Freeport Public Schools

Response To Intervention (RTI) Plan

September 1, 2015 – June 30, 2017

Introduction
Freeport Public Schools take great pride in affording all students the opportunity to reach their full potential. Freeport Public Schools meets the requirements of 8 NYCRR 100.2(ii) requirements through the utilization of a Response to Intervention (RtI) model. Students in the District are screened and receive interventions in accordance with RtI regulations. These interventions are assigned and monitored through the tiered approach as described in 8 NYCRR Section 100.2(ii).

Freeport Public Schools is committed to providing students with additional instruction designed to support their academic development through:

- Administering assessments that identify at-risk students to all students;
- Monitoring students through frequent progress monitoring probes;
- Communicating student progress to parents;
- Accelerating student learning and helping them master the skills they need in order to exit them from the support service as quickly as possible;
- Matching instructional strategies to the needs of the students identified;
- Working in conjunction with all service providers to address barriers to improved student performance;
- Developing staff training initiatives that build the capacity to address the needs of diverse learners.

Freeport Public Schools Plan includes assessments, benchmarks and services provided in all of the schools within the District. Programs are reviewed annually and the RtI Plan is updated and approved by the Board of Education on a bi-annual basis.

I. Overview:

Response to Intervention (RtI)

In concert with the 2004 reauthorization of Individuals with Disabilities Education Improvement Act (IDEA) and the No Child Left Behind Act (NCLB) of 2001, all districts are mandated to have a model in place by July 1, 2012. The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student’s needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

RtI facilitates using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners, and making educational decisions based on a student’s response to interventions.

In addition, effective on and after 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.
Freeport Public Schools has developed a district-wide Response to Intervention model. The District will continue to work over the course of the next two years on the development of a model for all students in the District. It is important to note that the implementation of the model may modify the interventions listed in this document over the course of time. However, the intensity of services provided will remain the same.

**Eligibility and Referral for RtI Services**

The District uses a variety of assessments to measure student mastery of the New York State Learning Standards. They are effective tools that indicate how students are progressing toward meeting the learning standards by which they will be measured.

These assessments ensure an authentic testing experience and provide Freeport Public Schools educators with comprehensive information about student performance. The results obtained from these tests are analyzed and students who fall below District-established criteria are eligible for RtI. The data is analyzed to see general areas of strength and weakness in our population and then used to guide us in our programming. The student’s learning environment is then organized to enable the utmost success for that child. (See Appendix D-E for further implementation guidelines.)

In our District, an ongoing system of student identification for RtI is based on the results of the following:

- NYS Assessments: Math, ELA and Science
- Standards-based benchmarked math assessments
- Standards-based benchmarked ELA assessments
- Benchmarked assessments of Independent Reading Levels
- Measures of Academic Progress-NWEA
- Fundations (phonics) unit assessments
- Evaluations/recommendations given by Instructional Staff
K-4: Freeport Public Schools Tier One Core Instructional Approach to Reading Instruction

All instruction and outcomes meet or exceed the requirements of the grade as outlined in the Common Core. All instruction is evidence based and incorporates the findings for effective reading instruction as determined by the National Reading Panel. Please see the standards for Reading Literature, Reading Informational Text and Reading Foundational Skills in the Common Core as well as the National Reading Panels 2005 report. All literacy instruction is further guided by Teaching for Comprehension and Fluency—Fountas and Pinnell, which serves as a classroom teacher’s guide to evidence based literacy instruction.

The overarching units of study for ELA in Freeport are the domains/modules found on Engage-NY. These units encompass the CCSS standards for each grade and are used for modeling, demonstration, guided practice and independent work on high quality grade level text and to ensure students experience instruction at the appropriate rigor for the grade. Within these units, students are taught “close reading” comprehension skills and the strategies to support their acquisition of those skills by reading in fiction and nonfiction text. These skills allow students to master the Common Core standards in literacy. Skills and strategies are modeled and students apply the skills during independent reading. The units and learning targets are mapped for the school year. In addition, Freeport utilizes Common Core aligned writing units of study which deepen and spiral student learning in the 3 key genres of the Common Core: Argumentative, Explanatory/Informative and Narrative.

