

Plainview-Old Bethpage Central School District



Response to Intervention Plan



2020 - 2021

Acknowledgements

Response to Intervention Committee 2020 - 2021

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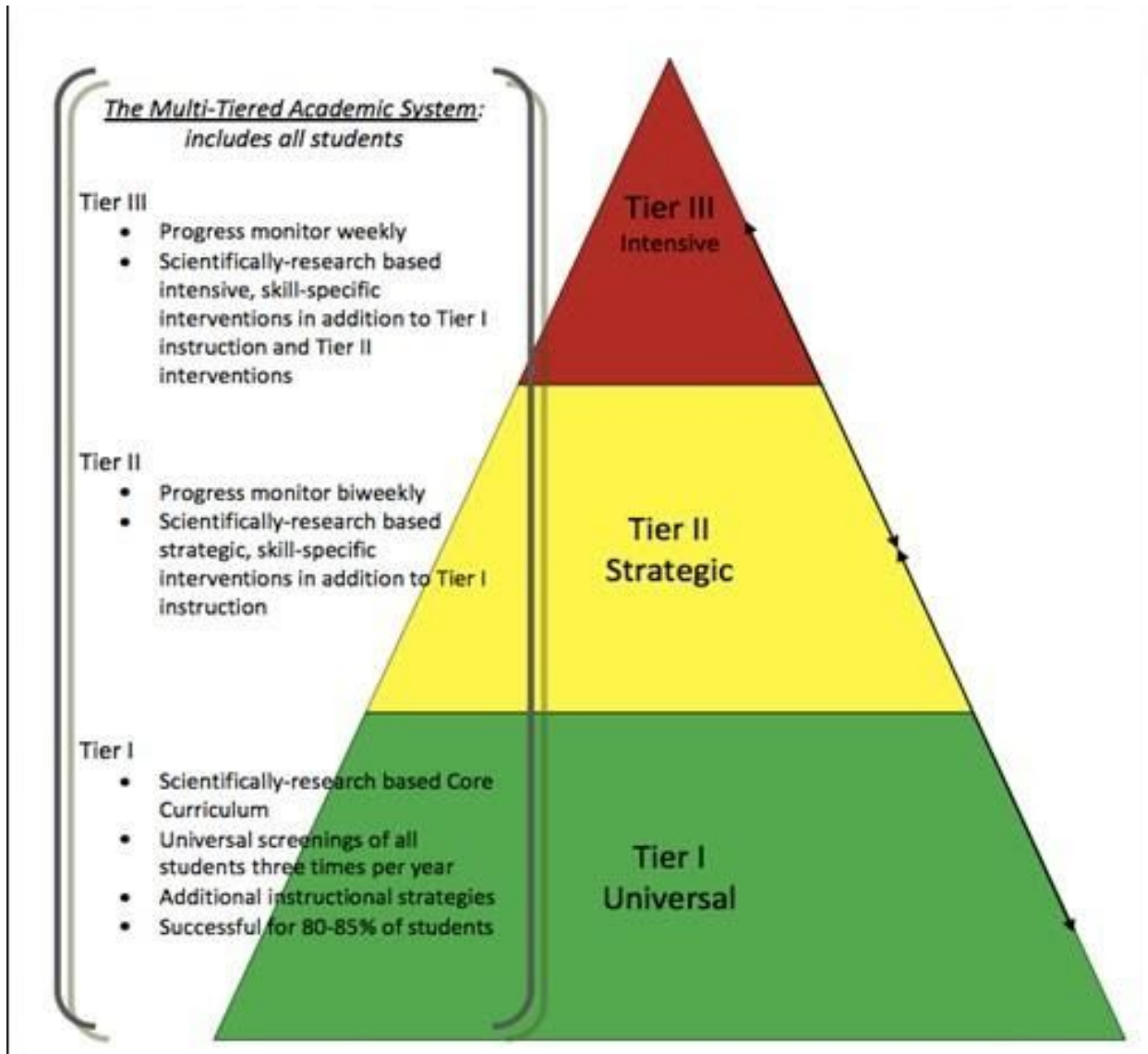
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What is Response to Intervention (RtI)?

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high- quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. All interventions begin at the classroom level; a student's response to the classroom interventions determines the subsequent course of intentions as outlined below. There are two major goals of the RIT process:

(1) To prevent academic problems and (2) To determine students with learning disabilities.



Definition of Terms

Multi-Tiered System:

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program.

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1.

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention.

Core Literacy Program: Researched-based literacy program that addresses the Big Five (phonemic awareness, phonics, vocabulary, fluency, and comprehension) provided by qualified teachers.

