Farmingdale Public Schools

Response to Intervention Plan

Kindergarten – Grade 5

Farmingdale District Mission

We acknowledge that there are certain basic principles that shall guide the Board of Education in its actions and activities on behalf of our students and our community. The mission of the Farmingdale School District is to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected, and all students are enabled to realize their full potential. To that end, we will:

ESTABLISH FARMINGDALE AS A HIGH ACHIEVING SCHOOL DISTRICT AS EVIDENCED BY HIGH LEVELS OF STUDENT PERFORMANCE.
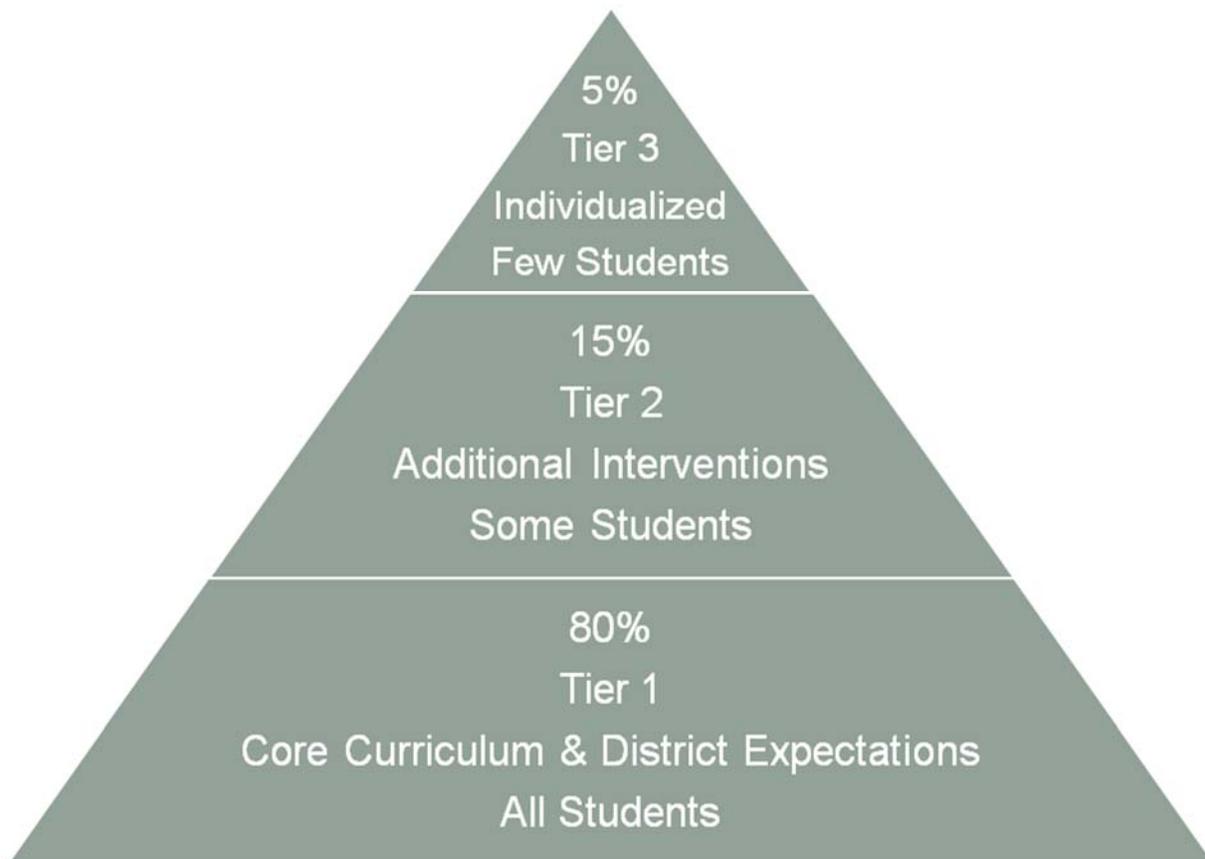
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Purpose of Manual

Response to Intervention (RtI) programs have been historically used to formulate high-quality curricula, guide behavioral interventions, monitor student progress, adapt instructional methods to changing needs, and make other critical decisions affecting the primary, supplemental, and special education of children. Recently, however, lawmakers have come to appreciate that RtI programs can also prevent potential learning problems and provide additional support for children with specific learning disabilities. Consequently, federal law now requires state departments of education to develop and implement RtI to close achievement gaps for all students, including at-risk students, students with disabilities, and English language learners.

The purpose of this manual is to help the Farmingdale schools design and implement an RtI program for the effective instruction of **all** K-Grade 5 students, including but not just limited to learning disabled children subject to federal and state mandates. The manual first outlines the federal basis, state basis, benefits, and core components of RtI programs, generally. It then recommends a specific RtI program for all K-Grade 5 students attending Farmingdale Schools (including plans for curricular materials, multi-tiered instructional practices, comprehensive assessments, professional development, and documentation and evaluation of program services). Finally, this manual discusses leadership team responsibilities and norms, communication plans, parental involvement, and other factors critical to the success of Farmingdale's RtI program.

5%
Tier 3
Individualized
Few Students

15%
Tier 2
Additional Interventions
Some Students

80%
Tier 1
Core Curriculum & District Expectations
All Students

Farmingdale Stakeholder Team

This manual could not have been developed without all the time, skills, and knowledge of the assistance of the following Stakeholder Team members and their commitment to the educational achievement of all Farmingdale students:

<div align="center">

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</div>

Farmingdale's RtI Core Beliefs

For any school or district to achieve common goals, it must first identify the core beliefs and values that bind its educators, staff, and administrators in the pursuit of academic achievement and excellence. Farmingdale District RtI Stakeholders share the following core beliefs and values:

- *We believe that all children can learn and achieve academic and social success through research based instruction*

- *We believe that the collaboration between families and administrators, teachers and support staff is essential for working together in order for children to grow emotionally, socially, and academically.*

- *We believe that it is important to respond to data at the earliest indication of student need and provide intervention strategies.*
- *We believe that continuing professional development for all staff is an integral component to student success.*
- *We believe that a meaningful education should be relevant and diverse.*

RtI: An Overview

Federal Basis of RtI

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) authorizes the use of scientific, research-based intervention methods to determine a child's eligibility for learning disability educational services.

> *[W]hen determining whether a child has a specific learning disability … a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability … [but instead] may use a process that determines if the child responds to a scientific, research-based intervention as a part of the evaluation procedures….*
>
> *(20 U.S.C. §1414(b) (A) and (B))*

IDEIA 2004 does not preclude use of the achievement-ability methods for identifying learning disabled students. Rather, it recognizes alternative methods grounded on "scientific, research-based intervention."

RtI is one such method. It provides a scientifically researched and validated framework for reliably identifying individual student needs and effectively tailoring instructional practices to specific need areas.

To qualify for IDEIA 2004 services, a child must first receive but fail to respond adequately to appropriate instruction and intervention in the classroom.

> *[T]o ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the group must consider … data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals.*
>
> *(34 C.F.R. §300.309(b))*

Accordingly, and in concert with the No Child Left Behind Act of 2001 (NCLB), IDEIA 2A004 requires that general education teachers and staff first monitor and measure student response to individual instruction and intervention in the classroom. Only then, if a child fails to make adequate progress despite systematic and research-grounded classroom interventions, will the child become federally eligible for special education services.

State Basis of RtI

By July 1, 2012, every school district in the State of New York must implement an RtI process, rather than use an achievement-intellectual ability discrepancy model, to determine whether a K- Grade 4 student has a learning disability in reading.

In addition, the State of New York has established criteria for determining whether a student has a learning disability and is eligible for special education. In part, these criteria require Child Study teams to determine that a student's underachievement is not due to limited English proficiency or lack of appropriate instruction in reading (including the five essential components) or mathematics.   RtI data can assist in this determination and, along with other individual evaluation methods, provide important information about how children learn and can overcome learning difficulties.

Benefits of RtI

Multi-tiered RtI systems provide a means to more reliably identify and more quickly correct learning problems that put students at-risk for educational failure. RtI practices also improve communication between home and school by more frequently conferring and collaborating with parents about their children's progress and the school's educational efforts. Other benefits of RtI include:

- documentation of peer learning rates among students who receive the same instruction;
- communication of school plans for monitoring student performance;
- assistance to teachers who request help with learning disabled students;
- establishment of a global approach to instructional practices within a school;
- development of prevention efforts for children entering kindergarten;
- identification of existing and transfer students with learning disabilities;
- coordination of intervention efforts; and
- development of professional staff.

Essential Components of RtI

The primary purpose of any RtI program is the effective instruction of all children through

- early identification of individual student needs;
- development of a multi-tiered model for service delivery;
- use of problem solving or standard protocol methods to make decisions within the multi-tiered model;
- reliance on research-based, scientifically validated instruction methods and interventions; and
- screening, diagnostics, and progress monitoring assessments to inform instruction and interventions.

(National Association of State Directors of Special Education [NASDSE] 2006)

To achieve this purpose, every RtI program must include four components:

1. a comprehensive assessment plan;
2. multiple layers or "tiers" of instructional practice;
3. high-quality professional development; and
4. fidelity and integrity.

Each core component is briefly described below, followed by a more detailed treatment of each component for the RtI program specifically recommended for Farmingdale schools.

