AIS instruction are provided to parents on an on-going basis as designated through district reporting dates. All parent notifications are provided in English and translated when appropriate.

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services.

Academic Intervention Services will end when the student has successfully attained the District standards according to the State and/or District criteria for ending services. When AIS is discontinued, the parent will be notified in writing that the services will be ending as well as the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

District Criteria and Procedures

Universal screeners are administered multiple times a year. District Administrators will look at various levels of district, building, grade level, and department data to determine patterns in ELA and Mathematics. Data will be used to assess the impact of curriculum and materials as well as individual student needs. Adjustments to curriculum and materials will be made to ensure it is meeting the needs of no less than 80% of learners.

Student performance on Universal Screening Assessments are used to identify students who may require additional tiered support. Identified students are given diagnostic assessments that serve as additional measures of performance. Performance on these multiple measures determines student programming.

- If results are inconsistent across data points the following steps will be taken:
    - The classroom teacher will monitor class performance and provide differentiated support to the student. If monitored classroom performance indicates additional support is needed, the classroom teacher will initiate Tier 2 intervention using evidence-based strategies.
    - Indirect support from an interventionist may be provided.
- If results are consistent, the classroom teacher will provide Tier 2 intervention using evidence-based strategies. Additionally, if the student is performing in the bottom 20% of learners, an Interventionist **may also** be assigned to provide targeted support.
- Decisions related to the frequency and intensity of service will be made with input from teachers, counselors, administrators, other school staff, and parents based upon individual student needs.
- Students receiving Tiered support will receive an evidence-based intervention based on the student's needs as determined by diagnostic data. An intervention strategy will be identified. and a growth target will be established.

Types of Interventionist Support

Interventionists may provide support to students identified as needing Tiered services. This may be direct or indirect support.

Student Specific Direct Support: If it is determined that a student will be provided with direct instruction from an Interventionist, the following conditions will be identified:

- whether the service will be provided as a pull-out or push-in service
- the frequency of the service (number of times per week)
- the duration of the service (length of time per session)

Student Indirect Support: Indirect support from an Interventionist is when **a classroom teacher** is provided with information about how to best support a student in the classroom, or in a learning space where another service is being provided (i.e. ENL pullout support).

Full Class Direct Support: Full class support is provided when an Interventionist pushes into a classroom and provides direct instruction to the class. During this time, Interventionists not only support student learning, but also support teachers as they learn to implement the techniques being used. This typically will be a short term intervention that will support the implementation of a strategy or material.

Cycle of Intervention

Progress monitoring data is analyzed and reviewed on a scheduled cycle to determine whether current interventions are effectively supporting progress toward the established learning targets. If the data indicates insufficient growth, adjustments to the intervention plan may be implemented. If student progress aligns with or exceeds the projected trend line, a change in services may also be considered.

Intensifying Services:

- When the initial intervention cycle is complete, data will be reviewed to determine if the level of services have effectively moved the student toward the set target.
- If analysis of the data indicates that a student continues to struggle with identified skills, a new Tier 2 plan and cycle will begin.
- If a student has completed two or more Tier 2 cycles **focused on the same targeted skill,** and is not making progress that aligns with anticipated projected growth, s/he may be referred for temporary Tier 3 support.
- If a student qualifies for Tier 3 instruction, the following steps will be taken:
    - The classroom teacher will continue to provide Tier 2 intervention using evidence-based strategies and classroom based progress monitoring.
    - The student will receive Tier 3 interventionist support individually or with other students receiving this level of services.
    - Tier 3 services will have one or more of the following characteristics:
        - the group size will be smaller than in Tier 2 services;
        - the frequency of support will be greater;
        - the duration of services will be longer.

Exiting from Interventionist Services

When a student consistently demonstrates mastery of targeted skills across multiple assessments and in various settings with minimal or no support, Tier 2 intervention will be transitioned from the interventionist to the classroom teacher.