A primary goal of the Freeport ELA program K-4 is to have all students achieve grade level reading skills. Teachers use a balanced methodical approach to reading instruction. Evidence-based literacy structures (shared reading, interactive read aloud, strategy groups, guided reading groups, accountable independent reading, meta-cognitive reading skill comprehension strategy instruction) are used in conjunction with phonics and phonemic awareness instruction. Instruction is designed to build towards independence in reading. Students are expected to leave grade 3 reading independently for understanding at the high end of the Lexile range for grade 3. The reading level benchmarks for each grade are aligned to the Common Core Lexile range expectations for each grade level.

Students are taught the core phonemic awareness and phonological skills through the daily use of Fundations in grades K-2. In addition, students are instructed in Tier 1, 2 and 3 vocabulary words in the context of the content areas. Required sight word lists are used in each grade. Academic words, as defined in the Common Core Standards, are taught in each grade as well.

In addition, all students are instructed in guided reading groups with the purpose to move students through the levels of reading as defined in the Fountas and Pinnell literacy continuum. As a student progresses thorough the levels, the skills required to master increasingly difficult text are taught through the guided reading approach. Each building has an in-depth guided reading library to support this approach. Students are instructed in guided reading groups on a weekly basis. Text use in these settings is balanced between nonfiction and fiction text. Guided reading supports students’ mastery in the three cueing systems for reading: meaning, visual and semantic.

Students are also required to read independently in books of their choice that are matched to their reading level and interest. Students are held accountable for their reading through the use of writing in response to reading, partner talk and reading logs. Independent reading is where students combine the skills they learned in Engage-NY units, guided reading, Fundations and vocabulary work to master grade-level text and to read independently for meaning. Students are asked to display their understanding through inferring which is supported by text-based evidence. Students are pushed for fluency, volume and stamina and measured against District Benchmarks for Reading levels. Students may work independently or in small teacher-led groups.
Freeport UFSD utilizes the Fountas and Pinnell method for delivering guided reading instruction. The reference for the model can be found in *Teaching for Comprehending and Fluency*, by Fountas and Pinnell. It also relies upon the *Continuum of Literacy* for each reading level found in the Fountas and Pinnell benchmarking kits.

**Parameters for Guided Reading Instruction:**

Specific guidance for the parameters below and can be found in *Teaching for Comprehending and Fluency*, by Fountas and Pinnell.

**Essential Understandings:**

Guided reading instruction is intended to teach students self-extending processing skills that they can apply to other text. Therefore, teaching is not centered on mastery of individual texts. Students need to be “touched” frequently with small group reading instruction in grades K-5. Students in guided reading should always have opportunities to apply problem-solving skills. The skills students need to read in each level are clearly defined in the continuums for each level and are classified as:

a.) Within the Text  
b.) Beyond the Text  
c.) About the Text.

Lessons should be developed in consideration of student strengths, the demands the text places on students’ processing skills, and the literacy continuum skills for the reading level.

**Number of Groups per Classroom:** about 5

**Group size:**

- Below Grade Level: up to 4  
- Average Levels: up to 5  
- Above grade level: up to 6

**Frequency of Instruction:**

- Below Grade Level: Daily  
- Average Levels: 3x per week  
- Above grade level: 2x per week

**Length of group session:** Approximately 15 minutes

**Four essential observable parts of a guided reading lesson:**

1. Book introduction (with all key planning sections)  
2. All students read independently as teacher listens in and offers feedback  
3. Discuss and revisit text  
4. Teach for self-extending process skills

**Optional parts of a guided reading lesson:**

5. Extension activity (writing)  
6. Word work/phonemic awareness
C. Parameters for Independent Reading

1. Independent reading affords time for students to apply and practice with volume the reading skills/strategies that were modeled for them through whole class instruction. Typically, students read in “Just Right” books and are held accountable for their reading through a form of written reading response or the expectations of a dialogue of what they have read. Students keep track of their reading through reading logs, and understand that they are expected to be engaged in reading, thinking about reading, writing about reading or talking about reading at this time. In the early primary grades students may read independently for the first half of the independent time and then read with a partner for the second half of the time. This is an opportunity for students to build stamina and volume in reading. The following guidelines outline minimum stamina goals for each grade level:

2. Independent reading affords time for a classroom teacher to work with small groups or to confer with individual students on their reading skills. Typically, teachers form small groups for targeted instruction. Other students understand how to work independently with accountability so as not to interrupt the small group instruction. The small groups are brought together for one of two purposes that are not exclusive of each other.

   a. Move students through the reading levels by instructing students in the reading behaviors they need to move up a level. These students are grouped by common reading level. The literacy continuum informs our work in this area. Teachers often use shared texts for this work.

   b. Strengthen student skills in a reading skill area. These groups are formed because the students have a common weakness in a reading skill such as identifying a main idea. These students may be at different reading levels but have that similar instructional need.

