

Glen Cove City School District

AIS/RtI District Plan



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Table of Contents

District Mission/Vision Statement	3
Acknowledgements	4
Academic Intervention Services/Response to Intervention	5
Introduction of Response to Intervention	6
Tiered Model of RtI	7
Application of Student Information to Make Educational Decisions	8
IST Committee	9
Critical Elements in the RtI Model	10
Tiers Explained	12
Tier 2 Entrance and Exit Procedures	14
Tier 3 Entrance and Exit Procedures	16
Tier 1 Research-based Instruction	17
Tier 2 Research-based Instructional Strategies	20
K-5 Curriculum, Interventions, and Programs	36
Implementing RtI with ELL students	42
ENL Tier 2 Instructional Strategies	45
ENL K-5 “Can Do Descriptors”	49
Use of RtI in Determination of a Learning Disability	53
Assessment Tools	55
Staff Development Plan	60
Appendices	62
A - Inventory of Interventions	63
B - Student Referral to IST/RtI team	64
C - IST/RtI Meeting Minutes and Intervention Plan	71
D - Follow-up Meeting Minutes	73
E - IST/RtI Student History Sheet	75
F - Parent Notification letters (English/Spanish)	76
G - Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability	83
H - Glossary	86
I - Frequently Asked Questions	88
J - Resources	90
K – Shared Consensus Form	91
L- Links to Virtual Forms.....	92

District Mission Statement

We are dedicated to providing all of our children with an education of the highest caliber. Our future rests in the hands of today's children. Education is the key to improving the quality of their lives.

In order to accomplish this mission:

- We are committed to knowing each child as an individual and providing that child with the skills, attitudes, concepts and knowledge needed to be a complete person.
- We support responsible citizenship by reinforcing morals and values.
- We recognize and celebrate our diversity.
- We support a staff committed to learning and growing.
- We will build a sense of school community through effective communications.
- We will provide strong leadership, a safe environment, clear goals, high expectations and continuous assessment.

We share our successes and grow from our experiences.

District Administration

Dr. Alexa Doeschner, Superintendent

Bryce Klatsky, Assistant Superintendent for Curriculum, Instruction and Technology

Theresa Kahan, Assistant Superintendent for Business

Andrew DiNapoli, Assistant Superintendent for Human Resources

Representatives of the Rtl District Committee for the 2022 Update

Denise Pawlowski

Alison Fletcher

Margaret Clark

Susan Fiumara

Dora Ricciardi

Danielle Monaco

Jennifer Russo

Amy O'Regan

Mary Paleogos

Madalyn Iadanza

Cassandra Shannon

Jacklyn Burnett

Michael Israel

Allison Hernandez

Bryce Klatsky

Melanie Arfman

Alexa Doeschner

Jennifer West

The original Rtl committee will continue to review and adjust this district wide plan on an annual basis in order to:

- *Evaluate* accomplishments of staff development plan to determine next steps
- *Measure* effectiveness of tiered instruction based upon gathered data
- *Determine* whether assessments are best matched to our student population
- *Review* current instructional programs and activities and relevant assessments

Academic Intervention Services

Academic Intervention Services are provided to students recommended by classroom teachers who are at risk of not achieving the State Learning Standards. A variety of assessment criteria is considered including State-designated student performance levels (scale scores) on State assessments in grades 3-8.

Glen Cove identifies students for AIS support in ELA and/or Math through a two-step process. First, students scoring below designated scale scores on the Grades 3-8 English Language Arts and Mathematics assessments shall be considered for AIS. Then, multiple measures of student performance (i.e. prior scores, F & P, Renaissance Star, grades, teacher recommendations, etc.) are considered to help the district determine whether the student warrants the service. Students who 'opted out' and did not take the state exam are considered for AIS services based on prior academic performance and various data points (multiple measures of performance)(see definition in Glossary).

AIS services include additional instruction that supplements the general curriculum. Students in grades 3-8 are scheduled for Academic Intervention Services during the school day. Middle School students are scheduled for Academic Intervention Services through AIS Lab periods. AIS is provided at the High School using a push-in model in core academic subjects. Additionally, High School students have the opportunity to participate in additional instruction during teacher's office hours. We offer a Summer Academic Program to identified students in Kindergarten through Grade 8 to provide them with additional support in English Language Arts and Mathematics. Students in grades 9-12 have an opportunity to participate in the Regional Summer School program offered through BOCES for core academic subjects.

The Twilight Program is offered to students who are interested in pursuing the TASC High School Equivalency requirements.

The focus of Academic Intervention Services is:

- Providing support in meeting NYS Common Core and Next Generation Learning Standards
- Providing additional learning opportunities to strengthen basic skills in core content areas in order to improve student performance on State assessments
- Provide a risk-free environment for students to reach and exceed their learning potential.

Response to Intervention

Response to Intervention (RtI) is a multi-step approach to providing high quality instructional intervention matched to student needs. This general education service begins with providing high quality research-based instruction in the classroom. Instruction is differentiated to match student needs. School wide screening using the Renaissance Star and the Fountas & Pinnell Benchmark Assessment System serve to identify student needs in grades K-5. For students at risk, supplemental intervention is delivered using a multi-tiered format with increasing levels of intensity and targeted focus of instruction. Repeated assessments provide data for monitoring student progress and measuring the effectiveness of instructional strategies. Instructional data also applies to behavioral needs that impact learning.

Introduction of Response to Intervention

Response to Intervention, RtI, is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.

- RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher.
- In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a 3-tiered instructional model. Each tier provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.
- The focus is on targeted interventions directed to the need of the individual student rather than broad based instruction. Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) are utilized to address individual needs.
- Student intervention outcomes drive instructional decision making at every tier of the model. A systematic, data-based decision making (problem solving) method is used to decide not only what interventions to try, but whether the implemented strategies are working for the student.
- RtI systems combine universal screening and high quality instruction for all students with interventions targeted at struggling students.

The New York State Education Department (NYSED) has established a regulatory policy framework for RtI in relation to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

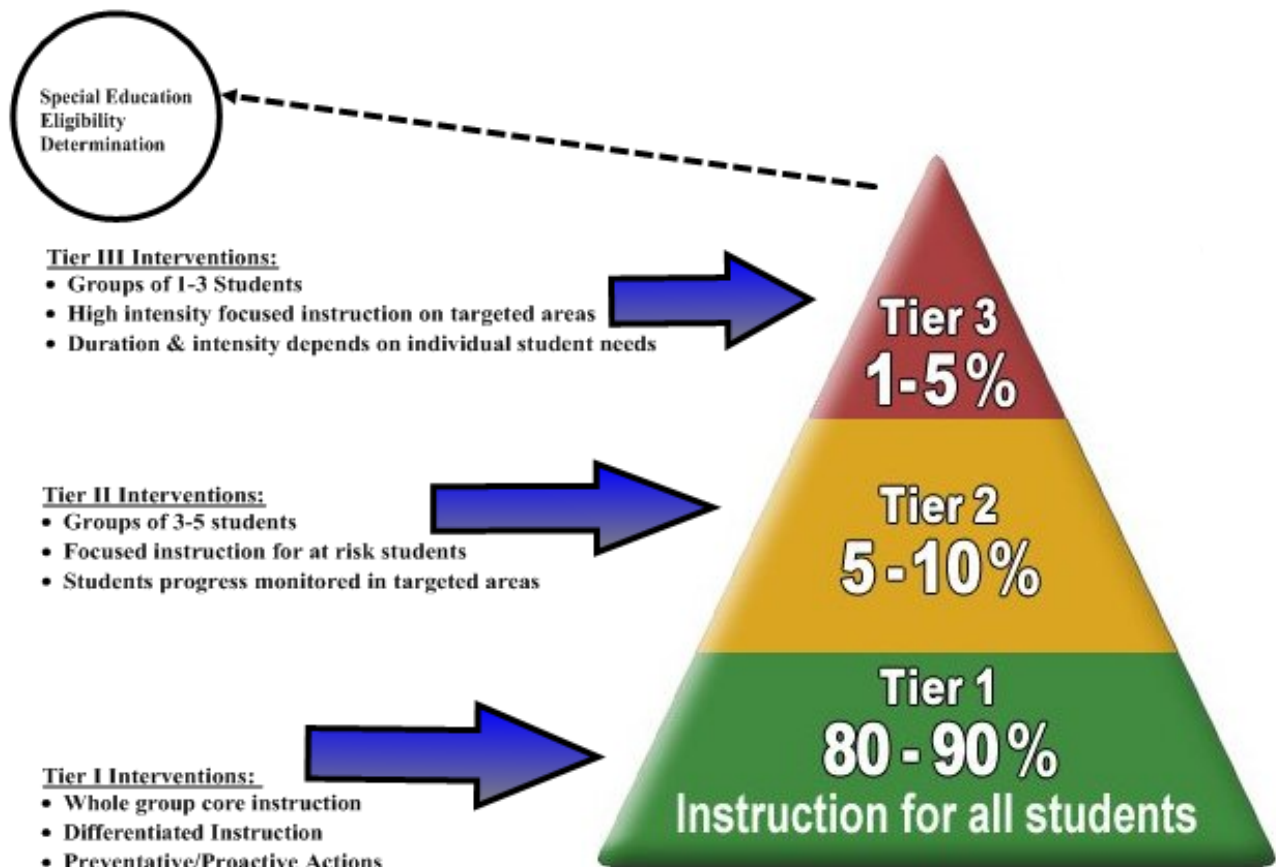
The Four Essential Components of RtI are:

- A school-wide, multi-level instructional and behavioral system for preventing academic failure
- Screening
- Progress Monitoring
- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)

Goal of RtI:

The goal of RtI is to assess students more appropriately and target the tiered interventions to identified needs before determining whether referral to the Committee on Special Education is necessary.

A Response to Intervention (RtI) Model



Application of Student Information to Make Educational Decisions

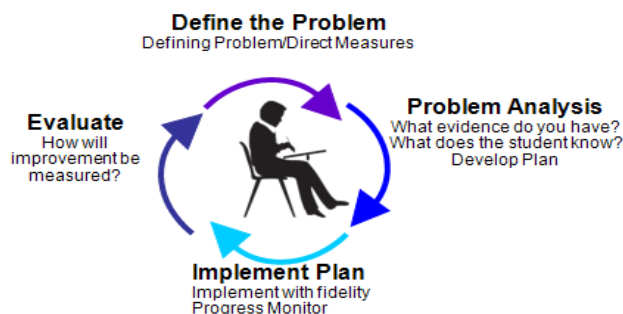
A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decisions to make a referral for special education programs and/or services.

[8NYCRR§100.2(ii)(1)(v)]

Initial screening and progress monitoring data inform decisions about the level and type of interventions needed to help individual students make progress. Several models of interventions exist. They are:

- *Standard Protocol Model:*
 - Standard interventions will be put into place as determined by cut scores on District selected Curriculum Based Measures.
- *Problem-Solving Model:*
 1. Conceptualize the problem (Is there a problem? What is it?)
 2. Examine variables that may be influencing the problem (Why is it happening?)
 3. Deliver targeted or individualized interventions (What shall we do about it?)
 4. Evaluate the effectiveness of the intervention (Did the intervention work?)
- *Decision-Making Model Combined:*
 - Both a problem solving and a standard protocol will be used in the Glen Cove district. This combined model will result in students receiving the interventions most appropriate for their needs. The standard protocol will address larger numbers of students in order to identify those in need of a Tier II intervention. When indicated, the Problem Solving method will be used with Tier III students who need more specific interventions to address their individual needs.

Problem Solving Process



IST Committee

The Instructional Support Team (IST) assists teachers in providing appropriate interventions for students who face challenges in the core curriculum. The IST committee offers instructional strategies and support that will be delivered through supplemental instructional approaches, differentiated and guided activities, and/or intensive research-based programs. IST members collaborate with the classroom teacher as they pinpoint the origin of the students' difficulties with the core curriculum. *The IST process is enhanced when IST members are able to acquire data and artifacts before the scheduled IST meeting.* The IST committee should consist of the building principal, the school psychologist, social worker, speech language therapist, reading teacher, special education teacher, classroom teacher, and AIS teachers.

In order to initiate the IST process, the classroom teacher must submit the IST Referral Form with relevant data to the main office for scheduling.

The IST team should meet weekly.

The IST meeting will require the following:

- Completed IST Referral Form
- Submission of collected data points prior to the scheduled meeting
 - F&P scores
 - STAR Renaissance reports (i.e. Diagnostic, Growth, Instructional Planning Student)
 - Student artifacts
 - Informal assessments (i.e. Informal running record)
- A summary of research-based practices and approaches that have been provided during tiered instruction
- An explanation of intervention services implemented in the classroom

Critical Elements in a 3-Tier RtI Model

The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of the screening, as well as interventions and progress monitoring.

