Plainview-Old Bethpage Central School District
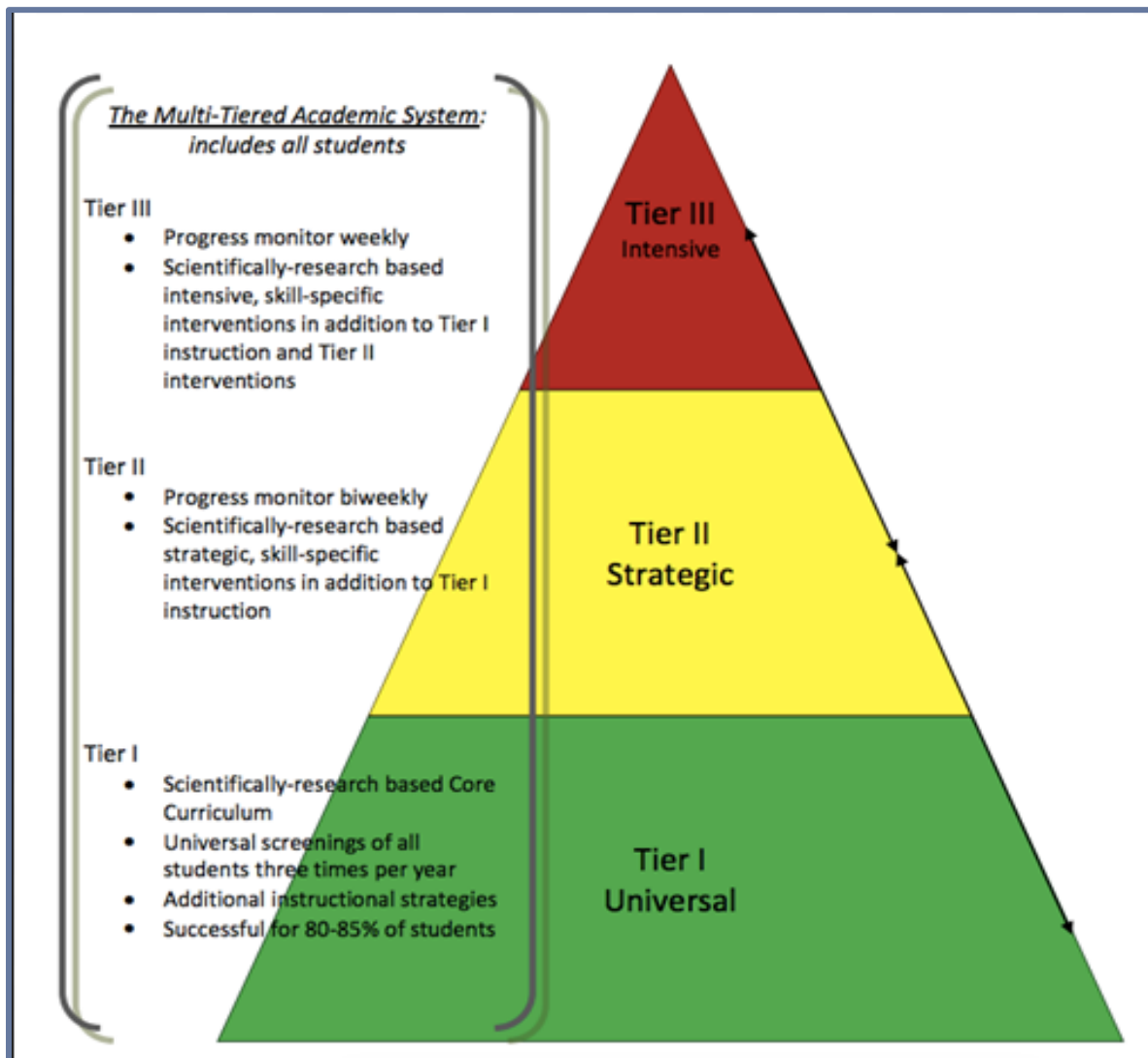
Response to Intervention Plan

Revised 2019

Acknowledgements

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What is Response to Intervention (RtI)?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins 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.

The Multi-Tiered Academic System:
includes all students

Tier III
- Progress monitor weekly
- Scientifically-research based intensive, skill-specific interventions in addition to Tier I instruction and Tier II interventions

Tier II
- Progress monitor biweekly
- Scientifically-research based strategic, skill-specific interventions in addition to Tier I instruction

Tier I
- Scientifically-research based Core Curriculum
- Universal screenings of all students three times per year
- Additional instructional strategies
- Successful for 80-85% of students

Tier III
Intensive

Tier II
Strategic

Tier I
Universal

Definition of Terms

Multi-Tier 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 or above 95% accuracy with comprehension. *Specifically:*

At Levels A-K:
● 95-100% accuracy with excellent or satisfactory comprehension

At Levels L-Z:
● 98-100% accuracy with excellent or satisfactory 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 teacher, 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).

