



Babylon UFSD



K – 6

Response to Intervention Multi-tiered System of Support Plan

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K - 6 RTI TEAM

The following individuals are or have been active, participating members of the Babylon Memorial Grade School & the Babylon Elementary School, Response to Intervention Teams and have contributed to the planning and writing of the K-6 RTI Plan:

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DISTRICT MISSION STATEMENT

The Babylon UFSD K - 6 RTI Teams are charged with the following responsibilities relative to RTI:

All students in the Babylon Elementary School and the Babylon Memorial Grade School will be benchmarked three times per school year. The RTI team members will meet regularly to identify at-risk students and provide/create interventions and support based on data collection and teacher/support staff input. Progress monitoring will occur regularly to determine growth and/or the need for additional interventions. Follow-up meetings will be scheduled as needed depending on teacher/student need.

Tier One core instruction will continue to be monitored and evaluated for fidelity and effectiveness. Professional development will continue to be provided as indicated and appropriate. K-6 RTI teams will maintain the practice of evaluating current interventions and where and when appropriate or indicated will research and adopt new interventions.

SECTION ONE

Introduction

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Babylon Elementary School and Babylon Memorial Grade School is to provide a school wide, multi-tiered, data-driven framework that allows teachers to assist any child identified as needing academic and/or behavioral support.

Response to Intervention Defined

Response to Intervention functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing high quality supplemental instruction and interventions targeted to their learning needs. (NCRTI, 2010). The overall purpose of RTI at the Babylon Elementary and Babylon Memorial Grade Schools is to provide targeted intervention services to students at risk of not achieving grade level standards. It is a systematic; research based educational approach to close achievement gaps for all students, including students at risk, students with disabilities, and English as a New Language learners.

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The application of information about the student's response to intervention to make educational decisions about changes in goals,

instruction and/or services and the decision to make a referral for special education programs and/or services.

- Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a plan and policies for implementing school-wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must select and define the specific structure and components of its RtI program, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. *“Effective on or after July 1, 2012, a school district shall not use the*

severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”

[8 NYCRR section 200.4(j)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students’ instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematics abilities and skills.

- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.

- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the 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 by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student’s progress toward meeting the State’s standards

SECTION TWO

RTI as A Multi-Tiered Prevention Framework

RTI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Babylon Elementary and Babylon Memorial Grade Schools, a three tiered model is used. The graphic presented below provides a visual illustration of the district's RTI model. Further information for each tier follows the graphic.

Tier 3

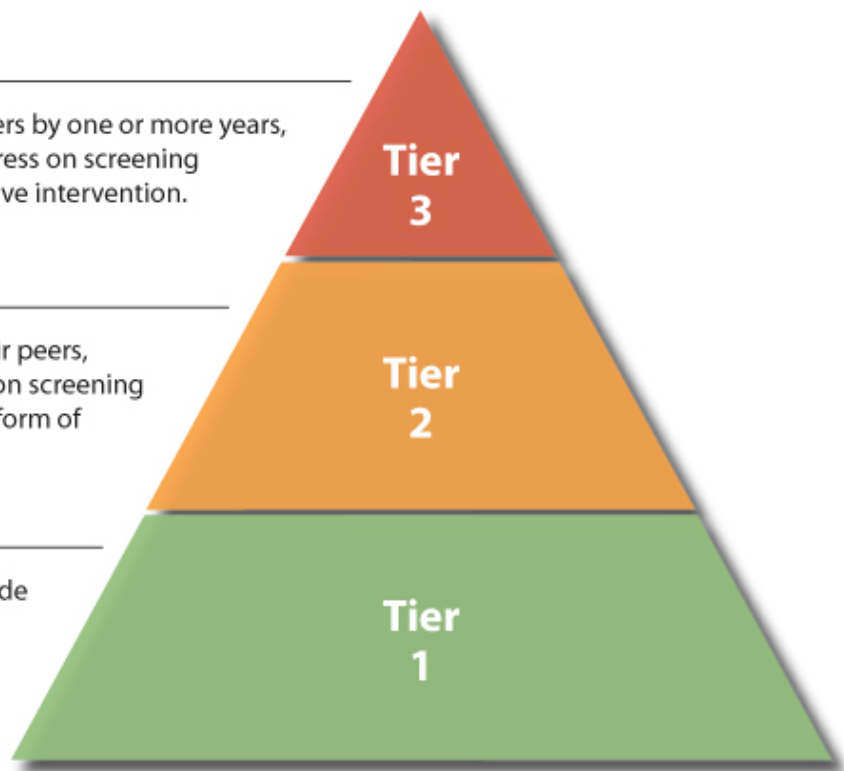
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.