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	whole class grouping	small group instruction (3-6 students)	includes individualized or small group instruction (up to 4 grades K-2, up to 5 students grades 3-5)
Determining Skill Achievement	relative to the cut points identified on curriculum based measures and/or continued growth as demonstrated by progress monitoring	relative to the cut points identified on the curriculum based measures and continued growth as demonstrated by progress monitoring	relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	universal screening measures three times per year	varies, but no less than once every 3 weeks.	varies, but more continuous and no less than once every 3 weeks.
Frequency of intervention provided	per school/class schedule	varies, but no less than three times per week for a minimum of 20-30 minutes per session	varies, but more frequently than Tier 2 for a minimum of 30 minutes per session

The following table outlines the essential features of a three-tier model of RtI throughout the Glen Cove City School District

Tiers	Appropriate Instruction for Literacy and Math Programs	Interventionists
Tier 1 (Classroom setting)	● Reading Workshop ● Writing Workshop ● Foundations (K-2) ● Balanced Literacy ○ Guided, Independent and Shared Reading, Read Aloud, Interactive/Shared Writing ● RtI Toolkit ● GoMath, Big Ideas and Go Math Connect ● Math IXL ● ELA IXL (K-5)	Classroom Teacher
Tier 2 (Small group setting)	● RtI interventions (Gr. K-5) ● Raz Kids ● RtI Toolkit ● GoMath ● Math IXL ● ELA IXL (K-5) ● Foundations Intervention	Classroom Teacher
Tier 3 (Individualized/ small group instruction)	● Leveled Literacy Instruction ● Renaissance Freckle ● I READ (K-2) ● Read 180 ● System 44 ● SIM ● Math IXL ● ELA IXL (K-8) ● ST Math ● Math 180 ● Wilson Just Words Program ● Wilson Reading Program ● Wilson Ready to Rise Program ● Greg Tang Math	AIS Teacher Reading Teacher ENL Teacher Speech Teacher Special Education Teacher

Tiers Explained K-5

Tier 1

- Research-based core curriculum
- Includes all students
- Universal screening 3 times yearly –STAR (can be used as screener & progress monitor)
- Minimum of 60 minutes of math instruction that align with the appropriate grade level Next Generation Math Standards
- Minimum 90 minutes of balanced literacy instruction in the areas of:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Writing



Core Instruction in the Classroom

- Students will receive appropriate instructional supports in the general education classroom in all content areas.
- Appropriate instruction in reading and writing includes scientific research-based reading programs that deliver explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), reading comprehension strategies and writing skills and conventions.
- Flexible group instruction used to structure differentiated learning.

Assessment

- All students will participate in universal screening using STAR Renaissance.
- All students will be assessed three times a year and results will be used to determine if the students' learning needs are being met through whole group classroom instruction and/or which students need more intensive targeted intervention.
- Scores, including the Star Unified Scaled Score and Student Growth Percentile, will identify students who will receive either Tier II or Tier III interventions.
- Students who continue to struggle after receiving targeted differentiated instruction can be referred to the IST/RtI teams for further recommendations for learning supports in or out of the classroom.

Tier 2

- Includes individualized, target supports for students with more significant academic concerns.
- Students receiving Tier II intervention would be best served by supplemental instructional interventions in a small group (3-6 students), 3-5 days a week.

Targeted Intervention

- Tier II interventions shall be targeted interventions matched to students' specific academic strengths and needs.
- Interventions will target the five critical areas of reading (phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.) and writing
- Tier II math interventions will target number sense, operations, algebraic thinking and other foundational math skills.
- Tier II supplemental instructional supports will be delivered in small group format (3-6 students).
- Intensity of services will be based on the level of student need as determined by multiple measures and assessing multiple data points.

Assessment

- Progress monitoring using Renaissance platforms as needed.
- If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained.
- If the data gathered through progress monitoring indicates a lack of progress, the intervention will be altered by increasing frequency, time of sessions, or changing materials.
- Meet with IST committee and teacher representatives to discuss research-based strategies and its effectiveness in promoting student growth and development. Evaluate the effectiveness of the program(s).
- If the progress monitoring indicates achievement of the skill, the intervention will be discontinued. The student's progress will be monitored to confirm that the skill is maintained.

Tier 2 Entrance and Exit Procedures

ENTRANCE PROCEDURES:

The student demonstrates the need for research-based interventions that supplement the core instruction. Data analysis suggests moderate-or-higher gaps between student performance and the benchmark set by the district and New York State. Students are entered into the appropriate intervention service through either of the following procedures:

- Students receive TIER 2 interventions in the classroom based upon the observations of the classroom teacher. Observations focus on data pointing to the need of intensive services to help the student(s) meet the appropriate benchmarks set by the district and New York State.
- IST team has determined that the data suggests the student requires intervention services to meet the appropriate benchmarks set by the district and New York State. Decisions are determined by analyzing various data points. [It is recommended that a sufficient number of data points (a minimum number of 6 to 8) are collected and used to inform decisions. See the definition of data points in the glossary.]

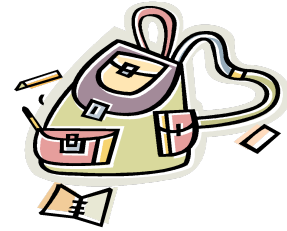
EXIT PROCEDURES:

Students are exited from the appropriate intervention services through the following procedures:

- IST committee has evaluated a collection of data points. The information suggests that the student is on pace to meet the appropriate benchmarks set by the district and New York State. Decisions are determined by analyzing various comparative data points. [It is recommended that a sufficient number of data points (a minimum number of 6 to 8) are collected and used to inform decisions. See the definition of data points in the glossary.]
- Students exited from Tier 2 services will be monitored at least once a month through research-based progress monitoring protocols in conjunction with formal and informal assessments.
- If a student demonstrates consistent regression, he/she will be prescribed appropriate interventions.

Tier 3

- Tier III intervention is designed for those students who demonstrate insufficient progress in Tier II.
- Tier III differs from Tier II instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus.
- Tier III provides greater individualized instruction in a small group setting. Instructional programs will meet anywhere from 30-60 minutes.



Intensive Intervention

- Students will be determined to need Tier III interventions through the results of the progress monitoring or if the Tier II interventions were not successful in moving them forward.
- Interventions will target the five critical areas of reading, phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.
- Math interventions include the use of grade level benchmark assessments (see additional assessments below).
- Tier III intensive services will include small group instructional practices and activities.
 - K-2 LLI maximum 4 (research-based, running records, increased % of students exiting, conferencing with every student during every lesson)
 - 3-5 LLI maximum 5 students (research-based, running records, increased % of students exiting, conferencing with every student during every lesson)
 - K-5 AIS ELA maximum 6 students
 - K-5 AIS math maximum 6 students

Assessment

- Progress monitoring using Renaissance platforms will occur every six weeks.
- If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained.
- If the data gathered through progress monitoring indicates a lack of progress, the intervention will be altered by increasing frequency, time of sessions, or changing materials.
- If the progress monitoring indicates that the student has achieved the criteria, the intervention will be decreased to Tier II level for skill maintenance.
- If the Tier III interventions are ineffective, the RtI team will convene to carefully review the student's intervention plan and sources of data to determine next steps. Tier III could include the development of other strategies or referrals for section 504 or special education evaluations.

Tier 3 Entrance and Exit Procedures

ENTRANCE PROCEDURES:

Students are entered into the appropriate intervention service through either of the following procedures:

- Students receive TIER 3 services based upon conversations with the building principal, AIS / reading teachers, and classroom teacher, resulting in a shared consensus that the student requires TIER 3 interventions in order to fully access the curriculum. Conversations focus on data that points to students requiring intensive services to meet the appropriate benchmarks set by the district and New York State.

The committee's deliberation will be recorded using Appendix K.

- IST committee has determined that the data suggests the student requires intensive services to meet the appropriate benchmarks set by the district and New York State. Decisions are determined by analyzing various data points. [It is recommended that a sufficient number of data points (a minimum number of 6 to 8) are collected and used to inform decisions. See the definition of data points in the glossary.]

EXIT PROCEDURES:

Students are exited from the appropriate intervention services through the following procedures:

- IST committee has evaluated a collection of data points. The information suggests that the student is on pace to meet the appropriate benchmarks set by the district and New York State. Decisions are determined by analyzing various comparative data points. [It is recommended that a sufficient number of data points (a minimum number of 6 to 8) are collected and used to inform decisions. These data may include repeat assessments (i.e. Running Records, Star assessments, etc.) See the definition of data points in the glossary.]
- Students exited from Tier 3 services will be monitored periodically through research-based progress monitoring protocols. The classroom teacher and Tier 3 provider will work in collaboration as they monitor the student's progress.
- If a student demonstrates consistent regression, the student will be placed back into the appropriate intervention services.

Tier 1 Research-Based Instruction (Core Instruction)

I. Core instruction takes place in the general education classrooms and includes all students.

The components are:

1. Phonemic Awareness (K-2)
 - Refers to the specific ability to focus on and manipulate individual sounds, phonemes in spoken words
2. Phonics Instruction (K-2)
 - The ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns to correctly pronounce written words
 - Explicit, systematic phonics instruction, shared reading, and direct instruction as part of Guided Reading and strategy groups
3. Vocabulary (K-5)
 - Refers to words we must understand to communicate effectively, when listening, speaking, reading and writing.
 - Explicit vocabulary building instruction across the content areas, including direct instruction in root words and affixes, structural analysis, inferring meaning based on context clues, genre studies, deductive and inductive categorization, semantic mapping, sketch to stretch, and degrees of word meaning (ex. little, small, tiny, minuscule, microscopic), and association (students make connections between and among known and unknown words.)
4. Fluency (K-5)
 - The ability to read with speed, accuracy, proper expression and intonation making reading smooth
 - Direct instruction in reading fluency: appropriate pace, prosody, and expression through choral reading, echo reading, partner reading, and repeated readings of poems, chants, songs (lyrics), and grade level texts; using recorded materials; scooping meaningful phrases; Readers' Theater; oral presentations; Language Experience approach, reading own work (writing); and reading aloud. Additional word recognition instruction (for automaticity) and vocabulary instruction offered as needed to further enhance reading fluency.
5. Comprehension (K-5)
 - Understanding and interpreting what is read
 - Direct instruction in Guided Reading groups and shared reading experience emphasizing strategy instruction, mini-lessons/whole class instruction, think aloud, predicting, visualizing, self-monitoring, thinking about what makes sense, using meta cognition, summarizing, determining the relative importance of details and/or events, finding main ideas and details, story mapping, using graphic organizers, activating background knowledge, thinking about the author's message and point of view, synthesizing, making connections (text to text, text to self), inferring, analyzing characters, and developing critical literacy.
6. Writing (K-5)
 - Students will collect, draft, revise, edit, and publish well-crafted narrative and expository texts.

II. Differentiation

1. Elements of differentiation
 - Tailored instruction is used to meet individual needs.
 - The teacher differentiates content, process, products, or the learning environment.
 - The use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

“When struggling readers routinely read from texts on their independent level they make the greatest reading gains” (Allington, “What Really Matters in Response to Intervention”)

III. Small group work in the general education classroom:

1. Implementation of small group work
 - Classroom teachers provide small group instruction for struggling students (refer to above components.)
 - Instruction may also include support from speech teachers, ENL teachers, reading teachers, teaching assistants.
 - Small group size and frequency are determined by the needs of students.

IV. Universal Screening

1. Renaissance STAR
 - A school district’s process to determine if a student responds to scientific research based instruction.
 - Shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.
2. Fountas & Pinnell Benchmark Assessment System
 - Teachers use the Fountas & Pinnell Benchmark Assessment System to determine students’ independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

V. Fidelity to Testing Requirements

1. Adhere to assessment schedule
 - Calendars indicating benchmark assessment windows will be distributed in September.
 - Principals, lead teachers, and interventionists will support classroom teachers in adhering to the schedule. Classroom proctors will be involved in making sure that assessments are administered “with fidelity” both by new teachers and by veteran teachers over time.
 - Turnkey trainers will instruct new teachers in how to administer assessments with fidelity to ensure valid results.

VI. Quality Indicators for Appropriate Tier 1 General Classroom Instruction

1. Effective research/evidence-based instruction for all students
 - Scientific research-based reading instruction includes 90 minutes (minimum) of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills), reading comprehension strategies, and writing skills.
 - Scientific research-based math instruction includes an uninterrupted block of 60 minutes (minimum) instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
 - Curriculum is aligned to the State learning standards and grade level performance indicators.
 - Instruction is provided by qualified personnel and trained staff.
 - Differentiated instruction is used to meet a wide range of student needs.
 - Professional development is provided to ensure fidelity of implementation.
 - Instructional strategies/programs are implemented with fidelity.
 - Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

Source: New York State Education Department Guide to RtI

Tier 2 Research-Based Instructional Strategies and Resources

I. Characteristics:

- Supplemental instruction
- Tier 2 instruction is delivered in conjunction with Tier 1 instruction
- Addresses the specific needs and key areas for students
- *Immediate* corrective feedback
- Additional time to complete complex skills and strategies
- Additional opportunities to demonstrate mastery of content
- More opportunities to respond
- Setting goals and self-monitoring
- Build a trusting and supportive relationship with instructor (which may include teaching assistants)

Tier 2 strategies include, but are not limited to, the following research-based suggestions:

I. Core Instructional Supports

1. Foundational (Phonemic Awareness; Phonics; Fluency; Vocabulary)
 - Magnetic letters
 - Corrective reading
 - Word supply
 - Sentence repeat
 - Error correction
 - Word attack drills (i.e. Break the word into parts, identifying familiar “sounds, use the context of the sentence to discover correct word pronunciation, etc.)
 - Phonics
 - a) Model sound in isolation
 - b) Students repeat the sound
 - c) Spiral sound instruction
 - d) Introduce new sounds
 - e) Magnetic Letters or marker board
 - f) Elkonin Boxes
2. Comprehension
 - Guided reading
 - Leveled reading (Help students move from simple to complex instruction)
 - Chunking text selections
 - Pre-teach vocabulary and context
 - Reteach in small group setting
 - Reteach skills in a step-by-step process
 - Roadmap activity
 - Extended reading activities
 - Independent reading activities
 - Prescriptive graphic organizers
 - Text to speech
 - Teach reading skills recursively (i.e. identify and track central idea)

