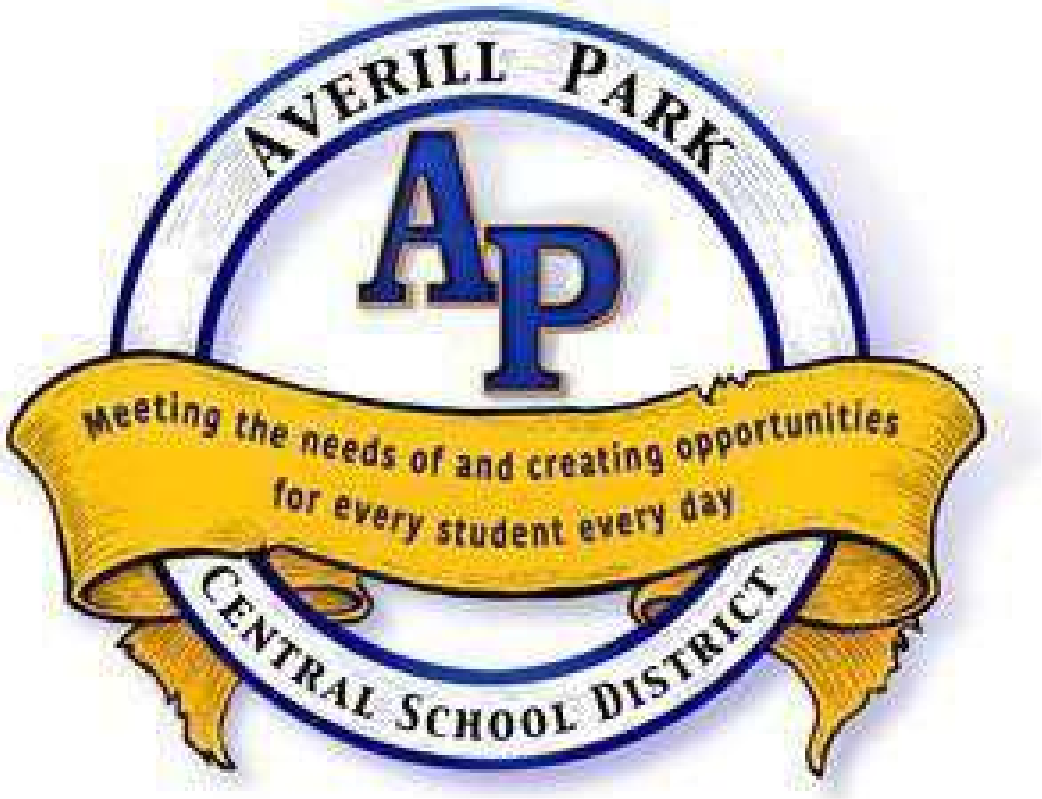
Averill Park Central School District



RESPONSE TO INTERVENTION

&

ACADEMIC INTERVENTION SERVICES PLAN

2019-2020

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MISSION, VISION, & GOALS

Our Mission

To meet the needs of and create opportunities for
every student every day.

Our Vision

To create passionate learners who contribute positively
to their community and the world.

Our Goals

Goal # 1: Students will graduate college and career ready.

Goal # 2 Students will productively engage in their school community.

Goal # 3: School staff will ensure student growth through
the utilization of data.

INTRODUCTION TO RESPONSE TO INTERVENTION (RtI) & ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services (AIS) includes two components: additional instruction and support services. Additional instruction supplements the instruction beyond the general curriculum and assist students who are at risk of not achieving the State learning standards. Support Services address barriers in order to improve academic, social, and emotional performance. Our goal is to provide supplemental instruction and/or student support services intended to assist students in meeting the expectations of the NYS Next Generation Learning Standards. Academic Intervention Services (AIS) may be made available to students with disabilities on the same basis as nondisabled students, if the student is not already receiving special education services in the specific area of concern. AIS is available to English Language Learners (ELL) and must be supplementary (in addition to and not in place of Tier 1). AIS cannot replace the ELL instructional program requirement under CR Part 154 services. AIS will be planned and implemented in coordination with the ELL student's general education program. A school district may provide a Response to Intervention (RtI) program in lieu of providing AIS when an RtI program is made available by grade levels and subject areas (reading/writing/math) for which students are identified as eligible for AIS.

Response to Intervention (RtI) is a school-wide process, guided by assessment data, which organizes instruction and tiered support services to deliver high quality instruction to meet the diverse needs of learners. It is an ongoing process of using student performance and other data to guide instruction and intervention decisions. It is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

New York State Regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction. RtI represents an important educational strategy to close achievement gaps for all students, including students at-risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps.

Reading in the early grades is a primary focus of the RtI process. Reading is the area in which most of the research is available, and also the curriculum area in which most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RtI can apply to reading, math, and writing as well as content areas/classes at the high school level that are graduation requirements. RtI can also address behavioral and social-emotional issues that impact learning. The Averill Park Central School District applies RtI in grades K-12.

The RtI process begins with universal screening of all students in grades K-8. The **purpose** is to determine which students need help with instruction. The universal screening provides information about a student's foundational learning. Universal screening is recommended to take place in the beginning of the year, and is repeated again in the winter and the spring.

