

East Greenbush Central School District



Response to Intervention and Academic Intervention Services Plan

2016-2017

A handbook for parents and educators detailing supports and services for students at risk of not meeting the New York State Learning Standards.

Review Committee

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Meeting Dates

February 7/2016 - Review Meeting: Reading Department Chairpersons, Assistant Superintendent for Curriculum and Instruction and Assistant Principal Goff.

March 4, 2016 - Review Meeting: AIS and Reading Teachers, Reading Department Chairpersons.

June 8, 2016 - Revision Review: Reading Department Chairpersons, Assistant Superintendent for Curriculum and Instruction.

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Introduction: Academic Intervention Services Program and Response to Intervention Plan

All students who are at risk of not meeting the New York State Learning Standards are eligible to receive Response to Intervention Services (RtI) and or Academic Intervention Services (AIS). Both service models provide targeted support during the instructional day. Effective July 1, 1999 all school districts were required to provide Academic Intervention Services for students who score below state designated performance levels on New York State exams. Effective July 1, 2012 all school districts in New York State were required to implement a Response to Intervention process in kindergarten through fourth grades prior to referring a student to the Committee on Special Education to be considered as a student with a disability. Both support levels are required to utilize scientific research based programs that include systematic instruction. Academic Intervention services are also provided to students who are referred through the building level Instructional Support Team.

The East Greenbush Central School District's Academic Intervention Services Program (AIS) and Response to Intervention Plan (RtI) was developed to meet the requirements of the Section 100.2 (ee) of the Commissioner's Regulations. The RtI program will be implemented at the K-5 grades and an AIS model of service will be delivered in grades 6-12, with a Reading Skills Class offered in Grade 6. A school district may provide a Response to Intervention (RtI) program in lieu of providing Academic Intervention Services (AIS) when an RtI program is made available at grade levels and subject areas (reading/math) for which the students are identified as eligible for AIS. All students who are otherwise eligible for AIS shall be provided such AIS services if they are not responding to the RtI program.

Mission Statement

The East Greenbush Central School District Academic Intervention Services Program and Response to Intervention Plan is designed to identify and provide supports and services to students at risk of not performing at grade level on the New York State Learning Standards in English Language Arts and math.

Instructional Support Team (IST)

The Instructional Support Team (IST) at each building is comprised of a building administrator, appropriate support service providers (which may include the school psychologist, occupational therapist, academic intervention teacher, speech/language teacher, special education teacher and or ESOL teacher), and the referring classroom teacher. The referring administrator, classroom teacher and or support provider must submit data associated with benchmark assessments, state established cut points associated with the New York State assessments, other formal and informal assessments, and progress with achieving the New York State Learning Standards for consideration to receive Academic Intervention Services.

Any student who experiences consistent academic, social-emotional, or behavioral problems may be a candidate for an IST review. This includes students beginning to display problems in regular education, as well as students with disabilities who are included in regular education programs. Students are identified for IST review by the building administrator, classroom teacher, other educators, and or school counselors. The referral process is provided in greater detail later in the document.

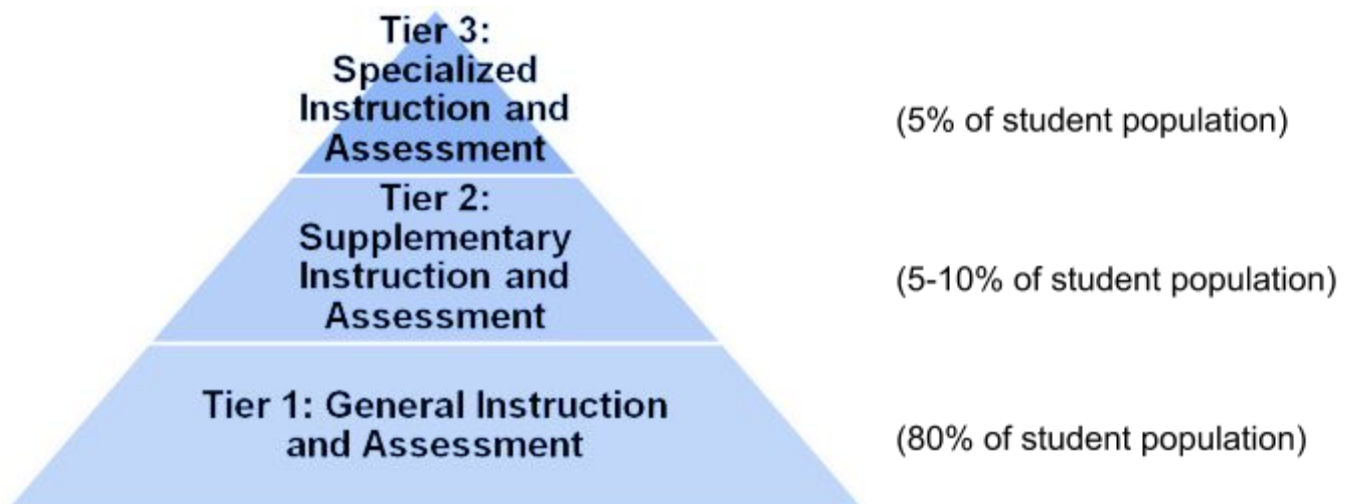
Introduction to the K-8 Response to Intervention Program

