RTI PLAN

READING K-5

JULY 2012

RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a three-level framework of increasing intensity that integrates assessment and intervention to enhance students' success in school. In an RTI model, educators utilize data to identify at-risk students, monitor student progress, and provide research-based interventions that are aligned with students' needs. The primary intervention level (Tier I) includes high quality, research-based core instruction. The second level (Tier II) includes evidence-based intervention(s) of moderate intensity, and the third intervention level (Tier III) includes individualized intervention(s) of increased intensity for students who show minimal response to Tier II interventions. The overall goal of RTI is to minimize the risk of long-term negative learning outcomes through early identification of at-risk students and timely implementation of effective interventions.

In addition to the differentiated, research-based instruction that is provided by the general education teachers in all classrooms, screening of all students (universal screening) is conducted to determine which students may be at risk for poor learning outcomes. Universal screening tests are conducted at the beginning of the school year and are followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Once the universal screening tool has been administered, the classroom teachers are responsible for the progress monitoring of those students who have been identified as at-risk. Progress monitoring is used to assess students' academic performance, to quantify student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. In progress monitoring, teachers utilize evidence-based tools that take into consideration cultural and linguistic responsiveness and recognize student strengths. Progress monitoring can be implemented with individual students or an entire class. If progress-monitored students do not demonstrate sufficient growth or mastery in critical skills, these students will be identified as needing supplemental instruction. If the supplemental services fail to sufficiently improve student progress, it may be determined that a referral to the Committee of Special Education (CSE) be initiated.

This RTI document is a summary of the procedures and practices that the Hauppauge School District has established in response to the regulations established by the New York State Education Department.

This intervention manual has been collaboratively developed by the Assistant Superintendent for Curriculum, Instruction, and Technology; the Director of English Language Arts; the Director of Guidance and Data; the Elementary Principals; elementary reading teachers; and elementary parent representatives.

RESPONSE TO INTERVENTION:
THREE TIERED RTI MODEL

TIER I – RESEARCH-BASED CORE INSTRUCTION

Elementary reading instruction in the Hauppauge School District utilizes the Literacy Collaborative Framework, a research-based approach to literacy instruction that enables teachers to address the learning needs of their students. The essential reading elements that make up this effective language and literacy instruction are phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instructional core of the Literacy Collaborative model includes instructional approaches and activities that address these five elements both in reading instruction and writing instruction. These essential elements, combined with grammar, spelling, and vocabulary activities, are incorporated into the three blocks of the Framework: language and word study, reading workshop, and writing workshop. Students explore the intricacies of language across multiple genres including fiction, non-fiction, poetry, and drama.

K-2 Program:
The literacy and language framework for primary grades provides a structure within which teachers can accommodate the varying needs of their students. It is a flexible framework that integrates the range of reading, writing, and word study activities essential for promoting early literacy. It offers many opportunities for the integration of content area learning.

The three blocks of the primary framework are built around a foundation of oral language. Language is fundamental to learning and communicating and is an integral part of every aspect of the framework. Every day in the primary grades, student and teacher talk focuses on making statements and asking questions, elaborating and explaining, listening and responding, expanding others' ideas, and taking turns. More formally, students and teachers practice thinking about and respecting different opinions, repeating or restating ideas, and using language to investigate and wonder. But most importantly, language is used to be enjoyed and shared through poetry, rhyme, and humor while building a community of learners.

Using conversation, presentation, performance, and visual representation, students participate in language and literacy learning through the three-block framework. The **first block**, language and word study, provides

opportunities for students to interact with others during a 20-30 minute instructional period. The **goal** of this block is for students to explore the sounds, rhythms, and details of language and words through interactive read alouds, interactive writing, modeled/shared reading, modeled/shared writing, handwriting, language/word play and letter/word study lessons. They explore the different ways we use our language while building vocabulary and learning the conventions of spelling, word use, and grammar. The **second block**, reading workshop, is a 40-60 minute instructional period. The **goal** of this block is for students to gain increasing control of the reading process through guided reading where students in small groups read texts selected to meet their specific needs. Students engage in conversations about literature and activities that support comprehension of texts. When not receiving direct instruction, students are actively engaged in independent reading, writing, and word study centers. The **third block**, writing workshop, is a 40-60 minute instructional period. The **goals** of this block are for students to make connections between oral and written language, to understand and use the conventions of written language, to explore and experiment with a variety of writing styles, and to grow as writers. A transitional language and literacy framework is often implemented part way through grade two in order to transition the students to experiences that will enable them to shift to an intermediate framework in grade 3.