II. Prescriptive Instructional Practices

1. Elements of prescriptive practices
 - Multi-sensory instruction
 - 1:1 reading conferences

- Modification of assignments (i.e. fewer problems or questions)
- STAR Renaissance Instructional Planning Reports
- Students unpack and align work to rubrics
- 1:1 time for questions and answers (i.e. comprehension-based discussion)
- STAR Renaissance question and skill continuum suggestions

II. **Small Group Work**

- Strategic grouping
- Collaborative comprehension/foundational activities
- Reteaching activities
- Reteach skills in a step-by-step process

III. **Progress Monitoring**

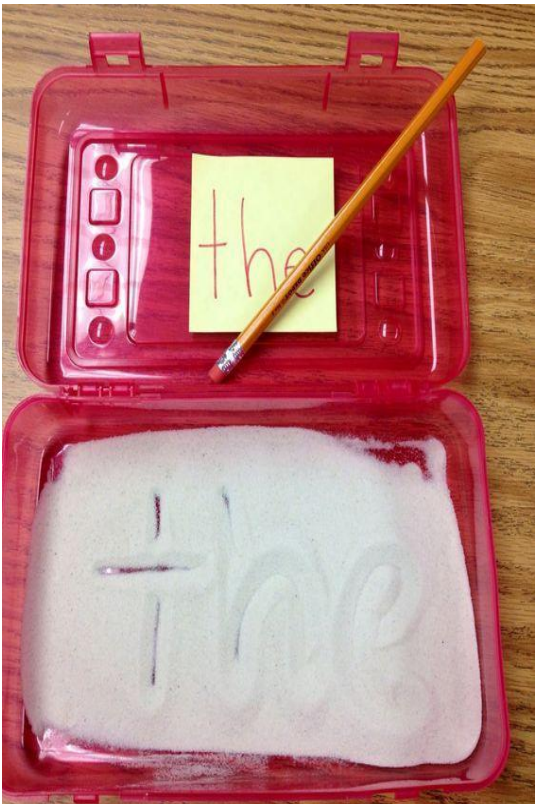
1. Monitor student's response to Tier 2 instructional approaches
 - Renaissance Platforms Progress Monitoring Assessment
 - Running record
 - a) Fountas & Pinnel
 - b) Informal Running Records
 - Informal assessments
 - Formative assessments

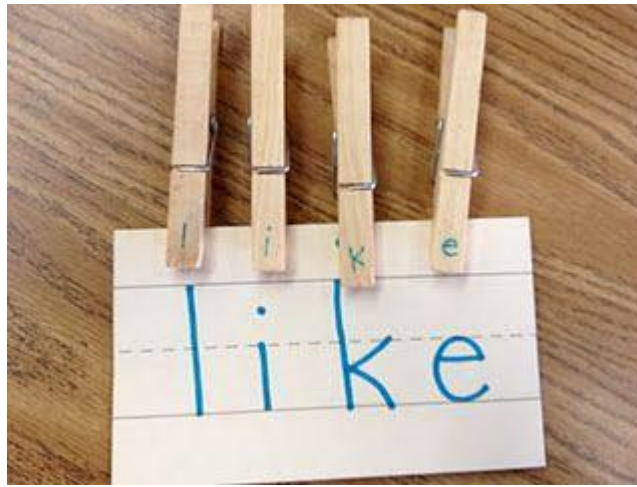
III. **Questioning Strategies:**

1. Scaffolds or centralized
 - Skill-based questions
 - Leveled questions

Suggested Foundational Strategies

*The following activities can be implemented during Tier II intervention blocks while Tier III students are pulled for interventions.

Learning Difficulty	Interventions
Limited sight vocabulary	- Teacher will present a series of four words in which three words are the same and one is different. Student will pick the one that is different and explain why. - Students will find and circle words in context of poems, books and around the world. - Students will circle the correct spelling from a list of words. - Student will fill in the missing letter for words. - Student will complete word searches. - Students will sequence letters in the correct order to spell a word. - Teacher will use kinesthetic movements to help review and retain sight words. For example: clap it out, dance it out, sing it out. - Teacher will have students practice sight words in a tactile way: magnetic letters, sand, shaving cream, clay, dry-erase boards, letter tiles, clothes-pins with sentence strips. 



- Teacher will use Roll and Write to build sight word vocabulary.

Name _____

Roll A Sight word



like	my	the	is	a	see

- Teacher will distribute word rings to allow for daily practice.
- Teacher will use sight word readers to reinforce sight word vocabulary.
- Teacher will create a sight word password to enter the classroom.



- Teacher will implement read, make, write protocol.

Read, Make, Write

Read the word in the read column. Make the sight word using alphabet stamps. Write the sight word in the write column. Repeat with other words.

Read	Make	Write
blue		
is		
we		
my		

- Teacher will use look, say, cover, write check



- Teacher will create boxes for students to place the correct word wall in. Draw puzzle box down one side of the paper with a list of possible words down the other side. Students determine which word fits each puzzle box and will write each letter in the correct box.

Place each of the following words in the box that matches the letter shapes of that word.

look	me	not	play	run
make	my	one	red	said

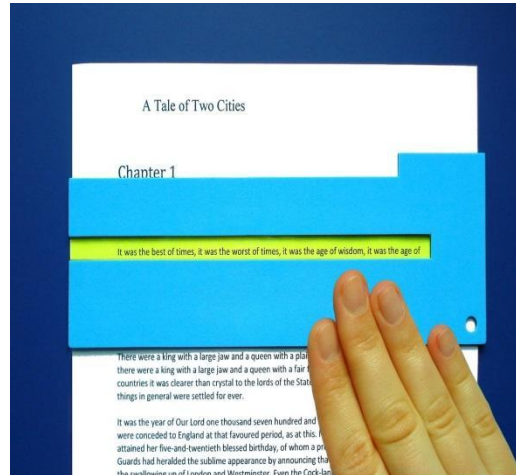
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- Teacher will teach students various word wall chants.

	Movie Star Kisses Put your hands to your mouth. Through each letter in the word, blow a kiss like a movie star! Bow and say the whole word.  Hold Your Nose Hold your nose and spell the word. Say the whole word with your nose closed and then say, "P.U!!!"  Opera Singer Sing-spell the words like an opera singer. Sing the whole word at the end.  Drum-a-drum-drum Beat your desk like a drum and chant the letters in the word. Say the whole word and beat the syllables.  Fly Like a Bird Flap your arms like a bird. Each time you flap, say the letters in the word. Flap quickly when you say the word!  Let's Cheer! Cheer the letters in the word like a cheerleader. Give me an "H..." "M..." What does that spell? CHEER IT!  Snap and Clap Spell the word aloud. Clap as you say the consonants and snap as you say the vowels.  Dribble and Shoot Dribble each letter in the word and shoot when you say the word at the end. 
Difficulty recognizing numbers or symbolic signs in math	- Teacher will present a series of numbers, symbols, or letters with one that is different in the series (rotated, bigger, etc.). Student will pick out the different one. - Teacher will use enlarged and exaggerated math symbols with titles (add, subtract, etc.) - Student will be asked to recognize numbers and symbols by touch alone. - Teacher will create picture representation of each symbol. - Teacher will provide student with number formation step worksheets.

Difficulty tracking print

- Teacher will enlarge text.
- Student will use a visual tracker (index card, a piece of paper, colored overlay) to keep track of where they are in reading.



- Student will use a pointer to demonstrate 1:1 correspondence.
- Teachers of students who struggle with 1:1 correspondence will place colored dots beneath words in a text to reinforce 1:1 correspondence.



Difficulty spacing during writing

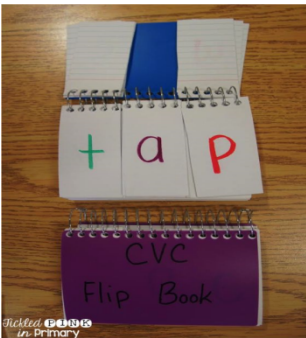
- Student will use spaceman, popsicle sticks, cheerios or their finger to allow for appropriate spacing between words.



- Teacher will provide special paper choice to reinforce appropriate spacing between words.

Reading Strategies

*All learning difficulties in this section can also be supported by offering a double dose of Foundations using the Foundations Intervention Toolkit.

<u>Learning Difficulty</u>	<u>Intervention</u>
Difficulty Discriminating the differences between two or three sounds	- Students will discriminate between two or three sounds (consonants, long vowels, or short vowels) using word/picture sorts.  The image shows two 'CONSONANT SOUND sorting mats'. The left mat is for the 'Cc' sound and features a grid with pictures of a cat, a car, a cup, a corn, and a cake. The right mat is for the 'Mm' sound and features a grid with pictures of a mouse, a man, a map, a moon, and a milk can. A 'free' logo is visible in the bottom right corner of the image. - Students will use CVC flipbooks to practice reading multiple words from the same family.  The image shows a spiral-bound notebook with a blue cover. The pages are open to show a CVC flip book. The first page has a green plus sign, a red 'a', and a red 'p'. The second page has a purple cover with the text 'CVC Flip Book'. - Students will identify the beginning sound of a word using picture clip cards, elkonin boxes, word families and word mats.  The image shows a collection of 'Free Apple CVC Word Mats'. It includes a grid of letter cards (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z) and a word mat for the word 'pot' with a picture of a pot. A red banner at the bottom says 'Free Apple CVC Word Mats'.

Awareness of rhyme: difficulty producing words that rhyme, difficulty recognizing word families, and/or difficulty blending complex sounds and words in phonics	- Teacher will present two to four words, some of which rhyme at the end. Student will pick out the words that rhyme or do not rhyme. - Teacher will create sentences with words that rhyme and students will create a rhyming sentence. - Students can match pictures that rhyme, use rhyming word family flip books, or orally match rhyming words to a given word. Students can use plastic eggs to change the initial letter and create word families.
Segmenting words into syllables: difficulty with sequencing sounds into words, difficulty in remembering phonics, poor ability to read words in syllables, difficulty spelling multisyllabic words	- Clapping or tapping syllables: teacher will say words and student will clap or tap the syllables out. - Teacher will give student different counters. Student will place a counter on the table for every syllable he/she hears. - CVC mats - Sorting picture cards by number of syllables - Elkonin sound boxes

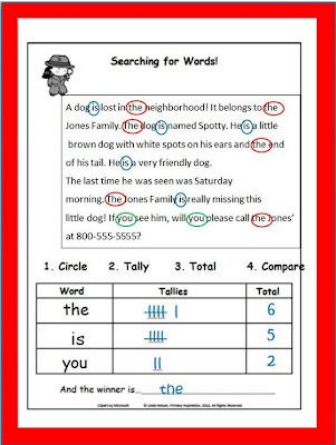
Phonemic awareness: difficulty with sound/symbol relationship, difficulty rhyming words, difficulty recognizing words that have different initial or final consonants

- Teacher will present a target sound and ask the student to identify which word has the target sound (in the beginning, middle, or end of the word). One word will contain target sound, one word will not. The student will identify the word that contains the target sound.
- Teachers can use Elkonin sound boxes for identifying individual sounds in words, CVC mats, Go Fish for rhyming words or sight words, rhyming popsicle sticks jar.



Letter-naming skills: difficulty with sound/symbol association, difficulty decoding words, difficulty developing sight words, difficulty discriminating letters

- Teacher will prepare a sheet consisting of a group of letters. One letter in each group will be different. Student will circle the letter that is different and name the letter.
- Students can circle individual letters on a sheet of multiple letters, or from words in context.



	- Teacher will group four of the same letter and one different letter in a row. Student will select which letter is different and name the letter. - Student will trace letters on cards, sand paper, sand, or shaving cream. - Student will make letters with different materials such as clay, play dough, or wiki sticks. - Student will sort various letters into different groups according to size, color and shape. Student will name the letter in each section. - Students can trace, build, and write sight words, circle them in context, and use them in sentences.
Letter-sound correspondence skills: difficulty segmenting letter-sound activities, difficulty blending phonemes into words, difficulty decoding and encoding words, difficulty reading words in text, difficulty reading and writing sentences or paragraphs	- Segmentation: Teacher will say a word and repeat the same word saying the individual sounds of the letters. Teacher will show the letter that corresponds to the sound. Student will repeat the individual sounds while pointing to the corresponding letters. - Blending sounds: Teacher will show letters to the student and ask the student to say each individual corresponding sound of the letters presented. The letters shown spell out a word. Student will look at the letters that spell the word and say the sounds quickly. - Adding letter/sound: Teacher will spell a word. Student and teacher read it together. Teacher will add a letter. Student will read the new word. - Substituting letters/sounds: teacher will spell a new word. Teacher will change a letter in the new word to spell another word. Student will sound out the word and read it. - Rearranging letters/sounds: teacher will show some letters. Student will tell the teacher the sound of each independent letter. Teacher will arrange the letters into a word. Student will say the word. Teacher will rearrange the letters to form another word. Student will then say the new word.