Response to Intervention (RtI) is a model used to provide high quality instruction and interventions that address student's individual needs by measuring the level of progress and performance of students over time. RtI is provided in the general education setting and is designed as an educational strategy "to close achievement gaps for all students including students at risk academically and behaviorally, students with disabilities, English Language Learners by preventing smaller learning problems from becoming insurmountable gaps" (NYSED, RTI Guidance Document, October, 2010).

RtI has also been shown to lead to more appropriate identification and development of interventions for students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student struggling to meet the standards set forth for all students might need changes in the nature of early intervention and instruction or might have a learning disability. Determining whether a student has a learning disability must rely on data-based information that leads to the determination that a student's learning difficulties are not the result of the lack of an appropriate instructional program or approach.

Universal Screening

The New York State Education Department (NYSED) requires a school-wide screening and intervention process prior to the identification of a student as a student with a learning disability by the Committee on Special Education. Universal screening is required three times a year for children in grades K-5 to initially identify students who will require closer monitoring and/or further assessment. Universal screening measures consist of brief assessments focused on target skills. School districts are allowed to select screening devices and then implement a multi-tiered intervention approach in response to identified deficits. Once a deficit is identified additional support is provided according to a New York State defined three tiered hierarchy of intervention intensity with minimum frequency, duration and group size requirements at each level.



Project IDEAL (Informing and Designing Education for all Learners)

Response to Intervention begins with high quality scientifically based research and evidence based instruction in the general education setting provided by the general education teacher. Instruction is matched to students' needs via the provision of differentiated instruction in the core curriculum areas. As a result of school-wide screening and progress monitoring, students who have not mastered critical skills or who are in danger of not making satisfactory progress are identified for supplemental instruction. This supplemental instruction may be provided by the general education teacher or an AIS provider. This supplemental instruction builds in intensity when it is determined that the student is not making adequate progress. After the student receives the most intensive level of instruction a referral for a comprehensive evaluation to determine eligibility for special education services may be recommended..

Reading in the early grades is a primary focus of the RtI process, as most students are identified with learning difficulties due to reading deficits. However, the process of data-based decision-making and the principles of RtI apply to other content areas, as well as to behavioral issues that may impact learning.

Progress Monitoring

Progress monitoring is used to assess student progress or performance in those areas in which there were identified deficits as being at-risk for failure. It is the method by which a teacher determines if a student is progressing at the expected rate from the instructional or intervention program. A student who is not responding adequately to Tier 1 instruction moves on to Tier 2 and increasingly intensive levels of intervention and instruction. Progress can be monitored by a variety of methods and should be short and easily administered by a classroom or AIS teacher.

Multi-Tier Service Delivery for English Language Arts and Math

Core instruction takes place in the general education classrooms and includes all students. Instruction is currently aligned with the New York State Learning Standards. Core instruction (Tier 1) includes differentiation based on the abilities of all students. All students' grades K-6 are provided with scientifically based research supported instructional approaches. In grades K-5 this includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension skills and strategies.