In the primary years, students need a safe environment where they are free to take risks and are supported by a more experienced guide. The primary language and literacy framework provides ample time for students to practice the strategies and skills they are learning. The teacher provides direct instruction through very specific mini-lessons and then guides students as they integrate their new learning into automatic, literate behaviors. Specifically, within the primary language and literacy framework, teachers use direct instruction and guided learning in whole group and small group settings. These instructional practices, deemed most powerful by current research on effective classroom instruction, prepare and support the students as they engage in individualized practice and independent learning *(Center for Reading Recovery and Literacy Collaborative, Lesley University, 2012).*

3-5 Program:

The language and literacy framework for the intermediate grades is an organizational tool for classroom instruction based upon a theoretical foundation that celebrates the varied experiences and diversity of students in grades three through eight. Intermediate students are moving through a period of great change in every aspect of their lives: intellectually, emotionally, physically, and socially. While this can be quite challenging for any teacher, the language and literacy framework provides a structure within which to help students construct meaning in their lives through reading and writing.

The three blocks within the structure surround and interconnect with oral, visual, and technological communication. This is because the ultimate purpose of language and literacy is communication. Communication is the means by which students will construct meaning in their lives through the interconnectedness of reading, writing, speaking, listening, and thinking in literate ways.

The activities in the framework provide students collaborative learning opportunities in small groups and large groups, as well as opportunities for individual learning time. It also provides a structure within which students are taught at their instructional levels. Teachers use multiple tools to analyze student achievement so that teaching can be tailored to meet each student's instructional needs.

Each of the three blocks in the framework has a distinct purpose and goal. The **first block**, language and word study, is a 20-30 minute instructional time that can be placed at various points in the day. The **goal** of this block is for students to explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words and the conventions and forms of written language. The **second block**, reading workshop, is a 40-60 minute instructional time period. The **goal** of this block is for students to read for extended periods a variety of self-selected and teacher-selected texts at their

instructional level. They construct meaning through personal and textual connections demonstrated in weekly reading journal letters between students and teachers, regular meetings in homogeneous guided reading groups, and heterogeneous literature study groups. Students internalize effective comprehension strategies that they apply to fiction and non-fiction texts. The **third block**, writing workshop, is also a 40–60 minute instructional time period. The **goal** of this block is for students to develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a wide range of purposes and for a variety of audiences.

At the center of the framework is a **fourth block**: oral, visual, and technological communication. The **goal** of this block is for students to develop sophisticated communication skills with which to express their own meanings and understanding and to comprehend the meanings and understandings of others. Students present, converse, perform, and draw their understandings and listen, observe, and respond to the understandings of others as part of all blocks *(Center for Reading Recovery and Literacy Collaborative, Lesley University, 2012).*

TIER II – TARGETED SUPPLEMENTAL INSTRUCTION

Students receive Tier II services when they are identified by the Universal Screening Tool as needing interventions that go beyond the research-based strategies used in the core classroom. Students who do not respond to effective Tier I instruction and intervention strategies will be targeted for Tier II interventions.
All the frequencies listed below are in addition to the regular classroom instruction.

Kindergarten:

Interventions	Frequency	Provider
Waterford Instruction	3 times per 6-day cycle minimum	Classroom Teacher
Small Guided Reading Groups – Phonics and Literature	2-3 times per 6-day cycle minimum	Under guidance of Reading Specialist
Targeted Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Classroom Teacher

First Grade:

Interventions	Frequency	Provider
Waterford Instruction	3 times per 6-day cycle minimum	Classroom Teacher
Leveled Literacy Instruction (LLI)	30 minutes daily	Reading Specialist
Targeted Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Classroom Teacher
Castle Learning	2-3 times per 6-day cycle minimum	Classroom Teacher
Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Under guidance of Reading Specialist

Second Grade:

Interventions	Frequency	Provider
Leveled Literacy Instruction (LLI)	30 minutes daily	Reading Specialist
Targeted Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Classroom Teacher
Castle Learning	2-3 times per 6-day cycle minimum	Classroom Teacher
Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Reading Specialist

Third Grade:

Interventions	Frequency	Provider
Leveled Literacy Instruction (LLI)	30-45 minutes daily	Reading Specialist
Targeted Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Classroom Teacher
Targeted Small Guided Reading/Writing Groups	2-3 times per 6-day cycle minimum	Reading Specialist
Castle Learning	2-3 times per 6-day cycle minimum	Classroom Teacher

Fourth Grade:

Interventions	Frequency	Provider
Targeted Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Classroom Teacher
Targeted Small Guided Reading/Writing Groups	2-3 times per 6-day cycle minimum	Reading Specialist
Castle Learning	2-3 times per 6-day cycle minimum	Classroom Teacher

Fifth Grade:

Interventions	Frequency	Provider
Targeted Small Guided Reading Groups	2-3 times per 6-day cycle minimum	Classroom Teacher
Targeted Small Guided Reading/Writing Groups	2-3 times per 6-day cycle minimum	Reading Specialist
Castle Learning	2-3 times per 6-day cycle minimum	Classroom Teacher

TIER III – INTENSIVE INSTRUCTION

The third level in the RTI Framework, Tier III, is the most intensive of the three levels and is individualized to target a student's particular areas of need. Tier III interventions involve longer or more frequent sessions, smaller group sizes, and on-going progress monitoring. This progress monitoring data is used to track the student's rate of improvement over time, as well as the efficacy of the interventions being utilized. If the student shows insufficient progress, the teacher providing the Tier III services is expected to modify the instruction to evaluate what strategies are effective.

Kindergarten:

Interventions	Frequency	Provider
Waterford Instruction	Daily	Classroom Teacher
Small Guided Reading Groups – Phonics and Literature Multisensory	Daily	Under guidance of the Reading Center
Targeted Small Guided Reading Groups	Daily	Classroom Teacher

First Grade:

Interventions	Frequency	Provider
Waterford Instruction	Daily	Classroom Teacher
Small Guided Reading Groups – Phonics and Literature Multisensory	Daily	Reading Specialist
Leveled Literacy Instruction (LLI)	30 minutes daily Maximum 3 students	Reading Specialist
Targeted Guided Reading 1:1	3 times per cycle	Classroom Teacher
Reading Recovery 1:1	30 minutes daily	Reading Specialist

Second Grade:

Interventions	Frequency	Provider
Waterford Instruction	Daily	Classroom Teacher
Small Guided Reading Groups – Phonics and Literature Multisensory	Daily	Reading Specialist
Leveled Literacy Instruction (LLI)	30 minutes daily Maximum 3 students	Reading Specialist
Targeted Guided Reading 1:1	3 times per cycle minimum	Classroom Teacher

Third Grade:

Interventions	Frequency	Provider
System 44	Daily	Reading Specialist Special Education Teacher Classroom Teacher
Small Guided Reading Groups – Phonics and Literature Multisensory	Daily	Reading Specialist
Leveled Literacy Instruction (LLI)	30-45 minutes daily Maximum 4 students	Reading Specialist
Targeted Guided Reading 1:1	3 times per cycle minimum	Classroom Teacher

Fourth Grade:

Interventions	Frequency	Provider
System 44	Daily	Reading Specialist Special Education Teacher Classroom Teacher
Small Guided Reading Groups – Phonics and Literature Multisensory	Daily	Reading Specialist
Leveled Literacy Instruction (LLI)	30-45 minutes daily Maximum 4 students	Reading Specialist
Targeted Guided Reading 1:1	3 times per cycle minimum	Classroom Teacher

Fifth Grade:

Interventions	Frequency	Provider
System 44	Daily	Reading Specialist Special Education Teacher Classroom Teacher
Small Guided Reading Groups – Phonics and Literature Multisensory	Daily	Reading Specialist
Leveled Literacy Instruction (LLI)	30-45 minutes daily Maximum 4 students	Reading Specialist
Targeted Guided Reading 1:1	3 times per cycle minimum	Classroom Teacher

UNIVERSAL SCREENING TOOLS

The Hauppauge School District has selected the STAR Early Literacy and STAR Reading for universal screenings. The STAR Early Literacy assessment will be administered to all Kindergarten students three times per year (fall, winter, spring) to measure their progress in the curriculum over time. First through fifth grade students will be screened three times per year with use of the STAR Reading Enterprise.