Tier 1 = approximately 80% of the student population

Tier 2 = approximately 15% of the student population

Tier 3 = approximately 5% of the student population

Tier One

Tier One represents our core instruction and is considered the primary level of intervention at the Babylon Memorial Grade School and Babylon Elementary School. Tier One instruction always takes place in the general education classroom. In grades K-6 Tier 1 involves appropriate instruction in reading, writing, behavior and math delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. Appropriate instruction in Writing includes alignment with the Next Generation Common Core Learning Standards. Appropriate instruction in math includes early numeracy, math computation, math concepts and application and problem solving. In addition, instruction in social emotional learning provides the foundation for our positive behavioral supports and expectations for all students.

The following matrix provides details on the nature of Tier One at Babylon Memorial Grade School and Babylon Elementary School in terms of core program, interventionist, frequency, duration and location by grade level.

Tier One - ELA

Grade	Core Program	Interventionist	Frequency	Duration	Location
K	TC Units of Study Foundations Guided Reading	General Education Teacher	Daily	60 minutes	Classroom
1	TC Units of Study Foundations Guided Reading	General Education Teacher	Daily	60 minutes	Classroom
2	TC Units of Study Foundations Guided Reading	General Education Teacher	Daily	60 minutes	Classroom
3	TC Reading Project Spelling Connections TC Writing Units of Study	General Education Teacher	Daily	75 minutes	Classroom
4	TC Reading Project Spelling Connections TC Writing Units of Study	General Education Teacher	Daily	75 minutes	Classroom
5	TC Reading Project Grammar and Word Study TC Writing Units of Study	General Education Teacher	Daily	75 minutes	Classroom
6	TC Reading Project Grammar and Word Study Words Their Way TC Writing Units of Study	General Education Teacher	Daily	75 minutes	Classroom

Tier One - Math

Grade	Core Program	Interventionist	Frequency	Duration	Location
K	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	60 minutes	Classroom
1	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	60 minutes	Classroom
2	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	60 minutes	Classroom
3	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	75 minutes	Classroom
4	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	75 minutes	Classroom
5	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	75 minutes	Classroom
6	Houghton Mifflin Harcourt - Go Math! Common Core Edition	General Education Teacher	Daily	75 minutes	Classroom

Tier One – Behavioral Interventions

Grade	Core Program	Interventionist	Frequency	Duration	Location
K	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School wide PBIS	School Staff	Daily		Building Wide
1	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School wide PBIS	School Staff	Daily		Building Wide
2	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School wide PBIS	School Staff	Daily		Building Wide
3	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School wide PBIS	School Staff	Daily		Building Wide
4	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School wide PBIS	School Staff	Daily		Building Wide
5	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School Wide PBIS	School Staff	Daily		Building Wide
6	Social Emotional Learning	Classroom Teacher	1x per week	30 min.	Classroom
	Second Step School wide PBIS	School Staff	Daily		Building Wide

Description of Core Program

Evidence Based: The ELA (Teacher’s College Reading and Writing Units of Study) and Math (Go Math) programs are aligned with the Next Gen Common Core State Standards, and are specific to the expectations for each grade level.

Elements of Core/ Five Pillars of Reading: Our core program in reading addresses critical components of the reading process: phonemic awareness, word id, vocabulary, oral reading fluency, and comprehension.

Teacher’s College Reading and Writing Approach to Literacy Instruction

TCRWP reading instruction relies on research that shows that kids need to read a lot of texts, with high comprehension, in order to move up levels of text complexity. TCRWP reading workshops are structured to allow for students to read (eyes on print) every day for 35-45 minutes in the reading workshop. Volume is vigilantly watched.