Comprehensive Assessment Plan

The defining feature of any RtI program is its use of data to drive decisions and the decision-making process. Accordingly, every RtI program must include a comprehensive assessment plan

- to identify the specific academic and behavioral needs of individual students;

- to inform the problem-solving process;

- to design and adapt instruction to meet student needs; and

- to evaluate the effectiveness of instruction at all levels of the system (*e.g.,* classroom, school, district).

To conserve limited resources, RtI programs use tiered data assessment systems. Tiered assessments, if timely conducted, can reliably identify which students need help in what specific areas and enable teachers to tailor their instruction and interventions to individual need and need areas.

Tiered comprehensive assessment plans serve four main objectives:

1. to identify at the beginning of the school year both (a) at-risk students who may need extra instruction or intensive intervention to achieve grade-level standards by year-end and (b) students who have already attained or nearly attained grade-level benchmarks and may need additional challenges;
2. to monitor student progress throughout the year to determine (a) the progress of at-risk students toward year-end objectives and (b) the need for extra instruction or additional challenges for any other students not previously identified as at-risk;

3. to inform instructors how to plan for and meet individual needs in specific need areas; and

4. to evaluate at year-end whether all students have achieved grade-level standards from regular instruction and/or extra instruction or intervention.

To achieve these four objectives, comprehensive assessment plans employ four assessment methods: (1) universal screening assessments; (2) progress monitoring assessments; (3) diagnostic assessments; and (4) outcome assessments.
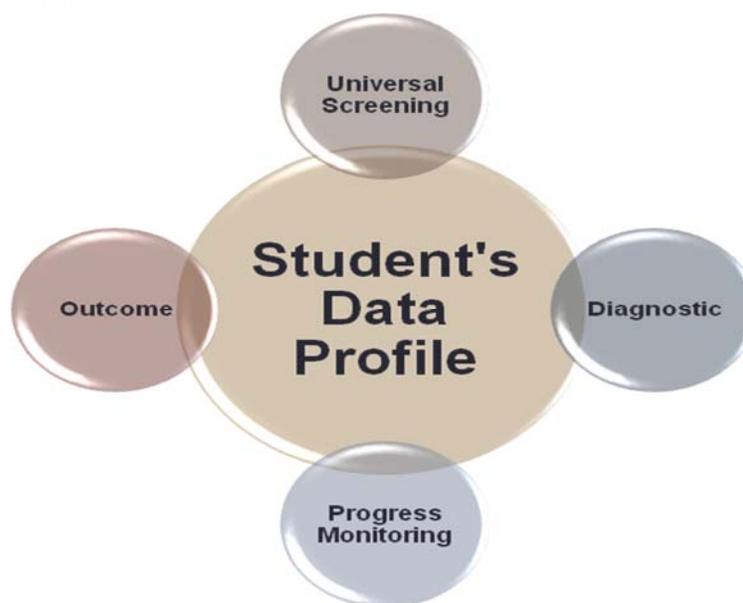
Universal Screening Assessments

Universal screening assessments provide a quick and reliable measure of overall ability and critical skills known to be strong predictors of student performance. Universal screening assessments are administered to all students at the beginning of the school year to identify which students fall below, meet, and exceed grade level expectations and to establish a baseline for future evaluations.

Progress Monitoring Assessments

Progress monitoring assessments provide a quick and reliable means to measure student progress. Progress monitoring assessments are administered periodically throughout the school year:

- to determine student progress rates;

- to evaluate the effectiveness of instruction and intervene if necessary;

- to identify the need for additional information; and

- to analyze and interpret gaps between baselines and achievement.

Diagnostic Assessments

Diagnostic assessments, although less quick than universal screening and progress monitoring assessments, provide in-depth data on specific skill sets. With diagnostic assessment data, educators can more effectively tailor effective instruction and intervention to specific academic or behavioral needs.

Outcome Assessments

Outcome assessments measure yearly progress. Administered at the end of each school year, outcome tests inform school leaders and teachers about the overall effectiveness of instructional and intervention programs and, in addition, satisfy school, district and/or state reporting requirements.

Multi-Tiered Instructional Practices

In addition to a comprehensive assessment plan, RtI programs use a multi-tiered service-delivery model, with distinctive support structures built into each tier, to guide teachers in choosing research-based curricula and instructional practices designed to promote academic achievement.

Tiered delivery systems provide (1) a core, scientifically-based instructional program for ALL students at their instructional grade level (Tier 1) plus (2) intensified group (Tier 2) and individualized (Tier 3) instruction to students in specific areas of need.

Professional Development

Like any newly implemented system, RtI requires professional development—and prioritizing professional development—of staff. No school can conduct all trainings immediately. But each school must prioritize and create a calendar/timeline for all trainings required to implement and sustain an RtI program. At the start of each school year, districts must also train leave replacements, newly hired teachers, and teachers changing grade levels for their assigned tiers of instruction.

Fidelity and Integrity

Documentation and evaluation is crucial to the fidelity and integrity of any RtI program. Fidelity, in this context, means delivery of scientific, research-based curricula and interventions in the manner and at the times intended. Integrity means timely performance and analysis of all universal screening, progress monitoring, diagnostic, and outcome data assessments, followed by decisions based on the data.

Because of their critical importance to any RtI program, both school and district teams must budget adequate time and responsible personnel to ensure proper documentation and evaluation of program fidelity and integrity throughout the school year.

RtI: The Farmingdale Public Schools Program

School teams must follow the RtI program detailed below. If a school team wishes to depart from any program requirement or recommendation, it must obtain prior written approval from the District RtI Stakeholder Team. To ensure program fidelity and integrity, however, the District RtI Stakeholder Team may not approve departure from any core component of any tier prescribed by this manual.

Farmingdale has chosen to adopt a hybrid RtI model. Under the Farmingdale model, universal assessment data will be immediately compiled to determine which students need additional support, immediately followed by interventions targeted at the specific need areas of those students. Staff will be highly trained in implementing interventions and determining the best intervention method for each area of need. Progress monitoring data will be continually collected after the interventions begin. Data teams will use a problem-solving process to analyze progress monitoring data to determine whether to modify and, if so, how to create more individualized or intense interventions for students who need additional support. Teams will also apply decision-making rules to evaluate the efficacy of all interventions and to determine whether intervention should continue, be adjusted, or end.
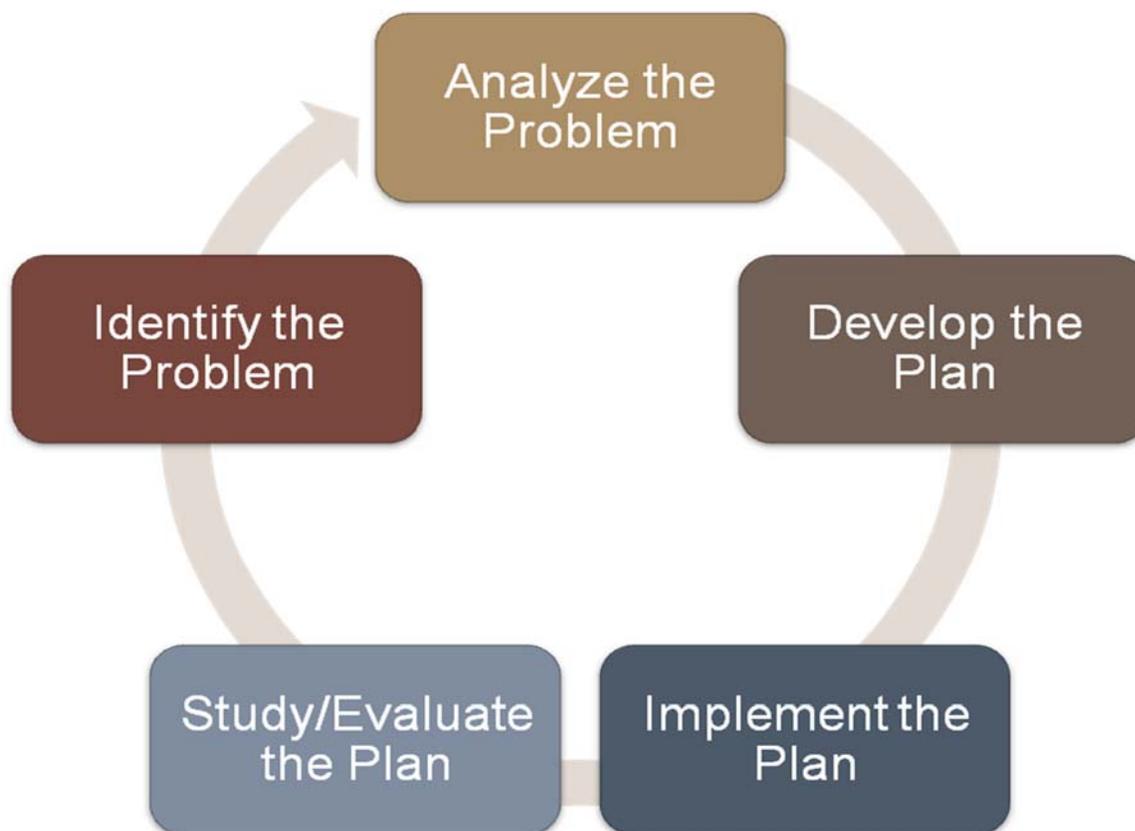
Tier I Components

Curricular Materials

High-quality, scientific, and research-based core curricula materials that comply with New York Common Core State Standards must be used **daily** in reading and math. Exemplar materials for Tier I reading and mathematics appear in the **Appendix**.

