



# **RESPONSE TO INTERVENTION PLAN**

**GRADES K-5**

**2023-2027**

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## **Acknowledgments**

The district would like to acknowledge the efforts and expertise of the following Response to Intervention (RtI) Committee representatives who have contributed to a plan that supports the needs of our students, programs, and related services.

ADOPTED: July 2020; REVISED: June 2023

This plan was a collaborative effort of administration, intervention specialists, and special educators across the district.

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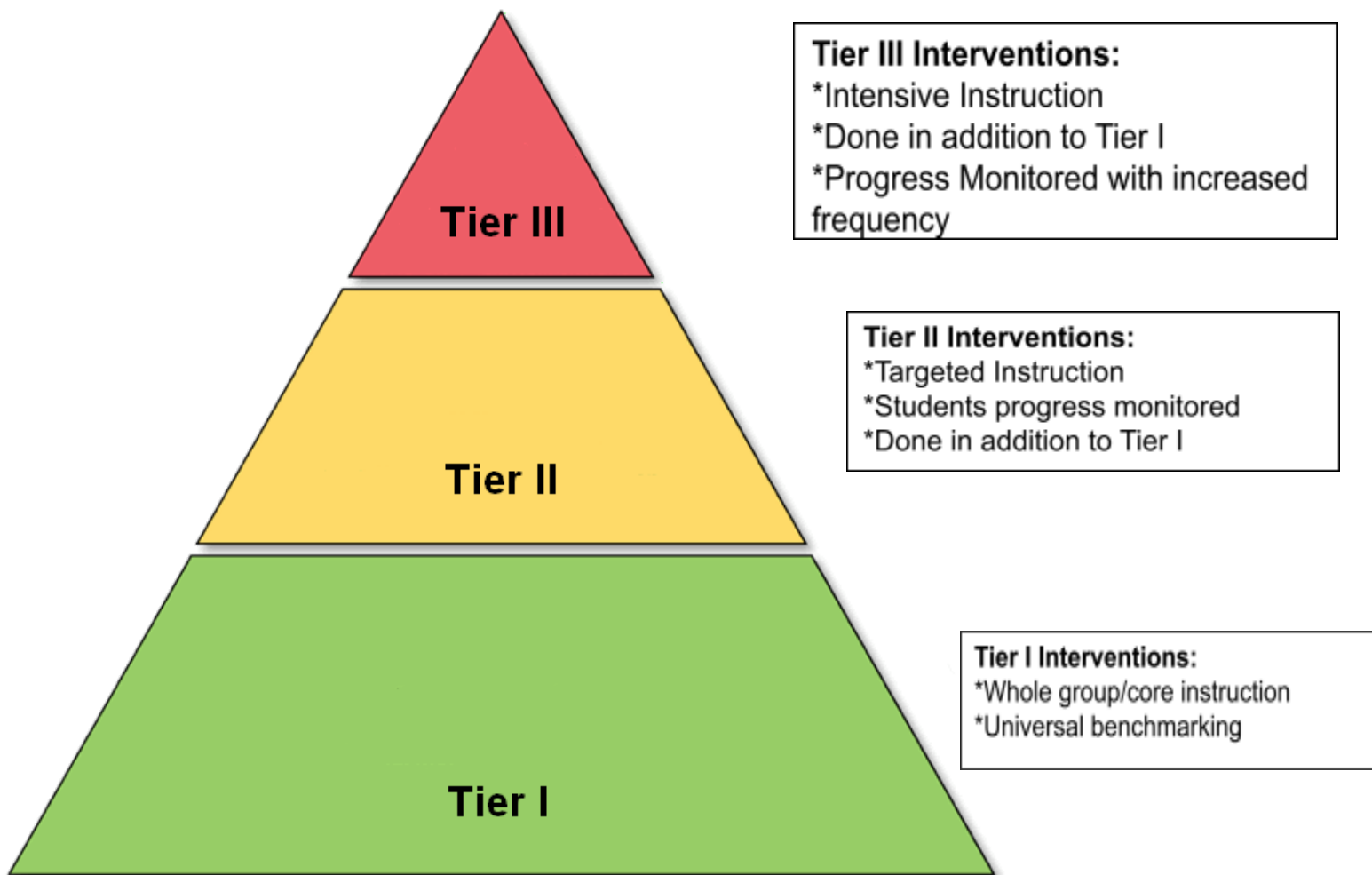
Nadyne Castoro, Kimberly Katz, and Lauren Marcano

## **Introduction**

The Plainedge Public Schools has developed a plan based on an outline provided by New York State. This plan outlines our District's phase-in timeline and will be reviewed on a yearly basis. At the time of developing this plan, we structured RtI within the framework of current staffing, state recommendations, and available resources.