Instructional Interventions: Classroom interventions to be used with students who are not progressing with their like-peers; i.e.: strategy groups, center work, one-on-one conferencing, online tools, etc...

Universal Screener: Assessment tool used on at least 95% of the population three times a year to help ensure early identification of students potentially at risk, and the areas in which they may experience difficulty. **Progress Monitoring:** The practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.

Fidelity: Fidelity of the process at the school level means consistency with which the various components are implemented across classrooms and grade levels. Fidelity of implementation means:

1. intervention/instruction is delivered in the way in which it was designed to be delivered;
2. screening and progress monitoring procedures are administered in a standardized manner, and an explicit decision-making model is followed;
3. instruction and interventions are implemented consistent with research or evidence-based practice;
4. staff receive appropriate professional development; and,
5. administrators provide supervision and serve as instructional leaders

Benchmark: Standard, or a set of standards, used as a point of reference for evaluating performance or level of quality. (See reading-level benchmarks on next page)

Independent Reading Level:

At Levels A-K:

- 95-100% accuracy with excellent or satisfactory comprehension

At Levels L-Z:

- 98-100% accuracy with excellent or satisfactory comprehension

Instructional Reading Level:

At Levels A-K:

- 90-94% accuracy with proficient/approaching proficient comprehension

At Levels L-Z:

- 95-97% accuracy with proficient/approaching proficient comprehension

Regrouping: Week following RtI Data Meetings when reading teachers conduct in-depth reading evaluations on newly identified students and resort their existing groups according to new entrants to Tier II and Tier III interventions, and prepare transitional classroom support strategies for teachers and parents for students exiting reading services.

SWAT School-Wide Assessment Team: Team of reading teachers and AIS providers, who along with classroom teachers, benchmark a class.

Literacy Profile: Individual student report created by reading specialist which explains the reading assessment results, the areas of reading in need of remediation (diagnosis), and the intervention program that will address the needs identified (prescription).

Data-Based Decision Making (K - 8)