Individual students are instructed for similar reasons as small groups. In addition, this also provides a teacher the opportunity the assess the appropriateness of a student’s reading level through conducting informal running records as needed. Teachers have a chance at these conferences to give one on one instruction specific to the student’s needs.

In addition, whole class instruction that supports independent reading happens across the school day in reading at other times through interactive read alouds, close reads, and shared reading in any of the content areas.

D. Protocols for Fundations Instruction

2. The scope and sequence of lessons must be taught with fidelity.
3. Teachers must use Fundations materials in instruction.
4. All students that test below 80% on the unit tests must receive Double Dose instruction
5. Teachers should use precise language of instruction for all areas including letter formation.
6. Teachers should administer/score all unit tests.
E. Screening Tools

Universal Screening Assessment:

- Independent Reading Levels (Fall, Winter, Spring): Fountas and Pinnell Benchmark Assessment System
- NWEA Measures of Academic Progress Reading/Math (Fall, Spring)

Additional Screening Measures: Ongoing

- Phonics/Phonemic Awareness: Foundation Unit assessments
- Benchmark assessments in ELA

F. Protocols for Administering the FP BAS

Fall Assessment (September)

- Using the prior school year’s BAS data teachers should begin testing students one level above where they scored INSTRUCTIONAL in the spring.
- Fiction and Non-fiction texts should be alternated through testing.
- Students should be tested until they reach HARD to determine the student’s highest instructional level.
- Teachers should not test beyond a level equal to 1 year above grade level.
- All data on student testing should be recorded and placed in the student’s BAS Assessment Folder.
- If students do not have a level from the prior school year see the guide below:

FOUNTAS AND PINNELL ASSESSMENTS QUICK START GUIDE:

- Step 1 – Word Lists: Word lists can be found in the Assessment Forms pg. 156-159
- PURPOSE: This assessment helps determine at which reading level to start the Reading Record Assessment.
- Kindergarten and 1st Grade – Start with Beginning Word List on page 1 of the Student Forms
- 2nd Grade – Begin with Word List 1 on page 2 of the Student Forms Book
- Tip: If a student is receiving services or reading support, start with the recommended word list one grade level below.
- Word lists can be found in the Assessment Forms pg. 156-159
- Scoring – If students read 16-20 words correctly on the list, go to the next list.
- If a child reads less than 16 words correctly, stop and begin the text reading at the appropriate level
- For complete directions on Word Lists, see large ring, spiral-bound notebook BAS I: Assessment Forms p. 154.
**Instructional Support Teams (ISTs)**

A student may also be referred for RtI through the Instructional Support Team (IST). The IST initiative is a collaborative process that focuses on assisting classroom teachers in planning and implementation strategies that are designed to produce success for students experiencing some difficulties in the classroom. ISTs help practitioners identify the learning needs of students experiencing school difficulties or who are at risk of failure and to provide them with academic and/or behavior support needed to succeed in school. Once referred, a student’s needs are identified through a data-collection process. A team meeting is held where an intervention plan is developed. The interventions are implemented and success is monitored. At the follow-up meeting, the team makes decisions concerning further evaluation, based on the success of the intervention plan and the degree of need of the student.

**Classroom Data Meetings**

On a regular basis, meetings are held between building principals, classroom teachers and support teachers to evaluate the response of students to planned instruction. The growth of all students is evaluated and recommendations for initiating, continuing or revising services, based on student assessment data, are made. The data used to make decisions may include, but are not limited to: progress monitoring results, screening results, teacher observations and other District assessment data. These meetings help practitioners identify the learning needs of students experiencing school difficulties or who are at risk of failure and to provide them with academic and/or behavior support needed to succeed in school. Once referred, a student's needs are identified through a data-collection process. A team meeting is held where an intervention plan is developed which is supplemental to a student’s core instruction. Each member of the team assumes responsibility for the student’s accelerated growth. The interventions are implemented and success is monitored. At the follow-up meeting, the team makes decisions concerning further evaluation, based on the success of the intervention plan and the degree of need of the student. Meeting notes are kept as well a record of assessments and interventions.
RTI Entrance-Exit Criteria