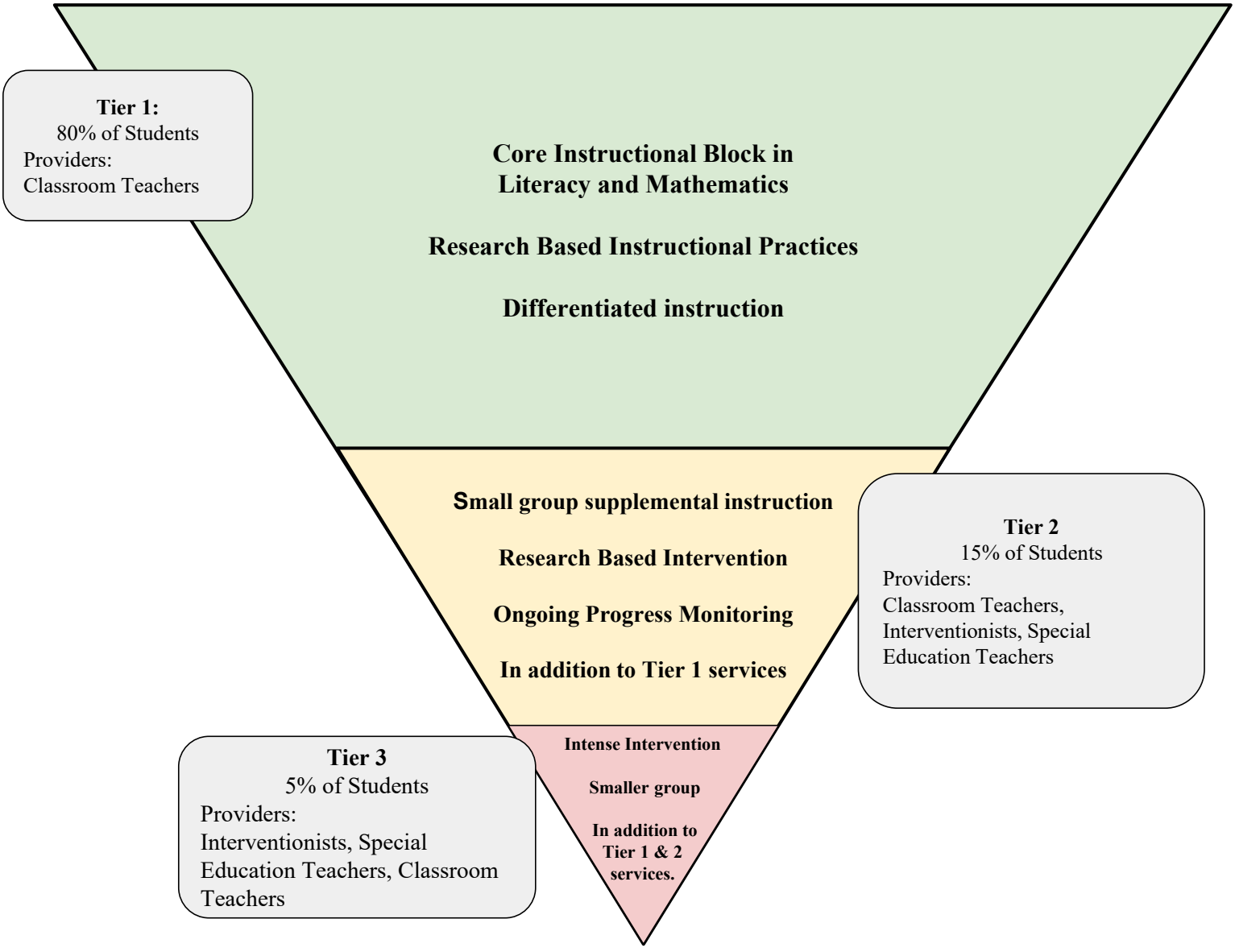
To support this transition, indirect services **will be** provided to the classroom teacher to ensure continuity and effectiveness of instruction at the new level of support.

Based on the student's data, an evidence-based intervention will be selected, and a growth target—typically 61% or greater by the end of the academic year—will be established. Baseline data will be recorded and an appropriate progress monitoring tool will be identified to continue monitoring effectiveness of the selected intervention.

SECTION 2:
Multi-Tiered Prevention Framework

Academic

MTSS serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the William Floyd School District, a three-tiered model is used. The graphic presented on this page provides a visual illustration of the district's MTSS model. Further information for each tier follows the graphic.



Tier One

Tier One (1) is considered the primary level of intervention in the William Floyd School District and always takes place in the student's primary classroom setting. Tier 1 involves appropriate and differentiated instruction in reading and mathematics delivered to all students in their assigned content specific class, and is delivered by qualified personnel. The goal of the Tier 1 program is to meet the needs of at least 80% of the students**.** Students who do not show appropriate levels of achievement with Tier 1 Targeted Instruction will **be considered** for Tier 2 support services.