Tier 1 Instruction

K-5 Elementary

Fountas & Pinnell Universal Benchmark Screening is administered to all students two to three times a year. Teachers identify groups in their classes based on learner skills in order to differentiate instruction to meet the needs of all learners. Differentiated learning activities (e.g. mixed instructional grouping, use of learning centers, peer tutoring) are utilized to address individual needs. At the end of 5th grade all students are administered the Test of Silent Contextual Reading Fluency Assessment.

6-8 Middle School

The New York State Assessments, content area benchmark assessments, student work samples and the Test of Silent Contextual Reading Fluency Assessment are used as universal screening tools. Determinations about RtI are made using multiple measures and no one measure may be used to make RtI determinations. Differentiated learning activities such as mixed instructional groupings and materials, use of student- driven learning centers, and peer tutoring are utilized to address individual needs.

9-12 High School

The Test of Silent Contextual Reading Fluency Assessment and New York State Assessment 8th grade results are used to make determinations about services and supports in the 9th grade. Content area benchmark assessments, student work samples and overall ELA and Math achievement as used to make determinations for supports and services during grades 10-12. Classroom teachers also monitor students' performance and are able to refer students to the IST as needed.

Tier I Monitoring

Tier I monitoring is conducted by the building administrator and classroom teacher using state tests, universal screening assessments, content aligned benchmark assessments and student work samples.

Tier 2 Instruction

Tier 2 is the secondary level of intervention intended for students that are not making adequate progress in core instruction at the Tier 1 level, and who are mandated by New York State Exam scores. This instruction is provided in addition to, and not in place of, core instruction. Tier 2 interventions focus on areas of student need or weakness that are identified from the results of the universal screening in combination with various other literacy and math assessments. The interventions vary by curriculum focus, group size, frequency, and duration based on individual student needs and responsiveness.

Tier 2 Monitoring

Those students that have not performed above the New York State prescribed scaled score progress within the content area classes, who are determined not to need a tier 2 intervention after reviewing all student performance data, will be monitored as follows:

- K-5 – Monitoring will be the responsibility of the AIS teacher.
- 6-12 – Monitoring will be the responsibility of the Instructional Support Team and AIS Tier 2 providers.

Students that are monitored will receive trimester reports at the elementary level and quarterly progress reports at the secondary level. In order for a student not mandated for AIS to be considered for a Tier 2 intervention, the classroom or content area teacher providing Tier I services must submit a referral to the Instructional Support Team (IST). The request needs to be accompanied by a minimum of 3-4 weeks of data supporting the referral.

Tier 2 English Language Arts				
	<i>K to 2nd Grade</i>	<i>3rd thru 5th Grade</i>	<i>6th thru 8th Grade</i>	<i>9th thru 12th Grade</i>
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> Kindergarten Screening Data F & P Assessment Teacher recommendation based on tier 1 data IST recommendation 	<ul style="list-style-type: none"> Score less than proficient as determined by SED on NYS exam F & P Assessment Content Benchmark Assessments IST Recommendation 	<ul style="list-style-type: none"> Score less than proficient as determined by SED on NYS exam Score less than the 35th percentile on WRMT-3 Content Benchmark Assessments TORSCF Teacher recommendation based on tier 1 data 	<ul style="list-style-type: none"> Score less than proficient as determined by SED on NYS exam Score less than 35th percentile on WRMT-3 Content Benchmark Assessments TORSCF Teacher recommendation based on tier 1 data
<i>Providers</i>	<ul style="list-style-type: none"> Classroom Teachers AIS Reading Teachers ESL Teachers Special Education Teachers Other Highly Qualified Staff 			
<i>Location</i>	<ul style="list-style-type: none"> Classroom Literacy Labs Any alternate location to be determined by the school 			
<i>Group size</i>	5 students recommended	6 students recommended	Up to a maximum of 8 students recommended	8 students recommended
<i>Frequency</i>	<ul style="list-style-type: none"> Minimum of 90 minutes per week in addition to ELA block 		<ul style="list-style-type: none"> Every other day for 40 minutes 	
<i>Duration</i>	Length of time varies. Progress monitoring occurs frequently and if progress is not noted the IST will reconvene to adjust intervention			
<i>Programs</i>	<ul style="list-style-type: none"> See Appendix C 		<ul style="list-style-type: none"> STARS Comprehension Scholastic Scope/Action Magazine Rewards Decoding 	<ul style="list-style-type: none"> Eng. 9 – 11 core curriculum Scholastic Scope/Action Magazine
<i>Progress monitoring</i>	<ul style="list-style-type: none"> Curriculum based assessment Reading Street Assessment Specific Intervention Assessment 	<ul style="list-style-type: none"> Curriculum based assessment Reading Street Assessment Specific Intervention Assessment 	<ul style="list-style-type: none"> Common Core Benchmarks Test of Silent Conceptual Reading Fluency Power School Data CARS 	<ul style="list-style-type: none"> Curriculum Based Assessment Power School Data Specific Intervention Assessment
<i>Exit Criteria</i>	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data Proficiency score of ≥ 3 on the NYS Exam 	<ul style="list-style-type: none"> 35th percentile or greater in substeps of the WRMT – 3 Proficiency score of ≥ 3 on the NYS Exam Performing at grade level 	<ul style="list-style-type: none"> 35th percentile or greater in total reading WRMT – 3 Student is performing at grade level