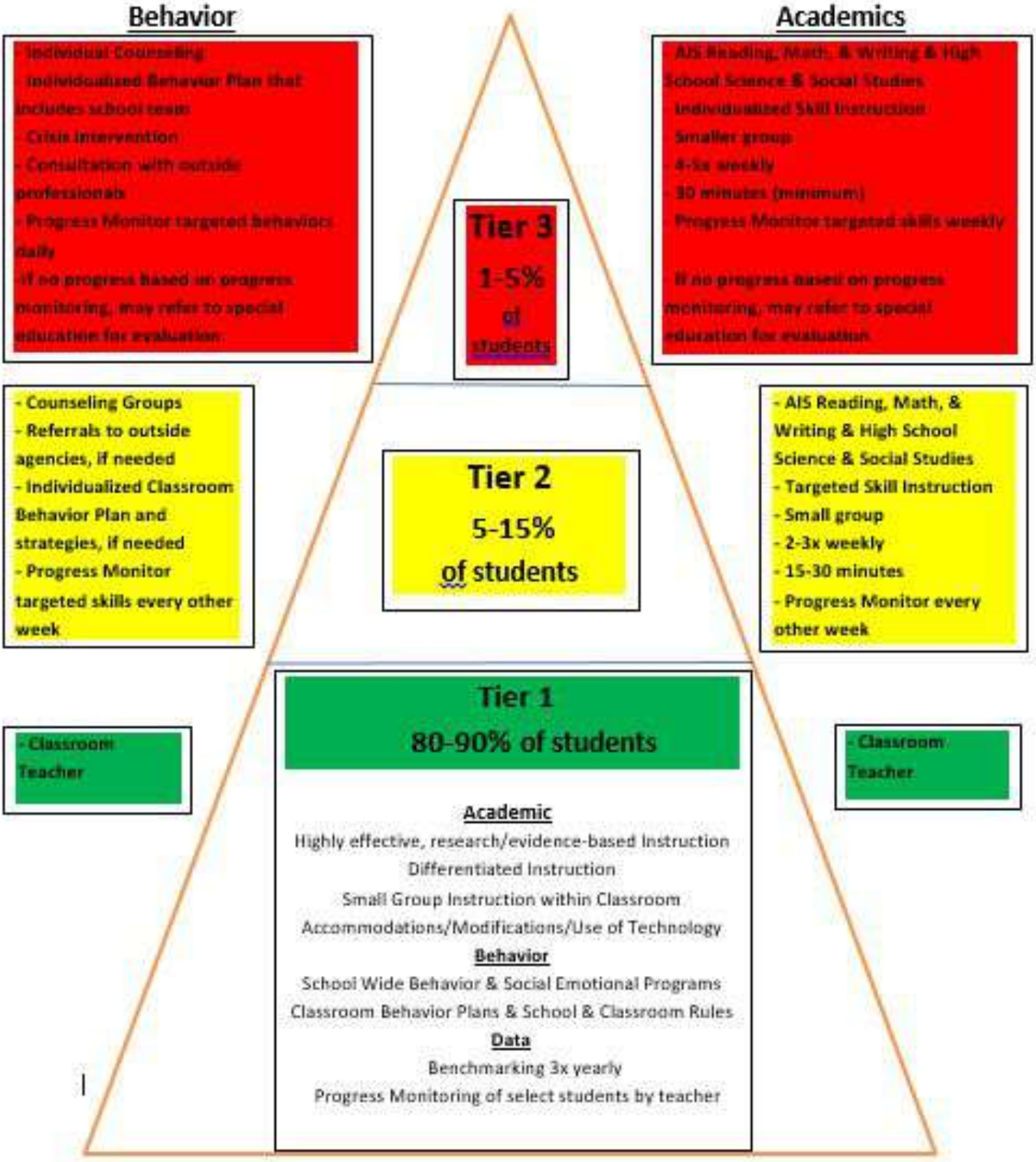
In order to know if an intervention is effective, the progress of students needs to be continuously monitored. Progress monitoring involves using scientifically-based assessments to determine the effectiveness of the interventions. Progress monitoring assesses specific skills that are found in state standards that are therefore part of the academic content. Progress monitoring needs to be applicable to the instructional strategies that

are being used to remediate deficits and should be able to be **administered repeatedly and efficiently** to students over a period of time. If interventions do not correct deficits, a student could be identified as a student with a learning disability, as detailed in the "Learning Disability Criteria," document (Appendix A). RtI has been shown to lead to more appropriate identification and development for students with educational disabilities. Determining whether a student has an educational disability must include data-based information that leads to the determination that a student's educational difficulties are not the result of a lack of an appropriate instructional program or approach.

What are the benefits of RtI?

- RtI ensures a shared approach is used in addressing students' diverse needs.
- RtI eliminates the "wait to fail" situation because students get help promptly within the general education setting.
- The RtI approach helps to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education.
- RtI helps to identify the root cause of achievement problems.

RtI PYRAMID


Behavior
Academics
Tier 3
1-5%
of
students
- Individual Counseling
- Individualized Behavior Plan that includes school team
- Crisis intervention
- Consultation with outside professionals
- Progress Monitor targeted behaviors daily
-If no progress based on progress monitoring, may refer to special education for evaluation
- AIS Reading, Math, & Writing & High School Science & Social Studies
- Individualized Skill Instruction
- Smaller group
- 4-5x weekly
- 30 minutes (minimum)
- Progress Monitor targeted skills weekly
If no progress based on progress monitoring, may refer to special education for evaluation
Tier 2
5-15%
of students
- Counseling Groups
- Referrals to outside agencies, if needed
- Individualized Classroom Behavior Plan and strategies, if needed
- Progress Monitor targeted skills every other week
- AIS Reading, Math, & Writing & High School Science & Social Studies
- Targeted Skill Instruction
- Small group
- 2-3x weekly
- 15-30 minutes
- Progress Monitor every other week
Tier 1
80-90% of students
- Classroom Teacher
- Classroom Teacher
Academic
Highly effective, research/evidence-based Instruction
Differentiated Instruction
Small Group Instruction within Classroom
Accommodations/Modifications/Use of Technology
Behavior
School Wide Behavior & Social Emotional Programs
Classroom Behavior Plans & School & Classroom Rules
Data
Benchmarking 3x yearly
Progress Monitoring of select students by teacher

RtI APPROACH

TIER 1: Core Classroom Instruction

- Focus is to improve the core classroom instruction that students receive
- Designed to address the needs of the majority of a school's students.
- Uses flexible grouping, ongoing assessment, and targeting of specific skills

Tier 1 Classroom	
Target Group & Instruction	Instruction is delivered to students in the general education classroom. Instruction will employ scientific, research-based programs delivered with fidelity. For example, reading will include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, fluency (including oral reading) and comprehension. 80% of students should make adequate progress with Tier 1 instruction.
Grouping	Multiple and flexible grouping formats to meet student needs
Identify Student Needs/Goal	Students who are not meeting the required benchmarks or grade level standards receive additional support and/or intervention/strategies within the general education classroom.
Duration of Intervention	Approximately 8 weeks (per intervention)
Interventionist	General education classroom teacher
Setting	General education classroom
Frequency of Data Collection	*Universal Screening:* Detailed in Universal Screening section *Progress Monitoring:* Collected at least every other week; a minimum of 3 progress monitoring data points (per intervention) with student/s in need of instructional support
Review	Approximately every 8 weeks; the review will take place with each building's grade level data team.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.
Prior to movement up Tiers	2- 3 interventions/strategies (one at a time, per skill) will be implemented over the course of approximately 8 weeks for each intervention.