Description of Tier 1 Core Programing

Research/Evidence-Based: The William Floyd School District utilizes research based materials in English Language Arts and Mathematics in all classes.

English Language Arts

- English Language Arts instruction is aligned with the Six Pillars of Literacy
    - Phonemic Awareness: The Heggerty Phonemic Awareness Curriculum is used to provide Tier 1 instruction in phonemic awareness.
    - Phonics and Word Recognition:
        - University of Florida Literacy Institute (UFLI) is used to provide Tier 1 instruction in phonics in grades K-3.
        - SAVVAS myView and the 95% Group Multisyllable Routines Companion is used to develop decoding skills in grades 3-5.
    - Fluency, Comprehension, Vocabulary, and Oral Language: SAVVAS myView is used to provide Tier 1 instruction instruction in these four pillars of literacy in grades K-5.
    - District created Units of Studies aligned with New York State Learning Standards are used in grades 6-8.
- It is expected that materials are used with fidelity and differentiation is designed to scaffold instruction so identified grade level resources are accessible to all learners.

Mathematics

- Mathematics instruction provides standards aligned *Back to Basics* instruction that is grounded in the 5 Strands of Mathematical Proficiency. These strands are identified as:
    - Adaptive Reasoning
    - Strategic Competence
    - Conceptual Understanding
    - Productive Dispositions
    - Procedural Fluency
- Classroom instruction provides students with an engaging mix of learning experiences including whole group and small group instruction, and independent practice.
- SAVVAS enVisions math materials are used in grades K-5.
- District created Units of Studies aligned with New York State Learning Standards are used in grades 6-8.
- Instructionally, it is expected that materials are used with fidelity and differentiation is designed to scaffold instruction so identified grade level resources are accessible to all learners.

Differentiation:

Differentiation is a Tier 1 strategy that occurs in all learning environments. Differentiation occurs through flexible groupings based on current needs of learners. Differentiation of content, process, product, and/or learning environment may be necessary scaffolds to support student access to grade level content.

Differentiation includes, but is not limited to, the following examples:

- Content (Input): Offering varying levels of text complexity, using learning buddies, or providing audio/video alternatives to accommodate different learning levels and interests.
- Process (Instructional Strategies): Varying the pace of instruction, utilizing tiered activities, providing scaffolding, and using interest centers or manipulatives to help students make sense of information.
- Product (Assessment/Output): Allowing students to demonstrate mastery through diverse formats, such as reports, speeches, videos, or hands-on projects, rather than just tests.
- Learning Environment (Classroom): Creating a safe, flexible space with quiet spots, collaborative work areas, and materials that reflect diverse backgrounds.

Check for Fidelity:

Instruction at the Tier 1 level is monitored for fidelity through a variety of means including: Administrator Observations and Walkthroughs, Data Teams focused on building/student performance, MAP Growth/ MAP Fluency Benchmark Assessment Results (grades K-5), IXL Benchmark Assessment Results (grades 6-8), Formative Assessments, and New York State Assessments.

Considerations of Core Program for English Language Learners and Students with Disabilities:

Research based supplemental materials are selected to support special populations of students.

Assessment:

Student progress is assessed through standardized and formative assessments.

Tier Two

In Tier Two (2), students who have demonstrated a need for additional support, identified through screening results or insufficient progress on diagnostic measures, will received targeted instruction. This instruction is provided in a small group setting (3-5 students). Supplemental instruction is provided in addition to, and not in place of core instruction students received in Tier 1. This instruction may take place in a student's classroom or in an alternative location. Interventions provided at this tier are designed to address the needs or weaknesses of the student relative to reading and/or math. These services may be available to *Students with Disabilities* as well as those who are *English as New Language Learners* if the student is not already receiving specialized instruction in the area of concern. Student progress will be regularly monitored.

Tier Three

Tier Three (3) is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. This instruction is supplemental as well, but is delivered in a more frequent and intensive manner. The goal of Tier 3 services is to build skills that will allow students to return to Tier 2 support. Group size should be no more than three students. The duration of a Tier 3 learning session is designed to allow for the execution of prescribed services, carried out with integrity and fidelity to the established intervention plan. Student progress will be monitored at a weekly to tri-weekly level based on the progress monitoring tool being used.

Social Emotional

MTSS serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support for students' social/emotional learning needs. Within the William Floyd School District, a three-tiered model is used.