There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child’s growth as a reader from the second to the fifth grade. More recently, in her article, Independent Reading and School Achievement, Cullinan (2000) reviewed the research on the effects of independent reading for the purpose of informing policy makers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.

In addition to providing students research-supported protected time to read, TCRWP practices are also aligned with the research base supporting the notion that students should be reading texts they can read independently, with at least 96% fluency, accuracy, and comprehension, and supporting students to move up levels of text complexity. Teachers re-assess (often with informal running records) in independent reading novels and many schools conduct more formal running records least 3-4 times a year. Teachers closely monitor both reading volume and progress up levels.

Multiple studies have found specifically that matching readers to texts supports growth in reading. For example, Ehri, Dreyer, Flugman, and Gross (2007) studied a specific tutoring program to support struggling first grade English Language Learners and after tracking the daily oral reading accuracy of the students, found that students who were tutored by a certified teacher made greater gains than students tutored by a paraprofessional and that “the reading achievement

of students who received... tutoring appeared to be explained primarily by one aspect of their tutoring experience—reading texts at a high level of accuracy, between 98% and 100%” (p. 441). O’Connor, Bel, Harty, Larkin, Sackor, and Zigmond (2002) found that greater fluency growth was found with struggling sixth-grade readers when they were provided with texts they could read accurately versus when they were provided tutoring in the texts used in the classroom. “Across groups,” they found, “fluency was the strongest contributor to reading comprehension” (p. 482). O’Connor et al. concluded, “Our results suggest that students with very low fluency will not improve their reading ability if they are taught with grade-level materials” (p. 483).

There is little research available, however, to support the idea of readers reading texts which are too challenging for them. In a recent article “What research says about text complexity and learning to read”, Allington, McCuiston, and Billen (2014) raise specific cautions about students reading texts which are too challenging for them. The authors review research on text complexity and learning to read and come away with two major conclusions: 1.) increasing the complexity of texts as the best way to increase reading achievement (as recommended by the CCSS) lacks a base in available evidence from research and 2.) a number of research studies have shown that texts used for instruction that can be read with at least 95% accuracy produce greater gains than harder texts. The authors conclude by contending that in order for students to become proficient readers, they must read texts which match their independent reading levels.

(Source: [Teachers College Website](#))

Houghton Mifflin Go Math

Houghton Mifflin Harcourt’s Go Math is a focused, comprehensive K through 6 mathematics program built for instruction on the Next Gen Common Core Standards. Developed around a coherent, focused progression across grade levels, Go Math is designed to help teachers as they support students through the rigorous curriculum. Go Math uses research tested approaches and is a program that is:

Focused: Content is focused on essential learning so that students have time to master content at each grade level. The grade level CCSS Critical Area organization of Go Math focuses on key big ideas, while chapters align to domains and standing clusters to build connections among the individual standards.

Coherent: Content is organized into meaningful progressions that seamlessly connect key topics between the grade levels of K-6. Go Math utilizes a related set of mathematical model, problem types and instructional strategies to support a cohesive learning path within, and between, all grade levels. Lessons include coherently sequenced learning experiences to develop critical understandings. This approach facilitates connections between major topics.

Rigorous: Content is presented for students to develop a deeper understanding. Go Math guides teachers to teach for depth and supports students to build understanding, fluency, and applications to problem solving.

Throughout Go Math alignment with the Next Gen Learning Standards is made explicit, with standards and mathematical practices references included alongside lesson content and in the program’s table of contents.

(Source: [Houghton Mifflin Go Math Website](#))

Foundations

Foundations was developed for comprehensive whole classroom instruction in Early Literacy skills in grades K-3. When implemented with fidelity, Foundations implements the recommendations of the National Reading Panel, New York State RTI guidelines, and the Common Core Standards requiring schools to provide direct, explicit, sequenced instruction in phonemic awareness, phonics, and fluency.