Tier 1 includes:

- Core curriculum aligned to the New York State Next Generation Learning Standards.
- Appropriate research-based instruction that will target the needs of at least 80 percent of all learners.
- Differentiated instruction and best practices within the general education setting.
- Universal screenings/benchmark assessments of all students, except those who are alternately assessed through their Individual Education Plan (IEP)
- Targeted intervention for students at-risk of insufficient progress.
- Progress monitoring for select students

District-Approved Tier 1 Instruction and Programs:

	Elementary	Middle School	High School
Reading	K-3 Core Knowledge Language Arts (CKLA) K/1- Haggerty Curriculum 3-5 NYS Modules	Expeditionary Learning ELA curriculum NYS Modules	NYS Common Core Standards
Math	NYS Modules	Expeditionary Learning NYS Modules	NYS Common Core Standards
Writing	K-3 Core Knowledge Language Arts (CKLA) 3-5 NYS Modules	Expeditionary Learning NYS Modules SRSD Writing Program	NYS Common Core Standards
Behavioral/ Social Emotional	Zones of Regulation	Warrior Way Minute Meetings with School Counselor	Yearly Meetings with School Counselor

TIER 2: Strategic Interventions (Supplemental Instruction)

- **Supplemental,** small-group instruction, **provided in addition to and not in place of**, the core instruction provided in Tier 1.
- Students are grouped according to instructional needs.
- Interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1, and other sources of data. May also include pre-teaching and/or re-teaching of skills to support carryover of skills into the classroom.

Tier 2 Intervention Level	
Target Group	5-15% of the students. For students who have **not responded adequately** to Tier 1 efforts.
Grouping	**Homogeneous** small group instruction of approximately 5 students (grades K-5) and up to approximately 8 students (grades 6-12), depending upon the intervention. It is important that the groups be at the same ability/instructional level with the focus on similar skills or content.
Identify Students Needs/Goal	Identify student goal generated by data demonstrating student need (given response to Tier 1 interventions).
Frequency & Duration of Intervention	Two to three times per week (for approximately 8 weeks) for a minimum of 20-minute interventions, **in addition to the core instructional block**.
Interventionist	AIS/Intervention Provider and/or Content Area Teacher
Setting	Setting designated by the team; may be within or outside of the classroom
Frequency of Data Collection	Ideally, every other week progress monitoring on the targeted skill to ensure adequate progress and learning with a minimum of 4 data points (per intervention). Data are input and stored electronically.
Review	Approximately every 8 weeks; the review will take place with each building's grade level data team. Every 5 weeks at high school via progress reports and monthly RTI Problem Solving Team meetings.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.
Prior to movement up or down Tiers	2-3 interventions (at Tier 2) per skill prior to review by the building's grade level data team, which will determine if a student moves up/down a tier.

District-Approved Tier 2 Instruction and Programs:

	Elementary	Middle School	High School
Reading	-95 Percent -Read 180 -System 44 -Headsprout -HD Word	Reading Workshop Reciprocal Teaching: Reading comprehension utilizing NewsELA & ReadWorks articles SSR-Plus: Develops silent reading fluency & comprehension	TBD
Math	Reflex Math- Fact based fluency	Access & Morning Meeting Math Re-teaching and pre-teaching core content	TBD
Writing	N/A	Writing Workshop	TBD
Behavioral/Emotional	Counseling groups (short-term) Behavior Plans Mindfulness	Counseling groups (short-term) Behavior Plans Warrior Fundamentals Advisory	Counseling (short term)
Social	Social Skills Groups Friendship groups	Circle groups	Circle groups
Attendance	Regular meetings with School Counselor	Morning meeting Group Regular meetings with School Counselor	Regular meetings with School Counselor

TIER 3- Intensive Interventions (Supplemental Instruction)

- Instruction that is more explicit, more intensive, and specifically designed to meet student's individual needs
- Designed for students with low skills and/or a sustained lack of adequate progress in Tiers 1 and 2

Tier 3 Intensive Intervention Level	
Target Group	**For 5% of the student population** who have **not responded adequately** to Tier 1 **and** 2 efforts, or who demonstrate significant needs.
Grouping	**Homogeneous** small-group instruction of approximately 1-3 students, depending on the intervention. It is important that the groups be at the same ability/instructional level, focusing on similar skills.
Identify Student Needs/Goal	Identify student goal generated by data demonstrating student need given response to Tier 1 and 2 interventions.
Duration of Intervention	Daily intervention/strategy for a minimum of 30 minutes **in addition to** the core instructional block.
Interventionist	AIS/Intervention Provider and/or Content Area Teacher
Setting	Appropriate setting designated by the team outside of the classroom.
Frequency of Data Collection	Ideally, weekly progress monitoring on targeted skill with data input and stored electronically.
Review	Approximately every 8 weeks; the review will take place with each building's grade level data team. Every 5 weeks at high school via progress reports and monthly RTI Problem Solving Team meetings.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.
Prior to movement up or down Tiers	2-3 interventions (at Tier 3) per skill prior to movement up or down tiers. The building's grade level data team should meet and review data. Psychologist must be present prior to referral to special education.