Tier 2 Math				
	<i>K to 2nd Grade</i>	<i>3rd thru 5th Grade</i>	<i>6th thru 8th Grade</i>	<i>9th thru 12th Grade</i>
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> Teacher recommendation based on tier 1 data Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> Score less than proficient as determined by SED on NY State exam Content Area Benchmark Assessments Teacher recommendation based on tier 1 data Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> Score less than proficient as determined by SED on NYS Math exam Teacher recommendation based on tier 1 data Content Area Benchmark Assessments Pilot EasyCBM- Goff 	<ul style="list-style-type: none"> Score less than proficient on NYS Math exam Teacher recommendation based on tier 1 data Content Area Benchmark Assessments
<i>Providers</i>	<ul style="list-style-type: none"> Classroom Teachers AIS Math Teachers ESL Teachers Special Education Teachers Other Highly Qualified Staff 			
<i>Location</i>	<ul style="list-style-type: none"> Classroom Math Labs Any alternate location to be determined by the school 			
<i>Group size</i>	<ul style="list-style-type: none"> 5 students recommended 	<ul style="list-style-type: none"> 6 students recommended 	<ul style="list-style-type: none"> 8 students recommended 	<ul style="list-style-type: none"> 8 students recommended
<i>Frequency</i>	<ul style="list-style-type: none"> Minimum of ninety minutes per week in addition to classroom mathematics instruction 	<ul style="list-style-type: none"> Minimum of 20 minutes per week in addition to classroom mathematics instruction 	<ul style="list-style-type: none"> Every other day for 40 minutes 	<ul style="list-style-type: none"> Every other day for 40 minutes
<i>Duration</i>	<ul style="list-style-type: none"> Length of time will vary. If no progress is being noted after 8-12 weeks, IST will reconvene to determine what program adjustments can be made to ensure more progress. 			
<i>Programs</i>	<ul style="list-style-type: none"> EnVision Math 			
<i>Progress monitoring</i>	<ul style="list-style-type: none"> EnVision Math Diagnosis and Intervention System Focus Math Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> EnVision Math Diagnosis and Intervention System Focus Math Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> Unit pre and post Assessment Aligned Common Core teacher generated assessments Pilot EasyCBM- Goff 	<ul style="list-style-type: none"> Unit pre and post Assessment Aligned Common Core teacher generated assessments
<i>Exit Criteria</i>	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. A proficiency score of 3 or higher on the NYS Exams 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. A proficiency score of 3 or higher on the NYS Exams 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. 65 or better than on State Regents Exams

Tier 3 Instruction

Tier 3 provides targeted intervention intended for those students that do not respond to instruction at Tier 1 and 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. This Tier provides greater individualized instruction in an individualized or small group session. These services are considered supplemental instruction and are not intended to replace Tier 1 instruction.

Tier 3 Monitoring

Students will receive trimester progress reports at the elementary level and quarterly reports at the secondary level..

- K-5 – Monitoring will be the responsibility of the classroom and AIS teachers.
- 6-12 – Monitoring will be the responsibility of the Instructional Support Team and AIS Tier 2 providers.