Instructional Practices

All students must receive high-quality, research based, core curricula instruction delivered **daily** by a general education teacher, a special education teacher, or ELL teacher. Whole and flexibly grouped students should receive differentiated, inquiry-based, peer-based, and scaffolded instruction targeted at common core content objectives and grade level standards. Exemplar practices for reading appear in the **Appendix**. Limited English Proficient (LEP) and English Language Learners (ELL) must also receive core instruction as required by Part 154 of the Regulations of the Commissioner of Education.

Comprehensive Assessment Plan

Universal Screening

K-Grade 2   Curriculum-Based Measurements (CBM) using **Aimsweb Plus** data in reading and mathematics must be collected **three (3)** times during the school year (fall, winter, spring). All students should be assessed pursuant to the *Universal Screening Testing and Data Dialogue Schedule* listed in the **Appendix.**

Grades 3-5   **Aimsweb Plus** data in reading and mathematics must be collected **two (2)** times during the school year (fall, winter and spring). All students should be assessed pursuant to the *Universal Screening Testing and Data Dialogue Schedule* listed in the **Appendix.**

Diagnostic Assessment[1]

Grade K   In reading and language arts, the **Fountas and Pinnell Benchmark Assessment System** must be administered to all students **two (2)** times per year.

Grades 1-5   In reading and language arts, the **Fountas and Pinnell Benchmark Assessment** or the **Independent Reading Assessment** must be administered **a minimum of two (2)** times per year.

Progress Monitoring

K-Grade 5   Core curriculum-embedded assessments should be administered in reading and language arts and in mathematics following the recommended practices by the curriculum providers.

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[1] *District RtI Stakeholders continue to evaluate current and potentially new diagnostic mathematics assessments. The Stakeholders acknowledge diagnostic assessments as a necessary K-Grade 5 component. **Current mathematic diagnostic practice(s) will remain in effect until said materials are adopted by the district.***

Grades 3-5   All students should complete the **New York State Grade Level Assessments** in ELA and mathematics.

K-Grade 5   All LEP/ELL students should complete the *New York State English as a Second Language Achievement Test* (NYSESLAT).

Special Note | Any new student to Farmingdale should be given Tier I assessments in reading and language arts no later than **two (2)** weeks after enrollment.

Professional Development

School leadership teams must budget time and monies for

- core curricular materials;

- administering and scoring all Tier I school assessments;

- interpreting all Tier I data;

- implementing effective differentiated instruction practices; and

- conducting effective data-dialogues on whether Tier I students who demonstrate positive achievement have shown measurable growth because of classroom instruction or, instead, because they always rank at or near the top of their class.

Fidelity and Integrity

Tier I fidelity and integrity can be achieved by ensuring that Farmingdale staff members receive appropriate and sustained Tier I professional development and implement curriculum, instruction, and assessment practices consistently across all buildings and grade levels. As buildings implement key components of the district's RtI model, School Stakeholder Teams should budget time to determine appropriate strategies for analyzing and evaluating the model, the need for curriculum mapping/alignment or curriculum expansion, the instructional practice and/or data analysis areas requiring additional professional development, and the reorganization of systems for more efficiently delivering and using resources (*e.g., personnel*).

Tier I Decision Rules

Placement into Tier I

K-Grade 5   **Primary Data Source(s)[2]:**

For K-Grade 5 students scoring at or above the CBM provider's national norm grade-level target may be considered Tier I. Schools must use specific CBM measures at each grade level for all placement decisions. <u>See</u> **Appendix**, *Farmingdale Assessment Grids.*

In addition to primary screening assessments, placement into Tier I may be based on the following applicable primary data source(s)

(1) the **New York State Grade Level Assessment** for incoming 4th through 5th grade students;

(2) a score of **16th percentile or above** on the **DIAL-3** for incoming and rescreened Kindergarten students; and

(3) if applicable, the most current diagnostic score available which indicates a grade-level competency for incoming 1st through 5th grade students.

K-Grade 5   **Supporting Data Source(s)[3]:**

The most applicable current and/or prior year **NYSESLAT, CBM**, or **New York State Assessment** results may be used in Tier I placement. Additionally, student report cards and teacher recommendation/transition information, may be used in Tier I placement decisions.

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[2] Schools should consider all available Primary Data Sources in Tier I placement.

[3] Supporting Data Sources cannot be used to supplant, but instead should be used to supplement Primary Data Sources in Tier I placement.

K-Grade 5   **Primary Data Source(s):**

Movement from Tier I to Tier II or Tier III in reading and language arts and/or mathematics will primarily depend on winter and/or spring CBM screening assessments.

Additional primary data may include the

(1) most current diagnostic assessment results; and

(2) in reading and language arts, teacher's conference data.

K-Grade 5   **Supporting Data Source(s)[4]:**

Curriculum program-embedded informal and formal progress monitor assessments and teacher recommendation, when applicable, may be used for Tier I movement decisions.

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[4] Supporting Data Sources cannot be used to supplant, but instead should be used to supplement Primary Data Sources in Tier I movement decisions.

Tier II Components

Curricular Materials

Schools must use scientific, research-based curricular materials that not only complement the core program, but also develop the skills required to succeed in a core curriculum or general education classroom. Exemplar materials for Tier II reading and mathematics appear in the **Appendix**.

Instructional Practices

For Grades K-5, in addition to **daily** instruction in the core curriculum, students should meet in groups of no more than **five (5)** students at least **two (2)** times per week for at least **six (6)** weeks. Tier II instruction should be provided for at least **forty (40)** minutes per week.

K-Grade 5 instruction can be delivered by a general education teacher, a special education teacher, mathematics/reading specialists, an ELL teacher, or an AIS/Enrichment provider. In addition, Limited English Proficient (LEP) and English Language Learners (ELL) must receive instruction in accordance with Part 154 of the Regulations of the Commissioner of Education. Lastly, all Tier II instruction should be differentiated, direct and explicit, very systematic, and based on student needs and student assessment data.

Comprehensive Assessment Plan

Universal Screening

K-Grade 2   Curriculum-Based Measurements (CBM) using **Aimsweb Plus** data in reading and mathematics must be collected **three (3)** times during the school year (fall, winter, spring). All students should be assessed pursuant to the *Universal Screening Testing and Data Dialogue Schedule* in the **Appendix.**

Grades 3- 5   **Aimsweb Plus** data in reading and mathematics must be collected **three (3)** times during the school year (fall, winter and spring). All students should be assessed pursuant to the *Universal Screening Testing and Data Dialogue Schedule* listed in the **Appendix.**

Diagnostic Assessment[5]

K-Grade 5   The Tier I diagnostic assessment section applies here.

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[5] *District RtI Stakeholders continue to evaluate current and potentially new diagnostic mathematics assessments. The Stakeholders acknowledge diagnostic assessments as a necessary K-Grade 5 component.* ***Current mathematic diagnostic practice(s) will remain in effect until said materials are adopted by the district.***

K-Grade 5 **Primary Data Source(s):**

In addition to Tier I progress monitoring assessments, Tier II student progress should be monitored, using Curriculum-Based Measures (CBM), Fundations, or Leveled Literacy Intervention as a primary data source, at least every other week for at least **eight (8)** weeks (producing at least **three (3)** data points). Additionally, **six (6)** teacher/student conferences with corresponding documentation should be completed within the timeframe.

Outcome Assessment

Grades 3-5 All students should complete the *New York State Grade Level Assessments* in reading and mathematics.

K-Grade 5 All LEP/ELL students should complete the *New York State English as a Second Language Achievement Test* (NYSESLAT) and the **New York State Identification Test for English Language Learners** (**NYSITELL).**

Special Note

Any new student to Farmingdale should be given Tier II assessments in reading and language arts no later than **two (2)** weeks after enrollment.

Professional Development

School leadership teams must budget time and monies for

- core curricular and supplemental materials;

- administering scoring all Tier I and Tier II school assessments;

- interpreting all Tier I and Tier II data;

- effective instructional practices in differentiated instruction, direct instruction, and explicit instruction;

- effective data-dialogues to determine whether a student is making progress towards instructional goals and, even if progressing, whether to change the intensity, duration, and/or frequency of intervention and/or instruction and continue to monitor progress; and

- analyzing whether to continue or discontinue special education services for Tier II students already on an IEP who are responding.

Fidelity and Integrity

Tier II fidelity and integrity can be achieved by ensuring that Farmingdale staff members receive appropriate and sustained Tier II professional development and implement curriculum, instruction, and assessment practices consistently across all buildings and grade levels. As buildings implement key components of the district's RtI model, School Stakeholder Teams should budget time to determine appropriate strategies for analyzing and evaluating the model, the need for curriculum mapping/alignment or curriculum expansion, the instructional practice and/or data analysis areas requiring additional professional development, and the reorganization of systems for more efficiently delivering and using resources (*e.g., personnel*).

Tier II Decision Rules

Placement into Tier II

K-Grade 5   **Primary Data Source(s)[6]:**

For K-Grade 5 students scoring at or above the CBM provider's national norm grade-level target may be considered Tier I. Schools must use specific CBM measures at each grade level for all placement decisions. <u>See</u> **Appendix**, *Farmingdale Assessment Grids.*

In addition to CBM screening assessments, placement into Tier II may be based on the following applicable primary data source(s)

(1) the ***New York State Grade Level Assessment*** for incoming 4th through 5th grade students;

(2) a score of **16th percentile or below** on the **DIAL-3** for incoming and rescreened Kindergarten students; and

(3) if applicable, the most current diagnostic score available which indicates a below grade-level competency for incoming 1st through 5th grade students.