(Source: [Foundations Website](#))

Second Step Social Emotional Learning

Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade implemented in 22 to 28 weeks each year. The Early Learning program in *Second Step* also includes a unit for transitioning to kindergarten. *Second Step* uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice. *Second Step* also connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week. The first day contains a script and main lesson. The second day includes a story and discussion. The third and fourth days involve practice activities in small and large groups. On the fifth day students read a book connected to the overall unit theme, and teachers send home a “Home Link” activity that gives students an opportunity to practice new skills with their caregivers. *Second Step* lessons and accompanying photographs incorporate a variety of cultures, ethnicities, and backgrounds. Home Link activities are available in English and Spanish. Initial training for *Second Step* typically lasts one to four hours and is not required.

(Source: [Second Step Website](#))

Differentiation Strategies

- Teachers utilize a variety of differentiation strategies as dictated by the needs of the individual student. Differentiation strategies often fall under three main categories:
 - Differentiation by Task: Setting different task for students of different abilities.
 - Differentiation by Support: Giving more help to certain students within a group.
 - Differentiation by Outcome: Setting open-ended tasks and allowing student response at different levels
- If... Then Resource Binder and PRIM Manual (BMGS)
- Differentiated reading instruction occurs within the instruction of the Reading and Writing Units of Study.
- During Guided Reading students read and apply strategies at their instructional reading levels in a small group setting.

Check for Fidelity

The Core Program in ELA and Math is delivered with fidelity as monitored evidenced by:

- Classroom walk-throughs and observations which are conducted as per the district's APPR plan
- Planning and/or Grade level meetings
- Faculty Meetings to discuss best practices
- Grade specific pacing guides
- Professional Development

Considerations of Core Program for ELL

In conjunction with the new CR-Part 154 Regulations regarding push-in, co-teaching in ELA and stand-alone programs.

English as a New Language learners are students whose native language is not English and who are in the process of becoming proficient in English.

Response to Intervention provides a framework for assessing and providing supports for ENL students.

~ Assessment of student's language history and language skills as they relate to Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

~ Measurements of reading, math, written expression with a universal screener, and other Curriculum Based Measures (CBM) for vocabulary in the student's native language and English in order to guide instruction.

~ Provide scaffolded core instruction and supplemental supports, especially in vocabulary, for struggling ENL students.

~ Use data to determine effectiveness of classroom interventions and progress monitor frequently with tools that are specifically designed to be culturally and linguistically diverse and appropriate to the needs of the student.

Tier Two

In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to the Tier 1 interventions. This supplemental instructional or behavioral intervention is provided in addition to Tier 1 instruction. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, or in a diagnostic assessment. In grades K-6, Tier 2 intervention is typically small group (3-5) supplemental instruction. Students are often grouped according to instructional need. Selection criteria will be monitored by the building RTI team based upon number of students and providers. Tier 2 interventions may take place in an alternate location outside of the general education classroom or pushed into the general education classroom. They may also be provided by the classroom teacher. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and durations. Individual student needs affect the determination of these variables. Our students in a Tier 2 intervention will be progress monitored to determine intervention effectiveness. Students who respond to Tier 2 interventions may move back to Tier 1 if no other goals are needed. If continued interventions are not effective at Tier 2, the RTI team will meet to discuss the student's progress and may recommend changes to the interventions. Students not responsive to Tier 2 supplementary instruction move to Tier 3 with a change in interventions based upon progress monitoring data.

Tier Two - ELA

Grade	Program	Interventionist	Frequency	Duration	Location	Group Size
K	Phonemic Awareness	Speech Teacher	1 – 2xs per week	30 min.	Classroom	3 – 5
	Guided Reading	Classroom Teacher	2 – 3xs per week	20 min	Classroom	3 – 6
	LLI	Reading Specialist	2 – 3xs per week	45 min	Read. Room	3 – 6
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1
1	Guided Reading	Classroom Teacher	2 – 3xs per week	20 min	Classroom	3 – 6
	LLI	Reading Specialist	2 – 3xs per week	45 min	Read. Room	3 – 6
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1
2	Guided Reading	Classroom Teacher	2 – 3xs per week	20 min	Classroom	3 – 6
	LLI	Reading Specialist	2 – 3xs per week	45 min	Read. Room	3 – 6
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1
3	AIS Reading	Reading Specialist	3 times per week	30 minutes	Read Room	3 – 5
	Multi-Sensory	RS/Spec. Ed. Teach	3 times per week	30 minutes	Read Room	3 – 5
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1
4	AIS Reading	Reading Specialist	3 times per week	30 minutes	Reading Room	3 – 5
	Multi-Sensory	RS/Spec. Ed. Teach	3 times per week	30 minutes	Room	3 – 5
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1
5	AIS Reading	Reading Specialist	3 times per week	30 minutes	Read Room	3 – 5
	Multi-Sensory	RS/Spec. Ed. Teach	3 times per week	30 minutes	Read Room	3 – 5
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1
6	AIS Reading	Reading Specialist	3 times per week	30 minutes	Read Room	3 – 5
	Multi-Sensory	RS/Spec. Ed. Teach	3 times per week	30 minutes	Read Room	3 – 5
	IReady Inst. Pro.	Computer Based	As needed	As needed	Classroom	1:1

