



**Massapequa Public Schools
Response to Intervention Plan**

Updated: March 2017

Acknowledgements

Response to Intervention Committee

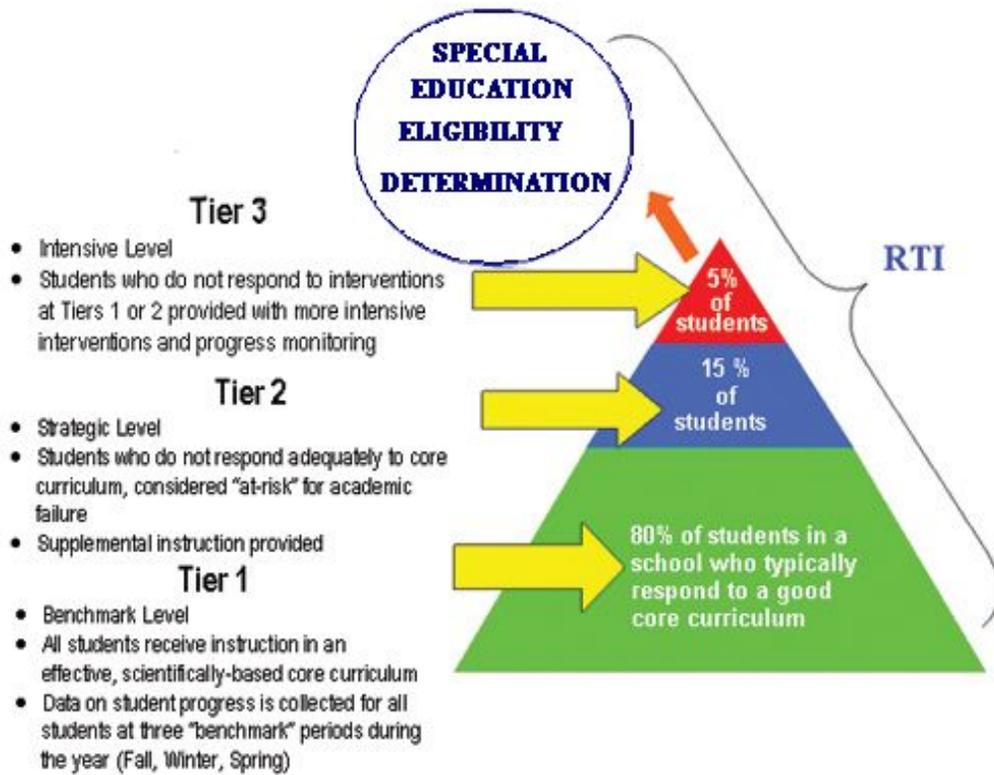
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What is Response to Intervention (RtI)?

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The **RtI** process begins with high-quality instruction and universal screening of all children in the general education classroom.

Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. All interventions begin at the classroom level; a student's response to classroom interventions determines the subsequent course of intentions as outlined below.

There are two major goals of the **RtI** process: (1) to prevent academic problems and (2) to determine students with learning disabilities.



**Massapequa Public Schools
Response to Intervention Plan
Grades K-5**

Definition of Terms

Multi-Tier System:

Tier 1 intervention is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program.

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1.

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention.

Core Literacy Program: Research/evidence-based literacy program that addresses the Big Five (phonemic awareness, phonics, vocabulary, fluency, and comprehension) provided by qualified teachers.

Instructional Interventions: Classroom interventions to be used with students who are not progressing with their like-peers; i.e. strategy groups, center work, one-on-one conferencing, online tools, etc.

Universal Screener: Assessment tool used to assess at least 95% of the population three times a year to help ensure early identification of students potentially at risk and the areas in which they may experience difficulty.

Progress Monitoring: The practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.

Fidelity: Fidelity of the process at the school level means consistency with which the various components are implemented across classrooms and grade levels. Fidelity of implementation means:

1. Intervention/instruction is delivered in the way in which it was designed to be delivered;
2. Screening and progress monitoring procedures are administered in a standardized manner, and an explicit decision-making model is followed;
3. Instruction and interventions are implemented consistent with research or evidence-based practice;
4. Staff receive appropriate professional development; and,
5. Administrators provide supervision and serve as instructional leaders.