K-Grade 5   **Supporting Data Source(s)[7]:**

The most applicable current and/or prior year **NYSESLAT, CBM**, and **New York State Assessment** results may be used in Tier II placement. Additionally, student report cards and teacher recommendation/transition information, may be used in Tier II placement decisions.

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[6] Schools should consider all available Primary Data Sources in Tier II placement.

[7] Supporting Data Sources cannot be used to supplant, but instead should be used to supplement Primary Data Sources in Tier II placement.

K-Grade 5   **Primary Data Source(s):**

Movement from Tier II to Tier I or Tier III in reading and language arts and/or mathematics will be based on the following primary data:

(1)   winter and/or spring CBM screening results;

(2)   CBM progress monitoring results;

(3)   most current diagnostic assessment results; and

(4)   in reading and language arts, conference data.

K-Grade 5   **Supporting Data Source(s)[8]:**

Curriculum program-embedded informal and formal progress monitor assessments and teacher recommendation, when applicable, may be used for Tier II movement decisions.

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[8] Supporting Data Sources cannot be used to supplant, but instead should be used to supplement Primary Data Sources in Tier II movement decisions.

Tier III Components

Curricular Materials

Schools must use scientific, research-based curricular materials designed for intervention and focused on reading and mathematics skills. Exemplar materials for Tier III reading and mathematics appear in the **Appendix**.

Instructional Practices

In addition to **daily** instruction in the core curriculum, K-Grade 5 students should meet in groups of no more than **three (3)** students at least three **(3) times** per week for at least **four (4)** weeks**.** At least **sixty (60)** minutes per week of Tier III instruction will be delivered.

K-5 instruction can be delivered by a special education teacher, mathematics/reading specialists, an ELL teacher, or an /Enrichment provider. In addition, Limited English Proficient (LEP) and English Language Learners (ELL) must receive instruction in accordance with Part 154 of the Regulations of the Commissioner of Education. Lastly, all Tier III instruction should be differentiated, direct and explicit, very systematic, and based on student needs and student assessment data.

Comprehensive Assessment Plan

Universal Screening

K-Grade 2   Curriculum-Based Measurements (CBM) using **Aimsweb Plus** data in reading and mathematics must be collected **three (3)** times during the school year (fall, winter, spring). All students should be assessed pursuant to the *Universal Screening Testing and Data Dialogue Schedule* in the **Appendix.**

Grades 3-5   **Aimsweb Plus** data in reading and mathematics must be collected **three (3)** times during the school year (fall, winter and spring). All students should be assessed pursuant to the *Universal Screening Testing and Data Dialogue Schedule* listed in the **Appendix.**

Diagnostic Assessment[9]

K-Grade 5   The Tier I diagnostic assessment section applies here*.*

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[9] *District RtI Stakeholders continue to evaluate current and potentially new diagnostic mathematics assessments. The Stakeholders acknowledge diagnostic assessments as a necessary K-Grade 5 component.* **Current mathematic diagnostic practice(s) will remain in effect until said materials are adopted by the district**

K-Grade 5   **Primary Data Source(s):**

In addition to Tier I progress monitoring assessments, Tier III student progress should be monitored, using Curriculum-Based Measures (CBM), *Fundations*, or *Leveled Literacy Intervention* as the primary data source, every week for at least **six (6)** weeks (producing at least **three (3)** data points). Additionally, **eight (8)** teacher/student conferences with corresponding documentation should be completed within the timeframe.

Outcome Assessment

Grades 3-5   All students should complete the *New York State Grade Level Assessments* in ELA and mathematics.

K-Grade 5   All LEP/ELL students should complete the *New York State English as a Second Language Achievement Test* (NYSESLAT) and the **New York State Identification Test for English Language Learners** (**NYSITELL).**

Special Note

Any new student to Farmingdale should be given Tier III assessments in reading and language arts no later than **two (2)** weeks after enrollment.

Professional Development

School leadership teams must budget time and monies for

- intense and supplemental curricular materials;

- administering and scoring all Tier I and Tier III school assessments;

- interpreting all Tier I and Tier III data;

- implementing effective instructional practices in direct instruction and explicit instruction;

- conducting effective data-dialogues to determine whether a student is progressing toward instructional goals and, even if progressing, whether to change the intensity, duration, and/or frequency of intervention and/or intervention and continue to monitor progress; and

- analyzing whether to continue or discontinue special education services for Tier III students who are already on an IEP and are a responder or non-responder.

Fidelity and Integrity

Tier III fidelity and integrity can be achieved by ensuring that Farmingdale staff members receive appropriate and sustained Tier III professional development and implement curriculum, instruction, and assessment practices consistently across all buildings and grade levels. As buildings implement key components of the district's RtI model, School Stakeholder Teams should budget time to determine appropriate strategies for analyzing and evaluating the model, the need for curriculum mapping/alignment or curriculum expansion, the instructional practice and/or data analysis areas requiring additional professional development, and the reorganization of systems for more efficiently delivering and using resources (*e.g., personnel*).

Tier III Decision Rules

Placement into Tier III

K-Grade 5   **Primary Data Source(s)[10]:**

For K-Grade 5 students scoring at or above the CBM provider's national norm grade-level target may be considered Tier I. Schools must use specific CBM measures at each grade level for all placement decisions. <u>See</u> **Appendix**, *Farmingdale Assessment Grids.*

In addition to CBM screening assessments, placement into Tier III may be based on the following applicable primary data source(s)

(1) the ***New York State Grade Level Assessment*** for incoming 4th through 5th grade students;

(2) a score of **16th percentile or below** on the **DIAL-3** for incoming and rescreened Kindergarten students; and

(3) if applicable, the most current diagnostic score available which indicates a below grade-level competency for incoming 1st through 5th grade students.

Grades K-5   **Supporting Data Source(s)[11]:**

The most applicable current and/or prior year **NYSESLAT, CBM**, and **New York State Assessment** results may be used in Tier I placement. Additionally, student report cards and teacher recommendation/transition information, may be used in Tier I placement decisions.

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[10] Schools should consider all available Primary Data Sources in Tier III placement

[11] Supporting Data Sources cannot be used to supplant, but instead should be used to supplement Primary Data Sources in Tier III placement.

K-Grade 5   **Primary Data Source(s):**

Movement to Tier I or II in reading and language arts and/or mathematics will be based on the following primary data:

(1)   winter and/or spring CBM screening results;

(2)   CBM progress monitoring results;

(3)   most current diagnostic assessment results; and

(4)   in reading and language arts, conference data.

K-Grade 5   **Supporting Data Source(s)[12]:**

Curriculum program-embedded informal and formal progress monitor assessments and teacher recommendation, when applicable, may be used for Tier III movement decisions.

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[12] Supporting Data Sources cannot be used to supplant, but instead should be used to supplement Primary Data Sources in Tier III movement decisions.

Successful Implementation of RtI at Farmingdale

Leadership Team Formation and Responsibilities

Teaming is an essential component of Farmingdale's RtI system. Teams must not only plan the implementation of all RtI components, but also monitor the fidelity and integrity of all program components and services. High-performance teams all share the following characteristics:

- Clear team core beliefs that have been created by the team that dovetail with organizational beliefs
- Established ground rules or norms that are adjusted regularly and used to monitor and improve the team
- Detailed work plans that define tasks, clarify roles and responsibilities, lay out a schedule of events and specify the performance expectations of the team
- Clearly defined empowerment so that members know which decisions they can make
- Clear and open communications between members and with those outside the team

- Well-defined decision procedures that help the team know which decision-making approach to use

- Beneficial team behaviors that reflect good interpersonal skills and positive intent to make the team successful

- Balanced participation such that everyone is heard and the team's decision making is not dominated by one or two strong personalities

- Awareness of group process along with regular initiatives to improve how the team functions

- Well-planned and executed meetings with clear agendas

School RtI Stakeholder Team

All K - Grade 5 schools have a School RtI Stakeholder Team. Team members may include the building principal, curriculum specialists, general education teachers, special education teachers, behavioral specialist, school psychologists, teaching assistants, and parent liaisons. However, each team's size should remain small enough to consider and decide matters quickly and efficiently.

Each School RtI Stakeholder Team should have the authority to decide all matters affecting its school's implementation of RtI. Each team should plan professional development calendars and workshops, gather continual input from school staff and peers, and create a School Implementation Manual/Action Plan modeled on this District Implementation Manual to ensure consistent practices among all schools. In addition, each team must carefully evaluate those school structures currently responsible for data analysis and instructional delivery to decide whether to form new or additional structures or simply to reorganize existing structures to implement this manual's guidelines.

School Data Teams

In addition to an RtI School Stakeholder Team, each K - Grade 5 school has formed Data Teams because data-gathering and analysis is critical to the RtI process. The general education teacher is a member at all levels. Adding necessary personnel such as the building principal, school psychologist, related service provider(s), curriculum specialists, and the like, will be decided based upon the student need. However, below is a flowchart illustrating the levels, timelines, and recommended team members in the data analysis process for all Farmingdale schools to follow.

