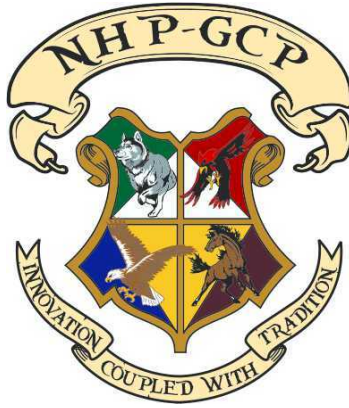




New Hyde Park – Garden City Park Union Free School District

Response to Intervention Plan

2023-2024

Adopted by the Board of Education, July 10, 2023

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I. Overview of RtI

In accordance with Every Student Succeeds Act ESSA (2015) and the Reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA), all school districts are mandated to have a Response to Intervention plan (RtI) in place, effective July 1, 2012. These educational laws require districts to employ evidence-based instructional practices and progress monitoring to determine the effectiveness of educational and or social-emotional programming (NCLB, 2001; IDEIA, 2004). The National Association of State Directors of Special Education define Response to Intervention (RtI) as the “practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student” (NASDSE, 2006). Further, RtI is a “systematic and data-based method for identifying, defining, and resolving students’ academic and or behavioral difficulties (Brown-Chidsey & Steege, 2005) through the use of high-quality evidence-based instruction / interventions and ongoing assessment. In addition, all districts effective July 1, 2012, may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student has a learning disability in the area of reading.

II. New Hyde Park – Garden City Park’s RtI Goals

The New Hyde Park-Garden City Park School District (NHP-GCP) has developed a district-wide RtI model which began implementation July 1, 2012 and has been reviewed annually. The district’s multi-tiered RtI plan is based on a problem solving approach that utilizes research-based instruction/intervention and ongoing assessment to make data-based decisions regarding student performance. The goals of the NHP-GCP School District’s RtI plan aim to close achievement gaps for all students including students at risk, students with disabilities, and English Language Learners through:

- To provide high-quality research-based instruction for all students that is aligned with the common core. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction.
- To provide frequent assessment that aims to identify at-risk students through benchmark screening and appropriate progress monitoring of interventions to assess skill improvement.
- To provide communication between the school and parents regarding student performance.
- To facilitate collaboration and communication amongst all service providers to improve student performance.
- To provide staff training to address the needs of diverse student learners.

III. NHP-GCP's RtI Model

The NHP-GCP's RtI plan is a multi-tiered model that begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed. A brief overview of the model is provided in Table 1 and Appendix A.

Table 1. Overview of NHP-GCP's RtI Model

Tier	Description	Assessment
Tier 1 All Students	Appropriate instruction delivered to <u>all</u> students in the general education class by classroom teachers and or qualified personnel which includes instruction, interventions, and curricula that are evidence-based, culturally responsive, & aligned with the Common Core.	Universal Screening & Benchmark Assessment (Fall, Winter, Spring)
Tier 2 Some Students	Supplementary instruction delivered to students (At-Risk) who do not respond to Tier 1 instruction and do not meet grade-level benchmarks. Tier 2 services are implemented primarily by, but not limited to, a special service provider. Tier 2 represents students who need more intensive and specific instruction.	Progress monitoring for specific skills through the use of CBM, running records, observations, or other district-approved Tier 2 tools.
Tier 3 Few Students	Specialized Instruction delivered to students who fail to respond to Tier 1 and 2 interventions. Students require high-intensity, research-based intervention(s) with frequent progress monitoring.	More frequent progress monitoring for specific skills through the use of CBM, running records, observations, or other district-approved Tier 3 tools.
	Students who fail to respond to Tier 3 interventions should be referred to the Committee of Special Education (CSE)	CSE Individual Comprehensive Evaluation

Note: A student transitions between tiers only when data and qualitative reports indicate it necessary.

IV. Assessment and Eligibility Within RtI

Assessment within RtI

The NHP-GCP's RtI plan utilizes a variety of assessments to measure student mastery of the Common Core Learning Standards and inform educational decision making. Within the RtI plan both summative and formative assessments are used to identify students in need of intervention, guide the selection and implementation of the intervention, and monitor the student's response to the intervention. Data is collected through multiple sources and methods. The district selected assessments are psychometrically sound demonstrating reliability, validity, and utility. All students in grades Kindergarten through sixth receive Benchmark and growth assessment in the areas of literacy and math three times a year (Fall, Winter, Spring). This Benchmark assessment aims to identify students At-Risk or in need of intervention in reading and math. Additional assessments including curriculum based-measures, running records, rating scales, and observations are used for ongoing progress monitoring.