Tier One (1) is considered the primary level of intervention at the William Floyd School District and always takes place in students' assigned classrooms. Tier 1 involves appropriate instruction in social-emotional functioning. through the following programs. The goal of the Tier One program is to meet the needs of at least 80% of the students.

Description of Tier 1 Core Programming

Social Emotional Learning:

- Building programs provide explicit instruction in behavioral expectations including, but not limited to the following areas:
    - Respect
    - Responsibility
    - Safety
- Positive Behavior Interventions and Supports (PBIS), or comparable alternative, are used as proactive structures to increase positive interactions between students.
- Buildings have developed Character Education Programs to support student development of positive behavior traits.

Students who do not show appropriate levels of achievement with Tier 1 Core Programming will be considered for Tier 2 or 3 support services which may include support with a service provider outside of the classroom setting.

SECTION 3:
ASSESSMENT WITHIN AN MTSS FRAMEWORK

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

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure or social-emotional concerns and who may require closer monitoring, further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures used in the William Floyd School District.

An annual assessment calendar is created to provide specific information about screening assessment windows that occur multiple times across the school year.

Screening Tools	NWEA MAP GROWTH (grades K-5) NWEA MAP Fluency (grades K-5) IXL (grades 6-12)
Frequency of Administration	NWEA MAP GROWTH (grades K-5) (3x) NWEA MAP Fluency (grades K-5) (4x) IXL (grades 6-12) (4x)
Grades Screened	Academics (K-8) Social Emotional (K-12)
Location	Classroom (group administration) Reading Room/Special Education Classroom/ Mental Health Setting (individual or small group administration)

Additional Academic Assessment: Diagnostic

Screening tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual student's skills and instructional needs. They provide educators with data that informs them about "what to teach" and the "how to teach it." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.). Examples of diagnostic measures that are utilized in the District include: NWEA Skills Checklists, The Phonemic Awareness Screening Inventory (PASI), The Phonics Screener for Intervention (PSI), IXL Diagnostics, and Targeted Formative Assessments.

Considerations for Screening or Benchmark Assessments for English Language Learners:

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

The following considerations are taken into account for ENL/ELL students due to limitations within universal benchmark systems. Standardized scores must never be used as the sole indicator of student performance when assessments are not normed for the student's linguistic and cultural background, as such use may lead to inaccurate conclusions about ability or need. Additional tools are utilized to monitor the students' need for instructional support such as Independent Reading Level Assessments (IRLA), the ENIL Toolkit, teacher assessments, and language proficiency measures. Every effort is made to consider the stages of language acquisition and its impact on current performance. Instruction is planned based on the student's current level of performance and their literacy experiences in their native language (s).

Progress Monitoring

Progress monitoring is the practice of measuring student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information.

Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The William Floyd School District uses targeted progress monitoring assessments to determine a student's movement across the tiers by examining rate of progress and levels of performance over time. The table below provides logistical information regarding progress monitoring within Tiers 1, 2 and 3.

<table>
<tr><th colspan="4">Academic Progress Monitoring Tool used at Each Tier</th></tr>
<tr><th></th><th>Tier 1
(Classroom)</th><th>Tier 2
(Classroom/ Alternate Setting)</th><th>Tier 3
(Alternate Setting)</th></tr>
<tr><td rowspan="2">Assessment and Frequency</td><td rowspan="2">Elementary (K-5)
NWEA MAP Fluency (4x per year)

Middle School (6-8)
IXL (4 x per year)</td><td>Classroom Bi-Weekly Progress Monitoring

NWEA MAP Fluency (K-5)

IXL (6-8)</td><td>Classroom:
Continue Tier 2 support and progress monitoring</td></tr>
<tr><td>Interventionists Tri-Weekly Progress Monitoring
Phonics Screener for Intervention (PSI) (K-5)

Curriculum Based Measures (CBM) 6-8</td><td>Interventionists Weekly Progress Monitoring
Phonics Screener for Intervention (PSI) (K-5)

Curriculum Based Measures (CBM) 6-8</td></tr>
</table>

Administrator of Assessment	
NWEA MAP Fluency	Classroom Teacher/Interventionist
IXL	Classroom Teacher/Interventionist
Phonics Screener for Intervention (PSI)	Interventionist/Special Education Teacher
Curriculum Based Measures	Interventionist/Special Education Teacher

SECTION 4:
DATA-BASED DECISION MAKING

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

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

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

Determining Initial Risk Status

To determine which students may be at-risk, the William Floyd School District uses data obtained from screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Primary Data Source:	NWEA MAP Fluency, NWEA MAP Growth, IXL, New York State 3-8 Assessments
Secondary Data Source:	NWEA Skills Checklists, Phonics Screener for Intervention Diagnostic Assessment (PSI), Curriculum Based Assessments
Who's Involved:	Teachers, Interventionists, Principal, School Psychologist
Frequency:	Three times per school year (elementary) Four times per school year (secondary)
Decision Options and Criteria:	The need for services is established by weighing the students' screener assessments, state test scores, teacher assessments, attendance, current level of services, and if needed additional diagnostic assessments.