Universal Screening for ALL Students

Sort Students Using Cut Points & Decision Rules

Grade Level Data Team and Needed Specialists

Tier I

Core Program

Tier II

Supp. Program

Tier III

Intense Program

Round #1/ Intervention #1
In Classroom Tier II Support

Grade Level Data Teams

Intervention #1
Pull-Out Tier II Support

Specialized Data Team

Intervention #1

Specialized Data Team

Progress Monitor Biweekly= Tier II (8 weeks)
Progress Monitor Weekly = Tier III (6 weeks)

Continue Intervention#1 _OR_ *Move to Tier I*

+ Progress

- Progress

*Specialized Data Team personnel potentially includes the principal, related service providers and specialists, and building team leadership. Invitation will be based upon student need.

Intervention #2
Increase Frequency Duration - Intensify

Leadership Team Norms

To effectively implement and administer Farmingdale's RtI program will require frank discussion and difficult decisions about student assessment data, fidelity and integrity of program services, and tier placement and movement. To facilitate these discussions and decisions, stakeholder and data teams must both establish and commit to follow team norms on meeting procedures, decision-making processes, team member interactions, and personnel roles. Periodically, moreover, teams will need to revisit their working norms and agreements to ensure continuing cooperation in administering Farmingdale's RtI program. At all times, however, the following District RtI Stakeholder Team norms should guide team behavior:

- Meetings will start and end on time.
- Team members will come prepared to each meeting.
- The agenda will be followed.
- Team members will encourage each other to express their opinions.
- Decisions will be made by consensus whenever possible.
- When consensus cannot be reached, decisions will be made according to a pre-agreed rules process.
- Once a decision is made, all team members will support that decision.

Communication Plans

Each School RtI Stakeholder Team should devise a communication plan that identifies all audiences potentially interested in news and information about the school's RtI Implementation Plan.

As a necessary audience, The District RtI Stakeholder Team also must receive periodic progress reports from each School RtI Stakeholder Team about its implementation.

Behavior

While New York's RtI framework focuses primarily on academics, the State also encourages districts to consider planning and implementing a focus on behavior as well. A properly implemented RtI system can be used not only to identify and support students with potential academic learning disabilities, but also to intervene on behalf of students who display behavioral problems. The goal of RtI is to intervene at the earliest indication of need and behavior intervention should be a system with an emphasis on prevention and data-based decision-making. The State of New York encourages districts to utilize a School-wide Positive Behavior Intervention System (SW-PBIS) and it should tap SW-PBIS training and resources while operating its RtI system when inadequate academic progress may be tied to behavior. See the Online Resources and References section in the **Appendix** for a list of resources. Essentially, in an RtI model, managing behavior problems is similar to managing academic problems.
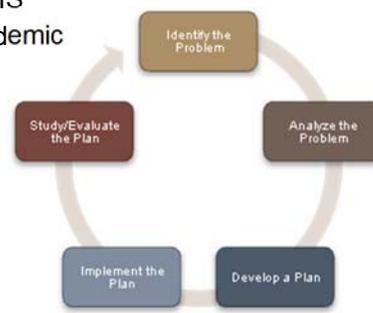
Parental Involvement

Both schools and students will succeed more often when parents, families, and communities work together to educate children. Parents and families, for example, can provide important information about student needs and circumstances that may help guide instruction and intervention strategies and foster academic achievement. Schools, conversely, must notify parents or family when a student needs additional instruction or intervention and thereafter provide data-based updates on the student's progress:

> *In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))*

At Farmingdale, District and School Stakeholder Teams should establish clear, written procedures:

- for determining the manner and frequency of parental notification that a student needs instruction and/or intervention beyond the core curriculum provided to all students;
- for communicating the nature and scope of the additional instruction that the student will receive and the type and frequency of assessments that the school will conduct to monitor the student's progress;
- for informing parents of their right to request an evaluation for special education services; and
- for encouraging parents and families to monitor student progress and, as appropriate, meet with teachers to ask questions about present and future instruction and intervention strategies.

As part of these procedures, Farmingdale data teams shall promptly notify parents and/or guardians whenever a student requires Tier 2 or Tier 3 instruction and strongly encourage the student's parents and/or guardians to meet with the classroom teacher and/or a team member to explain how they can support their child's progress. Because intervention and progress monitoring may be a new experience for many parents and guardians, team members and classroom teachers must take special care to educate parents and guardians, about each step of the process to ensure their cooperation and participation.

Linguistically Appropriate Instruction

Appropriate instruction for Limited English Proficient/English Language Learners (LEP/ELL) students must be both culturally responsive and linguistically appropriate and must also comply with Part 154 of the Regulations of the Commissioner of Education. To be successful, an RtI program must determine whether adequate support in English language development has been provided to students whose struggles may be due to lack of English proficiency. The same core elements of an RtI program for general education students apply to situations where cultural and linguistic diversity may hinder student achievement: screening, progress monitoring, qualified instructors for reading/literacy and content areas (including English language arts (ELA), ESL, and bilingual instructors), and fidelity in instruction and intervention.

Special Education Students

A student shall not be determined to have a learning disability if it is determined that the eligibility is primarily due to a visual, hearing, motor disability; an intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency. In addition, regulations require that the determinant factor for eligibility for a child to have a disability cannot be the lack of appropriate instruction in reading or math or limited English proficiency.

Students receiving special education services and expected to take state grade level assessments should be universally screened three times per year with screening assessments noted in the Appendix.

Particular to special education students with current Individual Education Plan (IEP) containing reading and/or math achievement goals, progress monitoring using Curriculum-Based Measurement (CBM) and/or appropriate curriculum-embedded assessments will be conducted by the case manager or special education teacher at least once per month. If the child is receiving just related services, and doesn't have a special education teacher, the therapist will monitor the progress with the learning consultant in each building using an appropriate assessment per service.

Data teams will meet every 12 weeks (quarterly) in preparation of progress reports to review the student's progress. It is strongly encouraged that both the special education teacher/manager and general education teacher, and Academic Intervention Service (AIS) provider, when applicable, join and participate in the progress review process.

The development of IEP goals and instructional recommendations must be determined by a legally compliant team who is responsible for determining the most appropriate instructional service(s) that will address the needs of the student and provide the best opportunities for the student to meet his/her goals in reading and/or math.

Appendix

- ***FAQs***

- ***Glossary***

- ***Forms and Information***

  - ***Farmingdale Assessment Grid***

  - ***Farmingdale Curriculum Inventory***

  - ***Universal Screening and Data Dialogue Schedule***

  - ***Internal Documentation***

- ***References***

- ***Online Resources and References***

What is meant by Response to Intervention (RtI)?

RtI is a process that provides immediate intervention to struggling students at the first indication of failure to learn. Through systematic screening of all students, classroom teachers identify those who are not mastering critical skills and provide differentiated intervention to small groups of students. Student's responses to these interventions allow teachers to adjust and differentiate instruction accordingly. In addition, it allows teachers to identify students in need of additional targeted intervention(s).

What is the Three-Tier model?

The Three-Tier instructional model is being used across the United States for initiatives focusing on early intervention. The model is designed to meet the needs of all students, including those who are slow starters in Kindergarten and those who continue to struggle in upper grades.

The Three-Tier model is a prevention model intended to identify students before they fail and to provide the support students need to learn essential academic and behavioral skills. Research demonstrates that waiting for students to "catch on" or "catch up" does not lead to higher student achievement. Students need explicit, targeted instruction and intervention to succeed.

What is the focus of Tier I?

Tier I is designed to meet the needs of a majority of the school population and has three critical elements:

- A research-based core curriculum,

- Short-cycle assessments for all students at least three times a year to determine their instructional needs, and

- Sustained professional development to equip teachers with tools necessary for teaching content area effectively.

In Tier I, the goal is to prevent failure and optimize learning by offering the most effective instruction possible to the greatest number of students. Instruction takes place in a regular education setting and is, for the most part, whole class (scientifically based) instruction that produces good results for most students. Based on data, classroom teachers monitor student progress and differentiate instruction for students who do not meet grade-level expectations.

What is the focus of Tier II?

Tier II is for students who are falling behind same-age peers and need additional, targeted interventions to meet grade-level expectations. In Tier II, the goal is to accelerate learning for students who need more intensive support. In Tier II, the interventions typically take place in a general education setting and may include instruction to small groups of students, targeted interventions, and frequent progress monitoring.

What is the focus of Tier III?

Tier III is designed for students who still have considerable difficulty in mastering necessary academic and/or behavioral skills, even after Tier I and Tier II instruction and interventions. Tier III addresses students' needs through intensive individualized services. In Tier III, students receive intensive and highly focused, intentional, research-based instruction, possibly over a long period of time.

How do students move between tiers?

Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/or behavioral concerns. Essentially, students move between tiers based on the gap demonstrated through screening and progress monitoring as well as with the intensity level of the intervention.

What is progress monitoring?

Progress monitoring refers to the systematic and continuous collection of intervention data. Progress monitoring is primarily for students who are receiving additional intervention instruction. The purpose of progress monitoring is to assist teachers in determining whether a child is making adequate progress as a result of targeted intervention instruction. That is, are they responding to the intervention?

Is a student ever involved in more than one intervention at a time?