Eligibility for Supplementary & Specialized Instruction

The results from the assessments within the district's RtI plan are analyzed by the district's educators and Instructional Support Team (IST). Students who fall below district-established criteria in specific skill areas are eligible to receive Tier 2 and 3 services. Parents of eligible students will be notified (see Appendix A). The following are district-approved assessments used within the RtI plan to determine eligibility for Tier 2 or 3 services.

- New York State Assessments: English Language Arts (ELA), Math, and Science
- Benchmark Assessments: ELA and Math
- Curriculum Based Measurements: Reading, Math, and Writing
- Evaluations / recommendations by educators through the IST

V. Instructional Support Teams (ISTs)

Each school in the NHP-GCP School District has an IST that is composed of the school principal, school psychologist, and specific service providers that meets weekly. The purpose of the IST is to assist classroom teachers and service providers in addressing the educational and or social-emotional needs of their students. Teachers can refer a student to the IST by identifying a skill(s) weakness as evidenced by their academic or social-emotional assessments. Teachers document Tier 1 strategies and interventions delivered in the classroom setting and provide data to describe the student's response to the Tier 1 interventions. Together the teacher and IST collaborate and utilize a problem solving approach to develop an intervention(s) and progress monitoring plan for each student as per the district's RtI Model. The IST is responsible for the analysis and review of student progress and collaboratively determines the eligibility for further

RtI services or a referral is made to the Committee of Special Education. See Appendix B for the district IST Forms.

VI. NHP-GCP's RtI Model for Reading

Reading Tier 1 Classroom (All Students)

In the NHP-GCP's RtI Model for Reading, Tier 1 encompasses all classroom teachers and all general education students. Evidence-based instruction in reading means scientific research-based reading programs / interventions that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies (NIH, 2000; [8 NYCRR §100.2(ii)(1)(i)]). The NHP-GCP's RtI plan for reading involves the selection of empirically-supported reading programs and interventions to develop reading skills. Further assessment of the specific skills will be used to evaluate reading development. Reading programs are delivered utilizing a balanced literacy approach that incorporates shared reading, interactive read-alouds, guided reading groups, strategy groups, independent reading, graphic organizers, manipulatives, and direct instruction in specific reading skills.

Phonemic Awareness. At the younger grades, all students receive daily instruction in the early literacy skills of phonemic awareness and alphabetic principle (phonics) using the Foundations reading program (Wilson Language Training). Instruction in phonemic awareness is effective in improving phonemic awareness, reading, and spelling skills for most children (NRP, 2005). Instruction in phonemic awareness involves teaching children to focus on and manipulate phonemes in spoken syllables and words.

Phonics & Sight Words. At the younger grades, all students receive daily direct and explicit instruction in phonics through Foundations and or the district selected reading series. Phonics instruction involves teaching students phoneme-grapheme relationships (Wendling & Mather, 2009). Knowledge of phonics allows for fluency and comprehension. In addition, students receive daily sight word instruction using high-frequency word lists.

Vocabulary Development. All students receive daily direct and indirect instruction in vocabulary enriched learning environments. Vocabulary is taught throughout the academic content areas in alignment with the Common Core Learning Standards. Vocabulary development is related to reading comprehension (Wendling & Mather, 2009).

Reading Fluency. Students develop automaticity of word reading through daily practice modeling, and corrective feedback. Reading fluency is defined as the speed or rate of reading as well as the ability to read text with ease and expression (Wendling & Mather, 2009). Fluent reading allows for comprehension of text.

Reading Comprehension. All students receive instruction in comprehension strategies. Reading comprehension is defined as a complex task that requires the student to identify

words in text, know the meaning of the words, connect the ideas to prior knowledge, and retain information long enough to understand what was read (Wendling & Mather, 2009).

Assessment: All students will receive a reading benchmark assessment three times a year to assess specific reading skills within Tier 1. Assessments will encompass the important reading skills.