Benchmark: Standard, or a set of standards, used as a point of reference for evaluating performance or level of quality. (See reading-level benchmarks on next page)



Benchmark Independent Reading Levels

November	March	June
Progress Report	Kindergarten 1- Early Emergent 2- A 3- B 4- C or above	Kindergarten 1- A 2- B 3- C/D 4- E or above
First Grade 1- B or below 2- C 3- D/E 4- F or above	First Grade 1- D or below 2- E 3- F/G 4- H or above	First Grade 1- E or below 2- F/G 3- H/I 4- J or above
Second Grade 1- F or below 2- G/H 3- I/J 4- K or above	Second Grade 1- H or below 2- I 3- J/K 4- L or above	Second Grade 1- I or below 2- J 3- K/L 4- M or above
Third Grade 1- J or below 2- K 3- L/M 4- N or above	Third Grade 1- K or below 2- L 3- M/N 4- O or above	Third Grade 1- L or below 2- M 3- N/O 4- P or above
Fourth Grade 1- M or below 2- N 3- O/P 4- Q or above	Fourth Grade 1- N or below 2- O 3- P/Q 4- R or above	Fourth Grade 1- O or below 2- P 3- Q/ R 4- S or above
Fifth Grade 1- P or below 2- Q 3- R/S 4- T or above	Fifth Grade 1- Q or below 2- R 3- S/T 4- U or above	Fifth Grade 1- R or below 2- S 3- T/ U 4- V or above

Levels noted in **bold red print** indicate the student is just on grade level and needs daily reading with support in order to maintain grade level expectations. Parents should be well informed of their child's reading progress throughout the school year.

RtI Process Flowchart

Tier 1
Core Literacy Instruction with classroom, instructional interventions and progress monitoring
Benchmarking
Fall, Winter, Spring

Data Meeting #1: After Fall Benchmarking
Who:Principal/Assistant Principal, classroom teacher and reading teacher
What: Review benchmark results, identify students who have fallen below cut-point (15-20 minutes) and share Tier 1 interventions that have been used with student
Result: Students identified for Tier 2 intervention or for Tier 3 intervention (if student has been in Tier 2 since previous year)

Data Meeting #2: After Winter Benchmarking
Who:Principal/Assistant Principal, classroom teacher and reading teacher
What: Review benchmark results, identify students who have fallen below cut-point (15-20 minutes) and share Tier 1 interventions that have been used with student
Result: Students identified for Tier 2 intervention or for Tier 3 intervention Tier 2 students who may need to move to Tier 3 intervention

Data Meeting #3: After Spring Benchmarking
Who:Principal/Assistant Principal, classroom teacher and reading teacher
What: Review benchmark results, identify students who have fallen below cut-point (15-20 minutes) and share Tier 1 interventions that have been used with student
Result: Students identified for Tier 2 intervention; Tier 2 students who may need to move to Tier 3; or Tier 3 students who should be referred to IST/Initial Referral to Special Education

Universal Screener	K-1: AimsWeb 2-5: NWEA K-5: F&P Benchmarking		
	Tier 1 Classroom Teacher	Tier 2 Classroom teacher, reading specialist or other certified teacher	Tier 3 Classroom teacher, reading specialist or other certified teacher
Who/ Group size	All students/ Whole class instruction with small group work and one-on-one conferencing	<80% of students/ Homogeneous groups of 3-5 students	<5% of students/ Homogeneous group of 1-3
What	Core Literacy Program, K-5 Balanced Literacy Model <ul style="list-style-type: none"> ● Phonological Awareness Lessons (K) ● Phonemic Awareness/ Phonics: <i>Foundations</i> ● Vocabulary, fluency, and comprehension: guided reading, one-one conferencing ● Minilessons and writers workshop 	Literacy Interventions <ul style="list-style-type: none"> ● <i>Leveled Literacy Intervention</i> ● <i>System 44</i> ● <i>Just Words</i> ● <i>Wilson</i> 	Literacy Interventions <ul style="list-style-type: none"> ● <i>Leveled Literacy Intervention</i> ● <i>System 44</i> ● <i>Just Words</i> ● <i>Wilson</i>
Where	General education classroom	Push-in or pull-out	Pull-out
Intensity	Daily 90 minutes	3-5 times/week 30-40 minutes	4-5 days/week 30-40 minutes
Duration	General education interventions and progress-monitoring by classroom teacher should last 5-6 weeks	9-12 weeks depending on factors such as: <ul style="list-style-type: none"> ● skills to be learned ● rate of student progress ● student progress as compared with his/her like-peer 	3-6 months depending on factors such as: <ul style="list-style-type: none"> ● size of group (may need to be lowered) ● number of days (may need 5 days) ● rate of progress ● student progress as compared with his/her like-peers

Protocols for Data Meeting

Before Data Meeting

District: Set benchmarking deadlines

Principal/AP: Prepare schedule for data meetings and secure coverage for each classroom teacher.

