

BRIDGEHAMPTON UFSD



K-8

RESPONSE TO INTERVENTION PLAN

BRIDGEHAMPTON SCHOOL

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MISSION, VISION AND PHILOSOPHY

MISSION

The Bridgehampton UFSD is a diverse and innovative community that believes that all students can learn and be successful.

VISION

That all Bridgehampton students maintain continuous and measurable growth academically, socially and emotionally.

PHILOSOPHY

We believe all children can learn and grow. As every child is unique, it is our responsibility to ensure that they are provided with the appropriate learning environment to satisfy their individual needs allowing every child to be successful.



Academic Intervention Services (AIS) includes two components: additional instruction and support services. Additional instruction supplements the instruction beyond the general curriculum and assists students who are at risk of not achieving the state learning standards. Support Services address barriers to improve academic, social, and emotional performance. Our goal is to provide supplemental instruction and/or student support services intended to assist students in meeting the expectations of the NYS Learning Standards. This additional support or instruction is intended to address barriers to improve academic progress.

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using growth over time and level of performance to make important educational decisions about each individual student.

New York State Regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction.

RtI represents an important educational strategy to close achievement gaps for all students, including students at-risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps.

Reading in the early grades is a primary focus of the RtI process. Reading is the area in which most of the research is available, and also the curriculum area in which the most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RtI can apply to other content areas as well as to behavioral issues that impact learning. The Bridgehampton School District applies RtI in grades K-8.

The RtI process begins with universal screening of **ALL** students. The **purpose** is to determine which students need help with instruction. The RtI process cannot begin without this screening. The universal screening provides information about a



student's foundational learning. Universal screening is recommended to take place in the beginning of the year, and is repeated again in the winter and the spring.

In order to know if an intervention is effective, the progress of the students' needs to be continuously monitored. Progress monitoring involves using research-based assessments to determine the effectiveness of the interventions. Progress monitoring assesses specific skills that are found in state standards that are therefore part of the academic content. Progress monitoring needs to be applicable to the instructional strategies that are being used to correct deficits and should be able to be administered repeatedly and efficiently to students over a period of time.

What are the benefits of RtI?

- RtI ensures a shared approach is used in addressing students' diverse needs.
- Parents are a very important part of the process.
- RtI eliminates the "wait to fail" situation, because students get help promptly within the general education setting.
- The RtI approach helps to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education.
- RtI helps to identify the root cause of achievement problems.
- RtI's use of progress monitoring provides more instructionally relevant information than traditional assessments.



DATA TEAM

The role of the Data Team is to review and discuss district-wide data to identify patterns, themes and discrepancies. This includes, but is not limited to, universal benchmark assessments, attendance, and behavioral data for all students to dictate and drive decisions regarding the evaluation of assessments, program, and best practice.

The Data Team's goal is to identify areas of need for all students and recommend the best instructional approach and focus for each individual to be successful academically, socially and emotionally. As a result, an instructional profile for each student will be created.

PLC MEETINGS VS IST MEETINGS

PROFESSIONAL LEARNING COMMUNITY (PLC)

Meeting time: Weekly: K-2 (Tuesday, 10th period) 3-5 (Thursday, 10th period)
Secondary (During professional periods as needed)

Purpose/Procedure: Engage in collegial inquiry and discourse regarding student progress, growth and support needs. In addition, teachers will plan opportunities to meet with service providers to discuss continuity of instruction for students being monitored and serviced.