Tier Two - Math

Grade	Program	Interventionist	Frequency	Duration	Location	Group Size
K	Go Math Reteach Tier 2 Activities	Classroom Teacher	As needed	As needed	Classroom Teacher	3 - 5
1	Go Math Reteach Tier 2 Activities	Classroom Teacher	As needed	As needed	Classroom Teacher	3 - 5
2	Go Math Reteach Tier 2 Activities	Classroom Teacher	As needed	As needed	Classroom Teacher	3 - 5
3	Go Math! *Tier 2 activities	AIS Math Teacher / General Education Teacher	3x's per week	30 minutes	Classroom / AIS classroom	3 - 5
4	Go Math! *Tier 2 activities	AIS Math Teacher / General Education Teacher	3x's per week	30 minutes	Classroom / AIS classroom	3 - 5
5	Go Math! *Tier 2 activities	AIS Math Teacher / General Education Teacher	3x's per week	30 minutes	Classroom / AIS classroom	3 - 5
6	Go Math! *Tier 2 activities	AIS Math Teacher / General Education Teacher	3x's per week	30 minutes	Classroom / AIS classroom	3 - 5

Tier Two activities at the BMGS include Strategic Intervention Guide, Prerequisite Skills Activities, Soar To Success on- line resource, IXL Math, English Language Learner Support Activities.

Tier Two - Behavioral Interventions

Grade	Core Program	Interventionist	Frequency	Duration	Location	Group Size
K	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As needed	As needed	Classroom	Whole Class
1	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As needed	As needed	Classroom	Whole Class
2	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As needed	As needed	Classroom	Whole Class
3	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As needed	As needed	Classroom	Whole Class
4	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As needed	As needed	Classroom	Whole Class
5	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As needed	As needed	Classroom	Whole Class
6	Behavioral Consultations with Classroom Teacher	Board Certified Behavior Analyst or School Psychologist	As Needed	As Needed	Classroom	Whole Class

Considerations of Tier 2 Intervention/Instruction for English as a New Language Learners/ Special Education students: In conjunction with the new CR-Part 154 Regulations regarding push-in, co-teaching in ELA and stand-alone programs. RtI services are available to students with disabilities and ENL students on the same basis as non-disabled students, providing that services required and are in an instructional area not addressed in a student's Individualized Education Plan (IEP) or part of their ENL services.

Tier Three

Within the Babylon Elementary School and the Babylon Memorial Grade School, Tier Three is designed for those students who have been unresponsive to Tier Two interventions or who demonstrate such significant needs that warrant intensive instruction or intervention. In grades K-6, Tier 3 service differs from Tier 2 instruction in terms of time, duration, group size, frequency of progress monitoring, and focus.

This tier provides individualized as well as small group instruction and is supplemental to Tier 1. Our students in a Tier 3 intervention will be progress monitored as often as once a week. If continued interventions are not effective at Tier 3, the RTI Team will meet to discuss the student’s progress and may recommend changes to the interventions or refer the student to the Committee for Special Education (CSE).