Determining Student Response to Intervention:

Another key decision made by the MTSS building committee is whether or not a student who is receiving supplemental instruction or intervention is making progress. The William School District makes use of progress monitoring data to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the MTSS building decision making team makes an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

<table>
<tr><th colspan="4">Determining Student Response to Intervention</th></tr>
<tr><td>Primary Data Source:</td><td colspan="3">NWEA MAP Fluency Progress Monitoring (Elementary)
IXL (Secondary)</td></tr>
<tr><td>Secondary Data Source:</td><td colspan="3">Phonics Screener for Intervention (PSI) (Elementary)
Curriculum Based Measures (Secondary)</td></tr>
<tr><td>Purpose:</td><td colspan="3">● Determine student's response to intervention
● Determine if the student is making progress towards grade level benchmarks
● Determine the need for lesser or more intensive intervention</td></tr>
<tr><td>Who's Involved:</td><td colspan="3">Teacher, Interventionist, Principal, School Psychologist, Support Staff</td></tr>
<tr><td rowspan="3">Frequency:</td><td colspan="3">Student Response to Intervention is monitored minimally as listed below:</td></tr>
<tr><td>Tier 1</td><td>Tier 2</td><td>Tier 3</td></tr>
<tr><td>Each Marking Period
● Elementary (3)
● Secondary (4)</td><td>Bi-weekly/Tri-weekly</td><td>Weekly</td></tr>
<tr><td>Decision Options and Criteria:</td><td colspan="3">Progress Monitoring Data, Benchmark Data, in conjunction with teacher assessments are utilized to determine cut points for Tiered Services. Students' level of intervention will be tailored based on the results of the assessments. Students may move between the tiers as needed.</td></tr>
</table>

Determination of Learning Disabilities (LD)

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Students who have not made adequate progress with intervention **may** be referred to the CSE for consideration of a learning disability. This option is also available to parents at any time.

SECTION 5:
PROFESSIONAL DEVELOPMENT

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

The William School District has identified the following goals and resources to support teacher understanding of the MTSS process. This information is available through the Professional Learning Plan and has been shared with all staff.

Professional Learning Identified in the District's 2026-2028 Plan		
Professional Learning Opportunities	**Audience**	**CTLE Focus**
Professional Learning experiences focused on the Next Generation Learning Standards (ELA), with an emphasis on **MTSS-aligned literacy instruction**	Classroom Teachers and Literacy Support Staff	Content
Professional Learning experiences focused on supporting English Language Learners by creating bridges to content	All Teachers and Teaching Assistants, Administrators	ENL
Professional learning on using reading assessments to drive instruction **within a Multi-Tiered System of Supports (MTSS)**	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on the Next Generation Learning Standards (Math)	Classroom Teachers and Mathematics Support Staff	Content
Professional Learning experiences focused on supporting co-teaching models of instruction for our Special Education and ENL students.	All Teachers and Teaching Assistants, Administrators	Pedagogy and ENL

SECTION 6:
PARENT NOTIFICATION

In the William Floyd School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents on the benchmarking schedule via a Parent Square letter that indicates:

- The nature of the intervention their child will be receiving
    - Type of intervention
    - Frequency
    - Duration
    - Interventionist
    - Location
- The amount and nature of student performance data that will be collected
    - Type of data
    - Screening tool
    - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services
- *Considerations for Parents whose native language is not English:* For those students whose parents are not English speakers, community support of translation services will be utilized as needed.

SECTION 7
APPENDIX

Definition of Terms

Systems of Support

Academic Intervention Services (AIS) are the services provided to the students identified as needing additional support in order to make adequate progress and growth.

Multi-Tiered System of Supports (MTSS) is a school-wide framework that provides varying levels of academic and behavioral support based on student need. It uses data-driven decision making to deliver targeted interventions and monitor progress to ensure all students receive appropriate support.