District-Approved Tier 3 Instruction and Programs:

	Elementary	Middle School	High School
Reading	-95 Percent - Read 180 -System 44 -Headsprout -HD Word	- HD Word - research based systematic approach to teaching students decoding skills.	TBD
Math	Reflex Math- Fact based fluency	Supplemental Math -Reflex Math- Fact based fluency	TBD
Writing	N/A	N/A	TBD
Behavioral/ Emotional	-Individual Classroom Behavior Plans -Frequent Counseling for ongoing difficulties -Behavior contracts	-Individual Classroom Behavior Plans -Frequent Counseling for ongoing difficulties -Behavior contracts -Restorative justice groups	-Frequent Counseling for ongoing difficulties -Restorative justice groups
Social	More frequent social skills instruction	More frequent social skills instruction	More frequent social skills instruction
Attendance	School to Home Outreach Program	School to Home Outreach Program	School to Home Outreach Program
Other	N/A	N/A	APEX Credit Recovery

DATA TEAMS

Ensures delivery of AIS/RtI services through the K-12 Problem-Solving Process

RtI is a process used to create a well-integrated system of instruction based on child outcome data.

Members of Building Level Data Support Team (Elementary & Middle School) and RtI Problem Solving Team (High School)

Schools shall develop data support teams to assist teachers in providing differentiation and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students. Members may include:

- RtI District Coordinator
- Building Principal, building Assistant Principal/s
- Classroom Teacher
- Special Education Teacher
- Intervention Specialist
- AIS Provider/s
- Psychologist
- School Counselor, Social Worker
- ELL Teacher
- District Data Coordination

Student data is crucial in order to:

- Make accurate decisions about the effectiveness of general education instruction and interventions
- Undertake early identification/intervention with academic and behavioral problems
- Prevent unnecessary and excessive identification of students with disabilities
- Determine individual educational programs needed; deliver and evaluate services

Problem Solving Model:

[Revised from NYS Guidance Document RtI http://www.nysRtI.org/NYSED%20RtI%20Guidance%20Document.pdf]

The problem-solving model involves an in-depth analysis of skill deficits and instructional and environmental variables that comprise a student's academic performance (Shapiro, 2009). Information obtained from the examination of instructional variables is used to identify sub-skill deficits and inform targeted interventions. The problem-solving model to be used by the building's grade level data team is a four-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

Procedure:

1. Utilize multiple (at least 3) sources of data to identify specific student need/s (see Assessments and Evidence chart below). At high school, review teacher or counselor recommendation form and/or parent or student request for intervention.

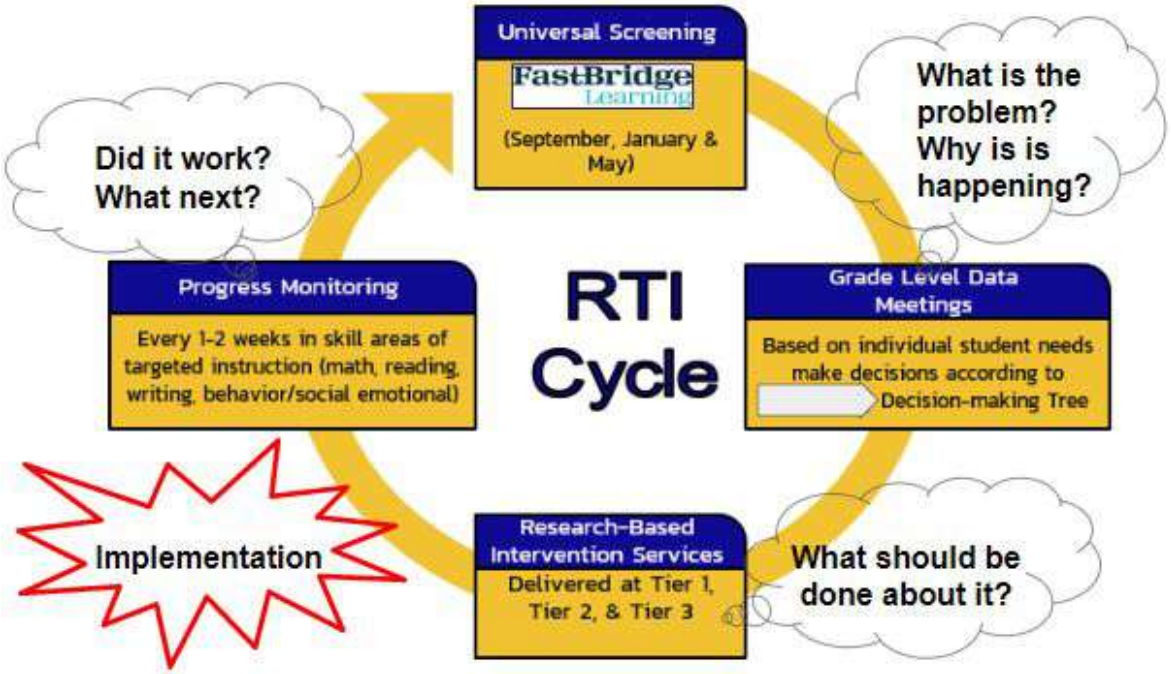
2. Using the decision making tree (Appendix B), review present level of performance and pertinent information to determine barriers to learning.
3. Review prior and current interventions.
4. Discuss goals to address primary concerns and determine appropriate research-based interventions and/or strategies to target goal area/s. This includes:
    i. Recommended type of intervention
    ii. Type of data to be collected
    iii. Progress monitoring tool to be utilized
    iv. Review date of progress
5. Determine the person(s) responsible for providing the intervention.
6. Recommend the intensity, frequency, duration, and setting of services.
7. Communicate the meeting outcomes to appropriate staff. At high school, the school counselor will schedule the intervention in collaboration with the student and family. Counselor, with the support of the Class Principal, will share student data and information with the intervention provider.
8. Document all information for student interventions in RtIm Direct and maintain confidentiality of all information.
9. Reconvene the team to review effectiveness of intervention(s) based on new data collected. Determine if adjustments to the plan are needed.

Other Important Situations to Consider:

• If a student was not dismissed from RtI/AIS service(s) from the previous year (June), they might continue with RtI/AIS service(s) in the new school year.