## The Purpose of RtI

RtI is a process designed to help schools focus on high-quality instruction that is matched to student needs and is monitored on a more frequent basis. The information gained from the RtI process is used by school personnel to develop specific interventions and to make data-based decisions regarding the student's educational program. Each student will be placed in one of three "tiers" (pictured below). In this structure, programs are more appropriately modified to fit a student's specific needs. In addition to the tier interventions, the teachers will utilize our current reading and mathematics programs to support struggling learners. These programs will be utilized within the various RtI tiers so that students can acquire the necessary skills for current and future success.



## **Tier I**

The core, researched-based curriculum is implemented by classroom teachers in the general education classroom. Appropriate instruction and research-based instructional interventions in this tier should meet the needs of at least 80 percent of all learners and align with the New York State learning standards. Universal screening will be administered to all students in the general education classroom three times per year. Students in need of additional support are monitored weekly by the classroom teacher for five or six weeks. This additional intervention is implemented by the classroom teacher and monitored for fidelity and effectiveness using multi-tier differentiated instruction. Students in need of additional support move fluidly through the three tiers as needed, to best support each individual student's learning goals.

- Research-based core curriculum
- Includes all students
- Universal screening 3 times yearly

## **Tier II**

Tier II includes individualized, targeted supports for students with more significant academic concerns. Tier II intervention is typically small-group supplemental instruction. This supplemental instructional intervention is provided in addition to the classroom instruction provided in Tier I. Students identified as at-risk by one or more data sources receive additional instruction or interventions in small groups based on the need identified. Students receiving Tier II intervention are provided classroom instruction plus supplemental intervention in a small group, multiple times a week, which may occur inside (Tier II in class) or outside (Tier II pull-out) of the classroom. Students move fluidly through the three tiers as needed, to best support each individual student's learning goals.

- Tier II interventions shall be targeted interventions matched to students' specific academic strengths and needs. All interventions will be research-based interventions.
- Interventions may occur in the classroom or in pull-out models.
- School personnel (classroom teacher, AIS provider, special education team member, or other staff members as assigned) must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.
- Interventions will target the foundational components of reading and mathematics instruction based on student need.
- The recommended length of time a student spends in Tier II intervention will vary depending on factors such as skill set and rate of progress.
- Strategic monitoring in Tier II will occur after 10-15 days of targeted instruction using curriculum-based measurement (CBM) that measures targeted skills.
- If progress monitoring indicates that the student has achieved targeted skills, the intervention will be discontinued. The student will be progress monitored until the student demonstrates proficiency.

### **Tier III**

Tier III intervention is designed for those students who demonstrate insufficient progress in Tier II. Tier III differs from Tier II 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 smaller group setting than Tier II and meets at a greater frequency. Tier III interventions occur outside the general classroom. Students move fluidly through the three tiers as needed, to best support each individual student's learning goals.

- Interventions will target essential components of reading and mathematics instruction based on student need.
- Instruction is provided by school personnel who are highly skilled and trained.
- The recommended length of time a student spends in Tier III intervention may vary depending on the skill set to be learned. The rate of the student's progress and whether the student is making adequate progress to change their learning trajectory to achieve grade-level proficiency in a reasonable amount of time.
- The progress of students in Tier III is monitored after 5-10 days of targeted instruction to determine the student's response to intervention.
- A student must remain in Tier III until at least five (5) progress monitoring data points are reached, so the student's progress can be properly evaluated.
- If the student is successful with the plan over a period of time, a student may return to Tier II or Tier I based on student need.
- If after a period of time, the student does not make progress deemed sufficient by the RtI Team, a referral to Special Education may be appropriate.