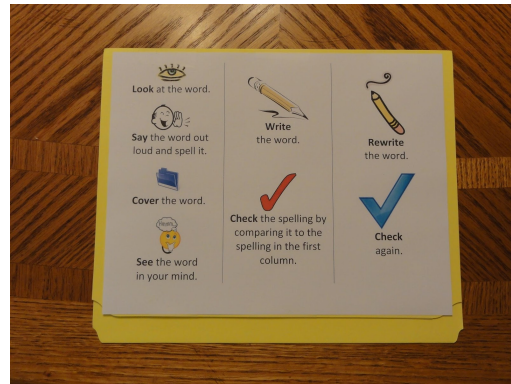
Fluency: difficulty reading quickly and automatically, difficulty with reading comprehension, difficulty reading with expression, tone, emphasis and word phrasing	– Teacher will choose three sight words and write them. Students will practice these words on index cards in sentences and in paragraphs – Teacher will sort multiple sounds into word families, controlled words, or spelling generalizations. Examples: -ild, -old, -ind, -ing, -ank, -unk, -onk. – Teacher will sort multiple sounds word sorts by the different sounds that spelling generalizations make. – Teacher will illustrate spelling patterns by teaching the different sounds that all the single consonants and short vowels make, as well as the spelling rules for -ck, -tch, and -dge combinations. – Students will learn the inflectional ending of words by creating a base word plus the following endings: -es, -ed, -ing, -er, -est. – Teacher will demonstrate that two words can be changed into one with a contraction by taking away a letter and adding an apostrophe. – Teacher will write the two parts of compound words on two different index cards. Students will sound out each part of the word and then say them together. – Student will be taught the six types of syllables: closed syllable, open syllable, silent e syllable, double vowel team syllable, controlled r syllable, and consonant le syllable.
Comprehension: difficulty identifying the main idea and supporting details, difficulty recognizing the sequence of events, difficulty making inferences from what is read, etc.	– Student will draw a visual image of the characteristics on a character map. – Student will make a prediction and discuss whether he is right or wrong at the end of the story. – Student will characterize the story elements by setting, characters, problems, events and resolution. – Student will sequence the story. – Student will compare and contrast two concepts within the story. – Students will fill in a KWL chart. – Teacher will model and students will practice: Summarizing, questioning, clarifying, or predicting. – Teacher will read a story that contains vivid details. As the story is read, students will be asked to answer the following questions: what does it look like, smell like, feel like, and taste like? – Teacher will model his/her thinking process by saying their thoughts out loud. Students will practice think-alouds with other students.

Writing Strategies

Learning Difficulty	Interventions
Content: Difficulty expressing thoughts in writing; avoidance of writing tasks	- Teacher will provide pictures of comic strips and will ask student to write a sentence under each picture. - Teacher will have a student read a story and then ask the student questions about the story and have him/her write responses. - Teacher will teach brainstorming by selecting a topic and asking student to give ideas. - Teacher will show student how to write an outline before writing. - Teacher will provide sentence starters. - Teacher will have a student write about a topic using all five sentences. - Teacher will give student a list of transitional words and phrases to use when connecting details or paragraphs. - Student will keep a journal that he/she writes in every day. - Use Storyboard to express thoughts and sequence the story. http://eslstudentpublications.com/wp-content/uploads/2011/storyboard.jpg - Students will speak their sentences into a recording device and play-back as needed. - Students will use visual graphic organizers to help record their ideas. Templates will help students formulate ideas.
Mechanics: Difficulty in spelling, grammar skills, punctuation, capitalization	- Students will engage in interactive writing strategies. - Interactive writing and shared reading will appropriately address students' needs. - Teacher will provide student with an extensive proofreading checklist. - Recasting- Teachers can implicitly respond to a child with correct grammar and often emphasize the correct word. - Students can use a sentence frame graphic organizer (teacherspayteachers.com) - it provides color coded columns to sort different parts of speech.

<http://firstgradewow.blogspot.com/2015/01/how-to-my-writing.html>

- Teacher will ask students to exchange written work with other students and make necessary corrections.
- Students can do Look, Say, Spell, Cover, Check



- Students will complete assigned activities from SpellingCity



Choose the order yourself

1. Spelling Tallies

Word	Number of Letters	Number of Sounds	Number of Syllables

2. Memory Sentences

Put your 8 words into as few sentences as possible. (We recommend two sentences) This will help you to remember them for your test on Friday.

3. Words Inside Words

Choose 4 of your longest words. For each word, make as many new words as you can. You can mix up the letters within each word and you can only use a letter once in each word.

Word 1	Word 2	Word 3	Word 4

App

<http://margdteachingposters.weebly.com/spelling-investigations--activities.html>

Glen Cove School District

K-5 Curriculum, Interventions and Programs

In addition to the core curriculum (Tier 1), the following lists other curriculum, interventions and programs currently provided in various, regular and special education classrooms in grades K-5.

Core Curriculum (balanced literacy): a methodology that integrates various components of literacy instruction. The following approaches are used by the classroom teacher to teach reading and writing within a minimum of a ninety minute block: reading aloud, shared reading, guided reading, word study, reading workshop, and independent reading. Writing instruction includes: shared writing, interactive writing, writing workshop and independent writing. The Teachers College Reading and Writing Project offers curricular support for balanced literacy that we use throughout the Glen Cove City School District.

Reading Workshop: an organized set of language and literacy experiences (a mini-lesson, individual reading, conferring, and sharing) designed to help students become more effective readers. In the broader sense, reading workshop includes three different kinds of reading; independent reading, guided reading and literature study.

Writing Workshop: This effective, research-based structure provides students with the instructional support needed to become effective writers. Writing workshop is an interrelated combination of writing experiences that occur during the writing block of the language/literary framework. It encompasses focused writing, both assigned and self-selected, in a variety of genres and content areas, including research projects.

Freckle: Freckle is a Common Core-aligned program with resources for ELA and Math grades K-8. The program adapts to students' skills and includes tens of thousands of questions aligned to hundreds of articles (which automatically adapt to one of five reading levels based on students' performance).

Foundations: Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

Guided Reading: This is a teaching approach designed to help readers build an effective system for processing a variety of increasingly challenging texts over time. The teacher forms temporary groups of students that are alike in their development of a reading process.

IXL: IXL is a comprehensive K-12 program that encompasses thousands of skills in ELA and math. Students can receive tutorials on each topic, answer questions, and receive immediate feedback. As students practice, each skill automatically adjusts in difficulty to make sure they're being challenged at the appropriate level.

Leveled Literacy Intervention: LLI is designed to be used with small groups of children who need intensive support to achieve grade level competencies. LLI serves those children that do not qualify for one-on-one intervention but are still struggling. The goal of the intervention to bring the children to grade level achievement

Read 180: A research-based program that promotes foundational and comprehension reading skills. The science behind the system's framework carefully scaffolds reading and foundational activities to ensure that students have the opportunity to strengthen their instructional and independent reading levels.

Reading A to Z: A school-wide or individual subscription is required for the use of the materials provided from this company. It offers teachers printable teaching materials to teach leveled reading, phonemic awareness, reading comprehension, reading fluency and vocabulary.

I Read: The program helps promote foundational success for all K-2 children by providing them with systematic and explicit instruction in foundational reading. Beginning with alphabet knowledge, print concepts, and phonological awareness, the program works towards increasingly complex skills including word recognition, spelling, and fluency.

SIM: The Strategic Instruction Model uses prompting to help struggling students write simple sentences and paragraphs. It consists of two parts; fundamentals and proficiency in sentence writing strategy and support in the development of paragraph writing.

System 44: An intensive research-based program. The program offers foundational instructional approaches to help support students who require intensive reading instruction. The program provides targeted comprehension, foundational, writing, and vocabulary instruction.

Wilson Program: A highly structured, remedial program that directly teaches the structure of the language to students. This program is designed for one-on- one or small groups in grades 2 to adult who have severe difficulty with decoding and encoding (spelling).

Wilson Just Words: Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.

Wilson Reading System: WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

Word Study: Learning about words through focused attention to words and word elements, which helps students become independent readers and writers. Word study experiences involve direct attention to words through mini-lessons, independent application of strategies, principles and concepts, exploration and discovery of reading words and sharing of new learning.

Grade Level	Curriculum, Interventions, Programs,
K-2	● Balanced literacy core curriculum (Teachers College Reading and Writing Project) ● GO Math!, Big Ideas and Go Math Connected ● Foundations ● Guided reading ● IXL for ELA and Math ● Leveled Literacy Intervention ● Reading A to Z ● Wilson Reading System ● Word study ● iread
3-5	● Balanced literacy core curriculum (Teachers College Reading and Writing Project) ● GO Math!, Big Ideas and Go Math Connected

	● Freckle ● Guided reading ● IXL for ELA and Math ● Leveled Literacy Intervention ● Jennifer Serravallo's complete comprehension kit ● Read 180 ● System 44 ● SIM ● Wilson Just Words ● Wilson Reading System ● Word study ● ST Math ● Greg Tang Math
6-8	● Balanced literacy core curriculum (Teachers College Reading and Writing Project) ● Freckle ● IXL for Math

Web Sources for RtI Support

<i>Web Address</i>	<i>Full Name</i>	<i><u>The Big 5 Components</u></i>
www.readinga-z.com	Reading a-z Your reading resource center	All 5 pillars can be addressed on this website
www.raz-kids.com	Raz-Kids	K-5 online leveled books
www.starfall.com	Starfall (K-2)	Primary grades- Focus on phonemic awareness, phonics, and fluency.
www.readingrockets.org	Reading Rockets	All 5 pillars can be individually addressed on this website
www.scholastic.com	Scholastic	Activities and support. Click on Teacher Resources to choose subject and grade level.
www.fcrr.org/curriculum/studentCenterActivities2005.shtm	Florida Center for Reading Research	Individual lessons and strategies for the Big 5
https://drive.google.com/file/d/1kOPUf7BgHEoi4XqC15ecIE5VrHfogH9a/view?usp=sharing	Literacy Databases and Sites	These databases provide resources related to comprehension and vocabulary and can be used to facilitate the other three pillars.

Differentiation between Language Differences vs. Language Disability

Table 1 Language Areas

LANGUAGE AREAS	DIFFERENCE	POSSIBLE DISABILITY/ CONCERNS
Pragmatics: The rules governing social interactions (e.g. turn taking, maintaining topic of conversation.)	Social responses to language are based on cultural background (e.g., comfort level in asking or responding to questions) Pauses between turns or overlaps in conversation are similar to those of peers with the same linguistic and cultural background.	Social use of language or lack thereof is inappropriate (e.g., topic of lesson is rocks and the student continues to discuss events that occurred at home without saying how they relate to rocks.)
Syntax: The rules governing the order, grammar, and form of phrases or sentences	Grammatical errors due to native language influences (e.g., student may omit initial verb in a question—<i>You like cake?</i> (omission of <i>Do</i>) Word order in L1 may differ from that of English (e.g., in Arabic, sentences are ordered verb-subject-object while Urdu sentences are ordered subject-object-verb)	Grammatical structures continue to be inappropriate in both languages even after extensive instruction (e.g., student cannot produce the past tense in either Spanish or English indicating difficulty with grammatical tenses)
Semantics: The rules pertaining to both the underlying and the surface meaning of phrases and sentences	A student whose native language is Korean may have difficulty using pronouns, as they do not exist in his/her native language. A student may use words from L1 in productions in L2 because of his inability or unfamiliarity of the vocabulary in L2 (e.g., "<i>The car is muy rapido.</i>" In this case, the student knows the concept as well as the needed structure but cannot remember the vocabulary)	Student is demonstrating limited phrasing and vocabulary in both languages (e.g., his/her sentences in both languages demonstrate limited or no use of adjectives and adverbs and both languages are marked by a short length of utterance)
Morphology: The rules concerning the construction of words from meaningful units	Native speakers of Russian may not use articles as they do not exist in that language. A student whose native language is Spanish may omit the possessive ('s') when producing an utterance in English (e.g., "<i>Joe crayon broke</i>" or he will say "<i>the crayon of Joe</i>")	Student's productions in both languages demonstrate a lack of the possessive form indicating that he/she has not acquired this morphologic structure by the appropriate age. Again, both languages may be marked by a short length of utterance.

	<i>broke,”</i> applying a structure that is influenced by the rules of his/her L1. He/she still demonstrates understanding of the morphologic structure for possession but is demonstrating errors in structure that are directly influenced by his/her L1.)	
Fluency: Flowing speech that is not marked by excessive interruptions, interjections, and/or repetitions	Student’s language does exhibit more interruptions, interjections, and/or repetitions for his/her age, but there are no physical concomitants marking the speech (physical strain or repeated physical actions), and the student does not seem to exhibit a consciousness of his/her dysfluency. Students learning L2 may exhibit interruptions, interjections, and repetitions as they are searching for words while speaking.	Major reliance on gestures rather than speech to communicate in both L1 and L2, even after lengthy exposure to English. The student exhibits not only interruptions, interjections, and/or repetitions, but also demonstrates physical concomitants that accompany these behaviors such as facial grimacing, leg stomping, or blinking that indicates physical struggle in producing speech. In addition, these students may demonstrate recognition of their dysfluency and try to avoid specific sounds or words. These behaviors will occur in both languages.)
Phonology: The rules for combination of sounds in a language	Student may omit specific sound combinations or have difficulty producing certain sounds in the L2 that do not exist in the phonology of the L1 (e.g., student may have difficulty producing the /r/ /l/, /f/, /ch/, or /th/ in L2, or a Tagalog speaker might say “<i>past</i>” instead of “<i>fast</i>” or add a vowel before words that begin with clusters (“<i>I go to eschool.</i>”))	

Developed by Sarita C. Samora and Idalia Lopez-Diaz. (Unpublished – adapted and printed with permission)

Implementing RtI with Limited English Proficient English Language Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs)

ELL/LEP- The term English Language Learners (ELLs) refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language.

(Taken from RESPONSE TO INTERVENTION Guidance for New York State School Districts, October 2010, pp. 30-37)

MLL- The term Multilingual Learners (MLLs) refers to those students who speak more than one language other than English. In this case, English may be the students' third or fourth language.