Students should typically participate in one intervention at a time for individual skill deficits. For example, if a student has a deficit in reading, a single problem should be determined and a single intervention should be developed to address the identified problem. However, in some situations a student may be participating in a standard protocol intervention such as a flexible reading group to address reading skills in general, but may also be in a more intense (Tier III) intervention to address the specific skill deficit. Additionally, a student may participate in more than one intervention if there are a variety of skill deficits in different academic or behavior areas. For example, a student may be receiving a behavior intervention and a reading intervention at the same time or a reading intervention and a mathematics intervention at the same time.

Is RtI just a way to avoid providing special education services?

No. RtI is a way to integrate the mandates of No Child Left Behind (NCLB) and IDEA so that all students receive high quality, effective instruction in the general education setting and beyond. Also, RtI is a framework of instruction for students who do receive special education services. The intent is to generate a seamless system of support that is available to all students at the first sign of need.

Can RtI be used for students who are Gifted and Talented and/or underachieving?

Absolutely. Not only can RtI be used, but should be used for students identified as Gifted and Talented or underachieving. Students who are Gifted and Talented and are underachieving based on screening measures and progress-monitoring tools should be provided strength-based intervention to increase the potential for sufficient progress. Because the RtI Model is a system-wide model, all students who are making insufficient progress should be provided more intensive interventions based on their individual needs. Gifted students need strength-based tiered interventions based on programming needs. Gifted students with learning difficulties will also need interventions for skill deficits.

How/what do we communicate to parents?

Regardless of whether the parent initiated a concern or the teacher initiated a concern, parent involvement is critical and should be facilitated throughout the process. The State of New York indicates parents must be notified of the screening data results for their child. At some point in the intervention process, parents should be invited to the problem-solving meetings, and if parents are unable to attend the meeting, the progress monitoring information should be provided to the parents.

How will the Special Education teacher plan interventions for a student after he or she has been found eligible for services through the RtI process?

Because the student has been participating in the problem-solving process and has had an individualized RtI plan, many of the services, goals, accommodations and modifications will be documented. Essentially, the problem-solving team will provide the current intervention plan to the special education team when a student becomes eligible for Special Education services.

Glossary

Behavior Intervention Plan
A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Curriculum Based Measures (CBMs)
Curriculum based measures are direct assessments of student skills administered in standardized manner that are aligned to state content standards and benchmarks. They are typically discrete probes, which are brief, timed samples. Student level results are typically graphed and compared to normative peers to determine the student's level of progress.

Collaboration
A systematic process of cooperation between two or more people with shared goals and perceived outcomes occurring in a climate of trust.

Collaborative Team
A group of two or more people (as described above) who meet on a scheduled or as-needed basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels.

Data-Dialogue
The process by which a team comes together, examines particular data, and makes instructional decisions.

Data-Driven Decision-Making
The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of its data.

Diagnostic Assessment
Please refer to page 8.

Duration
Duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors, including the program or strategy being used, the age of the student, and the severity of the deficit involved.

Evidence-based Instruction/Interventions
See research-based instruction/intervention/practice.

Fidelity
Fidelity refers to the accuracy, loyalty and attentiveness with which an intended research design for instruction and/or intervention is implemented.

Flexible Grouping
Prescriptive, focused, research-based interventions provided to students by a trained or skilled staff member, regardless of the child's special or general education categorization or the educator's special or general education job description.

Focused Assessment
Formal and informal assessment targeted to specifically plan program service delivery and/or appropriate interventions for student success.

Frequency
How often a behavior or an intervention occurs. Commonly used in Functional Behavior Analysis (FBA) and Response to Intervention (RtI) research in the context of the three most important factors in considering

behaviors of concern: Frequency, Intensity, and Duration. Frequency of an intervention, as an element of its effectiveness, can be a focus of the fidelity of delivery.

Functional Behavior Assessment (FBA)
This term comes from what is called a "Functional Assessment" or "Functional Analysis" in the field of applied behavioral analysis. This is the process of determining the cause (or "function") of behavior before developing an intervention or Behavior Intervention Plan (BIP).

Gap Analysis
Gap Analysis is a tool for measuring the difference between the student's current level of performance and benchmark expectations.

Instructional intervention
Explicit and systematic instruction delivered by highly skilled teachers tailored to meet the identified needs of struggling readers. This instruction is delivered in small groups.

Intensity
The adjustment of duration, length and teacher-to-student ratio for a child's academic or behavioral needs.

Intervention
The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Intense intervention
Explicit and systematic instruction delivered by highly skilled teacher specialists. This instruction is targeted and tailored to meet the needs of struggling readers in small groups or one on one, with increased opportunities for practice and teacher feedback.

Multi-tiered Model
Providing differing levels of intensity [i.e. universal (Tier I), targeted (Tier II), intensive (Tier III)] based upon student responsiveness to intervention, with ongoing progress monitoring and focused assessment.

Outcome Assessment
Please refer to page 8.

Prescriptive Intervention
A specified response, that focuses on academic or behavioral areas of concern, to meet the specific needs of a student.

Problem-Solving Process
The problem-solving process is an interdisciplinary, collaborative team process which is based on a multi-tiered model and includes data-driven decision making, parent/school partnerships, progress monitoring, focused assessment, flexible service delivery and prescriptive, research-based interventions.

Problem-Solving Team
A collaborative team who meets to evaluate student data and to plan and monitor prescribed interventions.

Progress Monitoring Assessment
Please refer to page 8.

Research-based Instruction/Intervention/Practice
A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student

outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Scaffolding
Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

School-wide Positive Behavior Supports (SW-PBS)
A school-wide, multi-tiered framework designed to develop positive learning behavior in all students. The focus of PBS is on prevention rather than the development of consequences for inappropriate behavior.

Scientifically Based
Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This research
- employs systematic, empirical methods that draw on observation or experiment,
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review,
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
- relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations, and
- can be generalized.

Universal Screening
Please refer to page 8.

Skill
Something a student knows how to do expertly and automatically

Specific, Measurable Outcome
The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms.

Systematic Instruction
A carefully planned sequence for targeted instruction

Targeted
Focused instruction on an identified skill

Tier One (Universal) Intervention
Tier I Interventions are those provided to all students in the classroom, regardless of individual. These may be research-based, but are not necessarily prescriptive.

Tier Two (Targeted) Intervention
Tier II Interventions are to be implemented when assessment indicates that a student is not making adequate gains from universal instruction alone. They are generally smaller group interventions designed to meet the specific needs of a student and his/her peers with similar needs.

Tier Three (Intensive) Intervention
Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is reclassified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response.

Farmingdale Assessment Grid, Reading K-5

	Fall	**Winter**	**Spring**
K	*LNF, LWSF*	*LNF, LWSF*	*LNF, LWSF, WRF*
1	*WRF, ORF*	*WRF, ORF*	*WRF, ORF*
2	*ORF*	*ORF*	*ORF*
3	*ORF*	*ORF*	*ORF*
4	*ORF*	*ORF*	*ORF*
5	*ORF*	*ORF*	*ORF*

Key

LNF – Letter Name Fluency   **LWSF – Letter Word Sounds Fluency**

ORF – Oral Reading Fluency

	Fall	*Winter*	*Spring*
K	NNF, QTF, CA	NNF, QTF, CA, QDF	NNF, QTF, CA, QDF
1	NCF, MFF-1D, CA	NCF, MFF-1D, MMF-T, CA	NCF, MFF-1D, MMF-T, CA
2		CA, NCF-T, MCF (pilot 1 class – AAE)	CA, NCF-T, MCF
3		CA, NCF-T, MCF (pilot 1 class – SEM)	CA, NCF-T, MCF
4		CA, NCF-T, MCF (pilot 1 class – WWP)	CA, NCF-T, MCF
5		CA, NCF-T, MCF (pilot 1 class – NS)	CA, NCF-T, MCF

Key

NNF – Number Naming Fluency

QTF – Quantity Total Fluency

QDF – Quantity Difference Fluency

NCF – Number Comparison Fluency - Pairs

CAP – Concepts and Application

MFF-1D – Math Facts Fluency – 1-Digit

MCF – Mental Computation Fluency

NCF – Number Comparison Fluency - Triads

MFF-T – Math Facts Fluency – Tens

Farmingdale K-Grade 5 Curriculum Inventory[13]

Core Reading and Language Arts Materials	Grade Levels	Skill Area(s)
Reader's/Writer's Workshop	K-5	PA, P, F, V, C
Wilson's Fundations	K-2	PA, P, F, V, C
Jen Seravallo Fiction/Non-Fiction	2-5	V, C
Ready New York	3-5	P,V,C

Core Mathematics Materials	Grade Levels	Skill Area(s)
Go Math & NYS Common Core Eureka resources	K-1	N, O, C, G
Go Math & NYS Common Core Eureka resources	3-5	O, N, NF, M, G

Key

Reading Skill Areas	*Math Skill Areas*
PA—Phonemic awareness	*C- Counting and Cardinality*
P—Phonics	*O- Operations & Algebraic Thinking*
F—Fluency	*N- Number & Operations Base Ten*
V—Vocabulary	*NF- Number & Operations – Fractions*
C—Comprehension	*M- Measurement & Data*
	G- Geometry

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[13] The following research-based programs have been determined to be appropriate for Tiers I, II, and III. In providing intervention, appropriate instruction and materials should be matched to individual student needs. Materials for Tier II and Tier III must align with and support Tier I instruction. Materials are reviewed on an ongoing basis and all submissions for consideration should be directed to the District Stakeholder Team.