1. Instructional Reading Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>FALL ENTRANCE</th>
<th>WINTER ENTRANCE</th>
<th>WINTER EXIT</th>
<th>SPRING ENTRANCE</th>
<th>SPRING EXIT</th>
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<td>K</td>
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<td>6</td>
<td>BELOW U</td>
<td>BELOW V</td>
<td>V</td>
<td>BELOW W</td>
<td>XYZ</td>
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2. NWEA: Students that fall below the 25th percentile
3. NYSTP: Students that score below a Level 3
4. Fundations: Students that score below 80% on unit assessments for three consecutive months

Please Note: At any time a student may be placed in an RTI or AIS service if a principal believes a student is in danger of not meeting the standards.
## II. Response to Intervention Menu (ELA)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1: Classroom Based</th>
<th>Tier 2: Pull/Push/OTS</th>
<th>Tier 3: Pull/Push/OTS</th>
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<tbody>
<tr>
<td>K-2</td>
<td>Time: 15-30 m</td>
<td>Time: 30-60 m</td>
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<td>Frequency: 1-5x</td>
<td>Frequency: 2-5x per</td>
<td>Frequency: Daily</td>
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<td>Provider: Classroom</td>
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<td>Provider: Reading</td>
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<tr>
<th>Fundations Inventory/Unit Assessment</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>• Fundations Double-Dose</td>
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<td>• 1-2x per month progress monitoring</td>
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<th>Tier 1</th>
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<th>Tier 1</th>
<th>Tier 2</th>
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<td>• Targeted small group guided reading instruction</td>
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- Fundations Double-Dose: 1-2x per month progress monitoring
- Targeted small group sight word intervention: 2x per month progress monitoring
- Targeted small group guided reading instruction: 3-4x per week
- 1x per month running record
- LLI-(Kindergarten post January)
- Comprehension Primary Toolkit
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<tr>
<th>Grade</th>
<th>Tier 1: Classroom Based</th>
<th>Tier 2: Pull/Push/OTS</th>
<th>Tier 3: Pull/Push/OTS</th>
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<td>Time:15-30 m Frequency:1-5x Provider: Classroom Teacher/TA</td>
<td>Time:30-60 m Frequency: 2-5x per week Provider: Reading Teacher</td>
<td>Time:30-60 m Frequency: Daily Provider: Reading Teacher</td>
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<td><strong>Fundations</strong> Double-Dose 2x per month progress monitoring</td>
<td><strong>Fundations</strong> Double-Dose</td>
<td><strong>Fundations</strong> Double-Dose <strong>Just Words</strong></td>
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| Tier 2: Pull/Push/OTS |
| Time: 30-60 m |
| Frequency: 2-5x per week |
| Provider: Reading Teacher |

| Tier 3: Pull/Push/OTS |
| Time: 30-60 m |
| Frequency: Daily |
| Provider: Reading Teacher |

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<td>• AIS academy</td>
<td>• Targeted small group guided reading instruction</td>
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<td>• 1-2x per month progress monitoring</td>
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**Note:**

- **Tier 1 Interventions:** May be implemented by the classroom teacher or a special service provider.
- **Tier 2 Interventions:** Primarily implemented by a special service provider
- **Tier 3 Interventions:** Implemented by a special service provider
III. District Process for Determining Learning Disability Using RtI Data

Criteria for Determining Learning Disability (LD)

Freeport Public Schools will utilize New York State-established criteria to determine if a student has a learning disability.

In making a determination of eligibility for special education, the District CSE must determine 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 will be used 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.

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

1. has 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 after being provided with appropriate instruction consistent with the District 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.

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 multi-disciplinary evaluation. The individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation, and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout the 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.
**Written Report**

The CSE will 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:

- 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; 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.

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

The determination of a student with a learning disability will be based upon a comprehensive multi-disciplinary evaluation.

Data based on the student’s response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.

- The CSE will consider 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 will be considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student’s performance will be considered.

Student information from the RtI process will provide 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 will participate in the CSE meeting to determine a student’s eligibility for special education.