Charged with ensuring delivery of AIS/RtI services through the Problem-Solving Process K-5

PROBLEM-SOLVING MODEL:

The problem-solving model involves an in-depth analysis of skill deficits and instructional and environmental variables that compromise a student's academic performance (Shapiro, 2009). Information obtained from the examination of instructional variables is used to identify sub-skill deficits and inform targeted interventions. The problem-solving model to be used by Instructional Support Teams is a four-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

Bridgehampton School utilizes the Behavior and Academic Support Staff (BASS) to provide suggestions to the teacher for possible interventions for struggling students at the classroom level. The team utilizes prescribed, research-based intervention protocols; progress monitoring to guide instruction; and an In-class Intervention Form for data gathering and presentation when reporting the impact of an intervention, rather than the use of anecdotal information at IST meetings. (see In-class Intervention Form)



K-5 PROCEDURE

- 1) Utilize multiple (at least 3) sources of data to identify specific student need(s).
- 2) Review present level of performance and pertinent information to determine barriers to learning.
- 3) Review prior and current interventions.
- 4) Set Specific, Measureable, Achievable, Relevant and Time-based (SMART) goals to address primary concerns and determine appropriate research-based interventions and/or strategies to target goal area(s). Documentation is required. This includes:
 - a. Strategies for improving student's rate of learning
 - i. Recommended type of intervention
 - ii. Type of data to be collected
 - iii. Screening tool to be utilized
 - iv. Review date of progress
- 5) Determine the person(s) responsible for providing the intervention.
- 6) Recommend the intensity, frequency, setting, and duration of services.
- 7) Communicate the meeting outcome(s) to appropriate staff.
- 8) Maintain confidentiality of all information.
- 9) Reconvene the team to review effectiveness of intervention(s) based on new data collected. Determine if adjustments to the plan are needed.
- 10) Members:
 - a. Instructional Support Team: IST Coordinator, Building Administrator, Classroom Teacher, Guidance Counselor, BASS member, and AIS Teacher.
 - b. As needed, the Instructional Support Team shall also include: Psychologist, Speech Therapist, OT, PT, Other (To be specified).



INSTRUCTIONAL SUPPORT TEAM (IST) SECONDARY SCHOOL

Charged with ensuring delivery of AIS/RtI services through the Problem-Solving Process for Secondary Students

IST PROCESS

The Instructional Support Team (IST) is a problem-solving team model that includes collaborative consultation. Its purpose is to provide interventions in instructional, behavioral, emotional, and/or communication domains in the general education classroom. Each IST member provides valuable input to determine strategies and/or interventions to best address students' needs.

REFERRAL PROCESS

Before a teacher refers a student to IST, they will work in conjunction with the BASS Coordinator to develop classroom strategies and supports. If these tier 1 interventions are not successful, a referral to IST should be made by completing the online IST form. Once the form is received by the coordinator, an initial IST meeting will be promptly scheduled.

SECONDARY IST MEETINGS

During an initial IST meeting, the referring teacher will share the student's strengths, areas of concern and reason for the referral. The BASS Coordinator will speak to the strategies that were implemented and the team will review data and



share student information. From this, the team will develop a plan of action and a follow up meeting will be scheduled to review student progress.

INSTRUCTIONAL SUPPORT TEAM MEETINGS (IST)

ELEMENTARY/SECONDARY

Meeting time: As needed per IST Referrals

Purpose/Procedure: Collaborative team charged with the responsibility to ensure students are provided with SMART (Specific, Measurable, Achievable, Relevant and Time-based) goals designed to support the individual needs of students. The team takes a holistic approach by discussing the whole-child using multiple measures of assessments and feedback from an academic and social/emotional perspective.

HOW TO REFER A STUDENT TO IST

[\[Click to view flow chart\]](#)

STEPS TO REFERRING A STUDENT TO IST ARE AS FOLLOWS:

1. Data Team will meet to discuss Universal Assessment Data using the [Data Team Review Form](#)
2. Identify Student(s) of Concern (SOC)
3. Contact the BASS (Behavior and Academic Support Staff) Team and complete the Pre-referral Form and begin monitoring student progress with the [In-class Intervention form](#)
 - BASS Team to create initial student profile in RTI Direct
4. If student(s) do not demonstrate progress:
 - Complete and submit the IST form – [IST Referral Form](#)
 - Once referral is submitted, the student will be placed on the IST calendar for the next available meeting
5. If student(s) demonstrate progress
 - Continue to monitor at the classroom level (teacher)
6. IST Coordinator will notify all members via Google calendar invitation