Supplemental Reading and Language Arts Materials	Grade Levels	Skill Area(s)
Wilson's Fundations	K-2	PA, P, F
Wilson Reading System & Words Their Way	3-5	PA, P, F
Level Literacy Intervention (LLI)	K-5	P, F, V,C
Great Leaps	K-5	F
Independent Reading Assessment-Fiction & Non-fiction	K-5	C,V
Learning A to Z	K-5	C,V

Supplemental Mathematics Materials	Grade Levels	Skill Area(s)
Dreambox	K-5	C, O, N, NF, M, G
Touch Math	K-3	C, O, N, G, M,
Go Math Interventions	K-5	C, O, N, NF, G, M,

Key

Reading Skill Areas	Math Skill Areas
PA—Phonemic awareness	C- Counting and Cardinality
P—Phonics	O- Operations & Algebraic Thinking
F—Fluency	N- Number & Operations Base Ten
V—Vocabulary	NF- Number & Operations – Fractions
C—Comprehension	M- Measurement & Data

Intense Reading and Language Art Materials	Grade Levels	Skill Area(s)
Wilson's Fundations	K-2	PA, P, F
Level Literacy Intervention (LLI)	K-5	P, F, V,C
Wilson Reading System	3-5	P, F
Words Their Way		
Great Leaps	1-5	F
Independent Reading Assessment-Fiction& non-fiction	3-5	C,V
Project Read	1	A, P, F, V, C

Intense Mathematics Materials	Grade Levels	Skill Area(s)
Go Math Interventions	K-2	C,O, N, M, G
Touch Math	K-3	C,O, N, M, G
Go Math Interventions	3-5	C, O, N, NF M, G
Dreambox	K-5	C, O, N, NF M, G

Key

Reading Skill Areas	Math Skill Areas
PA—Phonemic awareness	*C- Counting and Cardinality*
P—Phonics	*O- Operations & Algebraic Thinking*
F—Fluency	*N- Number & Operations Base Ten*

V—Vocabulary   NF- Number & Operations – Fractions
C—Comprehension   M- Measurement & Data
                       G- Geometry

Exemplar Instructional Practices

Academic Intervention Strategies	Research Citations
READING FLUENCY: ASSISTED CLOZE. *Fluency is the goal of this reading intervention. Sessions last 10- 15 minutes. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place* *in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage. Then the teacher continues reading. The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.*	*Ellis, W. A. (2009). The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development. Unpublished doctoral dissertation, University of Memphis* *Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.*
READING FLUENCY: CHORAL READING. *This simple strategy to build reading fluency can be used with individuals and groups of students. Sessions last 10-15 minutes. The teacher selects an engaging text at students' instructional or independent level. During choral reading sessions, the teacher or other fluent reader takes the role of 'lead reader', reading the passage aloud, while students also read aloud. Students are encouraged to read with expression.*	*Moskal, M. K., & Blachowicz, C. (2006). Partnering for fluency. New York: Guilford Press.*
READING FLUENCY: DUET READING. *This strategy targets reading fluency. Sessions last for 10-15 minutes. The teacher selects an engaging text at the student's instructional or independent level. During duet reading, the teacher and student alternate reading aloud from the passage one word at a time, while the teacher tracks the place in the passage with an index finger. As the student grows more accomplished, the teacher can change the reading ratio to shift more responsibility to the student: for example, with the teacher reading one word aloud and then the student*	*Gallagher, T. M. (2008). The effects of a modified duet reading strategy on oral reading fluency. Unpublished doctoral dissertation, University of Wisconsin-Madison*

reading three words aloud in succession. As the student becomes more familiar with duet reading, the teacher can also direct the student to track the place in the text. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.	
READING FLUENCY: ECHO READING. *In this strategy to boost student reading fluency, the teacher selects a text at the student's instructional level. The teacher reads aloud a short section (e.g., one-two sentences at a time) while the student follows along silently. The student then reads the same short section aloud--and the read-aloud activity continues, alternating between teacher and student, until the passage has been completed. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.*	*Ellis, W. A. (2009). The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development.* *Unpublished doctoral dissertation, University of Memphis. Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.*
READING FLUENCY: LISTENING PASSAGE PREVIEW. *This intervention targets student reading fluency in sessions of 10-15 minutes. The teacher selects a passage at the student's instructional level. The student is directed to follow along silently and track the place in the text with a finger while the teacher reads the passage aloud. Then the student is prompted to read the passage aloud as the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then directs the student to continue reading. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.*	*Guzel-Ozmen, R.(2011). Evaluating the effectiveness of combined reading interventions on improving oral reading fluency of students with reading disabilities. Electronic Journal ofResearch in Educational Psychology, 9(3), 1063 -1086. Hofstadter-Duke, K. L.,* *& Daly, E. J. (2011). Improving oral reading fluency with a peer-mediated intervention. Journal of Applied BehaviorAnalysis, 44(3),641-646.*
READING FLUENCY: PAIRED READING. *This reading fluency intervention prompts the student to read independently with prompt corrective feedback. Each session lasts 10-15 minutes. The teacher selects an engaging passage at the student's instructional level. The student is told that the teacher and student will begin the session reading aloud in unison. The student is also told that, whenever the student chooses, he/she can give a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher will stop reading aloud and instead follow along silently while the student continues to read aloud. In addition, the student is told that, if he/she hesitates for 3 seconds or longer or misreads a word when reading aloud independently, the teacher will correct the student and then resume reading in unison. The session then begins with teacher and student reading aloud together. Whenever the student commits a reading error or hesitates for 3* *seconds or longer (during either unison or independent reading), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that*	*Fiala, C. L., & Sheridan, S. M. (2003). Parent involvement and reading: Using curriculum-based measurement to assess the effects of paired reading. Psychology in the Schools, 40(6),613-626.*

includes the error word, and resumes reading in unison. The teacher also praises the student for using the silent signal to read aloud independently and occasionally praises other aspects of the student's reading performance or effort.	
READING FLUENCY: REPEATED READING. *During 15-20 minute sessions, the student practices difficult words in isolation, reads the same passage several times to boost fluency, and tries to beat a previous fluency score.* *(1) PREPARATION: Before each session, the teacher selects a text within the student's instructional range long enough occupy the student for more than a minute of reading aloud and makes teacher and student copies. The teacher locates five challenge words in the passage to practice.* *(2) GOAL-SETTING: The teacher shows the student the performance graph with his/her most recent repeated-reading score and encourages the student to beat that score;* *(3) PREVIEW CHALLENGING WORDS: The teacher introduces each of the passage challenge words: "This word is ___. What is this word?";* *(4) INITIAL READ: The student is directed to read the passage aloud, to do his/her best reading, to start at the beginning of the passage [which the teacher points out] and to read until told to stop. Also, the student is told that-- if stuck on a word--the teacher will supply it. While the student reads aloud, the teacher marks reading errors. At the end of one minute, the teacher says "Stop", marks the student's end-point in the text with a bracket, totals the number of words correctly read, plots that score on the student graph, and labels that graph data-point* *"1st reading".* *(5) FEEDBACK AND ERROR CORRECTION: The teacher shows the student his/her graphed performance. The teacher then reviews student errors. Pointing to each error word, the teacher says, "This word is ___. What is this word?" and has the student repeat the correct word three times before moving to the next.* *(6) MODELING: The teacher directs the student to read aloud in unison with the teacher while using a finger to track the place in the text. The teacher takes the lead, reading the entire passage aloud at a pace slightly faster than that of the student.* *(7) REPEAT STUDENT READS. The teacher has the student repeat steps 4 and 5 twice more, until the student has read the passage independently at least 3 times. If the student's fluency score on the final read exceeds that of the previous session,* *the teacher provides praise and perhaps incentives (e.g., sticker, points toward rewards)*	*Begeny, J C., Krouse, H. E., Ross, S. G., & Mitchell, R. C. (2009). Increasing elementary-aged students' reading fluency with small-group interventions: A comparison of repeated reading, listening passage preview, and listening only strategies. Journal of Behavioral Education, 18, 211-228.* *Lo, Y., Cooke, N. L. & Starling, A. L. P. (2011). Using a repeated reading program to improve generalization of oral reading fluency. Education and Treatment of Children, 34(1), 115-140.*
READING COMPREHENSION: ACTIVATE PRIOR KNOWLEDGE AND DEVELOP QUESTIONS.	*Taboada, A., & Guthrie, J. T. (2006). Contributions of student questioning and prior knowledge to construction of*

