<u>R.T.I and A.I.S.</u>

<u>INTRODUCTION</u>
The Highland Central School district embraces and maintains the philosophy that *all* children can learn. Our district accentuates academic assistance and interventions to help *all* students, including students with disabilities, meet the NY State Learning Standards. Administrators, faculty, and staff work collaboratively and take responsibly for creating the conditions that support student learning.

In accordance with Commissioner's Regulations, our District has established administrative practices and procedures for implementing District-wide initiatives that address a *Response to Intervention* (R.T.I) process applicable to all students and *Academic Intervention Services* (A.I.S.)

<u>RESPONSE TO INTERVENTION (R.T.I)</u>
R.T.I is a general education initiative designed to ensure that *all* students benefit from standards-based curriculum. Curriculum is aligned to the NY State Common Core Learning Standards and grade level performance indicators. The R.T.I program requires high-quality instruction, differentiated instruction matched with student's needs, repeated assessment of student achievement, the application of student information to make educational decisions, and parental notification.

Our highly qualified teachers are constantly making decisions regarding the appropriateness of interventions and closely monitor progress to determine if a student is responding to classroom instruction and progressing as expected. R.T.I provides structure to help educators deal with the challenge of using data to drive research-based instruction in the general education setting provided by the general education teacher. R.T.I also provides the opportunity for general and special educators to work together closely to implement the practice of:

> (1) providing high-quality instruction/intervention matched to student needs
> (2) using learning rates over time and level of performance to make important educational decisions
> (3) progress monitoring and data-based decision making within a problem-solving framework within a multi-tier model of service delivery which includes:
>> a. defining the problem
>> b. analyzing why the problem is occurring
>> c. developing a plan to remediate the problem
>> d. evaluating whether the plan was successful

R.T.I begins in Kindergarten with an initial screening to determine students' readiness to succeed toward mastery of the Common Core Learning Standards. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Our research-based instruction in the classroom helps educators make better decisions about which children should be referred for additional targeted supports. The needs of struggling learners are targeted and addressed early in their educational experience to prevent further academic difficulty by remediating specific deficits. Additional instructional support and a variety of interventions are provided by matching instruction to a student's individual needs through a multi-tiered, data-driven, problem solving approach that is systematically applied at increasing levels of intensity and frequency. Student's performance levels are monitored frequently and over time to make important educational decisions about changes in instruction or goals.

Learning rate and level of performance are the primary sources of information used in ongoing decision making. Decisions about the use of more or less intense interventions are made using information on learning rate and level. Learning rate refers to a student's growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates. Level of performance refers to a student's relative standing on some dimension of achievement or performance compared to expected performance (either criterion- or norm-referenced).

For students suspected of having a potential learning disability, our District provides appropriate R.T.I services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

Minimum Requirements of the District's R.T.I Program:

- **Scientific, research-based instruction defined by the Commissioner's Regulations**
- **Screenings of all students to identify students at risk**
- **Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those 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**
- **Repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.**
- **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**
- **R.T.I Teams will review student information to make decisions regarding student progress and further intervention strategies**
- **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 the amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations**

ACADEMIC INTERVENTION SERVICES (A.I.S.)

Academic Intervention Services (A.I.S.) is a State-mandated program designed to identify and assist at-risk students who are not progressing toward the mastery of learning standards in all content areas (ELA, math, science, social studies) and students who do not demonstrate the knowledge and skills needed to be successful on State assessments. The goal of A.I.S. is to provide the targeted, high-quality instruction and differentiated interventions necessary for students to achieve state standards using supplemental instruction beyond the general curriculum to achieve proficiency.   In addition to improving academic performance, these services may also include guidance and counseling services, response to poor attendance, and study skills instruction.

Academic Intervention Services (A.I.S.) is provided within the Response to Intervention framework. Our highly qualified team-approach insures compliance with Part 100, Section 100.2 (ii) of the Commissioner's Regulations which sets forth minimum requirements for using a R.T.I process to determine a student's response to research-based intervention.

Using the R.T.I. model, the A.I.S. teacher provides additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the New York State learning standards. When a classroom teacher identifies a specific need, the A.I.S. teacher supports her in helping to provide approaches that work with individual students. The A.I.S. teacher provides instruction that is needed to support improved academic performance and can address performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

The A.I.S. teacher may meet a student's needs through individual and/or small group instruction. Students may be "pulled-out" of the classroom and provided reinforcement of skills through collaboration with the classroom teacher.