The Star Early Literacy and Star Reading Assessments are national, norm-referenced diagnostics of reading comprehension that are computer-based and adaptive to each child. These computerized assessments serve as efficient screeners because they can be administered to all students quickly (20-30 minutes), repeated as frequently as once a week in a progress-monitoring application, and the resulting data is immediately available to the instructor(s).

Both tools received the highest ratings for validity and reliability among screening reading tools reviewed by the National Center on Response to Intervention (NCRTI), which is funded by the U.S. Department of Education.

The National Early Literacy Panel has established key early literacy skills that are correlated with later literacy achievement (NELP 2009). In addition to analyzing conventional literacy skills such as decoding, oral reading fluency, reading comprehension, writing, and spelling, the panel looked at additional skills that served as predictors of strong literacy skills later in life.

The STAR Early Literacy Enterprise and STAR Reading Enterprise are computer-based assessments that measures students' strength in thirty-six early literacy skills associated with future reading success. These literacy skills fall under the following categories:

Word Knowledge and Skills

Alphabetic Principle
- Alphabetic Knowledge
- Alphabetic Sequence
- Letter Sounds

Concept of Word
- Print Concepts: Word Length
- Print Concepts: Word Borders
- Print Concepts: Letters and Words

Visual Discrimination
- Letters
- Identification and Word Matching

Phonemic Awareness
- Rhyming and Word Families
- Blending Word Parts
- Blending Phonemes
- Initial and Final Phonemes

Structural Analysis
- Words with Suffixes
- Syllabification
- Compound Words

Vocabulary
- Word Facility
- Synonyms
- Antonyms

Comprehension Strategies and Constructing Meaning

Sentence-level Comprehension
- Comprehension at the Sentence Level

Paragraph-level Comprehension
- Comprehension of Paragraphs

- Consonant Blends (PA)
- Medial Phoneme Discrimination
- Phoneme Segmentation
- Phoneme Isolation/Manipulation

Phonics
- Short Vowel Sounds
- Initial Consonant Sounds
- Final Consonant Sounds
- Long Vowel Sounds
- Variant Vowel Sounds
- Consonant Blends (PH)
- Consonant Digraphs
- Other Vowel Sounds
- Sound-Symbol Correspondence: Consonants
- Word Building
- Sound-Symbol Correspondence: Vowels
- Word Families/Rhyming

Progress Monitoring

TIER II

The following are steps that will be executed for the progress monitoring of students in a Tier II intervention:

Grades K-1/ STAR Early Literacy/STAR Reading
- o STAR benchmarking assessment on or about the fifteenth of the month (1 time per month).
- o Running Records of reading progress will be scored and analyzed by the classroom teacher and/or reading specialist (1 time per 6-day cycle). Results will be shared.
- o A writing spree assessment (3 minutes) will be administered once a month (with a focus on Common Core State Standards Tier I vocabulary). Administered by classroom and/or reading specialist.
- o Letter Identification will be administered, if needed, by classroom teacher and/or reading specialist.

Grades 2 – 5/STAR Reading
- o STAR benchmarking assessment on or about the fifteenth of the month (1 time per month).
- o Running Records of reading progress will be scored and analyzed by the classroom teacher and/or reading specialist (1 time per 6-day cycle). Results will be shared.
- o A dictation task will be administered once a month (with a focus on Common Core State Standards Tier I vocabulary).

Tier III

The following are the steps that will be executed for the progress monitoring of students in a Tier III intervention:

Grades K-1/ STAR Early Literacy/STAR Reading
- o STAR Reading Enterprise assessment tool on or about the fifteenth of the month and the thirtieth of the month (2 times per month).
- o Running Records of reading progress will be scored and analyzed by the classroom teacher and/or reading specialist (2 times per 6-day cycle). Results will be shared and compared.
- o A writing spree assessment (3 minutes) will be administered twice a month (with a focus on Common Core State Standards Tier I vocabulary). These assessments will be scored and analyzed by the classroom teacher (1) and/or reading specialist (1). Results will be shared and compared.
- o Letter Identification will be administered twice a month if needed as determined by classroom teacher and/or reading specialist. These assessments will be scored and analyzed by the classroom teacher (1)/and reading specialist (1). Results will be shared and compared.