In this two-part strategy, students first engage in an activity to activate their prior knowledge of a topic, then preview an informational passage on the same topic to generate questions. *ACTIVATING PRIOR KNOWLEDGE: The teacher prepares a short series (e.g., 3-5) of general questions or prompts about the topic to be covered in the informational passage assigned for the day's reading (e.g., "Today we are going to read about animals that live in and around the seashore. Describe animals that live around a beach."). Students are given a brief period (10-20 minutes) to write answers to these general questions based on their prior knowledge of, and experience with, the topic.* *DEVELOPING QUESTIONS: Students are next given a short amount of time (e.g. 3-5 minutes) to preview the informational passage assigned for that day's reading and glance over titles, figures, pictures, graphs, and other text structures appearing in the selection. Students then put the text aside and are told to write questions about the topic that they hope to have answered when they read the text. The teacher can collect these prior* *activation/question generation sheets as evidence of student use of this strategy.*	*knowledge from reading information text. Journal of Literacy Research, 38(1), 1-35.*
READING COMPREHENSION: QUESTION GENERATION. *This strategy incorporates paragraph main ideas and note-cards to promote retention of textual information:* *(1) LOCATE MAIN IDEAS. For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a 'gist' sentence.* *(2) WRITE MAIN IDEAS ON NOTE-CARDS. The student then writes the main idea of that paragraph on an index card. Cards are sequentially numbered to correspond with paragraphs in the passage.* *(3) GENERATE REVIEW QUESTIONS. On the other side of the card, the student writes a question whose answer is that paragraph's main idea sentence. This stack of 'main idea' cards becomes a useful tool to review assigned readings.*	*Davey, B., & McBride, S. (1986). Effects of question-generation training on reading comprehension. Journal of Educational Psychology, 78, 256-262.* *Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. Review of Educational Research, 66, 181-221.*
READING COMPREHENSION: READING ACTIVELY THROUGH TEXT ANNOTATION. *Students are likely to increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text. Using photocopies, the student is taught to engage in an ongoing 'conversation' with the writer by recording a running series of brief comments in the margins of the text. The student may write annotations to record opinions about points raised by the writer, questions triggered by the reading, or unknown vocabulary words. The teacher can* *set specific student annotation goals (e.g., directing the student to complete and turn in a reading with a minimum of six annotations in the margins).*	*Harris, J. (1990). Text annotation and underlining as metacognitivestrategies to improve comprehension and retention of expository text. Paper presented at the Annual Meeting of the National Reading Conference (Miami).* *Sarkisian V., Toscano, M., Tomkins-Tinch, K., & Casey, K. (2003). Reading strategies and critical thinking. Retrieved from http://www.academic.marist.edu/alcuin/ssk/stratthink.html*

READING COMPREHENSION: RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). *Students who fail to retain important details from their reading can be taught a self-directed paraphrasing strategy. The student is trained to use a 3-step cognitive strategy when reading each* *paragraph of an information- text passage:* *(1) READ the paragraph;* *(2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea;* *(3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase).* *OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record the main idea and supporting details of multiple paragraphs to be used with the RAP strategy. RAP organizer forms can provide structure to the student and yield work products that the teacher can collect to verify that the student is using the strategy.*	*Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.* *Klingner, J. K., & Vaughn, S. (1996). Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language. The Elementary School Journal, 96, 275-293.*
WRITING: PRODUCTION: REGULAR WRITING WITH PROMPTS. *The student engages in 20-minute writing sessions. Before each writing session the student briefly reviews the following prompts for writing mechanics--with an instructor or in peer pairs or groups--and has them available as a written checklist:* *(1) Use complete sentences. Each sentence should 'sound complete' and contain at least one subject and one verb.* *(2) Indent and punctuate. The first sentence of each new paragraph is indented. Each sentence in the passage has appropriate end-punctuation (period, question mark, exclamation point). Quotation marks are used to denote the exact words spoken by someone.* *(3) Capitalize. The initial letters of these words are capitalized: the first word in a sentence; the names of proper nouns. At the end of the session, the student uses the mechanics checklist to revise the writing sample before turning it in.*	*Harriman, N. E., & Gajar, A.H. (1986). The effects of repeated writing and repeated revision strategies on composing fluency of learning disabled adolescents (Report No. ED290312). Educational Resources Information Center.*
WRITING: PRODUCTION: DRAWING AS A PRE-WRITING ACTIVITY. *The teacher presents the student with a motivating writing topic and allocates a sufficient time (e.g., 30 minutes) for the student to produce a composition. During the writing period, the student is directed to first draw a picture about the topic and then to write a composition on the same topic.*	*Norris, E., Mokhtari, K., & Reichard, C. (1998). Children's use of drawing as a pre-writing strategy. Journal of Research in Reading, 21(1), 69-74.*
WRITING: PRODUCTION: TIME-DRILLS AND GRAPHING. *This intervention uses 5-minute writing drills with visual feedback (graphing) to improve the writing fluency of groups or the entire class. WRITING DRILL: The session opens with quick brainstorming or topic discussion to prime student writers. Then the teacher sets a timer and tells the students to write for five minutes. The teacher announces when there is one minute remaining in the*	*Kasper-Ferguson, S., & Moxley, R. A. (2002). Developing a writing package with student graphing of fluency. Education and Treatment of Children, 25(2), 249-267*

session and tells students to stop writing when the timer sounds. The following rules are publicly posted and reviewed with students before writing sessions:

(1) Write quickly in legible handwriting;

(2) Cross out mistakes and continue writing;

(3) Write for the full 5 minutes;

(4) Refrain from talking or other distracting behavior; and

(5) Do not request bathroom or drink breaks during the drill. SCORING: Students count up the number of words written and exchange their writing samples with a neighbor, who re-counts total words written to ensure accuracy. (The teacher resolves any scoring disagreements between students.)

GRAPHING AND INCENTIVES: Each student updates a paper or computerized bar graph to include the current day's writing total and cumulative weekly total. Students receive recognition (e.g., praise) for improved daily scores and earn incentives (e.g., 10 minutes free time) for improved weekly scores. The teacher also collects writing scores from all students on a daily basis, with rotating students updating a daily class chart. The teacher acknowledges daily class improvement and provides an incentive for weekly class improvements (e.g., special class game played at the end of the week).

The schedule below represents a target date by which testing teams and data teams must collect and analyze data. Depending on the student need, data teams may want to meet more frequently and certainly may plan accordingly.

Fall 2017	
Grades K-5 Fall Universal Screening………………..………	**Start September 19 and complete September 29**
Grades K -5 Fall Data Dialogues and Tier Placement…...	**Complete by October 13**
Grades K-5 Tier II Data Dialogues – Every 8 weeks………	**Complete by November 22**
Grades K-5 Tier III Data Dialogues - Every 6 weeks………..	**Complete by November 10 and December 22**
Winter 2018	
Grades K-5 Winter Universal Screening……………....…	**Start January 16 and complete January 19**
Grades K-5 Data Dialogues and Tier Placement…………	**Complete by January 26**
Grades K-5 Tier II Data Dialogue - Every 8 weeks…...……	**Complete by April 13**
Grades K-5 Tier III Data Dialogue – Every 6 weeks………	**Complete by March 23 and May 4**
Spring 2018	
Grades K-5 Spring Universal Screening……………………	**Start May 7 and complete May 11**
Grades K-5 Transition Data Dialogues and Tier Placement……………………………………………………………..	**Complete by June 8**

Internal Documentation

School Stakeholder RtI Teams should reference and utilize the following forms:

- ***Student Intervention Plan***

- ***Meeting Request Form***

- ***Tier Placement Data Form***

- ***Data Team Progress Report***

- ***Instructional Log***

- ***Parent Contact Log***

- ***School Team Communication Plans***

- ***School Team Meeting Minutes***

- ***Professional Development Plan***

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Online Resources and References

AIMSWeb	*www.aimsweb.com*
Discipline Help: You Can Handle Them All:	*http://www.disciplinehelp.com*
Do What's Right	*http://dww.ed.gov*
Intervention Central	*www.interventioncentral.org*
Florida Center for Reading Research	*www.fcrr.org*
Oregon Reading First	*http://oregonreadingfirst.uoregon.edu*
What Works Clearinghouse	*www.w-w-c.org*
Recognition and Response	*http://www.recognitionandresponse.org*
Council for Exceptional Children	*www.cec.sped.org*
DIBELS	*http://DIBELS.uoregon.edu*
New Mexico Reading First: *K-8 Instructional Materials for Reading* *Adoption Rubric Teacher's Guide, Assessments,* *Student Texts & Supplementary Materials*	*http://www.nmlites.org/downloads/reading/k5_instruc_* *read_rubric.doc*
Institute for the Development of Educational *Achievement: Big Ideas in beginning Reading*	*https://reading.uoregon.edu*
National Association of State Directors of *Special Education*	*http://www.nasdse.org*
National Center on Student Progress Monitoring	*www.studentprogress.org*
National Research Center on Learning Disabilities	*http://www.nrcld.org*
New Mexico Public Education Department	*http://www.ped.state.nm.us*
New York Response to Intervention Technical *Assistance Center*	*http://www.nysrti.org*
Oregon's Response to Intervention	*http://www.ode.state.or.us/initiatives/idea/rti.aspx*
Office of Special Education and *Rehabilitative Services – Ideas that Work*	*http://www.ed.gov/about/offices/list/osers/osep/index.h* *tml*
Positive Behavioral Interventions and Supports	*http://www.pbis.org*
Reading Rockets	*http://www.readingrockets.org*
University of Minnesota Department of *Educational Psychology (Curriculum-Based* *Measures and Progress Monitoring Information)*	*http://education.umn.edu/EdPsych/SpecialEd/CBMCon* *ference/handouts.html*
Colorado Department of Education	*http://www.cde.state.co.us/Rtl*
Kansas Department of Education	*http://kansasmtss.org*
Utah State Office of Education	*http://www.schools.utah.gov/curr/lang_art/elem/ThreeT* *ier.htm*
National Center of Response to Intervention	*http://www.rti4success.org*
Rtl Action Network	*http://www.rtinetwork.org*
Idaho Department of Education	*http://www.sde.idaho.gov*