 The A.I.S. teacher may also "push-in", also known as co-teaching. The A.I.S. teacher goes into the classroom to observe work habits or skill levels, and helps with special projects or writing assignments. This provides extra support to the struggling student by reinforcing the classroom teacher's instruction on a more individualized level. The A.I.S. teacher also provides interventions identified in the R.T.I. model for that student in the classroom.

How does A.I.S. fit into the R.T.I. model?

There are four Tiers from which students receive assistance. All students begin at Tier I. Students who do not meet academic and/or behavioral standards after multiple teacher-directed interventions and strategies have been implemented at Tier 1 move on to Tier 2.

At Tier 2 students receive additional, intense, and targeted direct instruction, interventions, strategies and/or accommodations in A.I.S. Progress is monitored at regular intervals, and students who do not respond adequately continue at that second Tier for a longer period of time, with possible additional interventions, strategies, etc., and may be assigned to Tier 3 intervention.

At the Tier 3 level, students receive additional intensive instruction, interventions, and/or accommodations are specified in student intervention plan, and progress is monitored more closely. Students who do not respond adequately at Tier 3 continue at this Tier for a longer period of time and may be referred for consideration for a special education program or 504 plan. Students who need special education services move to Tier 4.

Initial Screening ELA	Entry Criteria	Tier 1 Services provided in class. All students.	Tier 2	Tier 3	Exit Criteria
Kindergarten		**General Education**	**AIS**	**AIS/Special Ed.**	
• Kindergarten Screening in May • DIBELS Next • SLO • IF there is a new entrant before the first day of school, the entrant will be tested using the DIAL-3 by a District employee prior to classroom placement. • Any entrant into the district after the first day of school will be tested using appropriate assessment(s) by a District employee prior to classroom placement.	• Student scoring in the benchmark (green) range will participate in general education course work. • Students scoring in the monitor (yellow) range on DIBELS will be monitored by classroom teacher for 6-8 weeks. Student will then be reevaluated for AIS services. • Students scoring in the intensive (red) range will receive Tier 2 services.	Provided by: In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement. Progress monitoring: • End of chapter tests • DIBELS 3x a year • DIBELS PM at least once a month for monitors • For struggling students, documentation of interventions and progress is required.	Provided by: In class, general education or AIS staff Co-teaching with AIS staff when possible Contact parents for support and involvement. Progress monitoring: • DIBELS 3x a year • DIBELS PM intensive students every other week. • DIBELS PM monitor student every other week. • LLI (running records) (starting in February) **NEEDS TO BE PURCHASED ORANGE BOX**	Provided by: AIS and/or school support staff, special education teachers. Contact parents for support and involvement. Progress monitoring: • DIBELS PM students every other week. • LLI (running records) 2x a week. • Sight word recognition once a month.	• Benchmark on the DIBELS three consecutive times. • Classroom performance data.

		Possible for Interventions for ELA: • Small group – 4-6 students with similar skill deficits • Differentiated instruction • Monitoring by class teacher • Additional skill work • Support material for deficit skills sent home for parent use	**Possible Interventions for ELA:** • Small group, 3-5 students with similar deficits • Differentiated instruction • Classroom observation of struggling student by support staff • Consultation with other professionals	**Possible Interventions for ELA:** • Mini grouping (no more than 3 students) • Combination of pull-in/pull-out • Individualized instruction • Differentiated Instruction • Consultation with other professionals	
		Frequency for Intervention: • 2-3 days within a six day cycle for 20 minutes	**Frequency for Intervention:** • At least 3 days in a six day cycle for at least 30 minutes	**Frequency for Intervention:** • 5 days a week for 30 minutes	
		Minimum Duration: 8 weeks/At least 2 interventions	**Minimum Duration:** 8 weeks/At least 2 interventions	**Minimum Duration:** 6-8 weeks/At least 2 interventions	

Initial Screening ELA	Entry Criteria	Tier 1 *Services provided in class. All students.*	Tier 2	Tier 3	Exit Criteria
First Grade		General Education	AIS	AIS/Special Ed.	
• DIBELS Next • SLO • Benchmark Assessment System	• Student scoring in the benchmark (green) range will participate in general education course work. • Students scoring in the monitor (yellow) range on DIBELS will be monitored by classroom teacher for 6-8 weeks. Student will then be reevaluated for AIS services. • Students scoring in the intensive (red) range within DIBELS and SLO will receive Tier 2 services.	**Provided by:** In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement. **Progress monitoring:** • DIBELS 3x a year • DIBELS PM at least once a month for monitors • BAS 3x a year • For struggling students, documentation of interventions and progress is required.	**Provided by:** In class, general education or AIS staff Co-teaching with AIS staff when possible Contact parents for support and involvement. **Progress monitoring:** • DIBELS 3x a year • DIBELS PM intensive students at least once a month. • Sight Word recognition • BAS once every other month	**Provided by:** AIS and/or school support staff, special education teachers. Contact parents for support and involvement. **Progress monitoring:** • DIBELS PM intensive students at least once a month. • LLI (running records) 1x a week. • BAS(3x a year)	• Benchmark on the DIBELS three consecutive times. • Score of Instructional at grade level reading in BAS • Classroom performance data.

		Possible for Interventions: • Small group – 4-6 students with similar skill deficits • Differentiated instruction • Monitoring by class teacher • Additional skill work • Support material for deficit skills sent home for parent use	**Possible Interventions:** • Small group, 3-5 students with similar deficits • Differentiated instruction • Classroom observation of struggling student by support staff • Consultation with other professionals	**Possible Interventions:** • Mini grouping (no more than 3 students) • Combination of pull-in/pull-out • Individualized instruction • Differentiated Instruction • Consultation with other professionals	
		Frequency for Intervention: ELA • 2-3 days within a six day cycle for 20 minutes	**Frequency for Intervention: ELA** • At least 3 days in a six day cycle for at least 30 minutes	**Frequency for Intervention: ELA** • 5 days a week for 30 minutes	
		Minimum Duration: 8 weeks/At least 2 interventions	**Minimum Duration:** 8 weeks/At least 2 interventions	**Minimum Duration:** 6-8 weeks/At least 2 interventions	

Initial Screening ELA	Entry Criteria	Tier 1 *Services provided in class. All students.*	Tier 2	Tier 3	Exit Criteria
Second Grade		General Education	AIS	AIS/Special Ed.	
- DIBELS Next - SLO - Benchmark Assessment System	- Student scoring in the benchmark (green) range will participate in general education course work. - Students scoring in the monitor (yellow) range on DIBELS will be tested in BAS. If student falls 3 reading levels below grade level benchmark, they will be enrolled in AIS. Otherwise the student will be monitored by classroom teacher for 6-8 weeks. Student will then be reevaluated	**Provided by:** **In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement.** **Progress monitoring:** - DIBELS 3x a year - DIBELS PM at least once a month for monitors - BAS 3x a year - For struggling students, documentation of interventions and progress is required.	**Provided by:** **In class, general education or AIS staff** **Co-teaching with AIS staff when possible** **Contact parents for support and involvement.** **Progress monitoring:** - DIBELS 3x a year - DIBELS PM intensive students at least once a month - BAS students once every other month.	**Provided by:** **AIS and/or school support staff, special education teachers. Contact parents for support and involvement.** **Progress monitoring:** - DIBELS PM intensive students at least once a month - LLI (running records) at least every other week. - BAS(3x a year)	- Benchmark on the DIBELS three consecutive times. - Score of Instructional for grade level reading in BAS - Classroom performance data.

		for AIS services. • Students scoring in the intensive (red) range within DIBELS will receive Tier 2 services.			
		Possible for Interventions: • Small group – 4-6 students with similar skill deficits • Differentiated instruction • Any other appropriate intervention • Monitoring by class teacher • Additional skill work • Support material for deficit skills sent home for parent use	**Possible Interventions:** • Combination of pull-in/pull-out • Small group, 3-5 students with similar deficits • Differentiated instruction • Classroom observation of struggling student by support staff • Consultation with other professionals	**Possible Interventions:** • Mini grouping (no more than 3 students) • Combination of pull-in/pull-out • Individualized instruction • Differentiated Instruction • Consultation with other professionals	
		Frequency for Intervention: • 2-3 days within a six day cycle for 20 minutes	**Frequency for Intervention:** • At least 3 days in a six day cycle for at least 30 minutes	**Frequency for Intervention:** • 3-5 days a week for 30 minutes	
		Minimum Duration: 8 weeks/At least 2 interventions	**Minimum Duration:** 8 weeks/At least 2 interventions	**Minimum Duration:** 6-8 weeks/At least 2 interventions	

Initial Screening ELA	Entry Criteria	Tier 1 *Services provided in class. All students.*	Tier 2	Tier 3	Exit Criteria
Third Grade		**General Education**	**AIS**	**AIS/Special Ed.**	
• DIBELS Next • SLO • Benchmark Assessment System (BAS)	• Student scoring in the benchmark (green) range in DIBELS will participate in general education course work. • Students scoring in the monitor (yellow) range on DIBELS will be tested in the BAS. If the student scores 3 reading levels below grade level benchmark they will be receive Tier 2 services. If they are at grade level the classroom teacher will monitor the student for	**Provided by:** In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement. **Progress monitoring:** • DIBELS 3x a year • DIBELS PM at least once a month for monitors • End of chapter tests • For struggling students, documentation of interventions and progress is required.	**Provided by:** In class, general education or AIS staff; combination of push-in/pull-out instruction Co-teaching with AIS staff when possible Contact parents for support and involvement. **Progress monitoring:** • DIBELS 3x a year • DIBELS PM at least once a month. • LLI at least 1x a week **NEEDS TO BE PURCHASED RED BOX**. • BAS every other month.	**Provided by:** AIS and/or school support staff, special education teachers. Contact parents for support and involvement. **Progress monitoring:** • LLI (running records) 1x a week **NEEDS TO BE PURCHASED RED BOX** • BAS once a month	• Benchmark on the DIBELS three consecutive times. • Score Instructional in BAS at grade level reading • Classroom performance data.

	6-8 weeks. Student will then be reevaluated for Tier 2 services. • Students scoring in the intensive (red) range within DIBELS will receive Tier 2 services.				
		Possible for Interventions: • Small group – 4-6 students with similar skill deficits • Differentiated instruction • Monitoring by class teacher • Additional skill work • Support material sent home for parent use	**Possible Interventions:** • Small group, 3-5 students with similar deficits • Differentiated instruction • Classroom observation of struggling student by support staff • Consultation with other professionals	**Possible Interventions:** • Mini grouping (no more than 3 students) • Combination of pull-in/pull-out • Individualized instruction • Differentiated Instruction • Consultation with other professionals	
		Frequency for Intervention: • 2-3 days within a six day cycle for 20 minutes	**Frequency for Intervention:** • At least 3 days in a six day cycle for at least 30 minutes	**Frequency for Intervention:** • 3-5 days a week for 30 minutes	
		Minimum Duration: 8 weeks/At least 2 interventions	**Minimum Duration:** 8 weeks/At least 2 interventions	**Minimum Duration:** 6-8 weeks/At least 2 interventions	

Initial Screening ELA	Entry Criteria	Tier 1 *Services provided in class. All students.*	Tier 2	Tier 3	Exit Criteria
Fourth and Fifth Grade		**General Education**	**AIS**	**AIS/Special Ed.**	
• NYS ELA Assessment	• Scoring a 1 or 2 on the NYS ELA Assessment • Top Quartile level 2 will be monitors • All other students will receive Tier 2 services.	**Provided by:** In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement. **Progress monitoring:** • Weekly spelling test • Weekly comprehension test • Chapter Tests • Unit Tests • For struggling students, documentation of interventions and progress is required.	**Provided by:** In class, general education or AIS staff Co-teaching with AIS staff when possible Contact parents for support and involvement. **Progress monitoring:** • DIBELS 3x a year • DIBELS PM intensive students once a month. • BAS 3x a year • Results from Tier 1 progress monitoring	**Provided by:** AIS and/or school support staff, special education teachers. Contact parents for support and involvement. **Progress monitoring:** • LLI (running records) **Red/Gold box need** • Sight Words • Fundations/Words Their Way • BAS 3x a year	• Following year's NYS ELA assessment
		Possible for Interventions: • Small group – 4-6 students with similar skill deficits • Differentiated instruction • Monitoring by class teacher	**Possible Interventions:** • Small group, 3-5 students with similar deficits • Differentiated instruction • Classroom observation of struggling student by support staff	**Possible Interventions:** • Mini grouping (no more than 3 students) • Combination of pull-in/pull-out • Individualized instruction • Differentiated Instruction • Consultation with	

		- Additional skill work - Support material for deficit skills sent home for parent use	Consultation with other professionals	other professionals	
		Frequency for Intervention 2-3 days within a six day cycle for 20 minutes	**Frequency for Intervention:** - Intensive students will receive 120 minutes of instruction in a six day cycle - Strategic students will receive 80 minutes of instruction	**Frequency for Intervention:** 3-5 days a week for 30 minutes	
		Minimum Duration: Until the following year's NYS ELA assessment score.	**Minimum Duration:** Until the following year's NYS ELA assessment score.	**Minimum Duration:** Until the following year's NYS ELA assessment score.	