**Parent Notification**

In accordance with the Commissioner’s regulations, Freeport Public Schools provides services to its identified students no later than the beginning of the semester following the demonstrated need. The parent(s) or guardian will be notified in writing by the principal of the school where the student attends that his/her child will be scheduled for RtI services. The notification will be made in writing before the services commence, and will include a summary of the services being provided to the student as well as the frequency and duration of the services that will be provided. Parents will also be informed of their right to initiate a referral to the CSE. This notification will also include the name of the contact person at the school. Parents will be kept apprised of their child’s progress through quarterly reports and parent conferences. When RtI is discontinued, the parent(s) or guardian will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessment(s) that were used to determine the student’s level of performance. Templates for parent letters are included in this document.
Documentation and Progress

Communication between school and home is a very important part of the program. Parents of students receiving RtI shall be provided with opportunities to meet with their child’s RtI provider during regularly scheduled parent-teacher conferences or during a mutually agreed upon time. Three written reports from RtI providers will be included in regular reports cards. In addition, providers of RtI services will communicate regularly with classroom teachers.
Parent Letters

- Commencement
- Change of Services
- Termination
COMMENCEMENT OF RtI (AIS)

Dear Parent(s) or Guardian(s),

Your child is eligible to receive Response to Intervention services during the 2010-2011 school year. He/she will be participating in the subject area of:

- [ ] Math
- [ ] Social Studies
- [ ] English Language Arts
- [ ] Science

The reason(s) that your child is eligible for academic services is/are based on below benchmark scores on the following assessment(s):

- [ ] NWEA Reading/Math test
- [ ] Benchmark Reading/Math Test
- [ ] Independent Reading Level
- [ ] NYS Test Score

The importance of providing Response to Intervention to your child is to give him/her additional support in order to successfully achieve the Learning Standards of the New York State Department of Education. Future academic success will depend on your child’s ability to achieve at the expected levels of performance. Please note that parents have the right to request an evaluation for special education programs and/or services. If you have any questions regarding Response to Intervention services, please call me.

Yours truly,

Principal

cc: classroom teacher
    AIS provider(s)
Dear Parent(s) or Guardian(s),

Your child’s Response to Intervention services for the 2010-2011 school year have been changed. He/she is participating in the subject area of:

- [ ] Math
- [ ] Social Studies
- [ ] English Language Arts
- [ ] Science

The intervention will be:

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<th>FREQUENCY PER WEEK</th>
<th>LENGTH PER SESSION</th>
<th>SERVICE PROVIDER</th>
<th>INSTRUCTIONAL PROGRAM</th>
<th>PROGRESS MONITORING PLAN</th>
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The reason(s) that your child’s academic services have changed is due to benchmark scores on the following assessment(s):

- [ ] NWEA Reading/Math test  
- [ ] Benchmark Reading/ Math Test
- [ ] Independent Reading Level  
- [ ] NYS Test Score

Comment:

______________________________________________________________________________
______________________________________________________________________________

The importance of providing RtI services to your child is to give him/her additional support in order to successfully achieve the Learning Standards of the New York State Department of Education. Future academic success will depend on your child’s ability to achieve at the expected levels of performance. If you have any questions regarding academic intervention services, please call me.

Yours truly,

Principal

cc: classroom teacher
AIS provider(s)
Dear Parent(s) or Guardian(s),

Your child has been receiving Response to Intervention (RtI) services during the _____ school year. I am pleased to inform you that these services will terminate effective ______________ due to the progress that he/she has made. This decision was made based on scores on the following assessment(s):

- NWEA Reading/Math test
- Benchmark Reading/ Math Test
- Independent Reading Level
- NYS Test Score

If you have any questions regarding the termination of RtI services, please call me.

Yours truly,

Principal

cc: classroom teacher
AIS provider(s)
**Implementation Guidelines for RtI providers**

**Progress Monitoring:** (applies to all students in a literacy intervention)

The goal of progress monitoring is to:

- Set an achievement goal that aims for accelerated growth in reading for a student in order to reach grade-level status as rapidly as possible. Goals should be set not just for the targeted instructional area but for an Independent Reading Level (IRL) as well.
- Collect enough information on a planned intervention to assess whether or not it is effective toward meeting that goal.