Teachers: Benchmark all students in class; prepare list of students and their F&P levels and highlight students falling below benchmark; and, prepare anecdotal information about specific areas of reading in which the students struggles (*decoding, comprehension, fluency, memory of high frequency words, transfer of information taught, application of strategies, independence, etc.*) and [classroom interventions](#) used.

Reading

Teachers: Progress monitor all students being serviced; determine which student have met goals and will transition back to classroom; determine which students receiving Tier 2 interventions should be moved to Tier 3 and/or; determine which students in Tier 3 should be referred to IST/Initial Special Education Referral.

During Meeting

Principal/AP: Ask teacher for classroom benchmark data and note the percentage of the class falling below benchmark standard; and, ask teacher to share the classroom intervention data for the students falling below benchmark standards.

Teacher: Briefly share concerns about students falling below benchmarks and the classroom interventions used; and, discuss any other behavioral, social, and/or emotional concerns that may be impacting progress.

Reading

Teacher: [Take notes](#) on which students will be referred for Tier 2 interventions, which students will continue in Tier 2, or continue in Tier 3; and, offer additional classroom interventions to be used with students who have plateaued, have not met benchmark level but are not low enough to be pulled for Tier 2.

After Meeting

District: Follow-up with principals/APs on student movement among tiers and overall proficiency rates of each grade.

Principal/AP: Review students who are identified during meeting, and assess staffing/scheduling needs; prepare principal checklist and schedule IST, or notify special education for initial referral to special education; and, determine percentages of students identified in need of Tier 2 and Tier 3 interventions and [report to district administration](#).

Teacher: Continue to provide [classroom interventions](#) and progress monitoring of students who were identified as below benchmark; but not identified for Tier 2 intervention services and/or provide transitional support via classroom interventions and progress monitoring of students returning from Tier 2 or Tier 3 intervention services.

Reading

Teachers: Create groups based on the results of the data meetings, make a revised schedule/class list, prepare parent notification letters (both for entering and exiting students), and inform the school secretary to alter Power Teacher roster.

Protocols for Team Data Meeting

Before Meeting	
District:	Set benchmarking schedule.
Principal/AP:	Prepare schedule for data meetings and secure coverage for each classroom teacher.
Teachers:	Benchmark all students in class and prepare: <ul style="list-style-type: none"> ● list of students and their F&P levels and highlight students falling below benchmark ● anecdotal information about specific areas of reading in which the students struggles (<i>decoding, comprehension, fluency, memory of high frequency words, transfer of information taught, application of strategies, independence, etc.</i>) ● list of classroom interventions used
Reading Teachers:	Progress monitor all students being serviced to determine which students: <ul style="list-style-type: none"> ● have met goals and will transition back to classroom ● receiving Tier 2 interventions should be moved to Tier 3 and/or in Tier 3 should be referred to IST/Initial Special Education Referral
During Meeting	
Principal/AP:	Reviews classroom benchmark data and notes the percentage of the class falling below benchmark standard; and, ask teacher to share the classroom intervention data for the students falling below benchmark standards.
Teacher:	Briefly share concerns about students falling below benchmarks and the classroom interventions used; and, discuss any other behavioral, social, and/or emotional concerns that may be impacting progress.
Reading Teacher:	Take notes on which students will be referred for Tier 2 interventions, which students will continue in Tier 2, or continue in Tier 3; and, offer an additional classroom interventions to be used with students who have plateaued, have not met benchmark level but are not low enough to be pulled for Tier 2.
After Meeting	
District:	Follow-up with Principals/APs on student movement among tiers and overall proficiency rates of each grade.

Principal/AP:	Review students who are identified during meeting, and assess staffing/scheduling needs; prepare principal checklist and schedule IST, or notify special education for initial referral to special education; and, determine percentages of students identified in need of Tier 2 and Tier 3 interventions and report to district administration.
Teacher:	Continue to provide classroom interventions and progress monitoring of students who were identified as below benchmark; but, not identified for Tier 2 intervention services and/or provide transitional support via classroom interventions and progress monitoring of students returning from Tier 2 or Tier 3 intervention services.
Reading Teachers:	Create groups based on the results of the data meetings, make a revised schedule/class list, prepare parent notification letters (both for entering and exiting students), and inform the school secretary to alter Power Teacher roster.