## **Assessment**

RtI uses a tiered system of assessments that increases in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills. RtI allows schools to design instruction that responds to learning needs. This is done by regularly assessing students' progress in reading and mathematics.

### **There are three types of assessment tools used:**

1. **Universal Screening utilizes Curriculum Based Measures (CBMs)**, which are quick and efficient probes that measure overall ability and critical skills known to be strong indicators that predict student performance. CBMs are administered to all students three times a year. These assessments help to identify students who do not meet grade-level expectations. These are used in conjunction with multiple measures such as classwork, classroom assessments, progress monitoring, and teacher recommendation.
2. **Progress monitoring** is the practice of assessing student performance using CBMs and other standardized measures on a repeated basis to determine how well a student is responding to the intervention. Progress monitoring occurs for students in Tiers II and III.

If the progress monitoring indicates that the student has achieved the skill (data points approaching, at, or above the projected goal), the intervention will be discontinued. The student will continue to be progress monitored while in the classroom.

If the data gathered through progress monitoring indicates an improvement in the skill, the intervention will be maintained. If the data gathered through progress monitoring indicates that the rate of improvement is not approaching the trend line to meet the level of the student's peers, the intervention will be altered. It can be altered by changing the focus of the intervention, increasing frequency, increasing the time of sessions, or changing the materials used for the intervention.

3. **Supplemental Data – Informal and formal grade level measures.** Some examples of this type of data would include classroom observations, writing samples, exams, grade-level assessments, state assessments, quizzes, and teacher observations.

## **RtI Team Process**

Eastplain Elementary School, Charles E. Schwarting Elementary School, and John H. West Elementary School will use the same general procedures and forms for the RtI team review process. This uniformity will serve to provide fidelity of the implementation of the team processes so that all children have access to early intervention according to their learning needs. A system for monitoring student data will be compiled and will transition with the student from grade to grade.

Each RtI Team *may* consist of the following team members:

A general education teacher, special education teacher, reading specialist, mathematics specialist, speech-language pathologist, school psychologist, ENL teacher, administrator, nurse, and guidance counselor.

Each RtI team will include:

1. Facilitator
2. Scribe
3. Time Keeper
4. Case Manager/Point Person

Procedures:

1. Review the student referral, classroom strategies utilized, and data collected.
2. Identify one or two specific areas to target.
3. Determine tier and intervention strategies or services.
4. Design an intervention plan as a team and provide the teacher with the necessary information.
5. Assign a case manager/point person to oversee plan implementation and progress monitoring.
6. The classroom teacher or specialist will communicate (verbally/written) with parents.
7. Schedule a follow-up meeting (approximately six (6) to eight (8) weeks later).

By the end of the meeting, teachers will have a Student Intervention Plan to target the areas of difficulty.

For follow-up meetings, complete Section VI of the RtI Minutes Form and amend the plan as needed.

Table: Description of Critical Elements in a 3-Tier RtI Model

| <p>The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions, and progress monitoring. This is intended as guidance for districts as they determine the various components of their RtI model.</p> |                                                                                                                                            |                                                                                                                                    |                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                            | Tier I                                                                                                                                     | Tier II                                                                                                                            | Tier III                                                                                                   |
| Elements                                                                                                                                                                                                                                                                                                   | Core Curriculum and Instruction                                                                                                            | Supplemental Instruction                                                                                                           | Increased Levels of Supplemental Instruction                                                               |
| Size of instructional group                                                                                                                                                                                                                                                                                | Whole class grouping                                                                                                                       | Small group instruction                                                                                                            | Individualized or smaller group instruction                                                                |
| Mastery requirements of content                                                                                                                                                                                                                                                                            | Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by the curriculum-based measure | Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by strategic monitoring | Relative to the student's level of performance and continued growth as demonstrated by progress monitoring |
| Frequency of progress monitoring                                                                                                                                                                                                                                                                           | Screening measures three times per year                                                                                                    | Varies. Approximately 10-15 days                                                                                                   | Varies. Approximately 5-10 days                                                                            |
| Frequency of intervention provided                                                                                                                                                                                                                                                                         | Per school schedule                                                                                                                        | Varies. Approximately three to five times per week for approximately 20-30 minutes per session                                     | Varies. More frequent than Tier II for approximately 30 or more minutes per session                        |

Team meetings should occur every 6-8 weeks to review progress.

