



Response To Intervention (RTI) Plan

The East Quogue Union Free School District's Response to Intervention Plan (RTI) was developed to meet the requirements of the Section 100.2 (ee) revision to Part 100 of the Commissioner's Regulations adopted by the Board of Regents in July of 2000. This regulation requires school districts to provide Academic Intervention Services to students who score below State proficiency levels on the Common Core and other State Assessments and/or students who are at risk of not achieving NYS Learning Standards and Common Core Learning Standards.

The RTI program will be implemented for grades K-6. In accordance with the Amendment of the Commissioner of Education pursuant to the Education laws sections 101.207, 305, 304 and 3204 (paragraph 97) of subdivision of section 100.2 of the Regulations of the Commissioner of Education the East Quogue Union Free School District will implement a program that meets the guidelines set forth above:

- A school district may provide a Response to Intervention (RTI) program in lieu of providing Academic Intervention services (AIS) to eligible students provided that: The RTI program is provided in a manner consistent with subdivision (II) of section 100.2 of the Regulations.
- The RTI program is made available at grade levels and subject areas (reading/math) for which the students are identified as eligible for AIS.
- All students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program.

What is the difference between AIS and RTI?

AIS (Framework)	RTI (Process)
<p>Schools shall provide academic intervention services to students when such students are determined, through a district-developed procedure, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or are determined, through a district-developed procedure, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics.</p> <p>Schools shall develop an academic intervention service plan, when students score below the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics, social studies or science, or score below the State designated performance level on any one of the State examinations required for graduation.</p> <p>*Current regulations allow a school district to provide a Response to Intervention (RtI) program in lieu of AIS to eligible students.</p>	<p>A school district's process to determine if a student responds to scientific, research-based instruction which shall include:</p> <ul style="list-style-type: none"> • Appropriate instruction • Screenings • Instruction matched to student needs • Repeated assessments of student achievement • Application of student information and performance data to make educational decisions • Written notification to parents • Linguistically appropriate and culturally responsive instruction

RESPONSE TO INTERVENTION OVERVIEW

Response to Intervention is the practice of providing in the general education setting high-quality instruction and intervention matched to student need using learning rate over time and level of performance to make informed instructional decisions. Faculty and staff monitor student progress frequently to make decisions about changes in instruction and goals. RTI utilizes scientifically researched-based interventions. Data is collected over time for all students. This data is used to drive instruction for diverse learners. Decisions in RTI processes are made based on student data from multiple sources.

Instructional Support Team:

The Instructional Support Team (IST) consists of a group of educators who work together as problem solvers. When a teacher determines that a student should be referred for intervention, he/she completes an initial referral form providing background information about the student and noting data collected as part of the universal screening or curriculum-based measures. The referral form is given to the IST coordinator. The coordinator will set the time for the meeting and invite appropriate teachers to the meeting. Attendees for initial meetings will include the grade level reading/math specialist, related service provider, classroom teacher, Chairperson, and an administrator (when available.)

The purposes of IST is to:

- Identify learning, behavioral and health difficulties of students
- Collect thorough information on the identified learning, behavior, and health difficulties
- Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources based on the collected data
- Work with teachers and to assist in achieving the desired outcomes

Types of issues typically addressed:

- Academic/lack of progress
- Health issues
- Behavior issues
- Social and emotional issues

Students can be referred to the Instructional Support Team (IST) using the following Google Forms:

- [K-2 Referral Form](#)
- [3-6 Referral Form](#)

Eligibility

The East Quogue RTI Plan includes both entrance and exit criteria set forth by state and/or district criteria. The IST team meets to engage in data analysis to determine eligibility (and continued eligibility) to receive interventions and make decisions regarding the intensity of services to be delivered utilizing the Problem Solving Process.

Students who are eligible for response to intervention services will include:

- Those who score below designated performance levels on elementary State assessments in English/language arts and/or mathematics.
- Those who score below designated performance levels on universal screening instrument(s).
- Those who do score below designated performance levels on progress monitoring instrument(s).