- In the fall, a student can begin a school year at Tier 2 or Tier 3 based on data.
- Building Grade Level Data Team should review benchmark assessments ongoing for all students.
- Building Grade Level Data Team meeting in June to review progress for Tier 2 or Tier 3 students to determine moves up or down in the RtI framework, continue at present Tier, or dismiss.
- Transfer student who received RtI/AIS services at previous school may enter our system at the same level of service, but we will first administer the universal screening.
- Kindergarten students will be considered for RtI/AIS services based on screening.
- Students who scored below the cut points on New York State ELA and Math Assessments

Problem Solving Process:



ASSESSMENTS & EVIDENCE
USED TO DETERMINE STUDENT NEED FOR RtI/AIS SERVICES

Grade/s	Assessments	Other Evidence
K	**READING** **Universal Screening:** Kindergarten Screening Tool **Diagnostics:** Phonological Awareness Screener for Intervention (PASI) **Others:** CKLA Placement and Summative Assessments **MATH** **Universal Screening:** Kindergarten Screening Tool **Others:** Module assessments **BEHAVIORAL/SOCIAL EMOTIONAL** **Universal Screening:** TBD Use Other Evidence	Report Cards Classwork Class Participation & Effort Homework Chapter Tests/Quizzes Discipline Records Attendance Medical Diagnoses Mental Health Diagnoses Educational Disabilities School History
1	**READING** **Universal Screening:** ● FastBridge Word Blending: Assesses students' abilities to form a word from individually-spoken sounds or phonemes. (FALL) ● FastBridge Word Segmenting: Assesses students' ability to separate a spoken word into individual sounds, or phonemes. (FALL)	

	● FastBridge Decodable Words: Timed. Assesses students' ability to read phonetically regular words (e.g., "pen"). (WINTER/SPRING) ● FastBridge Nonsense Words: Timed and assesses students' ability to read phonetically regular words (e.g., "vit"). (WINTER/SPRING) **Diagnostics:** ● Phonological Awareness Screener for Intervention (PASI) ● Phonics Screener for Intervention (PSI) **Others:** CKLA Placement and Summative Assessments **<u>MATH</u>** **Universal Screening:** FastBridge aMath (Adaptive Math)- is a measure of broad math skills, including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry. Computer administered and individualized for each student. **Diagnostics:** ● Fact fluency tests ● Kindergarten math summative assessment **Other:** Module Assessments **<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>** **Universal Screening:** TBD Use Other Evidence	Family Circumstances ELL Performance Prior Evaluations Previous/Current RtI, AIS, and/or Special Education services Behavior Data **Other Evidence Listed Above:** Report Cards Classwork Class Participation & Effort Homework Chapter Tests/Quizzes Discipline Records Attendance Medical Diagnoses Mental Health Diagnoses Educational Disabilities School History Family Circumstances
2	**<u>READING</u>** **Universal Screening:** FastBridge Reading Fluency – Assesses accuracy and rate of reading aloud while timed **Diagnostics:** ● Phonological Awareness Screener for Intervention (PASI) ● Phonics Screener for Intervention (PSI) **Other:** CKLA Placement and Summative Assessments **<u>MATH</u>** **Universal Screening:** FastBridge aMath (Adaptive Math) **Diagnostics:** ● Fact fluency tests ● Gr 1 math summative assessment **Other:** Module Assessments **<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>**	

<table>
<tr><td></td><td>Universal Screening:
TBD
Use Other Evidence</td><td rowspan="3">ELL Performance

Prior Evaluations

Previous/Current RtI, AIS, and/or Special Education services

Behavior Data

Other Evidence Listed Above:

Report Cards

Classwork

Class Participation & Effort

Homework

Chapter Tests/Quizzes

Discipline Records

Attendance

Medical Diagnoses

Mental Health Diagnoses

Educational Disabilities

School History

Family Circumstances</td></tr>
<tr><td>3</td><td><u>READING</u>
Universal Screening:
FastBridge Reading Fluency
Diagnostics:
Phonics Screener for Intervention (PSI)
Other:
● CKLA Placement and Summative Assessments
● Module Assessments

<u>MATH</u>
Universal Screening:
FastBridge aMath (Adaptive Math)
Diagnostics:
● Fact fluency tests
● Gr 2 math summative assessment
Other:
Module Assessments

<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>
Universal Screening:
TBD
Use Other Evidence</td></tr>
<tr><td>4-5</td><td><u>READING</u>
Universal Screening:
FastBridge Reading Fluency
Diagnostics:
Phonics Screener for Intervention (PSI)
Other:
● NYS ELA Assessments
● Module Assessments

<u>MATH</u>
Universal Screening:
FastBridge aMath (Adaptive Math)

Diagnostics:
● Fact fluency tests
● Gr 3 & 4 math summative assessments
Other:
● NYS Math Assessment
● Module Assessments

<u>WRITING</u></td></tr>
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<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>
Universal Screening:
TBD
Use Other Evidence</td><td rowspan="3">ELL Performance

Prior Evaluations

Previous/Current RtI, AIS, and/or Special Education services

Behavior Data

Other Evidence Listed Above:

Report Cards

Classwork

Class Participation & Effort

Homework

Chapter Tests/Quizzes

Discipline Records

Attendance

Medical Diagnoses

Mental Health Diagnoses

Educational Disabilities

School History

Family Circumstances</td></tr>
<tr><td>6-8</td><td><u>READING</u>
Universal Screening:
FastBridge aReading (Adaptive Reading)- assesses broad reading skills, including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. Computer administered and individualized for each student.
Other:
● NYS ELA Assessment
● ELA 10 week and 20 week checkpoint summative assessments

<u>MATH</u>
Universal Screening:
FastBridge aMath (Adaptive Math)
Other:
● NYS Math Assessment
● Math 10 week, 20 week, and 40 week checkpoint summative assessments
<u>WRITING</u>
● NYS ELA Assessment
● ELA 10 week and 20 week checkpoint summative assessments

<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>
Universal Screening:
TBD
Use Other Evidence</td></tr>
<tr><td>9</td><td><u>READING</u>
Universal Screening:
FastBridge aReading (8th grade June percentile)
Other:
● 8th Grade NYS ELA Assessment
● ELA 10 week and 20 week checkpoint
● 8th Grade summative assessments
● Common Formative Assessments

<u>MATH</u>
Universal Screening:
FastBridge aMath (8th grade June percentile)
Other:
● 8th Grade NYS Math Assessment</td></tr>
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	● Math 10 week, 20 week, and 40 week checkpoint summative assessments ● Common Formative Assessments **<u>WRITING</u>** ● NYS ELA Assessment ● ELA 10 week and 20 week checkpoint ● 8th Grade summative assessments ● Common Formative Assessments **<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>** **Universal Screening:** TBD Use Other Evidence	ELL Performance Prior Evaluations Previous/Current RtI, AIS, and/or Special Education services Behavior Data
10-12	**<u>English/Math/Social Studies/Science</u> (Interventions are only offered for those classes that are graduation requirements)** ● Common Formative Assessments ● Regents Exams ● Final Exams ● Final Grades **<u>BEHAVIORAL/SOCIAL EMOTIONAL</u>** **Universal Screening:** TBD Use Other Evidence	

UNIVERSAL SCREENING

An assessment process used with all children within a given grade, school building, or district for the purposes of identifying or predicting students who may be at-risk academically. The universal screening will be given to all students in Grades K-8 following the plan below.