Tier Three - ELA						
Grade	Program	Interventionist	Frequency	Duration	Location	Group Size
K	LLI	Reading Specialist	5 x per week	45 min.	Reading Room	1 – 3
1	Reading Recovery Multi-Sensory Instruct.	Reading Specialist Reading Specialist	5 x per week 3-5 x per week	30 min.	Reading Room	1:1
2	Multi-Sensory Instruct.	Reading Specialist	3-5 per week		Reading Room	
3	Multi-Sensory Instruct.	Reading Specialist	3 – 5 per week	30/40 min.	Reading Room	3:1
4	Multi-Sensory Instruct.	Reading Specialist	3 – 5 per week	30/40 min.	Reading Room	3:1
5	Multi-Sensory Instruct.	Reading Specialist	3 – 5 per week	30/40 min.	Reading Room	3:1
6	Multi-Sensory Instruct.	Reading Specialist	3 – 5 per week	30/40 min.	Reading Room	3:1

Tier Three - Math

Grade	Program	Interventionist	Frequency	Duration	Location	Group Size
K	Go Math Tier III acts.	Classroom Activity	4 x per week	20 min	Classroom	1:1
1	Go Math Tier III acts.	Classroom Activity	4 x per week	20 min	Classroom	1:1
2	Go Math Tier III acts.	Classroom Activity	4 x per week	20 min	Classroom	1:1
3	Go Math! Tier III activities	AIS Math Teacher	5 x per week	30 min	AIS classroom	3:1
		Classroom Teacher	4 x per week	20 min	Classroom	3:1
4	Go Math! Tier III activities	AIS Math Teacher	5 x per week	30 min	AIS classroom	3:1
		Classroom Teacher	4 x per week	20 min	Classroom	3:1
5	Go Math! Tier III activities	AIS Math Teacher	5 x per week	30 min	AIS classroom	3:1
		Classroom Teacher	4 x per week	20 min	Classroom	3:1
6	Go Math! Tier III activities	AIS Math Teacher	5 x per week	30 min	AIS classroom	3:1
		Classroom Teacher	4 x per week	20 min	Classroom	3:1

Tier III activities include Intensive Intervention Guide, Prerequisite Skills Activities, Soar to Success on-line supplemental instruction, Reteach materials, IXL Math, English Language Learner Support Activities.

Tier Three - Behavioral Interventions and Support Services

Grade	Program	Interventionist	Frequency	Duration	Location	Group Size
K	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	5:1
1	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	5:1
2	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	5:1
3	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	5:1
4	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	
5	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	5:1
6	SEL Interventions	School Psychologist	As Needed	As Needed	Building Wide	1:1
	FBA / BIP	BCBA	As Needed	As Needed	Classroom	1:1
	OT	OT Therapist	2x per week	30 minutes	OT Room	5:1
	Speech	Therapist / Teacher	2x per week	30 minutes	Speech Room	5:1

Considerations of Tier 3 Intervention/Instruction for English as a New Language Learners/ Special Education students: In conjunction with the new CR-Part 154 Regulations regarding push-in, co-teaching in ELA and stand-alone programs. RtI services are available to students with disabilities and ENL students on the same basis as non-disabled students, providing that services required and are in an instructional area not addressed in a student's Individualized Education Plan (IEP) or part of their ENL services.

SECTION THREE

Assessment within an RTI Framework

An RtI framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors. Screenings are conducted for the purposes of initially identifying students who are ‘at risk’ for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

The table below provides information regarding the universal screening procedures used at the Babylon Elementary School and Babylon Memorial Grade School.

Screening Tools	IReady Fountas & Pinnell Benchmark Assessment (3 rd edition) Go Math Pre/Post Assessments Go Math Unit Tests On Demand Writing
Frequency of Administration	3 times per year Fall/Winter/Spring
Grades Screened	K,1,2,3,4,5,6
Screening Administrators	Classroom Teachers, Reading Teachers, AIS Math Teacher, Special Education Teachers
Location	BES and BMGS

Considerations for Screening or Benchmark Assessments for English Language Learners:

Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010), demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

Progress Monitoring

Progress monitoring is 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 can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Babylon Elementary School and Babylon Memorial Grade School use the progress monitoring tools listed below to determine a student's movement across the tiers by examining rate of progress and level of performance over time.

The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at BES and BMGS.