**Progress Monitoring Protocols:**

- Collect IRL monthly for all students reading at Level N or lower. Use the running records that are included in the LLI intervention kits.
- Collect IRL every two months for all students reading at Level O and higher.
- Students in LLI or Just Words are in programs that collect ongoing data and continually assess a student’s response to the intervention. In essence, they have built in progress monitoring tools.
- For all students not in Just Words or LLI, progress monitoring should happen every two weeks using an appropriate measure.
- Probes should be selected that match the deficiency and/or targeted area of instruction.
- All data should be brought to classroom data meetings to assess the effectiveness of the intervention and to adjust services collaboratively with the principal and classroom teacher.

**Interventions**

- Students placed in Just Words must first be assessed to determine its appropriateness. Just Words groups may service up to 15 students.
- Students in LLI should be seen on a daily basis.
- Interventions should be chosen to match the student’s instructional needs based on a review of the student’s assessment data.
- Upon review of multiple data points that largely show a student is on grade level, a student progress monitoring results to determine if a service is necessary at that time.
- All students that did not score at a level 3 or 4 on State ELA assessments will receive a reading/ELA intervention.
- The District Entrance/Exit Criteria must be referred to as well as the District Intervention Menu when determining services.
- Students a year or more behind in reading must be seen daily.
- Ineffective interventions should be changed by adjusting time/frequency and/or changing the program.
- Data meetings are the forum to set, monitor and adjust interventions.
New students may be identified and entered into an intervention at the discretion of the principal.

Students should be pulled out during identified IE pullout periods to ensure the instruction is supplemental.

**Protocols for Selecting Students and Instruction in LLI**

- LLI is designed for the lowest achieving students in the grade
- It is for students who need intensive support to achieve grade level competencies
- It can be used with children identified Special Education **IF** the content of LLI intervention meets the program specifications for that child
- **ELL Students**- if students cannot follow instructions in English or fully participate in the group activities you may want to WAIT to place them in an LLI group
- **If there are too many students who do not meet expectations BEGIN WITH THOSE WHO NEED THE MOST HELP.**
  - Schedules can be changed to see students who are below level but not the lowest. Consider 3 day/2 day groups for these students. Not all groups need to be LLI.
- LLI grouping **REQUIRES COMPROMISE.** Once you determine the instructional levels and needs of students you should be creating small groups of readers who are similar
- Children do not always fall neatly into groups. You will have to problem solve. Please do not dismiss struggling students simply because he or she does not fit neatly in a group.
- You **should be regrouping** when needed.
  - Children can move from one group to another because of quick or slow progress at ANYTIME. It is common to reform groups once you start working with students
  - If a child makes enough progress to reach grade level standards they can be exited at ANYTIME
- The ideal group size is 3 (Orange, Green and Blue) and 4 (Red, Gold, Purple). It is necessary at times to increase those numbers to meet the needs of the grade level. **At various times you may find yourself working with groups of 4,5 or 6 depending on the grade. The primary concern should be for students to be working at an appropriate level.**

**Coordinating LLI Lessons with Classroom Instruction**

- Partnership with the classroom teacher is critical.
  - Invite classroom teachers in to see an LLI lesson
  - Share lesson running records with teachers
  - Ask for writing samples or classroom testing teachers may have to help inform your teaching
  - Consider sending classroom teachers samples of work being done in LLI
Frequently Asked Questions

• Does LLI replace Guided Reading?
  o LLI is intended to be supplementary instruction. The power of the program is in the EXTRA HELP children get in addition to GOOD classroom teaching. For example, LLI students should have guided reading with their classroom peers about 3 times per week.

• Is LLI the same as Guided Reading?
  o No, LLI is a much more intensive framework of components designed to support the accelerated progress of low achieving children. It is much more systematic and sequential than guided reading.

• Can I continue in LLI if a student has not made the progress that we’d like in 18 weeks?
  o If needed, yes. You want to carefully monitor these students to be sure that the intervention is working. If it is not working for a student they should be placed in a different intervention program.

• Do I have to complete all of the lessons within each level?
  o No but be careful. Use the continuum for the level to be sure the children control most of the behaviors before moving.

• Does a four-day week (or an otherwise short week) count as a week of intervention?
  o Yes. You should be counting both days and weeks. Even a short week counts as a week.