Basic Interpersonal Communication Skills (BICS) Versus Cognitive Academic Language Proficiency (CALP)-

At times, teachers refer diverse students with learning and behavior problems because they think that limited English proficiency is not an issue. A student may be observed using English on a regular basis and the conclusion is made that language transition is no longer a factor; however, they may be confusing basic interpersonal communication skills (BICS) for cognitive academic language proficiency (CALP). These acronyms are part of language proficiency theory developed by Jim Cummins (1984) that explains the differences between social and academic languages, respectively. BICS is the basic language ability necessary for face-to-face social communication. It includes gestures, visual clues, and expressions, and it relies on situational context. It takes *one to two years* to achieve age-appropriate levels in BICS. CALP is the language ability necessary for academic achievement in a context-reduced environment such as classroom lectures and textbook reading. It takes *five to seven years* to achieve age appropriate levels of CALP, with minimal assistance provided.

The New York State Education Department cites considerations when implementing RtI with English Language Learners:

- Teaching is culturally responsive - The student's prior experiences are considered, including home language background and socio-cultural background.
- Reading Instruction - Teachers should consider the relationship between a student's language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the first and second language.
- Math Instruction - Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are not necessarily universal.
- When designing the school district's RtI process, *literacy and oracy in both home and new languages, culture, and educational history* are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- ENL is an integral part of core instruction for all LEP/ELL students (Part 154 of the Regulations of the Commissioner of Education).
- To access the NYS Blueprint for English Language Learner (ELL)/Multi-language Learner (MLL) Success:
<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

Matching Instruction to Student Need

Differentiated instruction should be used for ALL students; however, differentiated instruction for ELLs/MLLs should consider the student's level of English proficiency and prior educational experiences in addressing cultural and linguistic differences.

In determining appropriate instruction/intervention, the following list applies to all levels of ELL/MLL students:

- consider the amount and type of ENL instruction the student received in the past and in the present
- if applicable, consider the amount and type of home language instruction in the past and in the present
- ensure that the language(s) used for intervention matches the language(s) used for core instruction
- consider the impact of language and culture on instruction and learning
- contact the family for guidance and feedback
- ensure that certified ENL teachers serve on the RtI instructional decision-making team

Assessment:

- Home Language Questionnaire- Identifies if a language other than English is spoken at home
- Interview- Assesses the relationship between their two languages
- NYSITELL- Based on the interview results students are identified on their level of proficiency. It will identify the initial placement within ENL.
- NYSESLAT- End of the year assessment to determine next year's placement. It decides a students' proficiency level.
- Monitor proficient students who have exited the ENL program based on NYSESLAT scores.
 - Optional exit opportunity- Expanding/commanding in all 4 subcategories and a 3 or 4 on NYS ELA assessment

Mandates:

ENL Proficiency Level	Grades K-5 Number of Minutes of ENL Instruction per Week
Entering (Beginning)	360 * Intervention must be ELA
Emerging (Low Intermediate)	360 *Intervention must be ELA
Transitioning (Intermediate)	180 *Intervention must be 50% ELA
Expanding (Advanced)	180
Commanding (Proficient)	90

Accommodations:**ACCOMMODATIONS CHECKLIST FOR ELL STUDENTS**

- ☐ Provide double or triple wait time
- ☐ Provide oral tests
- ☐ Use visual aids
- ☐ Provide additional instructions
- ☐ Extend time to finish assignments
- ☐ Shorten assignments
- ☐ Allow for peer tutoring
- ☐ Use assignment notebook and prompts
- ☐ Teach in small groups
- ☐ Pre-teach key vocabulary
- ☐ Reduce paper/pencil tasks, and increase hands on tasks
- ☐ Provide manipulatives, props, and realia
- ☐ Seat at the front of the class
- ☐ Help students build a personal picture dictionary
- ☐ Read to the student
- ☐ Encourage students to underline key words or important facts
- ☐ Allow students opportunity to express key concepts in own words and/or home language
- ☐ Pair student with more proficient student(s) for mentorship opportunities
- ☐ Chunk and scaffold new information to benefit student mastery of material

For additional information please see: www.centeroninstruction.org – Language and Reading Interventions For English Language Learners and English Language Learners with Disabilities

ENL Tier 2 Instructional Strategies

Increasing Better Story Retelling Behavior after Guided Reading with Tier 2 ELLs/MLLs:

- “Someone...Wanted...But...So...” Strategy
 - The student puts a character(s) name in place of *someone*, their wish or motivation for *wanted*, the story problem or obstacle for *but*, and the resolution for *so*. For example, in the story, The Little Red Hen: “The Little Red Hen *wanted* help, *but* the other animals said no, *so* she did it herself.” It gives students a structure for talking about the most important parts of a story and keeps their talk within shorter parameters. It also gives you a guide for questioning them further about the parts of the story they did not understand well. Make sure you give them a visual of the words *Someone...Wanted...But...So...* and have them touch the words as they are retelling each part. When they first begin, aim to get them to speak about the “Someone Wanted,” part, and then add the other two parts later as they gain confidence and ability. This strategy will not work for all books, but it works very well for many.
 - http://www.heinemann.com/shared/companionResources/E05661/3-7_SomebodyWantedButSoThen.pdf
 - http://www.heinemann.com/shared/companionResources/E05661/2-6_SentenceStartersSupportNoticingsWonderings.pdf * This link gives students sentence starters to support noticings and wonderings about text.

Increasing Oral Language and Class Participation of Tier 2 Students:

- Acting/Performing
 - Acting out stories is a powerful way to get Entering and Emerging ELLs/MLLs involved. It helps them to match a physical action to a vocabulary word. If they are part of a small dramatic retelling group, they could watch others act out the story and then copy them. This works well with all reading levels. For Level A books, show students a simple motion or action for the verb on each page. For example, I can *swing*, I can *jump*, I can *slide*, etc. As students watch they can try and guess the page or pages that are being acted out. For Levels D and above, there is a narrative that can be acted out. If students have trouble with this, choose or create a repeated line from the text and have the ENL student “chant” the repeated line when needed, while the others in the group act out the story.

Shared Reading and Writing:

- Kinesthetic instructional practices
 - A kinesthetic component is very important for ELLs/MLLs, especially those at the lower levels. When you are executing a shared writing or shared reading activity, one very powerful strategy is to have students “Stop and Sketch” instead of “Stop and Jot.” This lends itself especially well to nonfiction text, but can also be used for fiction. Teach them to “Sketch like a scientist,” meaning that they do quick pencil sketches without too much detail. Once they learn this, you can provide stoppage time after a paragraph or two of shared reading. Have them sketch important learning. Later, they will TOUCH the sketch with their hand and SAY what they learned.
 - http://www.heinemann.com/shared/companionResources/E05661/3-5_MyNotes.pdf
 - http://www.heinemann.com/shared/companionResources/E05661/3-1_PersonalOpinionLogSentenceStemsAdjectiveChart.pdf
 - http://www.heinemann.com/shared/companionResources/E05661/1-2_AWonderQuest.pdf

Improving the Connection between Speaking and Writing for Tier 2 ELLs/MLLs:

- Sentence frames

- o Sentence frames help students learn patterns of academic language and academic writing. Even at the lower reading levels, books are written in a way that students do not speak. Therefore, sentence frames are utilized to facilitate student understanding.
 - http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf
 - ***This link is great because it gives you sentence frames for all of the five pillars of reading comprehension (Description, cause and effect, problem/solution, sequence, compare and contrast, and establishing arguments). Each comprehension strategy needs to be taught explicitly, especially to ELLs/MLLs.

Content-based Instruction:

- o Acting out and stop and sketch are also very powerful strategies for science and social studies vocabulary. In a science unit choose 5-8 key vocabulary words that lend themselves to being displayed (i.e. migrate, hibernate, hunt, etc.) and have students work in groups to act out the words. It is important to prompt students to sketch what they performed and to talk to each other about their acting decisions.
 - http://www.heinemann.com/shared/companionResources/E05661/3-2_WritingLikeAScientist.pdf
 - http://www.heinemann.com/shared/companionResources/E05661/1-4_PassportTemplate.pdf

Increasing Understanding of Book Structure for Tier 2 ELLs/MLLs:

- Wall Story
 - o A wall story aims to teach the importance of retelling events from a story in sequential order. Students make pictures of different events from the story and physically move the pages around to create the correct sequence. If you have used an anchor book for shared reading with the class, break the story into sections and have students work in small groups to create an illustration that shows a specific part of the book.

Useful Links:

- Capstoneinteractive.com
 - Capstone is a great resource because it reads books aloud to students. It is especially useful for ELLs/MLLs who are reading on a level alone and have difficulty participating in a large group.
- www.Colorincolorado.org *(Strategies and Tips):*
 - *Five Things Teachers Can Do to Improve Learning for ELLs in the New Year:*colorincolorado/article/five-things-teachers-can-do-improve-learning-ells-new-year
 - This article describes specific and measurable goals for increasing language production, teaching vocabulary, building on background knowledge, and increasing writing opportunities.
 - www.eduplace.com/graphicorganizer/
 - *This site also translates the organizers with one click. The Spanish organizers can be given to parents at a parent teacher conferences to give them ideas for having their child talk to them about books they read at home.
 - www.everythingsl.net/in-services/graphic_organizers.php
 - *Visual Thinking Strategies for Improved Comprehension:*
colorincolorado/article/visual-thinking-strategies-improved-comprehension
 - This article gives an example of a lesson in picture description and eliciting talk about pictures and illustrations.
 - The following Links are free pdfs from the book, *Core Instructional Routines, K-5*, by Andrea Honigsfeld and Judy Dodge. There are many printable pdf links from this book following the ideas and strategies described above. There are many additional easily printable guides for building background knowledge, reading routines, nonfiction text structures, writing, speaking and listening routines. Many of them help the teacher by providing sentence starters, questions starters, and writing frames for different levels of ELLs/MLLs.
 - http://www.heinemann.com/shared/companionResources/E05661/2-1_SentenceStartersThinkComprehendAlouds.pdf
 - http://www.heinemann.com/shared/companionResources/E05661/4-1_BloggingQuestionStarters.pdf

ENL Instructional Behaviors

- Allow extended time for all assessments and wait-time
- Work toward longer passages as skills in English increase
- Introduce key vocabulary before lesson
- Provide a copy of overhead notes for students
- Use visuals
- Write key/guiding words on board
- Provide highlighted text and/or key concepts for visual guidance throughout the lesson
- Divide and assign novels into smaller chapters-- “literary goals” and reading response post-its
- Teacher reads aloud daily, giving ELL/MLL a student-copy for highlighting/notes/drawings
- Provide small group instructional activities for reinforcement
- Check for comprehension often, 10 minute intervals, non-verbal cues (thumbs up, down, sideways)
- Draw ENL students gradually into class discussions
- Allow students to preview more difficult concepts/material when appropriate (i.e. A picture associated with the concept, allowing the student to brainstorm what he/she may learn about in the upcoming lesson, provide students a word-list associated with the lesson)
- Audio version of the text
- Encourage the student to “take chances” with language: this will allow him/her to become more comfortable speaking and sharing what he/she knows.
- Use small-group and partner talk as often as possible
- Allow ENL students to draw pictures when their words are not available.
- Partner low proficient student with more proficient student to provide linguistic model and mutual learning opportunities
- Use writing and conferring opportunities to promote goal setting and reflection
- Body language is a fantastic tool to promote student enthusiasm and confidence

ENL K-5 “Can Do Descriptors”

Grades PreK-K “Can Do Descriptors”

Grade	Modality / Proficiency	Entering	Emerging	Transitioning	Expanding	Commanding
K	<u>Speaking</u>	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., “Where is Sonia?”) - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g. “What will happen next?”) - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons
	<u>Listening</u>	- Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., “stand up”; “sit down”) - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions
	<u>Reading</u>	- Match icons and symbols to corresponding pictures - Identify name in print - Find matching words or pictures - Find labeled real-life classroom objects	- Match examples of the same form of print - Distinguish between same and different forms of print (e.g., single letters and symbols) - Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) - Match labeled pictures to those in illustrated scenes	- Use pictures to identify words - Classify visuals according to labels or icons (e.g., animals v. plants) - Demonstrate concepts of print (e.g., title, author, illustrator) - Sort labeled pictures by attribute (e.g., number, initial sound)	- Identify some high frequency words in context - Order a series of labeled pictures described orally to tell stories - Match pictures to phrases/ short sentences - Classify labeled pictures by two attributes (e.g size and color)	- Find school-related vocabulary items - Differentiate between letters, words, and sentences - String words together to make short sentences - Indicate features of words, phrases, or sentences that are the same and different
	<u>Writing</u>	- Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated “notes” and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make “story books” with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences

Grades 1-2 “Can Do Descriptors”

Adapted from: https://www.wida.us/standards/CAN_DOs/Booklet1-2.pdf

Grade	Modality / Proficiency	Entering	Emerging	Transitioning	Expanding	Commanding
1-2	<u>Speaking</u>	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., “smaller,” “biggest”)	- Ask questions of a social nature - Express feelings (e.g., “I’m happy because...”) - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers
	<u>Listening</u>	- Follow modeled, one-step oral directions (e.g., “Find a pencil.”) - Identify pictures of everyday objects as stated orally (e.g., in books) - Point to real-life objects reflective of content related vocabulary or oral statements - Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)	- Match oral reading of stories to illustrations - Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”) - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language
	<u>Reading</u>	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-taught labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., “as big as a house”)
	<u>Writing</u>	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., “I like ____.”) - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences

<u>Grade</u>	<u>Modality / Proficiency</u>	<u>Entering</u>	<u>Emerging</u>	<u>Transitioning</u>	<u>Expanding</u>	<u>Commanding</u>
<u>3-5</u>	<u>Speaking</u>	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)
	<u>Listening</u>	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., <i>physically or through drawings</i>) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios
	<u>Reading</u>	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky.")	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level

	<u>Writing</u>	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports
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- Student goals and linguistic abilities should reflect an “approaching”, “experimenting” and “implementing” development of those curricular goals as demonstrated by Teachers College Reading and Writing Workshop models, varying by individual student proficiency and ability.