PREPARING FOR AN IST MEETING: (REFERRING TEACHER)

1. Contact or meet with the parent to go over concerns and discuss recommendation(s)
2. Gather and provide evidence (progress monitoring data, interventions through BASS support, student work, test results, benchmarks, F&P levels, and any other evidence to support the targeted student weakness(s))
3. Be prepared to discuss specific interventions used, as well as what strategies or interventions were successful

WHAT TO EXPECT AT AN IST MEETING:

1. IST Team to review and discuss evidence and share strengths and targeted weakness(s) of the SOC
2. Outline and document a plan of action using the [Student Action Plan Form](#) and decide the following:
 - Continued in-class intervention
 - AIS Intensive Intervention

IF STUDENT IS RECOMMENDED FOR AIS: (4-6 WEEK DURATION)

1. IST Coordinator completes [Student Action Plan Form](#) - shared with all stakeholders
 - Generate and send Parent Letter via RTI Direct
 - Maintain ongoing communication with teacher, service providers and administration
 - Maintain/Update Student Profile in RTI Direct as needed and determined at IST meetings
2. Service Provider
 - Implements and carries out Student Action Plan and manages Student Profile in RTI Direct during 4-6 week intervention cycle
 - Maintains ongoing communication with classroom teacher to ensure targeted goals are being met, and an adherence to the continuity of in-class instruction is consistent at PLC meetings



- Generates and completes Progress Reports via RTI Direct on each student to be shared with teachers and parents and to have available at IST Meetings

UNIVERSAL SCREENING AND BENCHMARKING: THREE TYPES OF ASSESSMENTS:

FOR SCREENING TIMEFRAMES AND ASSESSMENTS:

[\[CLICK FOR ASSESSMENT DOCUMENT\]](#)

Aimsweb Plus: Administered as a formative assessment tool that enables teachers to quickly and accurately:

- Screen and monitor the reading and math skills of K-8 students
- Identify those at risk of academic failure
- Enable early intervention
- Measure, monitor and document the impacts of intervention In Reading and Mathematics
- Collected three times during the school year (Fall, Winter & Spring)

Fountas and Pinnell Benchmark Assessment: Administered to determine students' independent and instructional reading levels according to the [F&P Text Level Gradient](#), teachers are able to:

- Observe and quantify student reading behaviors
- Engage students in comprehension conversations that go beyond retelling
- Make informed decisions that connect assessment to responsive teaching.
- Collected three times during the school year (Fall, Winter & Spring)

iReady – Administered in Math and Reading to pinpoint student strengths and knowledge gaps at the sub-skill level and helps our teachers spot trends across student groups.

- Collected three times during the school year (Fall, Winter & Spring)



MOVEMENT FROM IN-CLASS TO INTENSIVE INTERVENTION
REFER TO THE ASSESSMENT CRITERIA DOCUMENT FOR CUT
POINTS INDICATING “WELL-BELOW’ GRADE LEVEL
EXPECTATIONS

[\[CLICK FOR CRITERIA DOCUMENT\]](#)

Grades K-8:

- To initiate BASS intervention, a student must demonstrate the following:
 - 3 or more data points showing lack of progress
 - 1 or more grade levels below Fall, Winter, or Spring Fountas and Pinnell Benchmark Assessment for Reading
 - Student(s) who fall in the range indicated on the Assessment Criteria Document on the AIMSweb Plus Reading or Math

- To initiate Intensive Intervention (AIS Service)
 - 4 or more data point showing lack of progress
 - Student(s) should demonstrate a lack of progress after BASS Intervention and strategies to address weaknesses.
 - 2 or more grade levels below Fall, Winter, or Spring Fountas and Pinnell Benchmark Assessment for Reading.
 - Student(s) scoring below the 10th percentile during AIMSweb Plus progress monitoring and benchmarking

- Teacher collected data, running records and teacher input will be considered by the IST to improve any barriers preventing success.

RTI/AIS WEBSITE

Please visit the following website to navigate important links for our RTI Process

[Bridgehampton RTI](#)