• How do you decide to group children who are at the same reading level but have different needs?
  o All children will have slightly different needs. But you are working to place students together for whom a particular level is appropriate. You should fine tune your interactions with children during the lesson to account for different needs.

  Lesson Time

• Can I take longer to get through the lengthy books?
  o Yes, but it should be rare. Remember that children should be reading at a faster pace by the time they reach those higher levels and reading silently. Consider shortening the phonics portion by just briefly reviewing the principle and spend most of the time in extended reading, with discussion at the end.

• What should I do if the teaching time is cut short and I only do half a lesson?
  o You could start the same lesson again the next day for coherence. OR, you could do the second half and some extra reading of MY POETRY BOOK or MY WRITING BOOK. Children can
also work with high-frequency words or sort letters. DO NOT start a pattern of two half lessons a day.

- What if my lessons are always too long and I find it hard to finish?
  - The thirty-minute time frame is important as it has been found that children start to lose attention after that. As you and your students get used to the routine it should be easier to stay on pace. Organization will help. Have materials prepped and ready for every lesson. Be sure they are easily accessible and use students to help with this.

- What happens if it takes more than thirty-minutes to complete the lesson?
  - Analyze what is happening. Ask:
    - Am I starting on time?
    - What is consuming time at the beginning?
    - Use a timer.
    - What are you getting bogged down in?
    - Are children reading too slowly?
    - Is discussion going into too many directions?
  - Tighten up activities based on your answers.
  - It is important to get them all in.

- What if my group reaches the end of a level and I am not sure they are ready to move on?
  - You can borrow from the same level in another kit. If that is not an option use books on the level and create your own lessons using the LLI lesson framework. You can review the phonics and word work from the level you just finished.

**Teaching Decisions**

- If children are finding the new text too difficult, should I read it to them first?
  - No, if the text is so difficult that you would need to read it to them it is too hard. Move to an easier level.

- How do I support ELL’s?
  - On the last page of every LLI lesson you will find suggestions for fine-tuning the lesson to support these students.
Protocols for Data Meetings

Literacy Overview:

Student literacy is our most important objective. It is second only to student physical and emotional safety. The meetings will focus on the response of students to literacy interventions and classroom instruction. Record keeping for these meetings is essential and IST forms will continue to be used for students in an intervention service. RTI services are the responsibility of a building principal. The principal has the flexibility to place students by need and available resources. Students not responding to interventions should have all assessment data, forms and meeting notes forwarded to the Director of Special Education.

Purpose:

• To periodically and systematically review the progress of all students in a classroom towards mastery of literacy /expectations for the grade.
• To put in place classroom procedures and/or reading supports for students not on target.
• To set targets for all District students for June reading levels.
• To identify which students are ready to exit from an intervention.
• To place newly identified students into an intervention.

Members:

• Principal/Assistant Principal
• Classroom Teacher
• Reading teacher
• ESL/Sp. Ed. teacher (as necessary)

Initial September Meeting (all necessary data should be present):

• At or above grade level students:
  ▶ Reading level goals for June should be set for each student in the class. They should be recorded and growth towards those reading levels should be achieved through Tier 1 classroom instruction. The expected June reading level should be shared with the student, ESL, Sp. Ed. and with parents. The goal will be set in accordance with the District reading level benchmark and a review of the student’s prior growth curve. In grades K-3, the purposeful use of guided reading to move students through the reading levels should be applied.
  ▶ Administrators should confirm with classroom teachers that they understand and can implement guided reading groups, that they have access to the guided reading sets in the book room, and that before moving a student to a new reading level that they assess student’s ability in nonfiction reading as well. Students should be seen in a guided reading group at least twice per cycle. Some staff may need assistance in structuring this in their classrooms. Staff may need help in grouping students as well for guided reading. All staff must follow the District framework for the implementation of guided reading.
  ▶ Administrators should confirm with classroom teachers that they have an effective reading program in place that meets grade-level expectations for fluency, comprehension, vocabulary, phonics and phonemic awareness. Staff identified as needing support should set up another meeting with the principal and the literacy coach to develop such a program for their classroom.