Recommended Students:

- Teacher of record will submit recommendation paperwork to the building IST Chairperson
- IST Team will meet to review recommendations
- Multiple data points will be reviewed to determine eligibility utilizing the Problem Solving Procedure

Current Eligible Students:

- IST Team will meet minimally each trimester to review and determine need for continued Intervention Services

Problem Solving Procedure:

1. Review present levels of performance, prior and current interventions, & pertinent information.
2. Identify specific student needs based on the criteria chart (minimum 3 data points)
3. Create goal(s) to address the barriers that include the intervention, data tools, and end date
4. Recommend intervention frequency, duration, setting, and person responsible for implementation of services
5. Communicate the outcome of meeting with all appropriate staff
6. RTI team will have progress monitoring meetings after designated end data to review progress monitoring data for effectiveness and determine if adjustments are necessary

Screening

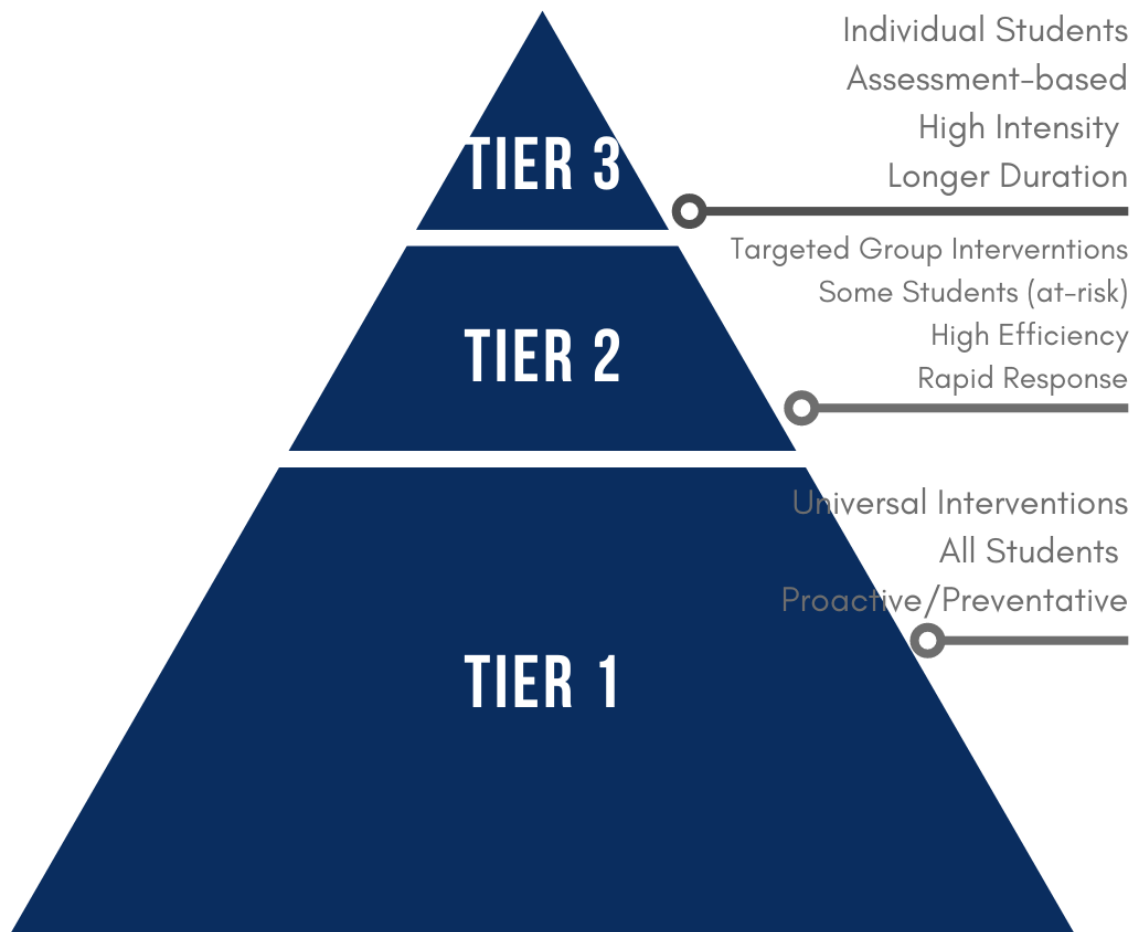
Screening of all students will be conducted a minimum of three times per year to assist in the early identification of students who are potentially at risk. All students in grades kindergarten through sixth grade will be universally screened in ELA and mathematics, using the NWEA in the fall, winter, and spring. Additionally, students in K-5 will also be screened using the IRLA through ARC Core.