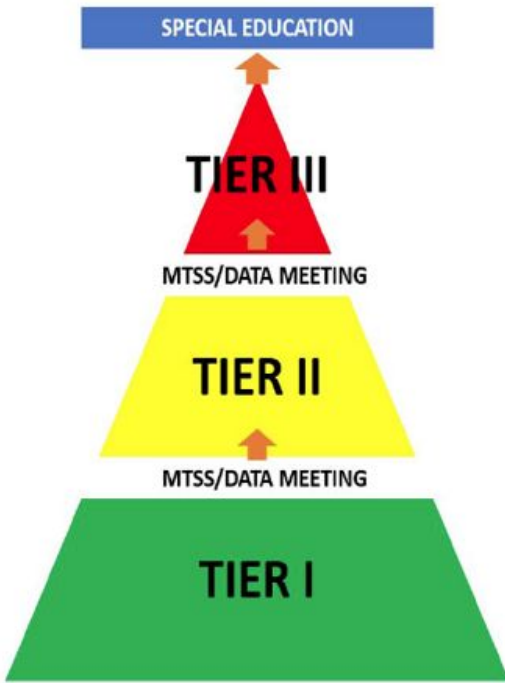
Tiered Entrance Criteria

<u>Universal Screener Performance Levels</u>	<u>Interventions/Progress Monitoring</u>
<p>NWEA MAP (Low)- Below the 21st Percentile (2-8) <u>or</u> Aimsweb Plus- 1st - 10th Percentile (K-1) <u>or</u> NYS ELA Level 1 or 2 (Gr. 3-8) <u>and/or</u> F & P Benchmark (K-5)- Below Instructional Level</p>	<p><i>RTI Data Team determines appropriate Tier 2 or Tier 3 Intervention</i></p> <ul style="list-style-type: none"> ● 5x/6 or 6x/6 Research-based Intervention delivered by Reading/AIS Teacher ● Progress Monitoring <ul style="list-style-type: none"> ○ AIMSWeb Plus Bi-Weekly Progress Monitoring (K-1) ○ Research-Based Intervention Bi-Weekly Progress Monitoring System
<p>NWEA MAP (Low Average) 21st- 40th Percentile (2-8) <u>or</u> Aimsweb Plus - 11th - 25th Percentile (K-1) <u>and/or</u> F & P Benchmark (K-5)- Below/Approaching Instructional Level</p>	<p><i>RTI Data Team determines appropriate Tier 2 Intervention</i></p> <ul style="list-style-type: none"> ● 3x/6 or 5x/6 Research-based Intervention delivered by Reading/AIS Teacher ● Progress Monitoring <ul style="list-style-type: none"> ○ AIMSWeb Plus Bi-Weekly Progress Monitoring (K-1) ○ Research-Based Intervention Bi-Weekly Progress Monitoring System
<p>NWEA MAP (Average) 41%-60% (2-8) <u>or</u> Aimsweb Plus - 26th - 74th Percentile (K-1) <u>and/or</u> F & P Benchmark (K-5) - Approaching/On Grade Instructional Level</p>	<p><i>RTI Data Team Recommends Classroom Interventions</i></p> <ul style="list-style-type: none"> ● Literacy Profile Developed by Reading/AIS Teacher ● 2x/6 Guided Reading Group Instruction delivered by Classroom Teacher ● Monthly Progress Monitoring with F & P Benchmarks
<p>NWEA MAP (High Average) 61-80% (2-8) <u>or</u> Aimsweb Plus - 75th - 89th Percentile (K-1) <u>and/or</u> F & P Benchmark (K-5)- On/Above Instructional Grade Level</p>	<p><i>No RTI Services</i></p> <ul style="list-style-type: none"> ● Research-Based Core Literacy Program <ul style="list-style-type: none"> ○ Teachers College Reading and Writing Workshop ○ Foundations
<p>NWEA MAP (High) %tile> 80 (2-8) <u>or</u> Aimsweb Plus - 90th - 99th Percentile (K-1) <u>and/or</u> F & P Benchmark (K-5)- On/Above Instructional Grade Level</p>	<p><i>No RTI Services</i></p> <ul style="list-style-type: none"> ● Research-Based Core Literacy Program <ul style="list-style-type: none"> ○ Teachers College Reading and Writing Workshop ○ Foundations

RTI Structure

Elements	Tier 1 Classroom Teacher	Tier 2 Reading Specialist/ Classroom Teacher	Tier 3 Reading Specialist
Who/ Group size	<i>All students/ Whole class instruction with small group work and one-on- one conferencing</i>	<i><20% of students/ Homogeneous groups of 3-5 students</i>	<i><5% of students/ Homogeneous group of 1-3</i>
What	<i>Core literacy program</i>	<i>Tiered Interventions on following page</i>	<i>Tiered Interventions on following page</i>
Where	<i>General education classroom</i>	<i>pull-out or in general education classroom</i>	<i>pull-out</i>
Intensity	<i>Daily 80-90 minute block</i>	<i>3-5 times/6-day cycle 30 minutes/one class period (intermediate)</i>	<i>5-6 days/ 6-day cycle 30 minutes/one class period (intermediate)</i>
Duration	<i>Time between benchmarks September-November December-March April-June General education interventions and progress- monitoring by classroom teacher should last 5-6 weeks</i>	<i>12-24 weeks depending on the factors such as:</i> <ul style="list-style-type: none"> • <i>Skills to be learned</i> • <i>Rate of student's progress</i> • <i>Student progress as compared with his/her like-peers</i> • <i>Reviewed at RTI Meeting</i> 	<i>3-6 months depending on factors such as:</i> <p><i>Skills to be learned</i></p> <ul style="list-style-type: none"> • <i>Rate of student's progress</i> • <i>Student progress as compared with his/her like-peers</i> • <i>Reviewed at RTI Meeting</i>
Universal Screener & Progress Monitoring	<i>Fountas & Pinnell Benchmark assessments (to determine independent reading level)</i> <ul style="list-style-type: none"> • <i>K-2nd grades: SWAT Team (classroom teacher and reading teachers)</i> • <i>3rd & 4th grades: classroom teacher</i> 	<ol style="list-style-type: none"> 1. <i>Running Records-throughout Tier 2 intervention service</i> 2. <i>AimsWeb: Grades K-2 Reading Inventory/NWEA: Grades 3-4 When beginning Tier 2 and before subsequent benchmark</i> 	<ol style="list-style-type: none"> 1. <i>Running Records-throughout Tier 3 intervention service</i> 2. <i>AimsWeb: Grades K-2 Reading Inventory; Grades 3-4 When beginning Tier 3 and before subsequent benchmark</i> 3. <i>Data assessment from specific programs (i.e., Wilson, System 44/Read 180)</i>

Tiered Interventions



Small Group/ 1:1 Interventions
Read 180 Universal
Wilson Reading
Just Words
System 44
Lindamood Bell Seeing Stars
Lindamood Bell Visualizing and Verbalizing
Read Naturally