Timeframe for Universal Screening & Building Level Student Data Team Meetings	
Fall	9/1-10/31
Winter	1/1-2/15
Spring	5/1-6/15

ELA and Math FastBridge Universal Screening by Grade Level

Kindergarten			**Grade 1**			**Grade 2**		
ELA			***ELA***			***ELA***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
-Onset Sounds -Rhyming	-Onset Sounds -Rhyming	-Onset Sounds -Rhyming	-Word Blending -Word Segmenting	-Reading Fluency	-Reading Fluency	-Reading Fluency	Reading Fluency	Reading Fluency

Math			*Math*			*Math*		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
-Counting Objects -Number ID	-Counting Objects -Number ID	-Counting Objects -Number ID	aMath	aMath	aMath	aMath	aMath	aMath

Grade 3			**Grade 4**		
ELA			***ELA***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency
Math			***Math***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
aMath	aMath	aMath	aMath	aMath	aMath

Grade 5			**Grade 6**		
ELA			***ELA***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Reading Fluency	Reading Fluency	Reading Fluency	aReading	aReading	aReading
Math			***Math***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
aMath	aMath	aMath	aMath	aMath	aMath

Grade 7			**Grade 8**		
ELA			***ELA***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**

aReading	aReading	aReading	aReading	aReading	aReading
Math			***Math***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
aMath	aMath	aMath	aMath	aMath	aMath

PROGRESS MONITORING

Progress monitoring is a scientifically based practice that is used to assess student's academic and/or behavior performance and evaluate the effectiveness of instruction. Progress monitoring provides more instructionally relevant information than traditional assessments.

To implement progress monitoring:

- The student's current levels of performance are determined in specific academic skill areas (i.e. reading, writing, and/or math)
- Goals for learning in each identified area of deficit are created with anticipated dates for achievement.
    - Student may be progress monitored in more than one academic area, if needed.
- The student's academic performance is measured on a regular basis (depending on the intervention).

  Tier 1- Typically every other week

  Tier 2- Typically every other week

  Tier 3- Typically weekly
    - Progress monitoring data will be reviewed approximately every 8 weeks by the building's grade level data team and more regularly by the AIS provider and/or teacher. Progress reports will be reviewed approximately every 5 weeks by the high school's RtI Problem Solving Team and more regularly by the AIS provider and/or teacher.
- Teaching is adjusted as needed.
- Student's progression of achievement continues to be monitored once intervention is modified or changed.
- Progress toward meeting the student's goals or target is measured by comparing expected and actual rates of learning and documented.

District Progress Monitoring Tools

	Reading	Math	Writing	Content Areas (i.e. science & social studies

Kdg	PASI	district developed assessments	N/A	N/A
Grade 1	PASI PSI FastBridge Decodable Words and Nonsense Words	district developed assessments	N/A	N/A
Grades 2-3	-FastBridge Reading Fluency -PSI	district developed assessments	N/A	N/A
Grades 4-5	-FastBridge Reading Fluency	district developed assessments	N/A	N/A
Grades 6-8	-FastBridge CBM reading -FastBridge CompEfficiency -FastBridge Auto Reading	CBM math CAP	writing probes	N/A
Grades 9-12	5 week progress reports	5 week progress reports	5 week progress reports	5 week progress reports

Timeframe for Building Level Student Data Team Meetings To Review Progress Monitoring Data	
Fall	11/1-12/15
Spring	3/1- 4/15

ENTRY & EXIT CRITERIA

The determination of qualification for and delivery of intervention services shall be made by the Building Grade Level Data Team (Elementary and Middle School) and RtI Problem Solving Team (High School):

Subject	Entry Criteria Student performance may include one or more of the following:	Exit Criteria Student performance may include one or more of the following:
Grades K-8 Reading	-Below the 25th percentile on the FastBridge reading screening -Below grade level cut-offs on diagnostic assessments -Below the current year's cut score on the 3-8 NYS ELA exam -Evidence of need from progress monitoring data collected during tier 1 interventions -Not meeting grade level reading standards on report card -Classroom performance: unit and/or formative assessments below grade-level standards -Below expected levels of performance on kindergarten screener	-Above the 25th percentile on the FastBridge reading screening -At or above the grade level cut-offs on diagnostic assessments -Above the current year's cut score on the 3-8 NYS ELA exam -Evidence of growth from progress monitoring data collected during tier 1, 2, or 3 interventions -Meeting grade level reading standards on report card -Classroom performance: unit and/or formative assessments approaching grade-level standards

Grades 4-8 Writing	-Below the 25th percentile on the FastBridge reading screening -Below the current year's cut score on the 3-8 NYS ELA exam -Evidence of need from progress monitoring data collected during tier 1 interventions -Not meeting grade level writing standards on report card -Classroom performance: unit and/or formative assessments below grade-level standards	-Above the 25th percentile on the FastBridge reading screening -Above the current year's cut score on the 3-8 NYS ELA exam -Evidence of growth from progress monitoring data collected during tier 1, 2, or 3 interventions -Meeting grade level writing standards on report card -Classroom performance: unit and/or formative assessments approaching grade-level standards
Grades K-8 Math	-Below the 25th percentile on the FastBridge math screening -Below grade level cut-offs on diagnostic assessments -Below the current year's cut score on the 3-8 NYS Math exam -Evidence of need from progress monitoring data collected during tier 1 interventions -Not meeting grade level math standards on report card -Classroom performance: unit and/or formative assessments below grade-level standards -Kindergarten screening results that are below expected levels of performance	-Above the 25th percentile on the FastBridge math screening -Above grade level cut-offs on diagnostic assessments -Above the current year's cut score on the 3-8 NYS Math exam -Evidence of growth from progress monitoring data collected during tier 1, 2, or 3 interventions -Meeting grade level math standards on report card -Classroom performance: unit and/or formative assessments approaching grade-level standards