Positive Behavioral Interventions and Supports (PBIS) is a proactive, school-wide framework that promotes positive student behavior through clear expectations, consistent reinforcement, and data-based decision making. It provides tiered behavioral supports to improve school climate and student outcomes.

Response to Intervention (RtI) is a multi-tiered approach used in schools to identify and support students who are struggling academically or behaviorally. It provides increasingly targeted interventions based on student progress data and monitors responsiveness to determine next steps.

- **Tier 1** is identified as the core classroom instructional program provided to all students by the general education teacher in the general education classroom.
- **Tier 2** intervention is targeted small group instruction either inside or outside of the classroom. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 1 students who demonstrate through progress monitoring a need for additional support will receive targeted small group instruction.
- **Tier 3** intervention is intensive instruction outside of the classroom. This supplemental instruction intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 2 students who demonstrate through progress monitoring a need for more intense support may receive intensive Tier 3 instruction.

Assessments

Universal Screener Assessment tool used on at least 95% of the population multiple times a year to help ensure early identification of students potentially at risk, and the areas in which they may experience difficulty. NWEA MAP Growth and IXL serve as Universal Screeners for the District.

- **NWEA MAP Growth** is a computer-adaptive assessment developed by NWEA that measures student achievement and academic growth in subjects of reading and math in grades K-5. It uses RIT scores to track individual progress over time and help guide instruction.
- **IXL Learning** is an online learning platform that provides performance data in math and language arts for students in grades 6–8. It uses adaptive questioning and real-time analytics to personalize.

Benchmark Assessments are periodic evaluations given throughout the school year to measure student progress toward grade-level standards and learning goals. They help teachers monitor growth, adjust instruction, and predict performance on end-of-year or state assessments.

- NWEA MAP Fluency is an early literacy assessment created by NWEA to measure foundational reading skills in young students. It measures key early literacy skills aligned with Six Pillars of Literacy. It serves as a benchmark for literacy assessment in grades K-5.

Diagnostic Assessment are tools used to identify a student's specific strengths, skill gaps, and learning needs before or during instruction. They provide detailed information that helps teachers plan targeted interventions and personalize learning.

- **PASI (Phonological Awareness Skills Inventory)** is a diagnostic assessment used to evaluate a student's phonological awareness skills, such as rhyming, segmenting, blending, and manipulating sounds. It helps educators identify early reading skill gaps and plan targeted literacy interventions, particularly in primary grades.
- **PSI (Phonics Screener for Intervention)** is a diagnostic assessment used to identify students' strengths and gaps in phonics and decoding skills. It helps teachers determine specific areas of need and plan targeted reading interventions, especially in early elementary grades.

Progress Monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction.

Progress Monitoring Tools are assessment tools used to measure a student's academic growth. These tools help quantify the rate of improvement and determine how a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from instruction and informs decisions about appropriate levels of intervention.

Core Instructional Programs

District-created standards-based units of study are instructional plans developed by a school district that align lessons, activities, and assessments with learning standards. They guide teachers in delivering consistent, standards-aligned instruction and help ensure students master the targeted skills and content.

eNvisions is a comprehensive, interactive mathematics program for students in kindergarten through grade 5. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling.

Heggerty is a literacy program that provides structured, daily phonemic awareness lessons to support early reading development. It focuses on skills such as rhyming, blending, segmenting, and manipulating sounds to build strong foundational reading skills in young learners.

myView Literacy is a comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic reading texts and collaborative writing workshops. Connected Reading and Writing Workshops focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career.

NWEA MAP Coach is a supplemental instructional resource from NWEA that provides targeted lessons and practice aligned to MAP Growth results. It helps teachers address specific skill gaps identified by student RIT scores and supports personalized instruction.

The ***Six Pillars of Literacy*** are the essential components of effective reading instruction:

1. **Phonemic Awareness** – Understanding and manipulating individual sounds in spoken words.
2. **Phonics** – Connecting letters to sounds to read and spell words.
3. **Fluency** – Reading accurately, quickly, and with proper expression.
4. **Vocabulary** – Understanding and using a wide range of words.
5. **Comprehension** – Making meaning from text.
6. **Oral Language** – Developing speaking and listening skills that support reading comprehension.

UFLI Foundations is an explicit, systematic phonics and foundational reading program. It provides structured, research-based lessons in phonemic awareness, phonics, fluency, vocabulary, and comprehension to support beginning and struggling readers.