Grades 2 – 5/STAR Reading
- o STAR Reading Enterprise assessment tool on or about the fifteenth of the month and the thirtieth of the month (2 times per month).
- o Running Records of reading progress will be scored and analyzed by the classroom teacher and/or reading specialist (2 times per 6-day cycle). Results will be shared and compared.
- o A dictation task will be administered 2 times per month (with a focus on Common Core State Standards Tier I vocabulary). These assessments w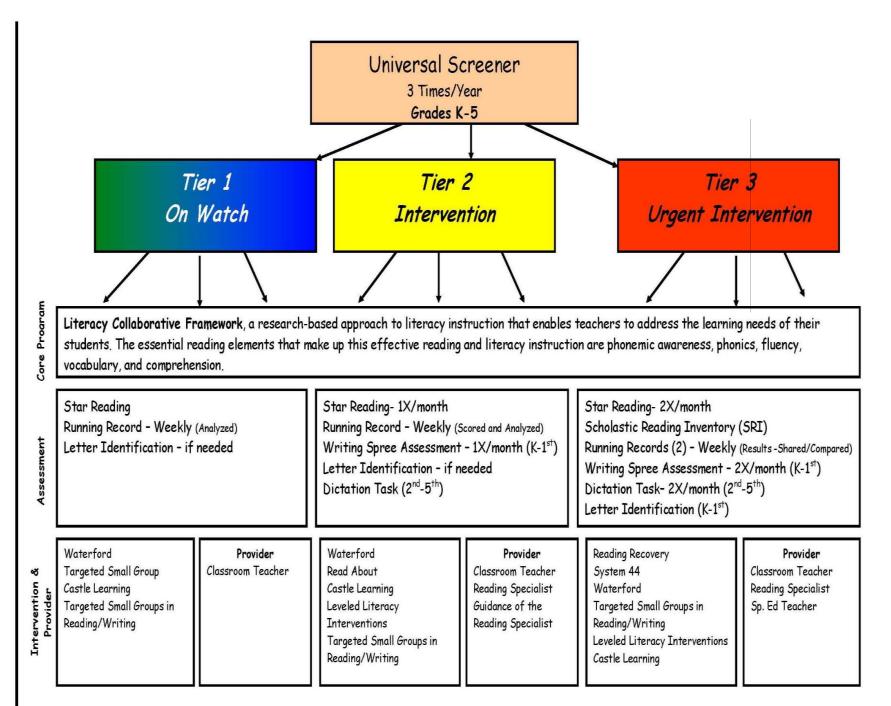ill be scored and analyzed by the classroom teacher (1) and/or reading specialist (1). Results will be shared and compared.

```
                        ┌─────────────────────────┐
                        │    Universal Screener    │
                        │      3 Times/Year        │
                        │      Grades K-5          │
                        └─────────────────────────┘
```

| **Tier 1**
On Watch | **Tier 2**
Intervention | **Tier 3**
Urgent Intervention |

Core Program

Literacy Collaborative Framework, a research-based approach to literacy instruction that enables teachers to address the learning needs of their students. The essential reading elements that make up this effective reading and literacy instruction are phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Assessment

Tier 1	Tier 2	Tier 3
Star Reading	Star Reading- 1X/month	Star Reading- 2X/month
Running Record – Weekly (Analyzed)	Running Record – Weekly (Scored and Analyzed)	Scholastic Reading Inventory (SRI)
Letter Identification – if needed	Writing Spree Assessment – 1X/month (K-1st)	Running Records (2) – Weekly (Results - Shared/Compared)
	Letter Identification – if needed	Writing Spree Assessment – 2X/month (K-1st)
	Dictation Task (2nd-5th)	Dictation Task- 2X/month (2nd-5th)
		Letter Identification (K-1st)