Use of RtI in the Determination of a Learning Disability

New York State has established criteria for the CSE to use when determining if a student has a learning disability. These criteria include consideration of data and instructional information obtained through an RtI process. This provides important information in determining if a student needs to be referred for an individual evaluation and whether the student has a learning disability. Effective July 1, 2012, a school district must have an RtI process in place as it may no longer 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 determining eligibility for special education, the CSE must conclude that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics;
and
2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;
or
(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;
and
3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Process for Determining Learning Disability Using RtI Data

While the data collected through an RtI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation.

The student-centered data collected and information on instructional strategies used throughout an RtI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- Evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

The district will use the NYS model form for documentation of a learning disability eligibility determination.

NYSED recommends that all schools, including nonpublic schools, implement RtI programs. If a student from a nonpublic school is referred for a CSE evaluation and there is no data from an RtI process available because the nonpublic school does not implement RtI, information from other sources should be obtained regarding the type of instruction the student has received and the student's progress in the school's curriculum (such as teacher reports, classroom tests, standardized tests, report cards and information from parents.) Nonpublic school students cannot be denied an evaluation to determine if the student has a disability or the provision of services, if eligible, based on the nonpublic school not implementing an RtI process and the lack of data available from an RtI process.

Written Report

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made, and if the student has participated in an RtI process. This report should include:

- the instructional strategies used;
- the student-centered data collected; and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected, the general education services that would be provided in the RtI program, and strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

The determination of eligibility is based upon a comprehensive multidisciplinary evaluation consistent with section 200.4(b) of the Regulations of the Commissioner of Education. The parent and CSE may agree to extend the timeline to complete the individual evaluation in order to have the student participate in a process to assess the student's response to scientific, research-based intervention (RtI).

Quality Indicators for Use of RtI Data in a Learning Disability Determination

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based interventions designed in response to the student's identified area of need is used as part of the individual evaluation information to determine if a student has a learning disability.
- The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.

Assessment Tools

1. Universal Screening utilizes Curriculum Based Measures (CBMs)

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Screenings of all students should be conducted three times per academic year (Fall, Winter, and Spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

2. Progress Monitoring

Progress monitoring is the practice of assessing student performance using CBMs and other standardized measures on a repeated basis to determine how well a student is responding to instruction. Progress monitoring occurs for students in Tier II and III.

If the progress monitoring indicates that the student has achieved the skill (data points approaching, at/ or above the trend lines shared through Star Renaissance and/or the Fountas & Pinnell “Instructional Level Expectations for Reading” document), the intervention will be discontinued. The student’s progress will be monitored while in the classroom to confirm that the skill is maintained.

If the data gathered through progress monitoring indicates the skill is improving but not achieved, the intervention will be maintained. If the data gathered through progress monitoring indicates that the rate of improvement is not approaching the trend line to meet the level of the student’s peers, the intervention will be altered. It can be altered by changing the focus of the intervention, increasing frequency, increasing time of sessions, or changing the materials used for the intervention.

3. Supplemental Data

Use of informal and formal grade assessments (e.g. benchmark assessments, writing samples, observations etc.) during the course of instruction can provide teachers with additional information on which to base instructional decisions.

ASSESSMENT	WHAT IT MEASURES	WHEN USED IN RTI DIAGNOSTICS	ASSESSMENT PROTOCOL
Star	Early Literacy: Print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary acquisition and use, counting and cardinality, operations and algebraic thinking, measurement and data Reading: Vocabulary, comprehension, literary analysis, author's craft, argument analysis, text evaluation Math: Counting and cardinality, algebraic thinking, geometry, expressions and equations, numbers and operations-fractions, functions, ratios, the number system, measurement, and statistics	All Tiers (for screening) Tier 3 (for progress monitoring)	- Classroom teachers - Students access the assessment through the district website - Scores are stored and distributed through the Renaissance Star platform
Fountas and Pinnell Oral reading	Accuracy, fluency rate, comprehension and writing	All Tiers	- Assessed in class three times a year - Data is stored in spreadsheets maintained by the district
Phonemes and Word Analysis	Phonemic awareness, decoding, phonograms, vowel clusters, consonant blends	Tier 2 & 3	
W.A.D.E. (Wilson Assessment of Decoding and Encoding)	The Wilson Assessment of Decoding and Encoding (WADE) is a curriculum-based measure which specifically assesses a student's decoding and encoding skills correlated to the word structures taught in Wilson Reading System. The WADE is aligned to the scope and sequence of the Wilson Reading System in order to both guide instruction and determine mastery.	Tier 3	-Teachers with level 1 Wilson Certification or Wilson Overview -Teacher directed assessment/teacher has WADE booklet form and instructions
Scholastic Reading Inventory (SRI)	Used as a screener for the Read 180 program. This is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as lexile levels. Also determines which program is appropriate for the student to use (System 44 or Read 180) -Lexile levels range from beginning reader (less than 100L) to 1500L.	Tier 3	-Teachers trained in System 44 and Read 180 have access to this program digitally via SAM (Scholastic Achievement Manager) and must assign a "license" to a student prior to taking the digital assessment. Student data is stored in SAM.
Scholastic Phonics Inventory (SPI)	The Scholastic Phonics Inventory tests basic letter recognition, sight word knowledge, and decoding skills, to determine whether students should be placed in System 44 and, if so, at which point in the program.	Tier 3	-Teachers trained in System 44 have access to this program digitally via SAM (Scholastic Achievement Manager) and must assign a "license" to a student prior to taking the digital assessment. -Assessment typically takes 8-10 minutes -Student data is stored in SAM.
iRead Screener	The iRead Screener includes phonological awareness items that assess accuracy and speed	Tier 3	-Teachers trained in iRead must give students a "license" and enroll them in

	at identifying spoken words that match in rhyme, first sound, final sound, and middle sound. The iRead Screener assesses knowledge of both letter names and sounds.		the program digitally in order to gain access to the screener. -Data is stored in the SAM (Scholastic Achievement Manager) -Student data is stored in SAM. iRead students will take a placement exam at the beginning of using the program (initial screener) OR if a long time has passed since they have used the program (breaks, summer vacation) - Based on the initial screener result, student will practice skills according to level
Vocabulary Assessments	Concept words, synonyms, antonyms, homophones, homographs, analogies, vocabulary in context	Tier 2 & 3	
DIAL 4 full screening	1. ID children with potential developmental delays in need of further assessment 2. ID children who may be at risk and may profit from programs designed to prevent school failure 3. Can ID speech/language impairment Vocabulary--Colors, concepts Phonics--ABC, sound, rhyme	1. Use for children entering K 2. Can red flag needy students for possible assistance 3. First step to ID children at the low end of the continuum who may need additional services (see p. 52 info on how to identify lower 5% and 16%)	Administered by Reading, ENL, ICT, Speech, Psychologist, Social Worker, and Kindergarten teachers. Administered in the spring to all incoming Kindergarten students. Administered in the fall to any late registered Kindergarten students. Data is stored in the students cumulative folders in the office. When? How frequently? Where is the data stored?
Woodcock Min Battery of Achievement	Subtest of factual knowledge	Can ID if student has general knowledge to provide context to learning experience	
Woodcock Johnson	Cognitive, oral, and academic strengths and weaknesses including letter-word identification, reading fluency, math fluency, spelling and writing fluency	-Can provide diagnostic information on students' present levels of performance.	-Psychologists administer the cognitive battery during a CSEpsychological assessment -Trained special education teachers and school psychologists can administer the achievement battery during an individual educational assessment or screener -Located in the special education office
Qualitative Reading Inventory – 5 (QRT-5) by Leslie & Caldwell	Informal reading inventory provides information on: 1. Word identification 2. independent, instructional and frustration level in text reading 3. Grouping students for guided reading 4. Choosing appropriate books for literacy groups	Can be used for classroom instructional decisions (Tier1) as well as Tier 2 & 3 for grades K-8.	
Observation Survey – Grade 1	1. Concepts of print 2. Letter identification word test 3. Phonemic awareness for letters and clusters of letters 4. Test reading 5. Writing vocabulary	Diagnostic before Tier 2 intervention in spring of K and Fall of 1 st grade	
Slossen Oral Reading Test (Sort – R3) all grades	Quick estimate to target word recognition levels.	Tier 2 & 3	
Fluency Screener	1. Articulation 2. Expressive/receptive language	1. Articulation of words 2. Describing actions 3. Following directions	-Speech-language pathologistWho does this assessment?

		4. Responding to questions 5. Sequencing tasks	
CELF – 4 screener	Receptive/expressive language	1. Syntax 2. Following directions 3. Sentence repetition 4. Semantic relationships	-Speech-language pathologist -Used when a speech or language delay is suspected and ERSS speech is requested -Stored with speech-language pathologists
CAAP	Articulation	Articulation of single words	-Speech-language pathologist -Used when a speech or language delay is suspected and ERSS speech is requested -Stored with speech-language pathologists
Goldman Fristoe – 2	Articulation	Articulation	-Speech-language pathologist -Used when a speech or language delay is suspected and ERSS speech is requested -Stored with speech-language pathologists
TAPS – 3 rd edition	Auditory processing skills	1. Word discrimination 2. Phonological blending 3. Phonological segmentation 4. Word memory 5. Sentence memory 6. Auditory reasoning 7. Auditory comprehension 8. Number memory	-Speech-language pathologist or school psychologist during an individual assessment Who does this assessment? When? How frequently? Where is the data stored?
CASL	1. Expressive and receptive language 2. Pragmatic language	1. Antonyms/synonyms 2. Sentence completion (grammar) 3. Idiomatic language 4. Syntax construction 5. Paragraph comprehension 6. Grammatical morphemes 7. Non-literal language 8. Meaning from context 9. Inference 10. Ambiguous sentences 11. Pragmatic judgment	-Speech-language pathologist during a speech-language evaluation
The Listening Comprehension Test - 2	Listening skills	1. Main idea 2. Details 3. Reasoning 4. Vocabulary 5. Understanding measures 6. Comprehension ability	-Speech-language pathologist during a speech-language evaluation
CELF – 4	Expressive and receptive language	1. Following multi-step directions 2. Formulating sentences 3. Repeating sentences 4. Word structure (grammar) 5. Sentence structure (understanding) 6. Expressive vocabulary 7. Understanding spoken stories 8. Number repetition (short term memory) 9. Word classes (identifying & expressing semantic relationships)	-Speech-language pathologist during a speech-language evaluation
NYSITELL, K-1	Speaking and listening proficiency in English	To screen incoming K and 1 st grade students who are new to the school and new to NYS or	

		the USA who speak a language other than English and are not proficient in English	
NYSITELL, 2-5	Speaking, listening, reading, and writing proficiency in English	To screen incoming students in grades 2-5 who are new to the school and new to NYS or the USA who speak a language other than English and are not proficient in English	
NYSESLAT		Given annually to determine the level of English proficiency for all ELL students enrolled in the ENL program. Results help determine whether these students are making adequate progress toward English Language Proficiency in the areas of: • Syntax and grammar • Phonemic awareness • Writing conventions • Reading comprehension	
ST Math	Spatial-Temporal reasoning is used to solve mathematical problems	Tier 3	Math AIS provider administers the assessment while working with small groups K-8

Staff Development Plan

This chart is designed to maximize the effectiveness of RtI in the Glen Cove School District. Staff development was phased in, focusing on the mandated needs of grades K-5 beginning in Spring 2012. This is an ongoing process as the RtI model is phased in. Some staff development will need to be continued to support newly hired teachers. Long term substitute teachers, as well as permanent substitute teachers, will also be considered in this plan.

In addition to the RtI rollout plan, ongoing professional development for our core Balanced Literacy Programs already in place is critical for the success of our students. This will be coordinated by building principals, in conjunction with other administrators, to meet the needs of their respective staffs. This professional development will include, but not be limited to, guided reading, inter-visitations, dialogue between faculties, purchase of necessary programs, and the use of district substitutes.