• Below Grade level students (Please read the District AIS plan for further guidance.):
  ▶ Reading level goals for June should be set for each student in the class. They should be recorded and growth towards those reading levels should be achieved through Tier 1 and Tier 2/3 instruction. The expected June reading level should be shared with the student, ESL, Sp. Ed. and with parents. The goal
will be set in accordance with the District reading level benchmark. In grades K-3, the purposeful use of guided reading to move students through the reading levels should be applied by the classroom teacher. In addition, reading teachers should select an appropriate intervention for the student that targets the literacy deficiency as identified through a review of District assessments or screening materials. The entrance/exit criteria as well as the progress monitoring protocol from the District AIS plan should be applied. Students within the bottom tenth percentile must be given a daily intervention. Parental letters should be developed as a result of this meeting using the letter templates from the District AIS plan. Reading groups should be capped at four students except for upper grade comprehension groups (5), Just Words (10) and Wilson (5). Reading teachers across the District are to be held accountable for progress monitoring record keeping, for fidelity of instruction, and for adherence to schedule. Reading teachers should keep track of attendance. Reading teachers absolutely may not cancel a reading group without the consent of the building principal.

► Administrators should confirm with classroom teachers that they understand and can implement guided reading groups, that they have access to the guided reading sets in the book room, and that before moving a student to a new reading level that they assess student’s ability in nonfiction reading as well. Students should be seen in a guided reading group at least twice per cycle. Some staff may need in assistance in structuring this in their classrooms. Staff may need help in grouping students as well for guided reading. All staff must follow the District framework for the implementation of guided reading.

► Classroom teachers have a responsibility to work additionally with these students. This can be achieved through the use of the extra-help period, through a commitment to additional small group work, through targeting and accepting responsibility for a specific skill deficiency, through the implementation a classroom-based intervention. For example, a classroom teacher could be the primary support for sight words while the reading teacher is targeting phonics.

► Administrators should confirm with classroom teachers that they have an effective reading program in place that meets grade-level expectations for fluency, comprehension, vocabulary, and phonics and phonemic awareness. Staff identified as needing support should set up another meeting with the principal and the literacy coach to develop such a program for their classroom.

► Students that are low to moderately below grade level expectations in NYS ELA test performance should be identified to participate in the AIS Academy which will have an early October start date. Students may be enrolled in a targeted reading skill program during the school day and receive this support as an additional intervention. The after-school program works with students in close readings of short text and targets their ability to respond to the text in a manner aligned to the NYS ELA exams. Students that require Just Words, LLI or another support that is best delivered by a reading teacher should not be placed in the AIS Academy.

Follow up meetings (all necessary data should be present):

- These meetings are to be used to review the progress of all students toward their June reading goals. Each student’s name should be read aloud and the staff should be asked if they are on pace to meet the end of year reading goal. A principal may decide to review students that are at or above grade-level expectations first. They could focus on the students in an intervention service for the second portion.

  ► Students not in a reading service that are showing decline or stagnation should be considered closely.
    - What can the classroom teacher do?
    - What can ESL/Sp. Ed. do?
    - Should they now enter an intervention?
    - A principal should plan to follow up on these students if they are not placed in an intervention sooner than the ten week return date for the next LST meeting.
    - A running record should be administered with increased frequency for these students.

  ► Students in a reading service should be reviewed closely for growth. If they show no growth ask:
    - Was schedule kept?
Was program taught with fidelity?
Is the service supplemental to classroom reading instruction?

If the answer is yes:
  o  Consider changing time and frequency.
  o  Consider changing program.

►  If students show sufficient growth, service should be continued.
►  If student has surpassed the progress monitoring goal they should be exited and progress monitored once a month for three months to ensure they are “safe.”

•  Students not responding after several intervention adjustments should have all records sent to the Special Education office as an FYI and for their feedback.

•  Parents must be notified of any change of service for the student.

Final meeting (held in June):

•  Which students did not meet the expectations set for June?
•  How effective were individual reading interventions?
•  Students should be identified for summer school.
•  Students should be identified for the continuation of services for the following year.
NYS RtI Regulations:

**ii. Response to intervention programs.**

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:

   i. appropriate instruction delivered to all students in the general education class by qualified personnel;
      a. appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies;

   ii. screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;

   iii. instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;

   iv. repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;

   v. the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services; and

   vi. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
      a. the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
      b. strategies for increasing the student's rate of learning; and
      c. the parents' right to request an evaluation for special education programs and/or services.

2. A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.

3. A school district shall take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision.