

# **MILLER PLACE UNION FREE SCHOOL DISTRICT**



## **RESPONSE TO INTERVENTION PLAN**

### **GRADES K-5**

**2017-18**

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## Acknowledgements

The district would like to acknowledge the efforts and expertise of the following Response to Intervention (RtI) Committee representatives who have contributed to a plan that supports the needs of our students, programs, and related services.

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### REVISED: May 2013

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### REVISED: June 2017

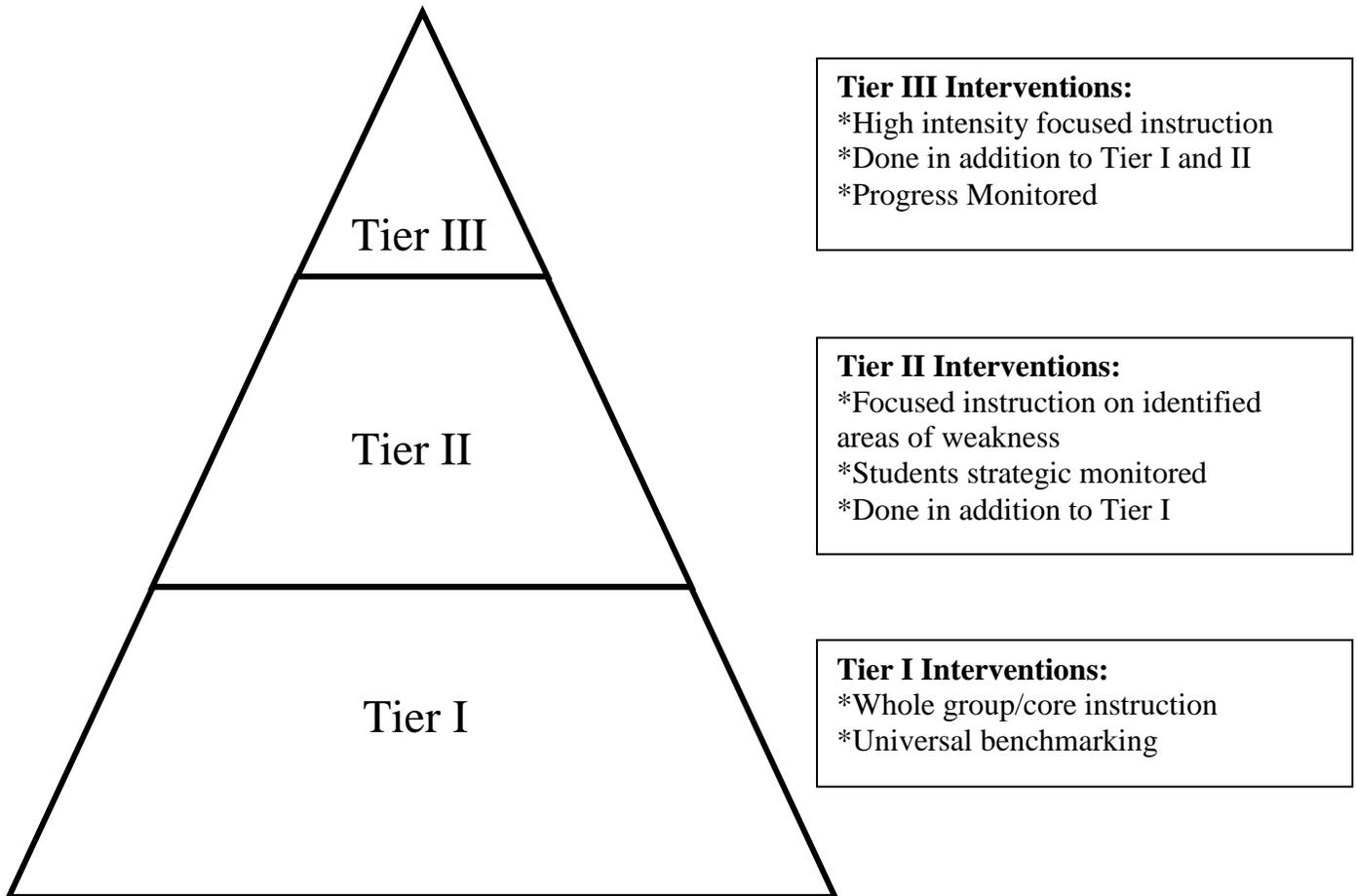
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## **Introduction**

The Miller Place School District has developed a plan based on an outline provided by New York State. This plan outlines our District's phase-in timeline and will be reviewed on a yearly basis. At the time of developing this plan, we structured RtI within the framework of current staffing, state recommendations and available resources.

## The Purpose of RtI

RtI is a process designed to help schools focus on high-quality instruction that is matched to student needs and is monitored on a more frequent basis. Information gained from the RtI process is used by school personnel to develop specific interventions and to make data-based decisions regarding the student's educational program. Each student will be placed in one of three "tiers" (pictured below). In this structure, programs are more appropriately modified to fit a student's specific needs. In addition to the tier interventions, the teachers will utilize our current reading programs to support struggling learners. These programs will be utilized within the various RtI tiers so that students can acquire the necessary skills for current and future success.



## **Tier I**

The core, researched-based curriculum is implemented by classroom teachers in the general education classroom. Appropriate instruction and research-based instructional interventions in this tier should meet the needs of at least 80 percent of all learners and align with the New York State learning standards. Universal screening will be administered to all students in the general education classroom three times per year. Students identified as at-risk by one or more data sources receive additional instruction or interventions within the general education classroom in small groups based upon need identified. Students in need of additional support are monitored weekly by the classroom teacher for five or six weeks. This additional intervention is implemented by the classroom teacher and monitored for fidelity and effectiveness using multi-tier differentiated instruction.

- Research-based core curriculum
- Includes all students
- Universal screening 3 times yearly
- A 90 minute reading block in the areas of:
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

### **Tier I – Five Components of Literacy Instruction**

1. **Phonemic Awareness**- understanding that the sounds of spoken language work together to make words.
2. **Phonics**- understanding that there is a relationship between letters and sounds through written language.
3. **Fluency**- the ability to read orally with appropriate speed, accuracy and proper expression.
4. **Vocabulary**- refers to the words children must know to communicate effectively and the ability to understand new words.
5. **Comprehension**- constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.

## **Tier II**

Tier II includes individualized, target supports for students with more significant academic concerns. Tier II intervention is typically small group supplemental instruction. This supplemental instructional intervention is provided in addition to the classroom instruction provided in Tier I. Students receiving Tier II intervention are provided classroom instruction plus supplemental intervention in a small group, multiple times a week.

- Tier II interventions shall be targeted interventions matched to students' specific academic strengths and needs. All interventions will be research-based interventions.
- Interventions may occur in the classroom or in pull-out models.
- School personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.
- Interventions will target the five components of literacy instruction based on student need.
- The recommended length of time a student spends in Tier II intervention will vary depending on factors such as skill set and rate of progress.
- Strategic monitoring in Tier II will occur after 10-15 days of targeted instruction using curriculum based measurement (CBM) that measures targeted skills.
- If progress monitoring indicates that the student has achieved targeted skills, the intervention will be discontinued. The student will be progress monitored until the student demonstrates proficiency.

### **Tier III**

Tier III intervention is designed for those students who demonstrate insufficient progress in Tier II. Tier III differs from Tier II instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a smaller group setting than Tier II and meeting at a greater frequency. Interventions are more likely to occur outside the general classroom.

- Interventions will target essential components of literacy and math instruction based on student need.
- Instruction is provided by school personnel who are highly skilled and trained.
- The recommended length of time a student spends in Tier III intervention ~~will~~ may vary depending on the skill set to be learned. The rate of the student's progress and whether the student is making adequate progress to change their learning trajectory to achieve grade level proficiency in a reasonable amount of time.
- The progress of students in Tier III is monitored weekly to determine the student's response to intervention.
- A student must remain in Tier III until at least 5 progress monitoring data points are reached so the student's progress can be properly evaluated.
- If the student is successful with the plan over a period of time a student may return to Tier II or Tier I based on student need.
- If after a period of time the student does not make progress deemed sufficient by the *R/I* Team, a referral to Special Education may be appropriate.

## Assessment

RtI uses a tiered system of assessments that increases in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills. RtI allows schools to design instruction that responds to learning needs. This is done by regularly assessing students' progress in reading.

### **There are three types of assessment tools used:**

1. **Universal Screening utilizes Curriculum Based Measures (CBMs)**, which are quick and efficient probes that measure overall ability and critical skills known to be strong indicators that predict student performance. CBMs are administered to all students three times a year. These assessments help to identify students who do not meet grade level expectations. These are used in conjunction with multiple measures such as classwork, classroom assessments, progress monitoring, and teacher recommendation.
2. **Progress monitoring** is the practice of assessing student performance using CBMs and other standardized measures on a repeated basis to determine how well a student is responding to the intervention. Progress monitoring occurs for students in Tiers II and III.

If the progress monitoring indicates that the student has achieved the skill (data points approaching, at or above the projected goal), the intervention will be discontinued. The student will be progress monitored while in the classroom to confirm that the skill is maintained.

If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained. If the data gathered through progress monitoring indicates that the rate of improvement is not approaching the trend line to meet the level of the student's peers, the intervention will be altered. It can be altered by changing the focus of the intervention, increasing frequency, increasing the time of sessions or changing the materials used for the intervention.

3. **Supplemental Data – Informal and formal grade level measures.** Some examples of this type of data would include classroom observations, writing samples, exams, grade level assessments, state assessments, quizzes, and teacher observations.

## **RtI Team Process**

Andrew Muller Primary School and Laddie A. Decker Sound Beach School will use the same general procedures and forms for the RtI team review process. This uniformity will serve to provide fidelity of implementation of the team processes so that all children have access to early intervention according to their learning needs. A system for monitoring student data will be compiled and will transition with the student from grade to grade.

Each RtI Team *may* consist of the following team members:

A general education teacher, special education teacher, reading specialist, math specialist, speech language pathologist, school psychologist, ENL teacher, administrator, nurse, and student assistance counselor.

Each RtI team will include:

1. Facilitator
2. Scribe
3. Time Keeper
4. Case Manager/Point Person

Procedures:

1. Review the student referral, tiered classroom intervention planning sheet and data collected.
2. Identify one or two specific areas to target.
3. Determine tier and intervention strategies or services.
4. Design an intervention plan as a team and provide teacher with the necessary information.
5. Assign a case manager/point person to oversee plan implementation and progress monitoring.
6. Clarify who will be communicating (verbally/written) with parents.
7. Schedule follow-up meeting.

By the end of the meeting, teachers will have a Student Intervention Plan to target the areas of difficulty.

For follow-up meetings, complete Section VI of the RtI Minutes Form and amend plan as needed.

Table: Description of Critical Elements in a 3-Tier RtI Model

<p>The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their RtI model.</p>			
	Tier I	Tier II	Tier III
Elements	Core Curriculum and Instruction	Supplemental Instruction	Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction	Individualized or smaller group instruction
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by the curriculum based measure	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by strategic monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures three times per year	Varies. Approximately 10-15 days	Varies. Approximately weekly
Frequency of intervention provided	Per school schedule	Varies. Approximately three to five times per week for approximately 20-30 minutes per session	Varies. More frequent than Tier II for approximately 30 minutes per session

## **Notification to Parents**

When a student has been identified as needing additional instruction beyond that provided to all students in the general education classroom, parents or guardians will receive written notification that will include:

1. The specific subject area in need of intervention.
2. The amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program.
3. The strategies for increasing the student's rate of learning.
4. The frequency and duration of the intervention.
5. The name of the instructor providing the intervention.
6. The parents' right to request an evaluation for special education programs and services.
7. Notice of an increase, reduction or cessation of RtI services.

\*\*\*Please see Appendix A, B, and C for examples of the parent notification letters.

**Appendix A:  
Miller Place School District**

**RESPONSE TO INTERVENTION  
NOTIFICATION LETTER**

**Miller Place Union Free School District**

7 Memorial Drive, Miller Place, New York 11764-2036  
Telephone: (631) 474-2700 Extension 222 Fax: (631) 474-0686

*Board of Education*  
*Johanna Testa, President*  
*Richard Panico, Vice President*  
*Noelle Dunlop, Trustee*  
*Keith Frank, Trustee*  
*Lisa Reitan, Trustee*

*Superintendent of Schools*  
*Dr. Marianne F. Cartisano*  
*Deputy Superintendent*  
*Seth A. Lipshie*  
*Assistant Superintendent*  
*Susan G. Hodun*  
*Executive Director for*  
*Educational Services*  
*Sandra A. Wojnowski*

Dear Parent/Guardian,

The Miller Place School District faculty and administration routinely screen all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

The New York State Education Department requires schools to provide Response to Intervention Services (RtI) to students believed to be at risk of not achieving the New York State Learning Standards. RtI is designed to help students achieve the standards in English Language Arts, Mathematics, Science, and Social Studies by providing additional instruction or support services. Below you will find the criteria and/or concern(s), which were referenced when evaluating your child's needs.

Your child has been identified as a student in need of RtI as follows:

Student's name: \_\_\_\_\_

Student's grade: \_\_\_\_\_

Subject area/course: \_\_\_\_\_

Entrance criteria: \_\_\_\_\_

The RtI services to be provided for your child are described below.

Student name \_\_\_\_\_

RtI service \_\_\_\_\_

Time/Duration \_\_\_\_\_

Frequency \_\_\_\_\_

Location(s) \_\_\_\_\_

Instructor \_\_\_\_\_

Your child's progress will continue to be monitored to determine the continued need of services and you will receive quarterly reports. Please be advised that your child must satisfactorily meet the established New York State standards in English Language Arts, Mathematics, Social Studies, and Science and that RtI is being recommended at this time to better prepare your child to meet those standards and the New York State graduation requirements.

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student's response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipients of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you should have any questions regarding your child's RtI plan please contact your child's teacher.

Sincerely,

Building Principal

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**Appendix B:  
Miller Place School District**

**RESPONSE TO INTERVENTION  
CHANGE IN INTERVENTION LETTER**

**Miller Place Union Free School District**

7 Memorial Drive, Miller Place, New York 11764-2036  
Telephone: (631) 474-2700 Extension 222 Fax: (631) 474-0686

*Board of Education  
Johanna Testa, President  
Richard Panico, Vice President  
Noelle Dunlop, Trustee  
Keith Frank, Trustee  
Lisa Reitan, Trustee*

*Superintendent of Schools  
Dr. Marianne F. Cartisano  
Deputy Superintendent  
Seth A. Lipshie  
Assistant Superintendent  
Susan G. Hodun  
Executive Director for  
Educational Services  
Sandra A. Wojnowski*

Dear Parent/Guardian:

The Miller Place School District faculty and administration routinely screens all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

In the Miller Place School District, we utilize a three tiered approach to education. The first is quality classroom instruction. Beyond that, individual children may need varying levels of support. Response to Intervention (RtI) is a problem-solving process that reviews students' progress and needs. Our goal is to match the needs of your child with appropriate interventions. As a result of progress monitoring, the following adjustments will be made to the intervention plan.

Student's name: \_\_\_\_\_

Student's grade: \_\_\_\_\_

RtI Service Ending: \_\_\_\_\_

New RtI Service: \_\_\_\_\_

RtI Tier: \_\_\_\_\_ Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Instructor: \_\_\_\_\_

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As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student’s response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipients of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you should have any questions regarding your child’s RtI plan please contact your child’s teacher.

Sincerely,

Principal

**APPENDIX C:  
Miller Place School District**

**RESPONSE TO INTERVENTION  
COMPLETION OF INTERVENTION LETTER**

**Miller Place Union Free School District**

7 Memorial Drive, Miller Place, New York 11764-2036  
Telephone: (631) 474-2700 Extension 222 Fax: (631) 474-0686

*Board of Education  
Johanna Testa, President  
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Deputy Superintendent  
Seth A. Lipshie  
Assistant Superintendent  
Susan G. Hodun  
Executive Director for  
Educational Services  
Sandra A. Wojnowski*

Dear Parent/Guardian:

The Miller Place School District faculty and administration routinely screen all students and review the records to measure student progress and grade level readiness. Your child's response to intervention is monitored for their effectiveness on a regular basis.

As a result of the District screening and/or record review, it has been determined that your child no longer requires the following interventions.

Student's name: \_\_\_\_\_

Student's grade: \_\_\_\_\_

RtI Service: \_\_\_\_\_

RtI Tier: \_\_\_\_\_ Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Instructor: \_\_\_\_\_

If your child receives other interventions, these services will continue unless you are notified. Your child's progress will continue to be monitored to ensure that your child continues to make the appropriate gains.

Sincerely,

Principal