Tier 3 English Language Arts				
	<i>K to 2nd Grade</i>	<i>3rd thru 5th Grade</i>	<i>6th thru 8th Grade</i>	<i>9th thru 12th Grade</i>
<i>Entrance Criteria</i>	Lack of progress on Tier 2 Intervention – need for additional intervention			
<i>Providers</i>	<ul style="list-style-type: none"> • Classroom Teachers • AIS Reading Teachers • ESL Teachers • Speech/Language Teachers • Special Education Teachers • School Psychologist • Other Highly Qualified Staff 			
<i>Location</i>	<ul style="list-style-type: none"> • Classroom • Guidance Office • Literacy Labs • Any alternate location to be determined by the school 			
<i>Group size</i>	<ul style="list-style-type: none"> • 3 students recommended 	<ul style="list-style-type: none"> • 4 students recommended 	<ul style="list-style-type: none"> • up to 2 students recommended 	<ul style="list-style-type: none"> • 2 students recommended
<i>Frequency</i>	<ul style="list-style-type: none"> • Five times per week for a minimum of 30 to 60 minutes per session in addition to classroom instruction 	<ul style="list-style-type: none"> • Five times per week for a minimum of 30 to 60 minutes per session in addition to classroom instruction 	<ul style="list-style-type: none"> • Every day for 40 minutes 	<ul style="list-style-type: none"> • Every day for 40 minutes
<i>Duration</i>	<ul style="list-style-type: none"> • Length of time will vary. If no progress is being noted after 8-12 weeks, IST will reconvene to determine what program adjustments can be made to ensure more progress. Minimum of 10 – 30 weeks. 			
<i>Programs</i>	<ul style="list-style-type: none"> • Leveled Literacy Instruction 	<ul style="list-style-type: none"> • Leveled Literacy Instruction 	<ul style="list-style-type: none"> • Wilson Language • Read 180 • System 44 • SRA Corrective Reading 	<ul style="list-style-type: none"> • Wilson Language • SRA Corrective Reading
<i>Progress monitoring</i>	<ul style="list-style-type: none"> • Fountas & Pinnell • Curriculum Based Measurement • Oral Reading Fluencies 	<ul style="list-style-type: none"> • Fountas & Pinnell • Curriculum Based Measurement • TOSCRF 	<ul style="list-style-type: none"> • Curriculum Based Assessment • Intervention Based Assessment • TOSCRF 	<ul style="list-style-type: none"> • Curriculum Based Assessment • Intervention Based Assessment
<i>Exit Criteria</i>	<ul style="list-style-type: none"> • Student is performing at grade level as evident from collected data. 	<ul style="list-style-type: none"> • Student is performing at grade level as evident from collected data. 	<ul style="list-style-type: none"> • Student is performing at grade level as evident from collected data. 	<ul style="list-style-type: none"> • Student is performing at grade level as evident from collected data.

Tier 3 Math				
	<i>K to 2nd Grade</i>	<i>3rd thru 5th Grade</i>	<i>6th thru 8th Grade</i>	<i>9th thru 12th Grade</i>
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> Teacher recommendation based on tier 1 data Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> Score less than proficient on NYS Math exam as determined by SED Teacher recommendation based on tier 1 data Content Area Benchmark Assessments Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> Score less than proficient on NYS Math exam as determined by SED Teacher recommendation based on tier 1 data Content Area Benchmark Assessment Pilot EasyCBM- Goff 	<ul style="list-style-type: none"> Score less than proficient on NYS Math exam Teacher recommendation based on tier 1 data
<i>Providers</i>	<ul style="list-style-type: none"> Classroom Teachers AIS Math Teachers ESL Teachers Speech/Language Teachers Special Education Teachers School Psychologist Other Highly Qualified interventionists 			
<i>Location</i>	<ul style="list-style-type: none"> Classroom Guidance Office Math Labs Any alternate location to be determined by the school 			
<i>Group size</i>	<ul style="list-style-type: none"> 3 students recommended 	<ul style="list-style-type: none"> 4 students recommended 	<ul style="list-style-type: none"> 3 students recommended 	<ul style="list-style-type: none"> 2 students recommended
<i>Frequency</i>	<ul style="list-style-type: none"> Recommended five times per week for a minimum of 30 minutes per session 	<ul style="list-style-type: none"> Recommended five times per week for a minimum of 30 minutes per session 	<ul style="list-style-type: none"> Every day for 40 minutes 	<ul style="list-style-type: none"> Every day for 40 minutes
<i>Duration</i>	<ul style="list-style-type: none"> Length of time will vary. If no progress is being noted after 8-12 weeks, IST will reconvene to determine what program adjustments can be made to ensure more progress. 			
<i>Programs</i>	<ul style="list-style-type: none"> EnVision Math 			
<i>Progress monitoring</i>	<ul style="list-style-type: none"> EnVision Math Diagnosis and Intervention System Focus Math Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> EnVision Math Diagnosis and Intervention System Focus Math Pilot EasyCBM- Bell Top 	<ul style="list-style-type: none"> Curriculum-Based Assessment Pilot EasyCBM- Goff 	<ul style="list-style-type: none"> Curriculum-Based Assessment
<i>Exit Criteria</i>	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. A proficiency score of 3 or higher on the NYS Exams 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data. A proficiency score of 3 or higher on the NYS Exams 	<ul style="list-style-type: none"> Student is performing at grade level as evident from collected data.

Process for Requesting an Instructional Support Team Review

If a student displays deficits in academics, social, emotional functioning, has physical or medical issues that interfere with instruction or any combination of the aforementioned areas, the following steps must be taken before a student is referred to the Committee for Special Education:

1. A referral is made to the Instructional Support Team using the building level form.
2. The principal sends a notice of an Instructional Support Team meeting to all team members.
3. The referral form is distributed to all team members 5 days in advance of the meeting.
4. The team members meet and follow the listed steps:
 - A. The presenting problem is described to the team and supported with relevant data (formative and summative assessment results, classroom work samples, attendance, behavioral and or medical records).
 - B. The Instructional Support Team reviews the history of documented interventions with frequency and duration provided.
 - C. The Instructional Support Team develops targeted goals and discusses possible scientifically based interventions.
 - D. A progress monitoring and review calendar is developed by the team.
 - E. The team assigns a liaison as a contact person to assist and follow-up.
 - F. the Instructional Support Team sets up a reconvene date to review progress and effectiveness of intervention.
 - G. If a learning disability is suspected, the Instructional Support Team will recommend trials of RTI or AIS. Support team members will work cooperatively with teachers to observe implementation of intervention. After three tiers of intervention have been implemented and data is collected that indicates a learning disability, a referral to the CSE will follow.

Academic Interventions Services Reporting and Recording Data

Parent Notification

Parents will receive the following notifications, as generated by RTIm Direct or letters generated by the building:

1. a commencement of service letter by October 15th
2. progress reports:
 - **K-5** -Three times a year in conjunction with general education report cards
 - **6-12** -Suggested notification four times a year in conjunction with general report cards and four mid quarter progress comments on mid-term reports and
3. a discontinuation letter or report card notification upon completion of intervention.

Data Collection

Tier 1: Data for all modifications and differentiation of content performed in the regular classroom will be maintained by the content area or classroom teacher.

Tier 2 and 3: All data for tier 2 and 3 will be tracked via the RTIm Direct online system. All Tier 2 or 3 interventions will be maintained in the system. Details of the intervention will include:

- provider
- beginning and ending date of the intervention
- frequency of intervention
- frequency of monitoring
- method of collecting and presenting data
- progress reports
- intervention details
- method for intervention delivery
- parent notifications and or
- assessment scores.

Appendix A - Definitions of Terms

Elementary K-5

Push –In: students receiving push-in services will have an additional instructor in their designated academic class to clarify concepts, and work with students independently and/or in small groups.

Pull-out: students receiving pullout services are provided additional small group instruction to strengthen skills necessary for all students' success.

Monitor: students being monitored will be observed and evaluated for need for additional support in appropriate content areas. Instruction for students will be provided by the classroom teacher in alignment with the state standards and an AIS staff member will monitor student progress in the content area.

Goff Middle School 6-8

Push –In: students receiving push-in services will have an additional instructor in their designated academic class to clarify concepts, and work with students independently and/or in small groups.

Literacy Lab: labs will be used to provide students with additional, small group instruction to reinforce concepts taught during class and strengthen foundational skills necessary to achieve Common Core Learning Standards. Labs are generally 40 minutes and are scheduled during the student's' day.

Monitor: monitoring services are the least intensive services provided at the middle school level. Generally, these students are monitored via PowerSchool by an AIS service provider and through conversations with the regular classroom teachers. Although this is not a formal instructional period, students may be observed and evaluated if additional services are deemed appropriate.

Columbia High School 9-12

Push–In English Class or Primary Instruction: these services allow students at the high school to be in small classes and/or give them extended time to master the materials before taking the appropriate Regents Exam. Students receiving push-in services will have an additional instructor in their designated academic class to clarify concepts, and work with students independently and/or in small groups. In English, the essence of the intervention is to place students into a smaller learning environment that is tailored to the students need and allows for more teacher contact time. These courses are available to students in ninth and tenth grade.

AIS Lab: AIS labs at the high school are for students currently enrolled in English 9-11 and are designated for students who need additional support in these courses. Labs meet every other day for forty minutes and are designed to help the students be successful in both the class and the corresponding regents exam.

Monitor: monitoring services are the least intensive services provided at the high school level. Generally, these students are monitored via PowerSchool by an AIS service provider and through conversations with the regular classroom teachers. Although this is not a formal instructional period, students may be observed and evaluated if additional services are deemed appropriate. If a student being monitored is not being successful, placement in the LRC will be discussed. If this is still unsuccessful a change in schedule may be necessary in order to receive a greater level of intervention.

Appendix B - Strategies for Differentiation

Tier 1 Strategies for Differentiation

Suggestions and Recommendations for Teachers	
<ul style="list-style-type: none"> ● Pre-teach ● Re-teach ● Student retells info in own words ● Draw a picture ● Write about it ● Think and then plan with adult before starting ● Preferential seating ● Office folders ● Decrease distractors ● Monitor work completion ● Check lists ● Raffle tickets ● Strike 3 board ● Review with instruction ● Guided practice ● Contact parent/guardian/ Notes to parents ● Contact related service or special area teachers ● Talk with student – learning what you need.... ● More time ● Model thinking/ problem solving ● Modify assignment/ style or length/ decreased numbers of problems or questions/ Modified spelling list ● Agenda reminders ● Physically helping student to organize – write HW, etc. ● Kinesthetic approach tapping sounds and syllables ● Oral report supported with information provided on dry erase board ● Graphic organizer ● Number lines ● Highlight 	<ul style="list-style-type: none"> ● Checking understanding before student begins assignments/ Student repeats directions ● Manipulations, charts, work mats, etc. ● Modeling – Demonstration during instruction ● Sensory strategies with guided support ● Read tests aloud ● Writing – prewriting/ drafts/ webs ● Slanted binder for visual help ● Re-clarification of directions ● STAR volunteers/ parent volunteers ● Small groups pulled to re-teach skills ● Early support teacher ● TA working with children in small group – same lesson as large group ● Choral reading – with buddy or independently ● Spelling – circle the correct response already spelled out ● Physical proximity ● One on one help ● Redirection ● Individual goals ● Writing – decrease length of assignment ● Peers (if applicable), Cooperative learning, Paired activities, Peer teaching ● Praise ● Acknowledge name prior to giving directions ● Dry erase board to assist with tracking information, demonstrating new idea ● Simplify directions one step at a time ● Highlight important information ● Color code ● 1:1 with student retells directions and plan ● Provide movements to support learning

Additional Accommodations

Physical Arrangement of Room:

- seat student near teacher
- stand near student when giving directions or presenting lessons
- increasing the distance between desks
- seat student near a positive role model and or
- avoid distracting stimuli (high traffic areas, window, heating system, fan, etc.)

Lesson Presentation:

- writing key points on the board
- provide visual aides
- provide peer note taker
- make sure directions are understood
- break longer presentations
- provide written outline
- have student review key points orally and or
- use computer assisted instruction.

Assignments/ Worksheets:

- give extra time to complete tasks
- simplify complex directions
- hand worksheets out one at a time
- allow student to tape record assignments or homework
- provide study skills training/ learning strategies
- allow typewritten or computer printed assignments
- reduce homework assignments
- do not grade handwriting
- require fewer correct responses to achieve grade
- provide structured routine in written form
- shorten assignments
- break work into smaller segments
- have student do either other questions and or
- put fewer numbers of questions per page.

Organization:

- provide peer assistance with organizational skills
- provide student with extra set of books for home
- provide student with an assignment notebook
- send progress reports home
- request parental help with organization
- supervise writing of homework assignments and or
- set short-term goals for work completion.

Behaviors:

- provide frequent, immediate, positive feedback
- contract with the student
- increase the immediacy of rewards
- use nonverbal cues to stay on task
- give extra rewards and privileges
- behavior management system developed with assistance of psychologist and/or the social worker
- implement time out or break procedures
- allow short breaks between assignments
- teach student to use break card or how to take a break
- ignore minor inappropriate behavior
- supervise during transition times
- anticipate problems and use preventative strategies and or
- use calming strategies.

Teacher:

- provide reassurance and encouragement
- speak softly in a non-threatening manner if student is nervous
- focus on student talents and accomplishments
- make time to talk alone with student
- look for signs of stress build up and provide encouragement or reduced workload
- allow student an opportunity to “save face”
- choose your battles
- give student choices
- compliment positive behavior and work
- look for an opportunity for student to display leadership role in class
- use mild, consistent consequences and or
- encourage student to discuss feelings with teacher.

Academic Skills:

If reading is weak

- provide extra reading time
- use “previewing” strategies
- select text with less on a page
- shorten amount of required reading and or
- avoid oral reading tasks.

If oral expression is weak

- accept all oral responses
- substitute visual display for oral report
- encourage expression of new ideas and or
- pick topics easy for the student to talk about

If written language is weak:

- accept non-written forms of reports
- accept use of typewriter or computer
- accept use of tape recorder
- do not assign large quantities of written work
- test with multiple choice or fill-in blanks and or
- give class notes with blanks left for student to fill in.

If math is weak:

- allow use of calculator – except when learning new skills
- allow use of graph paper to space numbers
- provide extra math time
- provide immediate corrective feedback and instruction by modeling the correct computational procedure
- teach the steps needed to solve a particular math problem and or
- give clues to the process needed to solve the problem.

Parent Involvement:

- initial agenda
- Provide support for bringing completed assignment notebook or progress note home
- inform teachers/counselors of medication changes
- get feedback from teachers/counselor to give to physician for check-ups
- call teacher for feedback
- supply school with medication and necessary medical forms
- parent education – ADD/ADHD
- parent training – behavior management
- provide positive reinforcement for points earned in behavior program at school
- break homework into smaller parts and give frequent breaks
- seek outside services, if needed and or
- additional accommodations.

Student Responsibility:

- complete assignment notebook and get teacher initials
- come to class prepared with supplies
- complete assigned work
- ask parent or guardian to help you organize
- request assistance when needed
- take needed materials home to complete work
- seek encouragement from an adult
- set deadlines for work completion
- prioritize assignments
- estimate time needed to complete work
- tell your teacher how they can help you
- break assignments into smaller parts and or
- attend supervised after school homework help.

Tier 2 Strategies for Differentiation

Supplemental Instruction:

- small group differentiated instruction
- modified homework and classwork
- district speech and language improvement
- building level counseling
- behavior contracts with increased parent communication
- SRA Decoding
- SRA Reading Comprehension
- Edmark Reading
- classroom accommodations
- district occupational therapy services
- individualized student behavior plan
- Functional Behavioral Assessments
- Fountas & Pinnell Leveled Literacy Intervention
- Pearson My Sidewalks and or
- Targeted Guided Reading.

Tier 3 Strategies for Differentiation

Intensive Interventions:

- SRA Decoding Skills
- SRA Comprehension
- Wilson Reading
- counseling Groups
- 504 Accommodation Plans
- Occupational Therapy Services
- Physical Therapy Services
- Speech and Language Services
- Special Education via Consultant Teacher services
- Special Education within a self-contained classroom
- Edmark
- Fountas & Pinnell Leveled Literacy Intervention (grades K-4) and or
- My Sidewalks (Pearson) (grades K-5).