Intervention & Provider

Intervention	Provider	Intervention	Provider	Intervention	Provider
Waterford Targeted Small Group Castle Learning Targeted Small Groups in Reading/Writing	Classroom Teacher	Waterford Read About Castle Learning Leveled Literacy Interventions Targeted Small Groups in Reading/Writing	Classroom Teacher Reading Specialist Guidance of the Reading Specialist	Reading Recovery System 44 Waterford Targeted Small Groups in Reading/Writing Leveled Literacy Interventions Castle Learning	Classroom Teacher Reading Specialist Sp. Ed Teacher

Instructional Support Teams – (IST)

The purpose of the building level IST is to study, assess, monitor and make recommendations regarding the needs of children who are experiencing learning, physical and/or behavioral difficulties. The team is committed to fostering the educational and personal growth of the students by removing barriers to life-long learning. The team strives to meet each child's needs through a strengths-based process that addresses social, emotional, and academic development. The IST model is a multi-dimensional process that aids in removing barriers to learning through the use of:

- Collaborative consultation in analyzing data and problem solving
- Curriculum-based assessments to find a student's strengths and weaknesses
- Curricular adaptations to meet individual needs
- Implementation of research-based interventions
- Utilization of various behavior management techniques to support the child, teacher, and parent

Composition of Team:

- Building principal or designee
- School Psychologist
- Social Worker – where applicable
- Reading Specialist
- Special Education Teacher
- School Nurse – if applicable
- Speech/Language Pathologist
- Guidance Counselor (Chairperson)
- Referring person
- Invited professional staff as designated by the chairperson

IST FORM

HAUPPAUGE PUBLIC SCHOOLS

INSTRUCTIONAL SUPPORT TEAM REFERRAL FORM

Student:	Teacher:	Date:
D.O.B.	Grade:	Benchmark Level:
Attendance/Late/Early Release Concerns:		

Prior to referring a student the following steps should have taken place:

Dates of parent contact and outcome:

Reason for referral:

Please describe the specific learning concerns prompting this referral.
•
•
Please list settings/situations where the concern occurs <u>most</u> often?
•
•
Please list settings/situations where the concern occurs <u>least</u> often?
•
•

Student strength:

What are the student's learning strengths, talents or specific interests?
•
•

Please check with the school nurse regarding the following:

Hearing: P   F   Vision: P   F   Eyeglasses: Y   N

Other comments:

Grade	E.L.A.	Math	Science
3rd Grade			
4th Grade			
5th Grade			

DATA POINTS

Most Recent STAR ELA Level:_____

Most Recent STAR Math Level:_____

Running Record Levels(Attach):_____

Bring the following to the IST meeting: grade book, samples of student work, report card, AIS progress report

if applicable, cumulative folder.

Intervention/Strategies You Have Implemented: Different instructional techniques or strategies to target the learning concern, and support student progress.

Intervention Begin Date:	End Date:

Describe the intervention you used and its frequency:
-
-

Describe how you monitored the progress:
-
-

Describe how the student responded to the intervention:
-
-

Describe the parent involvement:
-
-

List Additional Interventions Used: (follow format above)
-
-

Services Received: (please indicate grade)

Service:	Prior	Current
Reading Recovery		
Reading AIS		
Math AIS		
Speech/Language		

ESL		
Inclusion		
Consultant Teacher		
Occupational Therapy		
Physical Therapy		
Counseling		
None		

Additional Student Information:

Prior Teacher: (name)   Grade: Comments:

Support Staff:

Describe student's learning strengths/weaknesses and interventions: Different instructional techniques or strategies to target the learning concern, and support student progress.

Reading Teacher: (Name)   Date:
Math Teacher: (Name)   Date
Speech/Language Teacher: (Name)   Date:
Special Education Teacher: (Name)   Date:
E.S.L. Teacher: (Name)   Date:
Counselor/Psychologist: (Name)   Date:
Occupational Therapist: (Date)   Date:
Physical Therapist: (Name)   Date:
Other: (Name)   Date:

Special Area Teachers:

Describe student's strengths/weaknesses and interventions utilized:

Art Teacher: (Name)	Date:
Music Teacher: (Name)	Date:
Library Teacher: (Name)	Date:
Phys. Ed. Teacher (Name)	Date:

<center><u>Instructional Support Team: Review</u></center>

Student: _____ Teacher/Class: _____ Date: _____

Update:

_____

_____

_____

_____

_____

_____

Feedback on Brainstorming Strategies:

_____

_____

_____

_____

_____

_____

IST Recommendations:

_____

_____

_____

_____

Other:

_____

_____

_____

Hauppauge Public School
Instructional Support Team

Date: _____
Class: _____

Dear Parent/Guardian:

In order to develop the best educational program for _____, the Instructional
Support Team feels that additional information is needed. To accomplish this, the following educational
assessments are being recommended:

( ) Reading   ( ) Mathematics   ( ) Occupational Therapy

( ) Writing   ( ) Speech & Language

A specialist in each of the areas checked above will be administering these assessments to determine your
child's strengths and weaknesses. The results of these assessments will be shared with you and your child's
teacher.

We are requesting your permission to proceed with this assessment. Please sign the form below. Your
cooperation is appreciated.

Sincerely,

Principal

_____

IST Assessment Permission Slip

Student's Name _____ Teacher _____

Yes, I give permission for this assessment _____
                                                                    Parent/Guardian Signature   Date

No, I do not give permission for this assessment _____
                                                                    Parent/Guardian Signature   Date

Request:

_____ Reading   _____ Writing   _____ Mathematics   _____ Speech & Language   _____ OT

Instruction Support Team: New Referral Minutes

Student: _____ Teacher/Class: _____ Date: _____

Problem:

_____

_____

_____

Current Program Includes:

_____

_____

Current Strategies Used:

_____

_____

Parent Involvement:

_____

_____

*Other:

_____

_____

*Social/emotional growth, work habits, listening skills, test scores, etc….

Brainstorming Strategies:

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

_____ 6. _____

_____ 7. _____

_____ 8. _____

_____ 9. _____

Code: A = Implement strategy immediately

B = Will implement strategy at a later date

C = Will not implement this strategy

*Projected Review Date: _____

PARENT NOTIFICATION

If the District's universal screening measures indicate that a child is in need of interventions that extend beyond those provided to all students in the general education classroom (Tier II or Tier III), the parents of those children in need will receive written notification from the District. According to New York State regulations, the parent notification letter must contain the following information:

- the amount and nature of student performance data that will be collected and the general education services that will be provided;
- strategies for increasing the student's rate of learning; and
- the parents' right to request an evaluation for special education programs and/or services [8 NYCRR section 100.2(ii)]

Parents of students who are recommended for Tier II or Tier III RTI interventions will receive their written notification once the school's Instructional Support Team recommendation has been made. Parents whose children receive any subsequent changes in service will receive additional written notification regarding the specific intervention changes being implemented. All parents of students receiving Tier II and Tier III interventions will be sent quarterly progress reports indicating what specific progress their children have made in meeting benchmark goals.

PARENT NOTIFICATION LETTER

(to be placed on District letterhead)

Dear Parent/Guardian:

As part of district-wide efforts to ensure that every elementary student is making adequate progress towards grade-level, district, and state learning standards in literacy, all elementary students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their literacy progress over time. Extra support (interventions) will be provided as needed to all students who did not meet expected levels of achievement. This system of providing intervention based on individual student needs is called Response to Intervention (RTI).

On the universal screening assessment, your child did not meet the expected range for his/her grade level. Therefore, the school's Instructional Support Team (IST) conducted a comprehensive review of your child's screening results, overall test history, and classroom performance to determine what, if any, interventions should be implemented to better meet your child's needs. As a result of this IST review, our school will begin providing your child with supplemental and/or small group instruction that is referred to as RTI Tier II or Tier III interventions. These interventions are best described as increasing levels of services in which teacher(s) use different instructional strategies and/or interventions with your child. The teacher(s) track your child's progress over time to monitor his/her success, and you will be notified periodically about your child's performance.

Specifically, your child will receive the following:

RTI Tier	Type of Intervention	Frequency	Date of Entrance

Should adequate growth toward grade level standards not be accomplished through this level of intervention, the Instructional Support Team will meet to review the data and make the necessary adjustments to ensure the success of your child. Of course, you will be notified if any changes in your child's program are recommended.

Please do not hesitate to call if you have any questions.

Sincerely,

Building Principal