### **Notification to Parents**

When a student has been identified as needing additional instruction beyond that provided to all students in the general education classroom, parents or guardians will receive written notification that will include:

1. The specific subject area in need of intervention.
2. The strategies for increasing the student's rate of learning.
3. The frequency and duration of the intervention.
4. The name of the instructor providing the intervention.
5. The parent's right to request an evaluation for special education programs and services.
6. Notice of an increase, reduction, or cessation of RtI services.

## RESPONSE TO INTERVENTION NOTIFICATION LETTER



### Plainedge Public Schools

District Administration Building  
241 Wyngate Drive, N. Massapequa, NY 11758  
(516) 992-7455 FAX (516) 992-7446

Dear Parent/Guardian,

The Plainedge School District faculty and administration routinely screen all students and review student records to measure student progress and grade-level readiness. We believe in providing interventions to students to help them become successful at their grade level.

The New York State Education Department requires schools to provide Response to Intervention Services (RtI) to students believed to be at risk of not achieving the New York State Learning Standards. RtI is designed to help students achieve the standards in English Language Arts, Mathematics, Science, and Social Studies by providing additional instruction or support services. Below you will find the criteria and/or concern(s), which were referenced when evaluating your child's needs.

Your child has been identified as a student in need of RtI as follows:

Student's name: \_\_\_\_\_

Student's grade: \_\_\_\_\_

Subject area/course: \_\_\_\_\_

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The RtI services to be provided for your child are described below.

RtI service \_\_\_\_\_

Time/Duration \_\_\_\_\_

Frequency \_\_\_\_\_

Location(s) \_\_\_\_\_

Instructor \_\_\_\_\_

Your child's progress will continue to be monitored to determine the continued need for services and you will receive quarterly reports. Please be advised that your child must satisfactorily meet the established New York State standards in English Language Arts, mathematics, Social Studies, and Science and that RtI is being recommended at this time to better prepare your child to meet those standards and the New York State graduation requirements.

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student's response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipients of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you should have any questions regarding your child's RtI plan please contact your child's teacher.

Sincerely,

Building Principal

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## RESPONSE TO INTERVENTION CHANGE IN INTERVENTION LETTER



### Plainedge Public Schools

District Administration Building  
241 Wyngate Drive, N. Massapequa, NY 11758  
(516) 992-7455 FAX (516) 992-7446

Dear Parent/Guardian:

The Plainedge School District faculty and administration routinely screen all students and review student records to measure student progress and grade-level readiness. We believe in providing interventions to students to help them become successful at their grade level.

In the Plainedge School District, we utilize a three-tiered approach to education. The first is quality classroom instruction. Beyond that, individual children may need varying levels of support. Response to Intervention (RtI) is a problem-solving process that reviews students' progress and needs. Our goal is to match the needs of your child with appropriate interventions. As a result of progress monitoring, the following adjustments will be made to the intervention plan.

Student's name: \_\_\_\_\_

Student's grade: \_\_\_\_\_

Change in RtI Service: \_\_\_\_\_

Instructor: \_\_\_\_\_

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As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student’s response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipients of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you should have any questions regarding your child’s RtI plan please contact your child’s teacher.

Sincerely,

Principal

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**RESPONSE TO INTERVENTION  
COMPLETION OF INTERVENTION LETTER**



**Plainedge Public Schools**

District Administration Building  
241 Wyngate Drive, N. Massapequa, NY 11758  
(516) 992-7455 FAX (516) 992-7446

Dear Parent/Guardian:

The Plainedge School District faculty and administration routinely screen all students and review the records to measure student progress and grade-level readiness. Your child's response to intervention is monitored for its effectiveness on a regular basis.

As a result of the District screening and/or record review, it has been determined that your child no longer requires the following interventions.

Student's name: \_\_\_\_\_

Student's grade: \_\_\_\_\_

RtI Service Completed: \_\_\_\_\_

Instructor: \_\_\_\_\_

If your child receives other interventions, these services will continue unless you are notified. Your child's progress will continue to be monitored to ensure that your child continues to make the appropriate gains.