9-12 Reading	-Below the 25th percentile on the June FastBridge reading screening from 8th grade -Below the current year's cut score on the NYS Grade 8 ELA exam -English Final Average below 65% -English Final Exam score (64% and below) -NYS ELA Regents Exam (64% and below) -Failure in English course for 2 consecutive marking periods -Low performance in previous English course in sequence - Teacher recommendation of the service	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS ELA Regents Exam (65% and above)

	- Counselor or Case Manager recommendation of the service - Student/Parent request of the service -The class must be a graduation requirement	
9-12 Writing	-Below the 25th percentile on the June FastBridge reading screening from 8th grade -Below the current year's cut score on the NYS Gr 8 ELA exam -English Final Average below 65% -English Final Exam score (64% and below) -NYS ELA Regents Exam (64% and below) -Failure in English course for 2 consecutive marking periods -Low performance in previous English course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service -The class must be a graduation requirement	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS ELA Regents Exam (65% and above)

9-12 Math	-Below the 25th percentile on the June FastBridge math screening from 8th grade -Below the current year's cut score on the NYS Gr 8 math exam -Math Final Average below 65% -Math Final Exam score (64% and below) -NYS Math Regents Exam (64% and below) -Failure in math course for 2 consecutive marking periods -Low performance in previous math course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service -The class must be a graduation requirement	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS Math Regents Exam (65% and above)

9-12 Science	-NYS Science Regents Exam(s) (Living/Earth) (64% and below) -Failure in science course for 2 consecutive marking periods -Low performance in previous science course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service -The class must be a graduation requirement	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS Science Regents Exam (65% and above)
9-12 Social Studies	-NYS Regents Exam in Global History or US History (64% and below) -Failure in social studies course for 2 consecutive marking periods -Low performance in previous social studies course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service -The class must be a graduation requirement	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS Social Studies Regents Exam (65% and above)

Counseling	-Parent request -Teacher request -Administrator request -Outside agency request/assessment -Self-referral by student -Counselor/Social Worker/Psychologist observations of child in the school environment -Attendance referral	-Evidence of growth from progress monitoring data collected

PARENTAL/GUARDIAN INVOLVEMENT

Parent/Guardian involvement in the RtI and AIS tiered service delivery model, or any service delivery system, should be characterized by consistent, organized, and meaningful two-way communication between school personnel and parents/guardians with regard to student progress and related school activities. Through this communication, a parent/guardian is able to play an important role in their child's education by assisting in their learning process and by being involved in decision making as it affects instruction to increase their child's achievement. The APCSD believes that positive family engagement is essential to student achievement and thus encourages such involvement in school educational planning and operations. Parents/Guardians are encouraged to be actively involved in their child's education at school and are included as full partners in the decision-making to assist in the education of their child.

In a school setting that is implementing the RtI model, parents/guardians should expect to receive information about their child's needs, the interventions that are being used, who is delivering the instruction, and the academic progress expected for their child. Frequent communication with the school, receipt of regular progress (or lack of progress) information, and participation in decision making should provide parents/guardians the information needed to determine whether their child should be referred for special education evaluation.

PARENTAL/GUARDIAN NOTIFICATION & COMMUNICATION

Parents/Guardians are notified when their child requires an intervention (Tier 2 & 3) beyond what is provided to all students in the general education classroom. Notification is provided to parents/guardians via a phone call, e-mail, and/or letter (see Appendix C) that indicates:
The nature of the intervention their child will be receiving:

- Type of intervention
- Frequency
- Duration
- AIS Provider
- Location

Progress will be reported to parents/guardians via written reports and/or progress monitoring data on the same schedule as report cards and at the high school, every 5 weeks on the progress reports. Teacher conferences and/or consultations may be provided, and parents/guardians may be given suggestions for working with the student at home. When AIS is discontinued, the parent/guardian will be notified in writing that the services will be ending, and the criteria for ending services. The classroom teacher, AIS provider, and/or school counselor may be responsible for the above-required communications.

PROFESSIONAL DEVELOPMENT

Part 100.2 (ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district." The Averill Park Central School District will provide professional development, as needed.

APPENDIX A

Learning Disability Criteria

Individuals with Disabilities Education Act (IDEA):

- In making a determination of eligibility a child shall not be determined to be a child with a disability if the determinant factor for such determination is lack of appropriate instruction in math or reading, including in the essential components of reading instruction.

- **I**f the child has not made adequate progress after an appropriate period of time with appropriate intervention, a referral for an evaluation to determine if the child needs special education and related services must be made.

- For a child suspected of having a specific learning disability, the group must consider, as part of the evaluation:

    - Prior to, or as a part of the referral process, the child was provided appropriate high-quality, research-based instruction in regular education settings, including that the instruction was delivered by qualified personnel.
    - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