Focus of training	Implementation
Key Concepts of RtI	● Grade level meetings K-5 ● Inservice meetings K-5 ● Superintendent Conference Days at administrators' discretion
Understanding and Implementing Tiered Interventions	● Train all K- 2 teachers in Foundations ● Grade level meetings K-5 ● Inservice meetings K-5 ● Superintendent ● Conference Days at administrators' discretion. ● Training for K-5 teaching assistants ● Training for ENL teachers (e.g., Just Words, LLI)
Training and Application of Universal Screening: Renaissance STAR	ALL classroom teachers and key personnel (as determined by administration) will be trained in the administration of the screening, how to access various reporting tools and how to interpret the data it provides
Training and Application of Progress Monitoring: Renaissance Platforms	● ALL classroom teachers and key personnel (to be determined by administration) will be trained in the administration of the progress monitoring program and how to interpret the data it provides

Revisions to RtI Plan	● District RtI Committee will meet at a minimum, annually, to adjust the plan as needed. ● The committee will continue to work on ways in which current mental health services being offered in the district are integrated into an MTSS framework.
-----------------------	--

Appendix

Student Name _____ Teacher Name _____ Year _____

Inventory of Interventions

(Please indicate the interventions used: "S" Successful, "U" Unsuccessful, "NA" Not Applicable)

Classroom Management

- | | | |
|--|--|--|
| 1. ___ Used verbal and nonverbal cueing to ensure the student is attending to task | 16. ___ Had the student repeat directions in his/her own words | 29. ___ Allowed students with fine motor difficulties to use pencils and/or print instead of cursive |
| 2. ___ Provided preferential seating
a) near teacher b) near board or c) paired with another student | 17. ___ Allowed student to record answers directly on tests, not on separate answer sheets | 30. ___ Used sorting activities, copying patterns, pegboards, color-coded paper, etc. to aide visual-perceptual-organizational skills |
| 3. ___ Rewarded student for improvement as well as consistent work habits | 18. ___ Provided a word bank for oral and written assignments | 31. ___ Assigned a buddy to work with the student to provide
a) a role model b) help with assignments and organization
c) provide carbon copies of homework and notes and
d) packing book bag |
| 4. ___ Had student monitor and check his/her behavior | 19. ___ Used highlighters to emphasize important phrases and key concepts | |
| 5. ___ Assisted the student with organization of locker, books, papers, homework, etc. | 20. ___ Used highlighters to emphasize important directions on tests and assignments | |
| 6. ___ Used "Wh" and "How" questions to focus attention | 21. ___ Provided study sheets with page numbers and/or subtitles showing where the information was obtained | |
| 7. ___ Developed and used a contract system with a student | 22. ___ Had student keep a vocabulary notebook | |
| 8. ___ Developed a behavior modification system :
a) including positive reinforcement b) providing immediate feedback about academic and/or social functioning and c) providing consequences for inappropriate behavior | 23. ___ Taught and provided mnemonic devices and/or smaller time fragments | |
| | 24. ___ Reduced the amount of information on the page | |
| | 25. ___ Modified the content of test: a) fewer spelling words b) Open book or c) testing one concept | |
| | 26. ___ Modified the content of assignments: a) fewer spelling words b) odd number of math problems or c) one paragraph instead of two | |
| | 27. ___ Provided graph paper for math computational problems to align columns | |
| | 28. ___ Used a tape recorder to record reading material, or provided books on tape/CD | |

Communication

32. ___ Conferenced with staff for a consistent approach for academic and behavioral needs
33. ___ Contacted the student's home and informed parent about the student's difficulties
34. ___ Suggested to the student and/or parents that they set a time and place for the child's work at home
35. ___ Had a parent conference with teacher(s), counselor (s) and/or administrator(s)
36. ___ Had a) daily b) weekly or c) monthly communication with the parent(s)
37. ___ Provided daily reports signed by parent(s) and teacher(s) to monitor student's progress
38. ___ Suggested student attend any after school support program

Instruction

9. ___ Provided modeling of tasks
10. ___ Provided small group instructions
11. ___ Used cooperative teaching techniques
12. ___ Used a multisensory approach
13. ___ Gave additional time to complete assignments
14. ___ Allowed student to make up work and/or tests
15. ___ Repeated or rephrased directions

Teacher's notes/other interventions used:

Glen Cove City Schools

Instructional Support Team/RtI Academic/Behavioral Referral Form (K-5)

Sign In--Anyone editing this form must sign in below

Name	Role

General Information (Classroom Teacher)

Student Name		Current Grade	
Date of Birth		Referring Teacher	
Comments from Previous Teacher			

Does this student have an IEP ?		This year, how many absences has this student had?	
Has this student previously been referred for special education?		This year, how many tardies has this student had?	
Does this student have a 504 plan?		How many years has this student been in the district ?	
Has this student previously been retained ? <i>Please detail</i>		How did the student attend school in 2020-21? Remote/in-person? If	

		remote, when did they return to in-person instruction?	
Was this student referred for the summer program ? Did they attend ?		Are there any factors that may be contributing to the student's overall emotional wellbeing ? (i.e. divorce, death of a family member, homelessness, substance abuse, etc.) <i>Please detail</i>	

Family Contact (Classroom Teacher)

Guardian Name and Contact	
Phone Call(s) + Date(s)	
In-Person Meeting(s) + Date(s)	
Note(s)/Email(s) + Date(s)	
Guardian Concerns and Hopes	

Student Information (Classroom Teacher)

Student Strengths (check/highlight all that apply)	
☐ Positive attitude ☐ Hard worker ☐ Works well in groups ☐ Works well independently	☐ Organized ☐ Cooperative ☐ Responsible ☐ Motivated
☐ Creative ☐ Has leadership qualities ☐ Athletic ☐ Musically/Artistically Talented	
What have you observed that the student does well? <i>Be specific</i>	

Academic Concerns (check/highlight all that apply)

- | | | |
|---|--|--|
| ☐ Slow rate of work | ☐ Reading fluency | ☐ Computational fluency |
| ☐ Difficulty in following directions | ☐ Reading comprehension (literal) | ☐ Fact Memorization |
| ☐ Incomplete assignments | ☐ Reading comprehension (inferential) | ☐ Single Step Word Problems |
| ☐ Doesn't work well in groups | ☐ Writing mechanics | ☐ Multi Step Word Problems |
| ☐ Doesn't work well independently | ☐ Written expression | ☐ Place Value |
| ☐ Sight words | ☐ Organization of writing | ☐ Poor listening |
| ☐ Decoding | ☐ Algebraic Thinking | ☐ Retention rate |
| ☐ Operations | ☐ Number sense | ☐ Limited vocabulary |

Behavioral Concerns (check/highlight all that apply)

- | | | |
|--|--|--|
| ☐ Verbally disruptive | ☐ Bullies others | ☐ Attention-seeking behaviors |
| ☐ Physically disruptive | ☐ Destroys property | ☐ Daydreams/sleeps in class |
| ☐ Physically aggressive | ☐ Easily distracted | ☐ Avoided by peers |
| ☐ Verbally aggressive | ☐ Hostile when criticized | ☐ Easily frustrated |
| ☐ Victim of bullying | ☐ Argumentative/defiant | ☐ Truant/tardy |
| ☐ Elopement | ☐ Highly emotional (cries in class/meltdowns) | ☐ Anxiety |
| ☐ Withdrawn | | ☐ Trouble socializing |

What makes this student difficult to teach? Include any academic, social/emotional, behavioral, or medical concerns.

If possible, explain the time of day and/or classroom conditions in which the difficulties arise.

Classroom Data (place an X in the appropriate space)

	Always	Usually	Sometimes	Rarely
Completes classwork				
Completes homework				
Motivated to learn				
Attentive to task				
Can transition between activities				
Generalizes learning to new situations				
Works independently				

Frustrates easily				
Distractible				
Short attention span				
Inconsistent learning				
Follows directions				
Participates in class				
Exhibits self control and organization				

Tier I and II Interventions (Classroom Teacher)

Fill in columns two and three for all relevant interventions.		
Intervention (Tier I)	Duration + Frequency	Response + Evidence <i>(may link to documents)</i>
Balanced Literacy--Reading and Writing Workshop		
Foundations		
IXL (Math or ELA)		
GoMath, Big Ideas or Go Math Connect		
PBIS/Classroom Management System		
<i>Other:</i>		

Fill in columns two and three for all relevant interventions.		
Intervention (Tier II)	Duration + Frequency	Response + Evidence <i>(may link to documents)</i>
Small Group Work		
Raz-Kids		
Behavioral Accommodations (token board, breaks,		

fidgets, etc.)		
Language Accommodations (simplified language, step-by-step directions, visual aides, etc.)		
<i>Other:</i>		

Tier III Interventions (Intervention Teacher)

<i>Fill in columns two and three for all relevant interventions.</i>		
Intervention (Tier II)	Duration + Frequency	Response + Evidence <i>(may link to documents)</i>
LLI		
Freckle		
Reading A-Z/Raz-Kids		
iRead		
ST Math		
Foundations Just Words		
Wilson Reading Program		
Behavior Intervention Plan		
Counseling		
Speech		
<i>Other:</i>		

ELL/MLL Information (ELL Teacher)

Instructional Program (highlight)	ENL Bilingual
Years of Services	
Language Teacher	

Country of Origin (if not born in USA)		
NYSESLAT	Month/Year	
	Proficiency Level	
	Listening Score	
	Reading Score	
	Writing Score	
	Speaking Score	
Has this student had interrupted formal education (SIFE)? <i>Please detail</i>		

Social/Emotional/Family Stressors (School Social Worker, Counselor, or Psychologist)

Are there any factors that may be contributing to the student's overall emotional wellbeing? (i.e. divorce, death of a family member, homelessness, substance abuse, etc.) <i>Please detail</i>	
Has this student been referred to building support personnel prior to this referral ? (i.e. social work/guidance counselors, administration, etc.)	

Medical Information (Nurse)

Does the student exhibit signs of vision or hearing problems? <i>Please detail</i>	
Is the student exhibiting any other symptoms that may be	

related to a physical/medical condition? <i>Please detail</i>	
---	--

Motor concerns?			
	☐ Poor handwriting ☐ Wanders ☐ Falls often	☐ Trouble zippering/button s ☐ Lacks personal space boundaries	☐ Trouble with scissors ☐ Lacks body awareness (walks into others/things)

Glen Cove City Schools

IST Minutes--Initial Meeting

Attendees	Role

Teacher's Concerns	
---------------------------	--

Additional History	
---------------------------	--

Current Services (Highlight all that apply)

- | | |
|-----------------------------------|--|
| ☐ LLI | ☐ Additional Guided Reading |
| ☐ AIS Math | ☐ Strategy Groups |
| ☐ AIS ELA | ☐ Strategy from Toolkit |

☐ Speech

☐ ENL

☐ Counseling

☐ OT

☐ PT

☐ Behavior Intervention Plan

One or Two Specific Target Areas	1. 2.
----------------------------------	----------

Meeting Outcome			
Intervention #1	Responsible Party	Timeline	Evidence to be Collected
Intervention #2	Responsible Party	Timeline	Evidence to be Collected
Intervention #3	Responsible Party	Timeline	Evidence to be Collected

Next IST Meeting Date	
-----------------------	--

Glen Cove City Schools

IST Minutes--Follow-up IST

Attendees	Role

Student is Currently In (Highlight)	☐ Tier I ☐ Tier II ☐ Tier III
--	--

Current Services (Highlight all that apply)	
☐ LLI ☐ AIS Math ☐ AIS ELA	☐ Additional Guided Reading ☐ Strategy Groups ☐ Strategy from Toolkit
☐ Speech ☐ ENL ☐ Counseling ☐ OT ☐ PT ☐ Behavior Intervention Plan	

Intervention Progress Monitoring			
Intervention #1	Responsible Party	Evidence Collected	Outcome
Intervention #2	Responsible Party	Evidence Collected	Outcome
Intervention #3	Responsible Party	Evidence Collected	Outcome

Based on the observed outcomes, what is the next step?	
Did the student reach the goal set at the last meeting?	☐ Yes ☐ No

If the student did reach the goal...	
Which tier should they be moved to?	
Target another area of concern. (Explain)	

If the student did not reach the goal...			
Intervention #1	Responsible Party	Timeline	Evidence to be Collected
Intervention #2	Responsible Party	Timeline	Evidence to be Collected
Intervention #3	Responsible Party	Timeline	Evidence to be Collected

Next IST Meeting Date	
-----------------------	--

Glen Cove City Schools

IST/RtI Student History Sheet

Student Name	
--------------	--

Teacher/Grade	Intervention/Dates	Tier I, II, or III	IST/RtI Meeting Date

Dear Parents/Guardians of _____,

Our district and school believes that, in order to provide the best education for *all* children, we need to balance research-based instruction, precise assessment, and effective intervention. We frequently screen all students and review their progress to ensure they are successful on their grade level. In some cases, a student may require additional support to achieve grade standards. In accordance with our district's Response to Intervention (RtI) plan, students in this situation are referred for Tier III academic intervention services.

In Tier III academic intervention services, a student joins an intervention teacher in a small class setting to engage in targeted instruction to support the student's specific needs. This intervention teacher regularly monitors students' response to interventions (for a minimum of six weeks) to determine if they require additional support or if their learning needs have been met.

Our school uses multiple measures to identify students who would benefit from Tier III services including teacher recommendations, results of state and district exams, and classroom performance. As a result of the district screening, your child _____ has been recommended for services in the following area(s):

- ☐ Reading with _____
- ☐ AIS English Language Arts with _____
- ☐ AIS Math with _____

Please note that this is an opportunity for additional targeted instruction; your student will still have full access to the regular classroom curriculum. If your student shows progress through this intervention, they will "exit" the program and no longer receive pull-out intervention instruction. If your student does not show progress, they may be referred for more intensive support. Parents have the right to request an evaluation for special education programs/services at any time.

If you have any questions, please feel free to contact the building principal.

Sincerely,

[Principal's Name]

On behalf of the RtI team

By signing below, I acknowledge receipt of the letter indicating that my child will receive the services noted above.

Student Name

Classroom Number

Parent/Guardian Signature

Date

Estimado(a) padre/madre/tutor(a) de _____:

Nuestro distrito y nuestra escuela consideran que, a fin de brindar la mejor educación para todos los niños, debemos encontrar un equilibrio entre la enseñanza basada en la investigación, la evaluación precisa y la intervención efectiva. Evaluamos a todos los estudiantes y revisamos su progreso con frecuencia para garantizar que todos tengan éxito en su nivel de grado. En algunos casos, puede que un estudiante necesite apoyo adicional para alcanzar los estándares del grado. De acuerdo con el plan de Respuesta a la Intervención (RtI) de nuestro distrito, los estudiantes en esta situación son remitidos a los servicios de intervención académica de Nivel III.