AIS Math Proposed Structure for 2013 – 2014

<u>Proposal</u>
Provide AIS Math support by pushing into classes during math instruction. This could be done for all grades, or just some of them.

<u>Why Do It?</u>
The Common Core Curriculum is in the early stages of implementation and is significantly different than the previous curriculum. The math specialist can collaborate directly with teachers to ensure curriculum alignment.

Math proficiency levels are slowly declining over time, as evidenced by the NYS test.

During 2012-2013 the number of AIS students being serviced grew 20% in just two months. By March, the number of students was 151, up from 123 (23% increase since September).

Scheduling AIS Math is increasingly difficult as the number of children requiring AIS help is increasing substantially. The increase is due to:

- The new Common Core curriculum
- Teachers identifying students sooner than they might have in the past, due to the new APPR
- The associated testing related to the Common Core. NYS has stated that 60% to 70% of our students are expected to qualify for AIS next year (by scoring a 1 or 2 on the test).

<u>Structure</u>
There will be 5 classes at each grade level with AIS students in them. (One class at each grade level will be structured as a full day inclusion class with one General Ed. teacher and one Sp. Ed. teacher.) The other 5 classes will have push-in support for AIS Math. Lou Ann Judge (Teaching Assistant) would go into the same class daily. Terri Grossman and Deb Kelley would each be assigned to two classes, and would alternate days with them.

<u>Benefits for Students</u>

1. allows *all* students in the class to receive AIS support

2. utilizes flexible, needs-based grouping

3. allows for pull out in small groups as needed

4. provides more stability for students because they can stay in their classrooms, rather than being pulled out for another service

5. aligns instruction between the classroom and AIS Math

6. collaborating on assessing and addressing individual student needs

Benefits for the Math Program

1. maximizes the number of students serviced (no limits due to AIS class sizes)
2. creates flexibility for the duration of math instruction (ranges from 30-50 minutes; not tied to period structure)
3. reduces scheduling difficulties
4. allows AIS support to begin immediately at the beginning of the school year (in the past, time has been spent testing new students and scheduling)
5. eliminates the need to cancel AIS math classes throughout the year for 1:1 testing time to identify students in need of service (multiple teacher requests)
6. improves implementation of the Common Core as teachers plan together and share ideas (2 classroom teachers, plus the AIS teachers will be one planning unit. AIS teachers have the insight of working with all grades for vertical alignment.)

Benefits for Administration

- both the classroom teacher and the AIS teacher would be teachers of record for all the students in the class

Challenges

- finding common teaching time at a grade level for math (5 sections)
- determining a schedule if there is not common teaching time at a grade level for math
- finding common planning time for AIS teachers and classroom teachers at each grade level
- this model requires two full time AIS math teachers plus one assistant

Possible Schedule
9:10 – 9:40 Grade 1 (30 minutes)
9:45-10:35 Grade 5 (50 minutes)
10:40-11:10 Grade 2 (30 minutes)
11:15-11:45 Prep (30 minutes)
11:50-12:40 Grade 4 (50 minutes)
12:45-1:25 Lunch (40 minutes)
1:30-2:00 Kindergarten (30 minutes)
2:05-2:50 Grade 3 (45 minutes)

Grade Level Plans

K: Begin the year by supporting classroom teachers during math time and helping to identify the students in need of AIS. By mid October, begin pulling students in small groups for 30 minutes daily (alternating student groups). Consider pushing in for math support around mid-year.

1: (5 AIS sections) Proposal as above

2: (5 AIS sections) Proposal as above

3: (4 AIS sections) Option to push in or pull out/all classes scheduled for the same time on alternate days. Grossman and Kelley each assigned to two classes. Judge assigned RtI at a different grade level as needed.

4: (4 AIS sections) Option to push in or pull out/all classes scheduled for the same time on alternate days. Grossman and Kelley each assigned to two classes. Judge assigned RtI at a different grade level as needed.

5: (4 AIS sections) Option to push in or pull out/all classes scheduled for the same time on alternate days. Grossman and Kelley each assigned to two classes. Judge assigned RtI at a different grade level as needed.