Sincerely,

Principal

## Entrance and Exit Criteria

| RtI Guidelines                |
|-------------------------------|
| Above 40th%ile Tier 1         |
| 26th-39th%ile Tier 2 In Class |
| 16th-25th%ile Tier 2 Pull Out |
| 0-15th%ile Tier 3 Pull Out    |

- A student may enter the reading and /or mathematics support pullout program if he or she meets the following criteria (**taken “Holistically”**)
  - NWEA percentile from the last 3 scores
    - T3 below 15th
    - T2 from 16th - 26th
  - Classroom tests
    - T3 below 60% consistently
    - T2 below 70% consistently
  - Overall Classroom performance is low
  - NYS ELA and Mathematics Level 1 or Level 2
  - Report Cards grades are (well below average)
    - \*There should be evidence of interventions provided within the classroom prior to any decision
- IXL Diagnostic:
  - Numerical Levels should be as follows:
    - ½ year or more below grade level for T2 pull out
      - example Grade 2 September score of 110-150 less
    - One year or more below grade level for T3
      - Grade 2 score of 100 or less
- KeyMath Diagnostic (30-90 minutes 1:1)
  - Use for new entrants to mathematics support pull out
  - Use for all grade levels
  - Use age percentile levels
    - 25<sup>th</sup>-16<sup>th</sup> Tier 2, 15<sup>th</sup> and below Tier 3
  - Only administered for students entering program
  - Not used for Progress Monitoring
- A student may exit the reading and/or mathematics support pullout program if he or she meets the following criteria (**taken “Holistically”**)
  - Regular communication about classroom performance, including test grades, indicates sufficient progress
  - Classroom Tests
    - Move from T2 pull out to T2 in class when tests are above 70% consistently
    - Move from T3 to T2 pull out when tests are between 60% - 70% consistently
  - Evidence of progress on specific skills from small group

## Fountas and Pinnel Independent Level Expectations for Reading

| RtI Guidelines  |
|-----------------|
| Tier 1          |
| Tier 2 In Class |
| Tier 2 Pull Out |
| Tier 3 Pull Out |

|                             | Beginning of Year<br>(Aug/Sept) | 1 <sup>st</sup> Interval of Year<br>(November) | 2 <sup>nd</sup> Interval of Year<br>(Feb-Mar) | End of Year<br>(May-June) |
|-----------------------------|---------------------------------|------------------------------------------------|-----------------------------------------------|---------------------------|
| <b>Kindergarten</b>         | n/a                             | A+                                             | B+                                            | C+                        |
|                             | n/a                             | emergent                                       | A                                             | B                         |
|                             | n/a                             | n/a                                            | emergent                                      | A                         |
|                             | n/a                             | n/a                                            | n/a                                           | n/a                       |
| <b>1<sup>st</sup> grade</b> | C+                              | E+                                             | G+                                            | I+                        |
|                             | B                               | D                                              | F                                             | H                         |
|                             | A                               | C                                              | D                                             | G                         |
|                             | n/a                             | Below C                                        | Below D                                       | Below G                   |
| <b>2<sup>nd</sup> grade</b> | I+                              | J+                                             | K+                                            | L+                        |
|                             | H                               | I                                              | J                                             | K                         |
|                             | G                               | H                                              | I                                             | J                         |
|                             | Below G                         | Below H                                        | Below I                                       | Below J                   |
| <b>3<sup>rd</sup> grade</b> | L+                              | M+                                             | N+                                            | O+                        |
|                             | K                               | L                                              | M                                             | N                         |
|                             | J                               | K                                              | L                                             | M                         |
|                             | Below J                         | Below K                                        | Below L                                       | Below M                   |
| <b>4<sup>th</sup> grade</b> | O+                              | P+                                             | Q+                                            | R+                        |
|                             | N                               | O                                              | P                                             | Q                         |
|                             | M                               | N                                              | O                                             | P                         |
|                             | Below M                         | Below N                                        | Below O                                       | Below P                   |
| <b>5<sup>th</sup> grade</b> | R+                              | S+                                             | T+                                            | U+                        |
|                             | Q                               | R                                              | S                                             | T                         |
|                             | P                               | Q                                              | R                                             | S                         |
|                             | Below P                         | Below Q                                        | Below R                                       | Below S                   |