RtI Structure

Elements	Tier I Classroom Teacher	Tier 2 Reading Specialist	Tier 3 Reading Specialist
Who/ Group size	*All students/ Whole class instruction with small group work and one-on-one conferencing*	*<20% of students/ Homogeneous groups of 3-5 students*	*<5% of students/ Homogeneous group of 1-3*
What	*Core literacy program*	*Leveled Literacy Intervention Fundations Double Dose System 44 Just Words*	*Leveled Literacy Intervention Fundations Double Dose Read180 System 44 Wilson*
Where	*General education classroom*	*pull-out*	*pull-out*
Intensity	*Daily 80-90 minute block*	*4-5 times/6-day cycle 30 minutes/one class period (intermediate)*	*5-6 days/ 6-day cycle 30 minutes/one class period (intermediate)*
Duration	*Time between benchmarks September-November December-March April-June General education interventions and progress-monitoring by classroom teacher should last 5-6 weeks*	*12-18 weeks depending on the factors such as:* ● *Skills to be learned* ● *Rate of student's progress* ● *Student progress as compared with his/her like-peers*	*3-6 months depending on rate of progress as compared with his/her like-peers*
Universal Screener & Progress Monitoring	*Fountas & Pinnell Benchmark assessments (to determine independent reading level) -K-2nd grades: SWAT Team (classroom teacher and reading teachers) -3rd & 4th grades: classroom teacher*	*1. Running Records-throughout Tier 2 intervention service 2. AimsWeb: Grades K-2 Reading Inventory/NWEA: Grades 3-4 When beginning Tier 2 and before subsequent benchmark*	*1. Running Records-throughout Tier 3 intervention service 2. AimsWeb: Grades K-2 Reading Inventory: Grades 3-4 When beginning Tier 2 and before subsequent benchmark 3. Data assessment from specific program (Wilson, System 44/Read 180)*

Timelines
2019-20

Benchmarking Dates	RtI Meetings	Reading Teacher Lit Profile/ Regrouping	Progress Monitoring
Classroom teachers complete the F&P Benchmark Assessment to determine Independent Level	**Classroom teachers highlight students scoring *2 levels below expected* *Independent Level***	**Reading teachers administer RI/AimsWeb & assess F&P to highest Instructional Level** **POB Literacy Profile**	**Meeting to discuss the status and progress of current reading students**
WHO: *Classroom Teachers and/or SWAT*	**WHO**: *Principal, Reading and Classroom Teachers*	**WHO:** *Reading Teachers*	**WHO**: *Principal, Reading Teachers, Literacy Coordinator*
Nov 1st-13th	Nov 14th-18th (select 1 day)	Nov 19th-22nd	Dec 16th-20th
Mar 2nd- 9th	Mar 10th-13th (select 1 day)	Mar 16th-19th	Apr 27th-May 1st
May 27th-June 2nd	June 3rd-10th (select 1 day)	June 11th-17th	June 18th-22nd

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

November	March	June
K 1- Level C 2- Level H 3- Level L 4- Level O	K- Level CAP 1- Level E 2- Level J 3- Level M 4- Level P	K- Level B 1- Level G 2- Level K 3- Level N 4- Level Q

Instructional Benchmark Levels

	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

Independent Benchmark Levels

November	March	June
Progress Report	**Kindergarten** 1- Early Emergent 2- A 3- B 4- C or above	**Kindergarten** 1- A 2- B 3- C/D 4- E or above
First Grade 1- B or below 2- C 3- D/E 4- F or above	**First Grade** 1- D or below 2- E 3- F/G 4- H or above	**First Grade** 1- E or below 2- F/G 3- H/I 4- J or above
Second Grade 1- F or below 2- G/H 3- I/J 4- K or above	**Second Grade** 1- H or below 2- I 3- J/K 4- L or above	**Second Grade** 1- I or below 2- J 3- K/L 4- M or above
Third Grade 1- J or below 2- K 3- L/M 4- N or above	**Third Grade** 1- K or below 2- L 3- M/N 4- O or above	**Third Grade** 1- L or below 2- M 3- N/O 4- P or above
Fourth Grade 1- M or below 2- N 3- O/P 4- Q or above	**Fourth Grade** 1- N or below 2- O 3- P/Q 4- R or above	**Fourth Grade** 1- O or below 2- P 3- Q/ R 4- S or above
Fifth Grade 1- P or below 2- Q 3- R/S 4- T or above	**Fifth Grade** 1- Q or below 2- R 3- S/T 4- U or above	**Fifth Grade** 1- R or below 2- S 3- T/ U 4- V or above

Levels noted in **bold red print** indicate the student is **just on grade level** and needs daily reading with support in order to maintain grade level expectations. Parents should be well informed of their child's reading progress throughout the school year.

Appendices

- [Data and Intervention Placemat](#)
- [Building Literacy Assessment Sheet](#)
- RtI Data Meeting Spreadsheet
- [RtI Parent Notification Letter](#)
- Building RtI Data Meeting Report
- [RtI Presentation](#)
- Tier 1 Classroom Intervention Bank
- [POB Literacy Profile](#)

(School Heading)

Date:

Dear Parent or Guardian,
We have recently completed the benchmark testing that is required by our Response to Intervention Plan. This benchmark assessment is designed to identify whether your child is ready to read on grade level (Tier 1) or whether your child needs additional and/or more intensive reading instruction (Tier 2 or Tier 3).
Your child's benchmark results and classroom performance have been discussed by our RtI team. We have determined that your child would benefit from placement in:
_____Tier 1: REGULAR CURRICULUM + enrichment activities
_____Tier 2: REGULAR CURRICULUM + additional instruction
_____Tier 3: REGULAR CURRICULUM + additional, more intensive support
Your child will be placed in a skill group starting on _____. This group will work on the following skill(s):

       _____ **Early Literacy Skills:** This means the skills needed to begin to learn to read. This includes 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.

Our reading specialist and classroom teacher will continue to monitor the progress of your child and you kept apprised of his/her progress while receiving this additional support.
If you have any questions about this assessment or the recommendation, kindly contact me.
Sincerely,

School Principal

Literacy Profile Report
Sample

Student Name: Sadie T.   **Grade:** 3
Date: **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: 375L
F&P (highest instructional level)   K
(all miscues graphonically consistent, many word omissions, limited self-correcting, oral reading rate 117 WCPM)
Wilson   Step 4

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)