The process for referring a student and responding to that student's need will include instruction matched to student need, in increasingly intensive levels of targeted intervention and instruction.

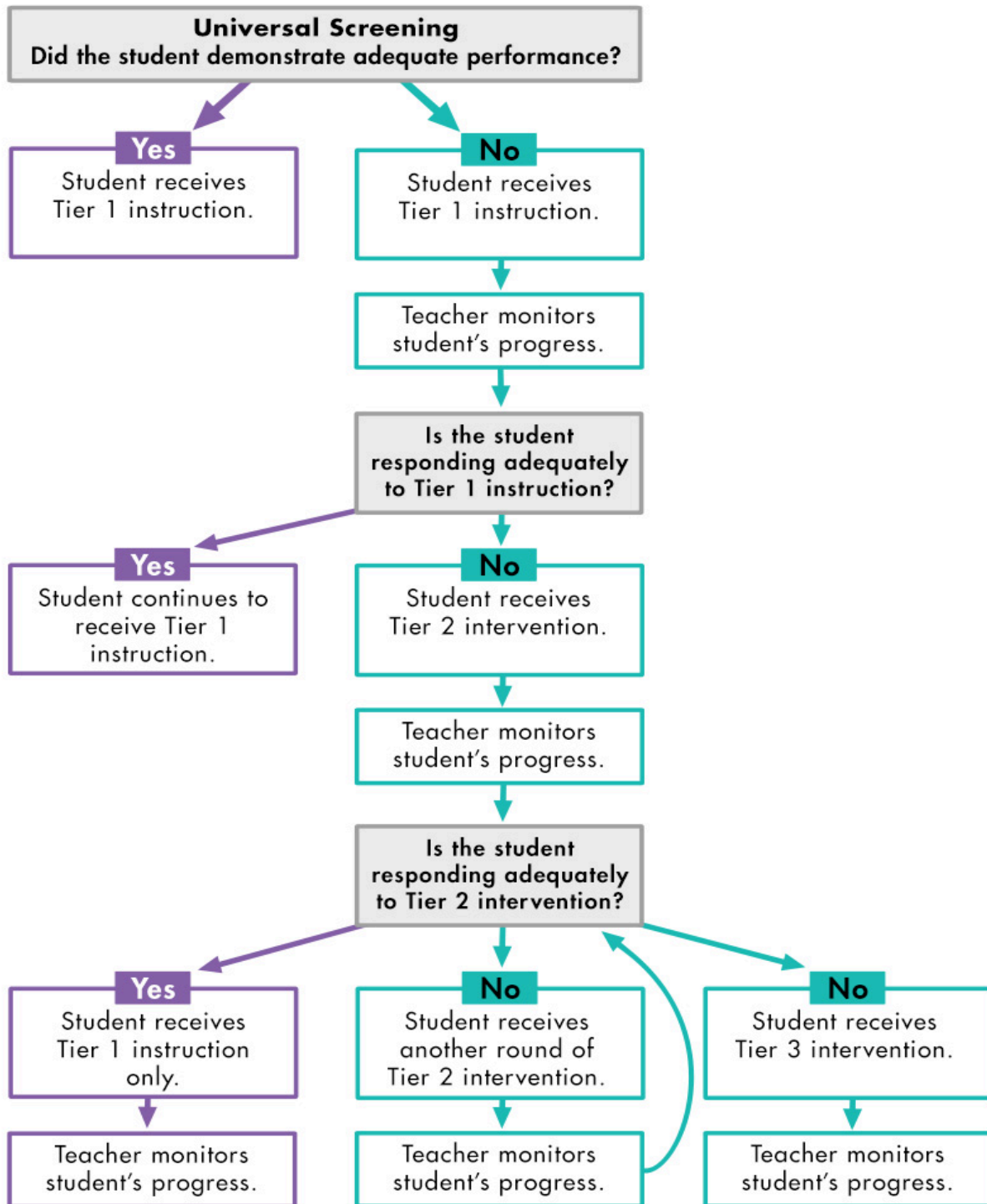
- Students will be identified using the following screening process:
 - **K-5:** Students can be referred to the Instructional Support Team (IST) as a result of the following:
 - ELA: NWEA, IRLA Assessment, classroom assessments, teacher observation and/or by parent request.
 - Math: NWEA, classroom assessments, teacher observation and/or by parent request.