Table 2. Approved Tier 1 Benchmark Assessments (Fall, Winter, Spring) by Grade

Reading Skill Area	Grade K – 1	Grade 2	Grade 3-6
Phonemic Awareness	STAR Early Literacy & CBM Heggerty, Foundations		
Phonics	STAR Early Literacy & CBM Heggerty, Foundations	STAR Reading Fountas & Pinnell	
Sight Words	STAR Early Literacy & CBM Heggerty, Foundations	STAR Reading Fountas & Pinnell	STAR Reading Fountas & Pinnell
Vocabulary	STAR Early Literacy & CBM Heggerty, Foundations	STAR Reading Fountas & Pinnell	STAR Reading Fountas & Pinnell
Oral Reading Fluency	STAR Early Literacy & CBM Heggerty, Foundations	STAR Reading Fountas & Pinnell	STAR Reading Fountas & Pinnell
Reading Comprehension	STAR Early Literacy & CBM Heggerty, Foundations	STAR Reading Fountas & Pinnell	STAR Reading Fountas & Pinnell

Reading Tier 2 and Tier 3 Supplementary & Specialized Instruction (Some/Few Students)

Tier 2 - Supplementary Instruction. Tier 2 interventions for reading are delivered to students who meet district-selected criteria using reading benchmarks that are administered three times a year (Fall, Winter, Spring). Tier 2 reading interventions are specific in nature to the target reading skill(s) and are delivered in small groups ranging from two to five days a week. Reading interventions implemented are evidence-based and the integrity of the reading intervention is documented and monitored through the IST team.

Tier 3 - Specialized Instruction. Tier 3 interventions for reading are delivered to students who fail to respond to Tier 2 reading interventions as evidenced by progress monitoring data. Tier 3 Reading interventions are the most specific, individualized, and intensive and are delivered on a daily basis. In this Tier, progress monitoring is conducted most frequently to assess and review the student's response to the reading intervention(s). Reading interventions implemented are evidence-based and the integrity of the intervention will be documented and monitored through the IST team.

Table 3. Examples of Evidence-Based Interventions and Corresponding Progress Monitoring Tools.

Reading Skill Area	Tier 2 Interventions	Tier 3 Interventions	Progress Monitoring Tools
Phonemic Awareness	Fundations Seeing Stars iRead	Fundations Seeing Stars iRead	STAR Reading Fountas & Pinnell CBM
Phonics	Fundations Wilson Reading Explode the Code Glass Analysis Seeing Stars	Systems 44 Fundations Wilson Reading Glass Analysis Seeing Stars	STAR Reading Fountas & Pinnell CBM
Oral Reading Fluency	Choral Reading Repeated Reading Echo Reading Neurological Impress Method Speed Drills Paired Reading Six-Minute Solution	Choral Reading Repeated Reading Neurological Impress Method Speed Drills Paired Reading Read 180 (part of)	STAR Reading Running Records Skills Assessment Fountas & Pinnell
Reading Comprehension	Small Group strategy instruction in literal & inferential comprehension using strategies such as KWL, predicting, visualizing, summarizing, questioning, analyzing text structure, PALS, etc	Read 180	Running Records Skills Assessment STAR Reading Fountas & Pinnell

NOTE: Tier 2 and Tier 3 interventions differ in intensity, frequency, and severity. Tier 2 and Tier 3 progress monitoring schedules should differ in frequency, where Tier 3 interventions should be monitored more frequently.

NYS RtI Regulations

Required components of a Response to Intervention (RtI) program

(1) A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:

- (i) appropriate instruction delivered to all students in the general education class by qualified personnel;
- (a) appropriate instruction in reading shall mean 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;
- (ii) screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
- (iii) 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;
- (iv) 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;
- (v) 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; and
- (vi) 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:
 - (a) the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
 - (b) strategies for increasing the student's rate of learning; and
 - (c) the parents' right to request an evaluation for special education programs and/or services.

(2) A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.

(3) A school district shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision. [8 NYCRR §100.2(ii)]

References

Brown-Chidsey, R. & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: The Guilford Press.

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National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

New York State Regulatory Policy Framework for Response to Intervention, Appendix A, <http://www.p12.nysed.gov/specialed/RTI/guidance/appa.htm>, November 9, 2010

Response to Intervention – Guidance for New York State School Districts – October 2010
<http://www.p12.nysed.gov/specialed/RTI/guidance/cover.htm>

Wendling, B.J. & Mather, N. (2009). *Evidence-based academic interventions*. Hoboken: John Wiley & Sons, Inc.