Increase of AIS Math Students During 2012 – 2013 School Year

Grade	Sept.	Nov.	Change Sept. to November		Jan.	Change Sept. to January		March	Change Sept. to March	
	#	#	Δ	%	#	Δ	%	#	Δ	%
K	25	28	3	12%	27	2	8%	27	2	8%
1	16	18	2	13%	24	8	50%	29	13	81%
2	15	25	10	67%	24	9	60%	21	6	40%
3	15	24	9	60%	23	8	53%	22	7	47%
4	24	24	0	0%	25	1	4%	25	1	4%
5	28	28	0	0%	28	0	0%	27	-1	-4%
Total	123	147	24	19%	151	28	23%	151	28	23%

Elementary AIS/RtI Math Plan

Math Initial Screening	Tier 1	Tier 2	Tier 3
All Grades	**General Education**	**AIS**	**Special Ed.**
- Previous year summative math assessments (SLO, Local, NYS tests) - Teacher observations and recommendations - grade level common assessments - Key Math for individuals as needed	*Services provided in class to all identified students by General Education classroom teachers* **Entry Criteria** - Results of initial screening - Slightly below average performance on grade level common assessments - Teacher observation of student performance in the classroom **Progress Monitoring** A tool reflecting Common Core Math standards is needed **Exit Criteria (within the year)** - Teacher observations and recommendations - satisfactory performance on grade level common assessments	*Services provided to identified AIS students by AIS Math providers and/or General Education classroom teachers* **Entry Criteria** - Results of initial screening - Below average performance on grade level common assessments when looking at whole grade level - Teacher observation of student performance in the classroom - Key Math result is less than 35th Percentile - State testing results when available **Progress Monitoring** A tool reflecting Common Core Math standards is needed **Exit Criteria Within the Year:** - Teacher observations and recommendations - satisfactory performance on grade level common assessments **Exit Criteria at end of year (for following year)** - Summative math assessments (SLO, Local, NYS tests) - Teacher recommendation - Satisfactory performance on grade level common assessments	*Services provided to CSE classified students by Special Education teachers and/or General Education classroom teachers (in collaborative models)* **Entry Criteria** - Special Education testing after a referral is made due to significantly below average performance - Initial CSE meeting is held **Progress Monitoring** A tool reflecting Common Core Math standards is needed **Exit Criteria** - IEP Coordinator recommendations during CSE meeting (annual reviews) based on data collected throughout the year

Thoughts on Progress Monitoring for Math

Investigate AIMS Web

Refine existing CBMS

List critical skills by grade level

- K- 2: Counting and Cardinality; Numbers and Operations in Base Ten; Operations and Algebraic Thinking
- 3 – 5: Operations and Algebraic Thinking; Numbers and Operations in Base Ten; Numbers and Operations – Fractions; Measurement and Data; Geometry

Grade Level	Data Sources	Range of Services within RTI	How Progress Is Monitored	Person Responsible For Service Delivery
6-8	- NYS ELA Score - NYS Math Score - Final Exam Score (7/8) - Easy CBMS (reading comprehension, math computations) - Class work - Behavioral Indicators - Teacher recommendation via grade level meetings - School wide writing assessment administered 2X - MOBY MAX - READ 180 - PBIS data (# referrals, effectiveness of check in/check out, etc.) **Review of:** - Student report card grades and comments/progress reports - Classroom performance(classwork, participation, homework, chapter and unit tests, behaviors that promote learning) - Student records, reports, evaluations including, but not limited to discipline, records, health-related issues, mobility issues, family issues, IST referrals - Attendance records - ESL needs - Anecdotal records (behavior indicators) - Progress reports from MOBY MAX and READ 180	**Tier I:** - Differentiated instruction in the classroom - Literacy coaching - Progress monitoring/bench marks/cut points **Tier II:** - Supplemental AIS which consists of an extra period of direct content support(ELA, Math, SS, Science) - Indirect AIS support in a push in/pull out model (co-teach, resource room) - Consultation to classroom teacher by reading/writing specialist - Special class - Group counseling - After school help (SAIL) - Lunch help - Progress monitoring/bench marks/cut points **Tier III:** - Referral to IST - Individual counseling - Placement in a special class - Progress monitoring/bench marks/cut points	- NYS Assessments - NYS Regents exam (science, math) 5 & 10 week report cards - Progress reports from MOBY MAX and READ 180 - Teacher observation and grade level meetings about students - Behavioral checklists (at grade level meetings)	- General educator - Special educator - Reading specialist - School nurse - Psychologist - Speech and Language Pathologist - Occupational Therapist - Physical Therapist - Counselors - Parents - Title 1 Coordinator
			ENTRY CRITERIA	**EXIT CRITERIA**
			- Score of 1 or 2 on NYS Assessments (ELA, math) - Scores on local assessments - Final Exam grades - Report card grades - IST Referral - Behavior Referrals	- Level 3 or 4 on NYS Assessment in ELA and/or math - Demonstrates consistent improvement on report card - Improvement on local assessment/final exams - Observable behavior in class improves - Teacher recommendation - Counselor recommendation

Range of Services within RTI	Tier I: • Specific targeted interventions based upon student need* • Differentiated instruction in the classroom to maximize student performance/ success • Progress monitoring * PRIM manual interventions * Intervention central * School psychologist * Guidance Office	Tier II: • Supplemental AIS which could consist of an extra period of direct instruction or in-class support/ intervention • AIS support in a push in/pull out model (co-teach, skills class) • Consultation to classroom teacher by reading/writing specialist, guidance counselor, social worker, psychologist, etc. • In-school counseling on as-needed basis • After school help (SAIL) • Lunch help if available • Progress monitoring • Check-in/check-out system • Other interventions as needed **DISCUSSION NEEDED**	Tier III: • Review of all data collected in Tier II and refer to IST using IST Referral found in Guidance Office • Scheduled Individual/ Group counseling as needed • Referral to outside services (DFY, CPS, etc) **DISCUSSION NEEDED** • Special Education Services
How is progress Monitored	• NYS Assessments • NYS Regents exam (science, math) • 5 & 10 week report cards • Collection of data from other sources (MOBY MAX, READ 180, etc.) • Teacher observation and grade level meetings about students		
Who is responsible?	• Classroom teacher • School nurse • Psychologist • Speech and Language Pathologist • Occupational Therapist		

Data Sources	- NYS ELA Score/ NYS Math Score - Final Exam Score (6/7) - Easy CBMS (reading comprehension, math computations) - Behavioral Indicators - Teacher recommendation via grade level meetings - School-wide Writing Project - MOBY MAX - PBIS data (# referrals, effectiveness of check in/check out, etc.) - Parental input/information - Student report card grades and comments/progress reports - Classroom performance/ observations (work samples, participation, homework data, behaviors that impede learning) - Student records, reports, evaluations including, but not limited to discipline records, health-related issues, mobility issues, family issues, IST referrals, attendance records, ESL, other services previously provided - Check with social worker, guidance counselor and psychologist
Entry Criteria	- Score of 1 or 2 on NYS Assessments (ELA, math) **This information is used in SUPPORT of the NYS Assessments** - Scores on local assessments (SLO, MOBY MAX, Writing Project, etc..) - Final Exam grades - Report card grades - Behavior Referrals - Teacher /grade level recommendation - Prior interventions in place

	• Physical Therapist • Counselors • Parents
Exit Criteria	• Level 3 or 4 on NYS Assessment in ELA and/or math • Demonstrates consistent improvement on report card • Improvement on local assessment/final exams • Observable behavior/ performance in class improves • Teacher recommendation • Counselor recommendation

Highland Elementary School
Procedures for RTI Services

Initial Screening Speech	Entry Criteria	Tier 1 *Services provided in class. All students.*	Tier 2	Tier 3	Exit Criteria
Kindergarten		General Education	AIS	AIS/Special Ed.	
• Speech Ease Speech Inventory	• Below Benchmark on two of five language sections: articulation, Auditory association, auditory recall, vocabulary, and basic concepts	Provided by: In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement.	Provided by: In class, general education or AIS staff Co-teaching when appropriate Contact parents for support and involvement.	Provided by: In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement.	• Student reaches benchmark criteria
		Possible for Interventions for Speech: • Note any concerns and speak with Speech and Language Teacher	Possible Interventions for Speech: • Direct Therapy • Small group maximum of 5 students	Possible Interventions for Speech: • Direct Therapy • Small group	
		Frequency for Intervention: • Progress monitored twice a month	Frequency for Intervention: • 2x a week	Frequency for Intervention: • 2-5x a week	
		Minimum Duration: • No progress within the quarter; therapy will be recommended	Minimum Duration: • If no progress by second quarter student will be recommended for IST.	Minimum Duration: • Yearly complete evaluations	