Small Group Interventions (Literacy Profile Recommendations)
Guided Reading/Strategy Groups
Leveled Literacy Intervention
Foundations Double Dose

Teachers College Reading and Writing Workshop
Foundations

Timelines 2020-21

Benchmarking Dates	Literacy Profile	RTI Meetings	Progress Monitoring
Classroom teachers complete the F&P Benchmark Assessment to determine Instructional Level Classroom teachers highlight students scoring 2 levels below expected	Reading teachers administer further testing & assess F&P to highest Instructional Level	<i>Meeting to discuss the results of the Literacy Profiles, plan/schedule next round of interventions, exit students who have reached proficiency</i>	Meeting to discuss the status and progress of current reading students (5-7 weeks into remediation)
WHO: <i>Classroom Teachers</i>	WHO: <i>Reading Teachers</i>	WHO: <i>Principal, Literacy Coordinator, Reading and Classroom Teachers, when necessary</i>	WHO: <i>Principal, Reading Teachers, Literacy Coordinator, PPS Asst. Dir.</i>
Sept. 14-Oct. 7	Literacy Profiles Mid/Late Oct.	N/A	N/A
Nov 16 - Nov. 30	Dec. 1- Dec. 7	Dec. 7- Dec. 11 (1 day)	Feb. 1- Feb. 5 (1 day)
Mar. 1 -Mar. 12	Mar 15- Mar. 19	Mar 22- Mar. 26 (1 day)	May 10- May 14 (1 day)
June 1- June 11	N/A	June 14 - June 18 (1 day)	N/A

Students with the following INSTRUCTIONAL levels or below would be further assessed by the reading team:

December	March	June
K- CAP 1- Level D 2- Level I 3- Level L 4- Level O	K- Level A 1- Level F 2- Level J 3- Level M 4- Level P	K- Level B 1- Level H 2- Level K 3- Level N 4- Level Q

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D / E
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

RTI Parent Notification Letter 2020-2021

School Letterhead

Date

Dear Parent/Guardian,

To support the Plainview-Old Bethpage Central School District’s mission to meet each student’s academic needs, we provide high-quality core instruction for every student as well as additional learning opportunities for those who may need Academic Intervention Services.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. The RTI process begins with high-quality instruction and universal screening of all children.

We have recently completed the benchmark testing that is required by our RTI Plan. This benchmark assessment is designed to identify whether your child needs additional and/or more intensive reading instruction. Struggling readers are provided with support by the classroom teacher or with additional support by a reading teacher based on recommendation by our RTI Team.

Your child’s benchmark results have been discussed by our RTI Team. We have determined that you child, _____, would benefit from additional support in the following area(s):

_____ **Early Literacy Skills:** This means the skills needed to begin to learn to read. These skills include knowing the names and sounds of letters, understanding rhyming, and recognition of the beginning sounds in words. These skills are important because they are necessary before children can learn to read.

_____ **Decoding:** This means being able to recognize and sound out words. This is important because it is the foundation of reading.

_____ **Fluency:** This means reading quickly with few mistakes. This skill is important because students need to be able to read fluently to help them understand what they read.

_____ **Comprehension:** This means understanding what was read. This skill is important because the main purpose of reading is to comprehend.

Your child, _____, will be receiving support as follows:

_____ Small Group Instruction provided by your child’s classroom teacher.

_____ Small Group Instruction provided by _____, Reading Teacher.

Your child's progress will be continually monitored and reviewed by our RTI Team.

Sincerely,

Principal

Literacy Profile Report

Sample



Student Name:
Date:

Grade:
Evaluator:

Background of Student: Sadie is a 3rd grade student who has been in remedial reading since 1st grade. Her classroom teacher and parents report that Sadie's reading has not improved despite remedial reading where she has been receiving Wilson. Sadie is improving in Wilson, moving from Step 1 to Step 4; however, her Fountas and Pinnell level (November 2018) has remained at a level K, the level she was at in March 2018 of 2nd grade. She has worked on System 44 in her classroom and in November 2018 took the Reading Inventory.

Description of Assessments:

Reading Inventory:

F&P (highest instructional level)

(all miscues graphonically consistent, many word omissions, limited self-correcting, oral reading rate 117 WCPM)

Wilson

Explanation of Results

(Include areas of strengths and weaknesses)

Determination of Intervention

(Explain type of intervention, how it will address the determined weaknesses, and expected progress)

Recommended Classroom Support

(Describe what the classroom teacher can do in small groups with this student to support the intervention(s) being used)