En los servicios de intervención académica de Nivel III, un estudiante se reúne con un maestro de intervención en un entorno de clase reducido para recibir enseñanza dirigida a fin de atender las necesidades específicas del estudiante. Este maestro de intervención supervisa con regularidad la respuesta del estudiante a las intervenciones (durante un período mínimo de seis semanas) para determinar si necesita apoyo adicional o si se han atendido sus necesidades de aprendizaje.

Nuestra escuela utiliza múltiples medidas para identificar a los estudiantes que se beneficiarían de los servicios de Nivel III, incluidas las recomendaciones de maestros, los resultados de exámenes del estado y del distrito, y el desempeño en el salón de clases. Como resultado de la evaluación del distrito, se recomendó que su hijo(a) _____ reciba servicios en las siguientes áreas:

Lectura con _____.

Servicios de Intervención Académica (AIS) de Lengua y Literatura en Inglés con _____.

AIS de Matemáticas con _____.

Tenga en cuenta que esta es una oportunidad para recibir enseñanza dirigida adicional. Su hijo(a) seguirá teniendo pleno acceso al plan de estudios regular del salón de clases. Si su hijo(a) muestra avances mediante esta intervención, “abandonará” el programa y ya no recibirá enseñanza de intervención fuera del salón de clases. Si su hijo(a) no muestra avances, puede que se lo/la remita a un apoyo más intensivo. Los padres tienen derecho a solicitar una evaluación para programas o servicios de educación especial en cualquier momento.

Si tiene alguna pregunta, no dude en comunicarse con el/la director(a) de la escuela.

Atentamente,

[Nombre del/de la Director(a)]

Mediante mi firma a continuación, acuso recibo de la carta en la que se indica que mi hijo(a) recibirá los servicios que se especifican anteriormente.

Nombre del/de la estudiante

Número de salón de clases

Firma del/de la padre/madre/tutor(a)

Fecha

Glen Cove School District

(Date)

Dear Parents/Guardians of _____,

Glen Cove City Schools frequently screens all students and reviews their records to look at their progress compared to their grade-level peers and state-wide standards. We believe in supporting students to ensure they are successful on their grade level.

Due to the recent collection of data, and teacher observations, it is determined that your child no longer qualifies for Tier 3 pull-out interventions. He/ She will continue to be monitored and receive small group instruction in the classroom, with _____, as a Tier 2 student. It is extremely important for your child to continue reading nightly and/or practice grade-level mathematical skills in order to continue to grow as a learner.

Your child, _____, is eligible to exit Tier 3 Services in the following subjects:

_____ AIS Mathematics

_____ AIS English Language Arts

_____ Reading (Leveled Literacy Intervention)

Sincerely,

Building Principal

Apéndice F.1: Carta de notificación a los padres para salir de la Intervención de Nivel 3, grados K-5

Distrito Escolar de Glen Cove

(Fecha)

Estimados padres / tutores de _____,

Las escuelas de la ciudad de Glen Cove evalúan con frecuencia a todos los estudiantes y revisan sus registros para ver su progreso en comparación con los compañeros de su grado y los estándares estatales. Creemos en apoyar a los estudiantes para asegurar que tengan éxito en su nivel de grado.

Debido a la reciente recopilación de datos y las observaciones de los maestros, se determina que su hijo ya no califica para las intervenciones de Nivel III. Él / Ella continuará siendo monitoreado/a y recibirá instrucción en grupos pequeños en el aula, con _____, como estudiante de Nivel II. Es extremadamente importante que su hijo continúe leyendo todas las noches y / o practique habilidades matemáticas a nivel de grado, para continuar creciendo como estudiante.

Su hijo, _____, es elegible para salir de los Servicios de Nivel III en las siguientes materias:

_____ Matemáticas AIS

_____ Lectura (Intervención de alfabetización nivelada)

Atentamente,

Director/a

Change in Service / Provider Notice

Date _____

Dear Parent/Guardian:

As you know, your student has been receiving pull-out academic intervention services. Based on your child's progress and response to this intervention, we have selected a more appropriate program for them. This decision is based on regular progress-monitoring data. We believe that, based on your child's academic needs, this new program will better support them and help them achieve success.

Your child will continue to receive general classroom instruction along with the additional support indicated below. Please sign, date, and return this letter acknowledging receipt of this notification of change.

If you have any questions, please do not hesitate to contact the classroom teacher or service provider that is currently working with your child.

Thank you for your consideration in this matter.

Sincerely,

[PRINCIPAL]

Child's Name _____

Room No. _____

Your child currently has _____ with

Your child will begin having _____ with

Parent/Guardian Signature _____

Date _____

Apéndice F.3: Aviso de cambio en el servicio o proveedor

Aviso de cambio en el servicio o proveedor

Fecha _____

Estimado(a) padre/madre/tutor(a):

Como sabe, su hijo(a) ha estado recibiendo servicios de intervención académica fuera del salón de clases. Según el progreso y la respuesta a esta intervención de su hijo(a), hemos seleccionado un programa más adecuado para él/ella. La decisión se basa en datos de la supervisión del progreso regular. Creemos que, según las necesidades académicas de su hijo(a), este nuevo programa le brindará un mejor apoyo y le ayudará a tener éxito.

Su hijo(a) continuará recibiendo enseñanza general en el salón de clases junto con el apoyo adicional que se indica abajo. Firme, escriba la fecha y devuelva esta carta con acuse de recibo de esta notificación de cambio.

Si tiene alguna pregunta, no dude en comunicarse con el maestro del salón de clases o con el proveedor del servicio que actualmente trabaja con su hijo(a).

Gracias por su consideración en este asunto.

Atentamente,

[DIRECTOR(A)]

Nombre de su hijo(a) _____

N.º de salón _____

Actualmente, su hijo(a) tiene _____ con
_____.

Su hijo(a) comenzará a tener _____ con
_____.

Firma del/de la padre/madre/tutor(a) _____

Fecha _____

Committee of Special Education

DOCUMENTATION OF THE DETERMINATION OF ELIGIBILITY FOR A STUDENT SUSPECTED OF HAVING A LEARNING DISABILITY

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on special education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for _____, which indicates that the student:
 - has a learning disability requiring special education services.
 - does not have a learning disability.

2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:

3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicate:

4. The educationally relevant medical findings, if any, indicate:

5. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c), consider:
 - Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.

AND

 - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:
 - The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written

expression, basic reading skills, reading fluency skills, reading comprehension, mathematical calculation, mathematics problem solving;

AND

- The student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);

OR

- Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

AND

- The student's learning difficulties are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

- The following instructional strategies were used and student-centered data was collected:

AND

- Document how parents were notified 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 the parents' right to request an evaluation for special education programs and/or services.

CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student’s regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
District Representative			
Parent of Student			
Regular Education Teacher			
Special Education Teacher			
School Psychologist			
Parent Member			
Other (Specify)			

Date:

Response to Intervention

RtI is a school-wide, multi-tiered, data-driven framework that allows teachers to assist any child identified as needing academic and/or behavioral support. RtI is used for any student whether they are working below grade level or are gifted and not meeting their full potential.

Glossary of Terms

Data Management System	A data management system facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data which automatically graphs data against student, classroom, school, district or national norms or targets.
Assessment	Assessment is the process of measuring and documenting what students have learned.
Benchmark tests	A benchmark test is a short assessment (can be as short as 2-3 minutes) given at the beginning, middle, and end of year to establish baseline achievement data and progress which are administered every 4-6 weeks.
Curriculum-Based Measurement (CBM)	A CBM is a method of monitoring student progress through a curriculum. Uses short, formative assessments that are comprised of observation, summaries, on-going assessments and reviews that provide instructional feedback for the teacher to administer with the student.
Data Point(s)	Data point(s) refers not only to numerical data from standardized assessments and/or intervention programs, but also to information collected during student observations, reviews of student work, interviews with students/families, etc.
Data-Based Decision Making	Data-Based Decision Making is the process of planning for student success (academic and behavioral) through the use of ongoing progress monitoring and analysis of data.
Differentiated Instruction	Differentiated Instruction is a method of instruction that matches the specific strengths and needs of each learner.

Fidelity	Fidelity is the implementation of a program, system or intervention exactly as designed so that it is aligned with research and ensures the largest possible positive outcome.
Frequency	Frequency is the number of times a child receives an intervention in a given time frame (e.g., daily, twice weekly.)
Gap Analysis	Gap Analysis is a tool for measuring the difference between the student's current level of performance and benchmark expectations.
Intensity	Intensity is the length of time during which a child receives an intervention (e.g., 30 minutes.)
Interventions	Interventions are instructional strategies and curricular components used to enhance student learning.
Positive Behavior Support	Positive Behavior Support is the proactive school-wide approach for teaching and improving socially acceptable behavior.
Problem Solving Team	A Problem Solving Team is a collaborative team that meets to evaluate student data, plan interventions and monitor student progress.
Progress monitoring	Progress monitoring is used to frequently check data for student progress towards success. Most often, progress monitoring data comes from short (2-3 minute), normed assessment probes given every 1-4 weeks.
Multi-tiered intervention model	The Multi-tiered intervention model is a continuum of instruction, where each tier provides increasingly intense interventions and levels of support in addition to previously provided instruction
Research-Based Interventions	Research-Based Interventions are instructional strategies and curricular components that have been validated as effective by experimental design studies that: a) have been applied to a large study sample, b) show a direct correlation between the intervention and student progress,

and
c) have been reported in peer-reviewed journals.

Appendix I: Frequently Asked Questions

Frequently Asked Questions

1. What is “Response to Intervention”?

Response to Intervention is a school-wide, multi-tiered, data-driven framework that allows teachers to assist any child identified as needing academic and/or behavioral support. RtI is used for any student whether they are working below grade level or are gifted and not meeting their full potential.

2. How do students move between Tiers?

Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/or behavioral concerns. Essentially, students move between tiers based on the gap demonstrated through progress monitoring as well as with the intensity level of the intervention.

3. What is a Problem Solving Team?

A Problem Solving Team is a group of teachers and school staff who meet regularly to evaluate student data, plan interventions and monitor student progress. Different staff members may be part of the team depending on the needs of the student.

4. What is an intervention?

An intervention is an instructional strategy or curricular component used to enhance student learning. Interventions are systematic and targeted in the area of identified need and designed to improve student performance toward a measurable goal.

5. How do I know my student is progressing?

Response to Intervention uses short, frequent tests (about 1-3 minutes each) to find out whether a student is making progress. The results are often displayed using a graph. The graph will provide valuable information about student progress and how he or she is performing in relation to a standard benchmark.

6. Is a student ever involved in more than one intervention at a time?

Students should typically participate in one intervention at a time for individual skill deficits. However, in some situations a student may be participating in a standard protocol intervention such as a flexible reading group to address reading skills in general, but may also be in a more intense (Tier III) intervention to address the specific skill deficit. Additionally, a student may participate in more than one intervention if there are a variety of skill deficits in different academic or behavior areas.

7. How will parents be involved in supporting the learning needs of their children?

Parents will be encouraged to communicate with teachers and school staff who are providing instructional support to the student in order to review the student’s progress. Additionally, parents should read with their child on a consistent basis and/or engage in other activities that promote positive growth in skills.

They should:

1. Model an example of how fluent reading sounds
2. Ask the child probing questions about the book and connect the events to his/her life
3. Help the child go back to the text to support his/her answers
4. Discuss the meaning of unknown words, both those he/she reads and those he/she hears
5. Use environment and technology to build the child's phonemic skills

In the case where the parent is not English proficient, reading to a child in their native language is equally important.

* For additional information please visit <http://www.nysrti.org/docs/RtI-Parent-Guide.pdf>

Appendix J: Resources Used in Writing the Plan

Resources Used in Writing the Glen Cove RtI Plan

1. Response To Intervention: Guidance for New York State School Districts – October 2010 www.nysrti.org
2. New York State Response to Intervention Parent Guide www.nysrti.org
3. National Center on Response to Intervention – www.rti4success.org
4. RtI Action Network – www.rtinetwork.org

Glen Cove School District

Shared Consensus
Entrance to AIS/Reading Program Form

As per the Glen Cove RTI District Plan, students receive TIER III services based upon conversations with the building principal, AIS/reading teachers, and classroom teacher, resulting in a shared consensus that the student requires TIER III interventions in order to fully access the curriculum. Conversations focus on data that points to students requiring intensive services to meet the appropriate benchmarks set by the district and New York State.

Student Name _____ Grade _____ Date _____

- ❖ List all parties present and responsible for the shared consensus decision.
- ❖ Please sign to acknowledge the approval of the decision that has been made by the above mentioned personnel within the RTI Plan.

Classroom Teacher: _____

AIS/Reading Provider(s): _____

Principal: _____

Other(s) _____

Consensus for Plan Implementation

<u>Instructional Program</u>	<u>Service Provider</u>	<u>Frequency</u>	<u>Length Per Session</u>

- [Instructional Support Team/RtI Academic/Behavior Referral Form \(K-5\)](#)
- [IST Minutes--Initial Meeting](#)
- [IST Minutes--Follow-up IST](#)
- [IST/RtI Student History Sheet](#)
- [Parent Notification Letter for Tier III Services](#)
- [Parent Notification Letter for Exiting Tier III Intervention](#)
- [CSE Information](#)