Initial Screening Speech	Entry Criteria	Tier 1 *Services provided in class. All students.*	Tier 2	Tier 3	Exit Criteria
Grades 1-12		General Education	AIS	AIS/Special Ed.	
• OWLS: Oral Written Language Scale • Goldman Fristoe Test of Articulation	• Score below an 85 on the OWLS Goldman Fristoe Test of Articulation: • Grades K-2; 2-5 error sounds in all positions • Grades 3-5; any error sounds	Provided by: In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement.	Provided by: In class, general education or AIS staff Co-teaching when appropriate Contact parents for support and involvement.	Provided by: In class, general education teacher. Needs of all students are addressed through the standard curriculum and effective instruction. Contact parents for support and involvement.	• Student reaches benchmark criteria
		Possible for Interventions for Speech: • Teacher will note any concerns and speak with Speech and Language Teacher	Possible Interventions for Speech: • Direct Therapy • Small group maximum of 5 students	Possible Interventions for Speech: • Direct Therapy • Small group	
		Frequency for Intervention: • Progress monitored 2x a month	Frequency for Intervention: • 2x a week	Frequency for Intervention: • 2-5x a week	
		Minimum Duration: • No progress within the quarter; therapy will be recommended.	Minimum Duration: • If no progress by second quarter student will be recommended for IST.	Minimum Duration: • Yearly complete evaluations	

Grade Level	Data Sources	Services (All Grade Levels)	How Progress is Monitored (All Grade Levels)	Person Responsible for Services (All Grade Levels)	Exit Requirements (All Grade Levels)
9-10	**State Exams** Score of 1 or 2 on 7th grade ELA/Math Score of 1 or 2 on 8th grade ELA/Math/Science/ Foreign Language Score of 1 or 2 on 9th grade Math/Science **Local Final Exams** Score of 65 or below on 8th Grade ELA/Math/Science/Social Studies Score of 65 or below on 9th Grade ELA/Math/Science/ Social Studies/ Foreign Language **Review of:** 5/10 week report cards (w/comments) Cumulative/year end academic reports Classroom Performance Course Failures Student Records and Reports, including but not exclusive to discipline records, health-related issues, ESL services,	**TIER I** **(Low Intervention – 1 subject requiring AIS Services)** Differentiated Instruction in classrooms (all subjects) Castle Learning and online support Integrated co-teaching in core subjects Supported classrooms **Instructional Skills** Skill labs Before and after school remediation Consultation with guidance counselor Consultation with parents **TIER II** **(Moderate Intervention – 2 or more subjects with grades ranging from 65-55)** Differentiated Instruction in classrooms (all subjects) Castle Learning and online support Integrated co-teaching in core subjects Supported classrooms Instructional Skill Skill labs	Teacher recommendation Teacher comments (5 and 10 week progress reports) Classwork monitoring (completion of assignments, attendance, participation, etc.) Classroom assessments (quizzes, tests, labs, essays, etc.) Behavioral monitoring Attendance monitoring Counselor report/ Recommendation (social worker, School psychologist, nurse, guidance counselor, security official, etc.) Systematic parent contact via email, mail, or telephone	Classroom teachers Special Ed Teachers Skill Lab Tutors/ T.A.'s Guidance Counselors Other counselors (social worker, school psychologist, nurse, security officials, etc.) Students Parents	Tier III → Tier II Student reaches point increase benchmark in all subjects (55) Tier II → Tier I Student reaches point benchmark all subjects (65) Tier I → Exit AIS/RTI Student reaches point benchmark in all subjects (75)

	attendance records, family/mobility /financial issues Previous AIS Services *Benchmark Assessments** Teacher /support team recommendation	Before and after school remediation Consultation with guidance counselor Consultation with parents Monitored/Structured Academic study hall		
11-12	**State Exams** Score of 1 or 2 on 10th grade Global/Science/ Math Score of 1 or 2 on 11th grade ELA/Math/U.S. History/Science **Local/County Final Exams** Score of 65 or below on 10th grade ELA/Math/ Global/Science/Health Foreign Language Score of 65 or below on 11th grade ELA/Math/ U.S. History/Science/ Foreign Language/Health **Review of:** 5/10 week report cards (w/comments) Cumulative/year end academic reports Classroom Performance **Course Failures** Student Records and Reports, including but not exclusive to discipline records, health-related	Summer School Counseling support groups Monitored/Structured After school study hall **TIER III** **(High Intervention – 2 or more subjects with grades 55 and below)** Differentiated Instruction in classrooms (all subjects) Castle Learning and online support Integrated co-teaching in core subjects Supported classrooms Skill labs Instructional skills Before and after school remediation Consultation with guidance counselor **Consultation with parents** Monitored/Structured Academic study hall **Summer School** Individualized Counseling support		

issues, attendance records, family/mobility issues Previous AIS Services *Benchmark Assessments** Teacher /support team recommendation	Monitored/Structured After school study hall Back scheduling/course auditing (previous courses)			