- Social Emotional/Behavior: Universal screener, classroom observations, parent requests, anecdotal records, mental health team consultation
- **Grades 6:** Students can be referred to the Instructional Support Team (IST) as a result of the following:
 - ELA: NWEA, Unit Tests, classroom assessments, teacher observation and/or by parent request.
 - Math: NWEA, classroom assessments, teacher observations, and/or by parent request.
 - Social/Emotional/Behavior: Social Emotional/Behavior: Universal screener, classroom observations, parent requests, anecdotal records, mental health team consultation.

EAST QUOGUE RTI



Initiation Process



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	Entrance Indicators	Exit Indicators
Tier 1	<p>Students will be considered within Tier 1 if they meet the following criteria:</p> <ul style="list-style-type: none"> ● IRLA Assessment - At or Above ● NWEA (Universal Screening Tool)-on or approaching expected RIT Mean for Trimester ● NYS Tests 3-8-Grade Level 2/3 ● Classroom performance: Progressing or progressing consistently on most measures ● May receive individual and/or small group instruction for some academic areas in the general education classroom <p><i>*Most of these students would not need an IST Referral unless discussed with administration.</i></p>	<ul style="list-style-type: none"> ● IST Team may determine a student requires a Tier 2 or Tier 3 intervention when the Tier 1 Intervention (6 weeks) has not shown the expected progress ● Teacher will fill out initial IST referral form
Tier 2	<p>Students may require a Tier 2 Intervention if they meet two or more of the following criteria:</p> <ul style="list-style-type: none"> ● IRLA Assessment - approaching or below grade level ● NWEA (Universal Screening Tool)-approaching or below expected RIT Mean for Trimester ● Grades 3-8 NYS Assessment -Scoring Level 2 ● Class performance-Inconsistent progress <p><i>*May receive academic support in small groups outside of the classroom (reading/math AIS)</i></p> <p><i>*Students in need of Tier 2 services would require an initial IST referral/meeting.</i></p>	<p>Students will return to Tier 1 if they meet the following criteria:</p> <ul style="list-style-type: none"> ● IRLA Assessment - At or Above ● NWEA (Universal Screening Tool)-on or approaching expected RIT Mean for Trimester ● NYS Tests 3-8-Grade Level-Level 2 or above ● Classroom performance: Progressing or Consistently on most measures ● May receive individual and/or small group instruction for some academic areas (reading/math AIS) <p><i>*Movement from Tiers are made at an IST meeting depending on multiple measures</i></p> <p>Students will enter Tier 3 if they meet the following criteria:</p> <ul style="list-style-type: none"> ● IRLA Assessment Scores: below grade level ● NWEA (Universal Screening Tool)-below expected RIT Mean for trimester ● Grades 3-8 NYS Assessment -Level 1 or Level 2 ● Class performance-limited progress in one or more areas ● If student needs academic support individually or in small groups outside of the classroom