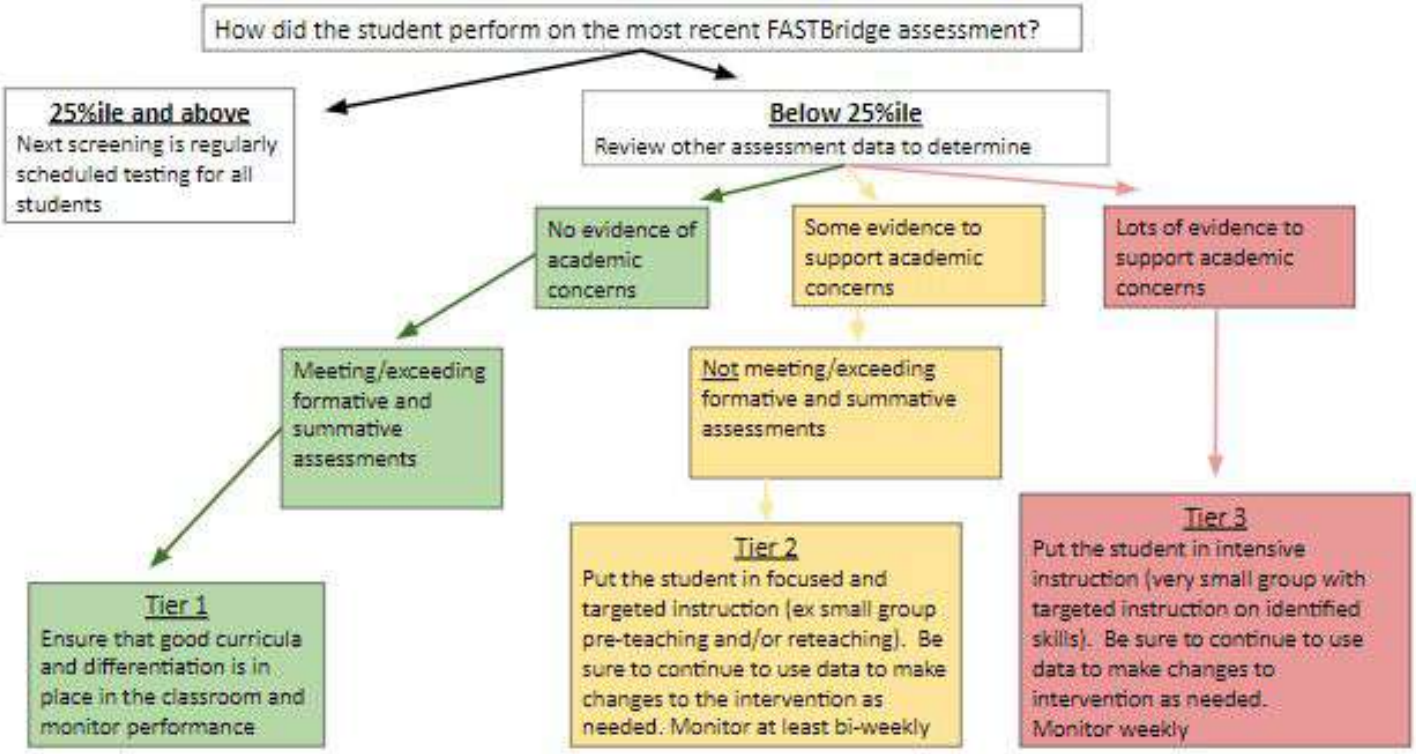
DEFINITION:

Part 200 definition of learning disability: means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j). The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The following exclusionary factors are listed:

- Visual, hearing, or motor disabilities
- Intellectual disability
- Emotional disturbance
- Cultural factors
- Environmental factors or economically disadvantaged
- Limited English proficiency
- **Lack of adequate instruction (either from attendance or adequate instruction)**

APPENDIX B

Averill Park Central School District RtI Decision Making Tree



APPENDIX C

APHS PROCEDURES FOR INTERVENTION WHEN A **STUDENT FAILS A REGENTS EXAM**

Identification and Entry	❏ Teacher and/or Counselor identifies failure from shared results. ❏ Counselor and/or Case Manager collaborates with student and family to schedule student into an intervention. ❏ Counselor and/or Case Manager, collaborating with data coordinator provides parent/guardian and receiving teacher with written notice of intervention. ❏ Counselor and/or Case Manager, with the support of data coordinator, collects student data packet to share with intervention provider. ❏ The above will include: ASAP report from failed Regents Exam(s), teacher feedback form from the student's previous teacher (if different from intervention provider) and students grades within all courses taken in associated department. **RECOMMENDATION FORM**
Intervention Program Delivery and Monitoring	❏ Intervention provider works with student to remediate skills deficits and prepare students to re-take the failed exam. ❏ Intervention provider informs parents of student progress every five weeks via progress report. ❏ Once a month, the SST, functioning as the high school RTI Problem Solving Team, will review the student's progress, with the feedback of the intervention provider, as coordinated by the Counselor and associated Class Principal. The SST will collaborate with the intervention provider to make service adjustments, as needed.
Exiting	❏ When the student has successfully passed the exam, the student will be exited from the intervention service. ❏ Counselor and/or Case Manager will provide parent/guardian and intervention provider with written notification of exit from intervention services.

APHS PROCEDURES FOR INTERVENTION WHEN A
A STUDENT IS PROACTIVELY IDENTIFIED AS IN NEED OF SUPPORT

Identification and Entry	A student may enter into intervention via a number of possible mechanisms: ● Teacher recommendation of the service. ● Counselor or Case Manager recommendation of the service. ● Consideration of MS data points as student enters into 9th grade ● Student/Parent request of the service. ● Failure of course for two consecutive marking periods. ● Low performance in the previous course in a sequence. ● **RECOMMENDATION FORM** ❑ When situation arises, Counselor and/or Case Manager collaborates with student and family to schedule student into an intervention. ❑ Counselor and/or Case Manager, collaborating with data coordinator, provides parent/guardian and receiving teacher with written notice of intervention. ❑ Counselor and/or Case Manager, with the support of data coordinator, collects student data packet to share with intervention provider. ❑ The above will include: ASAP report from any failed Regents Exam(s) in the content area, a teacher feedback form from the student's previous teacher(s), (if different from intervention provider) and students grades within the all courses taken in associated department.
Intervention Program Delivery and Monitoring	❑ Intervention provider works with student to remediate skills deficits. ❑ Intervention provider informs parents of student progress every five weeks via progress report. ❑ Once a month, the SST, functioning as the high school RTI Problem Solving Team, will review the student's progress, with the feedback of the intervention provider, as coordinated by the Counselor and associated Class Principal. The SST will collaborate with the intervention provider to make service adjustments, as needed.
Exiting	❑ When the student has demonstrated that s/he is meeting with success, as defined by the targets for the intervention placement, the student will be released from service. ❑ Counselor and/or Case Manager will provide parent/guardian and intervention provider with written notification of exit from intervention services.