Wilson, B. A., & Wilson Language Training. (2012). *Foundations: Wilson Language Basics*.

LIST OF APPENDICES

APPENDIX A: Parent Reading and Math RtI Letters – Please use these letters or similar on School Letterhead

APPENDIX B: Instructional Support Team (IST) Forms - Please use these forms or similar

Appendix A

SCHOOL LETTERHEAD

COMMENCEMENT OF RtI (AIS)

Student's Name: _____ Teacher: _____

Dear Parent(s) or Guardian(s),

Your child is eligible to receive Response to Intervention services during the 2023-2024 school year. The reason(s) that your child is eligible for academic services is/are based on below benchmark scores. He/she will be participating in the subject area of:

_____ English Language Arts

_____ Math

Target Skill: _____

Frequency Per Week	Length Per Session	Service Provider	Instructional Program	Progress Monitoring Plan

The importance of providing Response to Intervention to your child is to give him/her additional support to develop the skills required to meet the New York State Learning Standards as measured by exams in grades 3 through 8 as well as for High School graduation. Please know that future academic success will depend on your child's ability to achieve at the expected levels of performance.

If you have any questions about your child's specific program, please contact me at your earliest convenience.

Sincerely,

Principal

Appendix B

Instructional Support Team Form

The objective of this IST is to help the referring teacher generate strategies to implement in the classroom as a means to improve academic performance and/or behavior of the referred student. With this objective in mind, please complete this packet and return to your School Psychologist.

Student Name: _____ Date: _____

Date of Birth: _____ Age: _____ Grade/Teacher: _____

Please list any support services that this child currently receives:

_____ Teacher: _____

_____ Teacher: _____

_____ Teacher: _____

-
- | | | | |
|--|-----|----|-----------|
| 1) Has the student been referred to the IST before? (previous years) | YES | NO | |
| 2) Has parent(s) been notified of referral to IST? | YES | NO | |
| 3) Has the student been retained? | YES | NO | If yes, _ |
| 4) Please confer with the nurse: | | | |
| a. Did the child pass the vision screening? | YES | NO | |
| b. Does the child wear glasses? | YES | NO | |
| c. Did the child pass the hearing screening? | YES | NO | |
| d. Does the child use a hearing aid? | YES | NO | |
| e. Are there any other medical issues? | YES | NO | if yes, _ |
-

MAIN AREAS OF CONCERN:

_____ Listening	_____ Reading	_____ Receptive Language
_____ Writing Expression	_____ Spelling	_____ Mathematical
_____ Calculations	_____ Peer Relationships	_____ Motivation
_____ Rules and Expectations	_____ Expressive Language	_____ Organization
_____ Memory	_____ Behavioral	Other _____

List the student's strengths and areas of interest: _____

IST Form (cont)

Student Name: _____ Grade: _____ Academic Skill or Target Behavior: _____

Description: _____

Tier Tier 1

Nam Name:

Instructional Strategy or Intervention	Start Date	Frequency	Benchmark Assessment	Comments

Tier Tier 1

Nam Name:

Instructional Strategy or Intervention	Start Date	Frequency	Progress Monitoring Data	Comments

Tier Tier 1

Nam Name:

Instructional Strategy or Intervention	Start Date	Frequency	Progress Monitoring Data	Comments

IST Form (cont)

Instructional Strategy / Intervention Recommended at IST meeting.

Student's Name _____ School _____

Case Manager _____ Date _____

1. Target Skill: _____

Intervention _____

Provided by _____

Date Started _____

Frequency / Duration _____

Progress Monitoring Tool _____

Tentative Date for Follow-up _____

Goal _____

2. Target Skill: _____

Intervention _____

Provided by _____

Date Started _____

Frequency / Duration _____

Progress Monitoring Tool _____

Goal _____

Tentative Date for Follow-up _____

Rti Tier 2 Progress Monitoring Log

Student Name: _____

Academic Skill: _____

[illegible]

2023-2024 New Hyde Park-Garden City Park Administrators

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Michael Frank, Deputy Superintendent

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Amy Faccio, Director of Personnel

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