Tier 3	<p>Students may require a Tier 3 Intervention based on the following criteria:</p> <ul style="list-style-type: none"> ● IRLA Assessment Scores: Below grade level ● NWEA (Universal Screening Tool): Below expected RIT Mean for trimester ● Grades 3-8 NYS Assessment: Scoring Level 1 or 2 ● Class performance may NOT be Progressing ● If student needs academic support individually or in small groups outside of the classroom ● IST Recommendation 	<p>Students will return to Tier 1 or Tier 2 supports if they meet the following criteria:</p> <ul style="list-style-type: none"> ● IRLA Assessment Scores: meet a certain level on IRLA Assessment -TBD at IST ● Meets or approaches grade level expectations ● NWEA (Universal Screening Tool): Making progress towards expected RIT Mean for Trimester ● Class performance is progressing <p>Students will be considered for referral to 504 or CSE if they meet the following criteria:</p> <ul style="list-style-type: none"> ● Not making progress towards grade level/district assessments ● Not responding to interventions
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Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Tier I instruction is based upon the core instructional program and typically takes place in the general education classroom. This level of service includes appropriate instruction and interventions that meet the needs of all learners. Specific, differentiated instruction, based upon the core instructional program, should be implemented. Progress monitoring of students who are initially identified as at risk will be conducted for five or six weeks. During that time, student progress is closely monitored using a validated screening system. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Delivery of Service-Tier 1	
Grouping	Multiple and flexible grouping formats to meet student needs
Duration of Intervention	6 weeks
Interventionist	General Education classroom teacher/TA push-in
Frequency of Data Collection	<p>Universal Screening three times throughout the school year</p> <p>Progress Monitoring: A minimum of 3 progress monitoring data collection for students in need of instructional or behavioral supports</p>

Tier 2: Targeted Interventions

Tier 2 intervention may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions will vary by curriculum focus, group size, frequency and duration, based upon individual student needs. Progress monitoring will be more frequent than in Tier I and can be accomplished using Curriculum-Based Measurement and/or other research-based assessment. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Delivery of Service-Tier 2	
Grouping	Homogenous small groups of up to 6. Students are grouped according to ability/instructional level with focus on similar skills.
Duration of Intervention	3 times per week for 6 weeks of intervention in addition to core instruction
Interventionist	General education teacher, academic intervention service provider or additional support providers (e.g., special education teacher, or school support personnel (OT, PT, psychologist, counselor)
Frequency of Data Collection	Universal Screening three times throughout the school year and progress monitoring: A minimum of 3 progress monitoring data collection for students in need of instructional or behavioral support.

Tier 3: Intensive Interventions and Comprehensive Evaluation

Tier 3 is reserved for those students who require more intensive instruction in addition to core instruction received in the general education classroom. It differs from Tier 2 in time, duration, group size, frequency of service, progress monitoring and focus. Tier 3 enables a student to receive more individualized instruction in and out-of-classroom setting. Progress should be monitored regularly to adjust instruction. Students who do not make adequate progress in Tier III will be referred back to the IST for consideration of referral to the district Committee on Special Education.

Delivery of Service-Tier 3	
Grouping	Homogenous small group of typically no more than 3 students. Students are grouped according to ability/instructional level with the focus on a similar skill
Duration of Intervention	Determined by the building team, a minimum of 4 times per week in addition to core instruction

Interventionist	General education teacher, academic intervention service provider or additional support providers (e.g., special education teacher, or school support personnel (OT, PT, psychologist, counselor)
Frequency of Data Collection	Universal Screening three times throughout the school year and progress monitoring: The team determines if a student moves up/down tiers based on data. A psychologist or administrator must be present if considering a referral to special education.