	Tier One	Tier Two	Tier Three
Tool	IReady F & P Benchmark Assessment Intervention Central CBMs Go Math Assessments	WIST- Word Identification and Spelling Test Wilson Post Step Mastery Checks Sonday Reading Mastery Checks Go Math Assessments Galliston Ellis	WIST – Word Identification and Spelling Test Wilson Post Step Mastery Checks
Frequency	IReady / F&P - 3 times per year Go Math Assessments according to classroom schedule CBM - as agreed upon on Intervention Planning Sheet	Wilson Post Step Mastery administered according to student rate of progress Sonday Reading Mastery checks administered after completion of every three levels. Go Math Assessments according to AIS schedule Galliston Ellis 2x's per year or as needed.	Wilson Post Step Mastery administered according to student rate of progress Go Math Assessments according to AIS schedule
Administrator	General Education Teacher	Multi-Sensory Reading Interventionist AIS Math Teacher	Reading Specialist AIS Math Teacher
Location	BES & BMGS	BES & BMGS	BES & BMGS

SECTION FOUR

Data Based Decision Making

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels.

Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

In the Babylon Elementary School and Babylon Memorial Grade School universal screenings and benchmark assessments determine which students require interventions in or out of the classroom. A Classroom Intervention Record is used to record interventions already adopted by the classroom teacher. This form is maintained by the classroom teacher and is the basis for the initial RTI referral if needed.

Determining Who's At-Risk	
Primary Data Source	IReady
Secondary Data Source	F & P Reading Benchmark Teacher's College Pre/Post Unit Assessments WIST *Go Math Pre/Post Assessments
Purpose	*Identify who's at risk *Identify the level of intervention a student requires *Provide preliminary information about the effectiveness of core instruction at Tier One
Staff Involved	Classroom, Special Education Teachers, Reading Teachers, AIS Math Teacher
Frequency	3 times per year *According to classroom schedule

Determining Student Response to Intervention

Another key decision made by the RTI team is whether or not a student who is receiving supplemental instruction or intervention is making progress.

The Babylon Elementary School and Babylon Memorial Grade School make use of progress monitoring data and other data sources to examine the student's level of progress and rate of progress over time. By documenting the student's performance and examining the data path, the RTI Core Team can make an informed decision about a student's response to intervention.

Determining Student Response to Intervention									
Primary Data Source	Progress Monitoring Tools Curriculum Based Measurements								
Secondary Data Source	Additional PMT Curriculum Based Measurements								
Purpose	*Determine student's response to the intervention *Determine if the student is making progress towards grade level benchmarks *Determine the need for a lesser or more intensive intervention.								
Who's Involved	Assigned Interventionist								
Frequency Per Tier	<table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Tier 1</th> <th style="width: 33%; padding: 5px;">Tier 2</th> <th style="width: 33%; padding: 5px;">Tier 3</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">As per classroom assessment schedule</td> <td style="padding: 5px;">Every 2 weeks</td> <td style="padding: 5px;">Weekly</td> </tr> </tbody> </table>			Tier 1	Tier 2	Tier 3	As per classroom assessment schedule	Every 2 weeks	Weekly
Tier 1	Tier 2	Tier 3							
As per classroom assessment schedule	Every 2 weeks	Weekly							
Decision Options and Criteria	*As per Intervention Planning Sheet								

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Appendix F includes an SED approved form that is used for LD documentation purposes.

Professional Development

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with...” the specific structure and components of the RTI process selected by the school district.

The Babylon UFSD provides staff:

- one full year of mentoring by a trained staff member
- opportunities to attend RTI conferences
- presentations at Faculty Meetings and Grade Level meetings
- 1:1 teacher meetings to guide staff through RTI process
- high quality professional development in core curriculum delivered by trained consultants
- the opportunity to attend workshops in core curriculum, Next Generation Learning Standards and best practices for meeting the needs of ENL students.
- turnkey training by RTI team members

Parent Notification

In the Babylon UFSD parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents after the RTI team meets via letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

List of Parent Notifications Include:

- Initial Referral Notification
- Progress Monitoring Report
- IReady Parent Report
- RTI Consent Forms

Considerations for Parents Whose Native Language is Not English:
Parents will receive notification of interventions, data collection methods, strategies for improving the student's rate of learning and their right to request an evaluation for special education programs and/or services in their native language.