Progress Monitoring

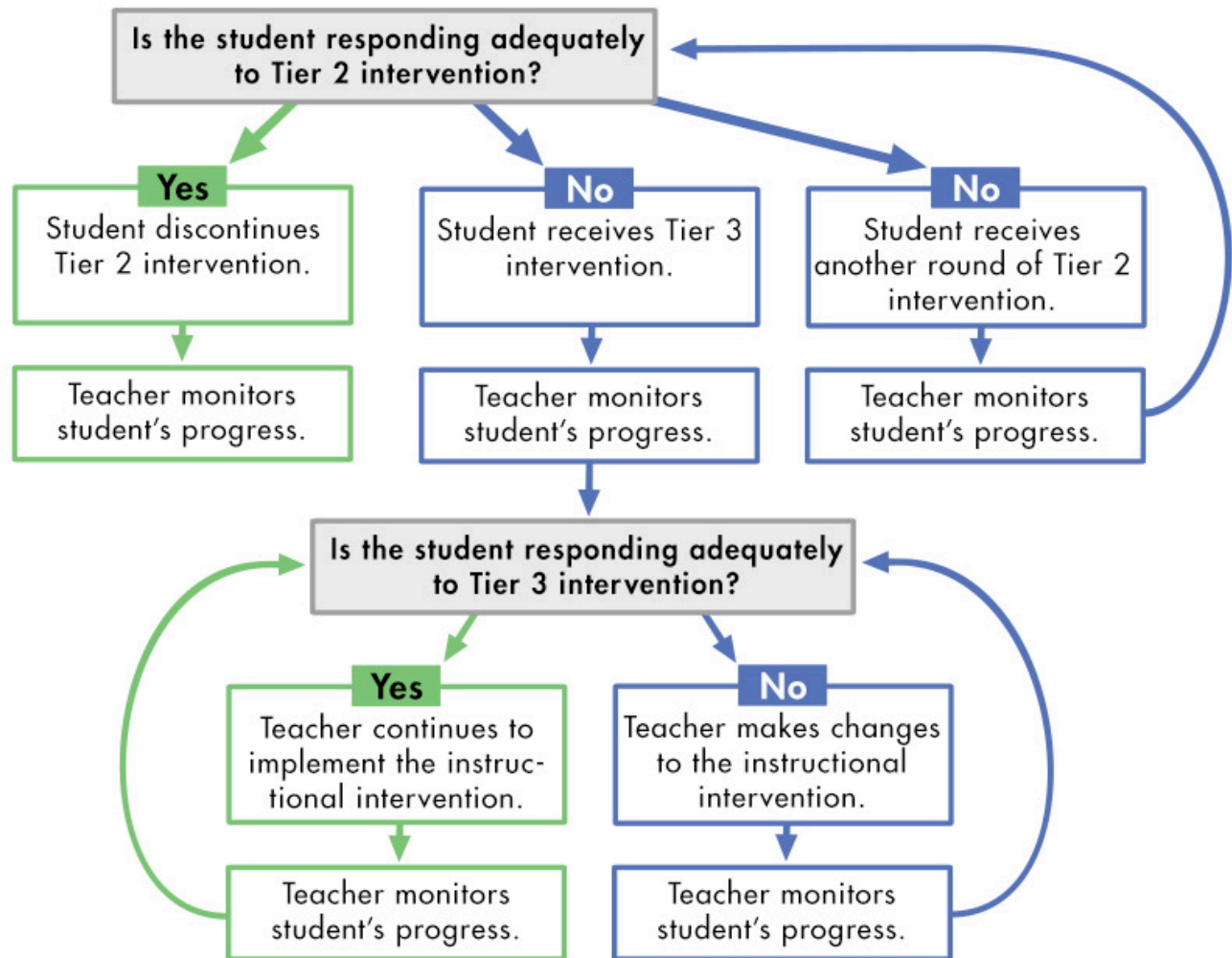
Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. The student's academic performance is measured on a regular basis or according to the IST Plan. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed.

When progress monitoring is implemented, benefits include:

- accelerated learning because students are receiving more appropriate instruction
- more informed instructional decisions
- documentation of student progress for accountability purposes
- more efficient communication with families and other professionals about students' progress
- higher expectations for students by teacher
- fewer Special Education referrals

The method of progress monitoring and frequency will be determined upon the development of an IST Plan and denoted on the Plan.

Discontinuation Process



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Parent Communication/Notifications

The partnership between home and school is important in order to ensure student success.

Notification of Services

To ensure effective parental involvement and to develop a partnership for improving student academics and behavior, the classroom teacher(s) will be responsible for parental notification indicating a need for Response to Intervention Services. After the parent is notified by the classroom teacher, the AIS Teacher will send home a letter (see attached).

Progress with Services

Parents will have multiple opportunities to learn how their student is progressing with services:

- Parents will be kept apprised of their child's progress through trimester report cards ,parent conferences or consultations throughout the year
- Opportunity to consult with the student's regular classroom teachers and other professional staff providing RTI, at least once per semester during the regular school year
- Reports on the student's progress at least once each semester by (i.e., reports cards, progress reports).

Discontinuation of Services

When a child exits out of the program based on the exit criteria as determined by the state assessment and the district, the parent will be notified in writing that the services will be ending by the AIS teacher.

This notification will include the following:

- Criteria for ending services
- Current performance level of the student
- The assessment(s) that were used to determine the student's level of performance.

