

Lyncourt Union Free School District

Response to Intervention Plan



2014-2015

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Introduction

The Lyncourt Union Free School District Response to Intervention (RTI) Plan is developed to meet the requirements of Section 117.3 to ensure student progress toward meeting state standards. Response to Intervention is the practice of providing high quality instruction and interventions matched to student needs, based on student data. Learning rate over time and level of performance are used to make important educational decisions about individual students (NASDSE, 2006). RTI represents a systematic, research-based educational approach to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners, by closing the gap on small learning challenges before they become insurmountable deficits.

Response to Intervention has been proven to lead to more accurate identification of students with learning disabilities and appropriate interventions to support them. Educators make important decisions daily regarding students' educational programs. These decisions include determining the need for changes in the nature of a child's current intervention or the need for special education services due to a learning disability. The decision as to whether a student needs an intervention change or has a learning disability must be based on extensive and accurate information. RTI is a data driven process to inform these decisions. Intervention services are aimed at helping students meet or exceed the Common Core Learning Standards in English Language Arts and Math as measured by New York State Assessments. RTI services are available to all students, including those with disabilities and English Language Learners.

Lyncourt's Response to Intervention plan is designed to help students achieve the learning standards in English Language Arts and Mathematics in grades Pre-Kindergarten through Eight. Research-based, tier one strategies are implemented across all grade levels in reading, writing, listening, speaking, language, and mathematics. Appropriate instructional strategies for building a foundation for these skills in early grades include, explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. For high-quality early literacy instruction, the core reading program will minimally be scheduled for an uninterrupted 90 minute literacy block in grades K-5. Appropriate instruction in math means explicit and systematic instruction in early numeracy, math computation, math concepts and application and problem solving, throughout the elementary grades. It is our goal to build a solid skill foundation for our elementary students, in order to ensure their success in our middle school and for our students' future.

District Assessment Plan

Universal Screening: All students in grades K – 8 will be given a universal screening, three times per year in Language Arts and Mathematics, using the AIMS Web Assessment System. Pre-Kindergarten students will be given the Houghton-Mifflin benchmarks, which align with their curriculum and parallel AIMS Web. Valid and reliable universal screenings are conducted three times per year for the purposes of identifying students who are at-risk for academic failure and for closer monitoring of their progress (Appendix A). Literacy skills assessed will include Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Reading-Curriculum Based Measure (R-CBM), and MAZE (Comprehension Measure). In the area of Mathematics, screening will include Oral Counting Measure (OCM), Number Identification Measure (NIM), Quantity Discrimination Measure (QDM), Missing Number Measure (MNM), Math Concepts and Applications (M-CAP), and Math Computation (M-COMP). These assessments will be administered by the School-Wide Assessment Team (SWAT), trained in each of the testing components. SWAT testers will not be allowed to score any assessment in which they have a vested interest in accordance with APPR regulations. In addition, no SWAT tester will administer any assessment in a 1:1 format to a student they instruct. The following assessments are administered to their corresponding grade level:

Pre-Kindergarten:

Fall

Word Parts
Beginning Sound
Letter Recognition
Word Knowledge
Listening Comprehension
Oral Counting
Number Identification

Winter

Word Parts
Beginning Sound
Letter Recognition
Word Knowledge
Listening Comprehension
Oral Counting
Number Identification

Spring

Word Parts
Beginning Sound
Letter Recognition
Word Knowledge
Listening Comprehension
Oral Counting
Number Identification

Kindergarten:

Fall

Letter Naming Fluency
Letter Sound Fluency
Oral Counting
Number Identification
Missing Number Measure
Quantity Discrimination Measure

Winter

Letter Naming Fluency
Letter Sound Fluency
Phoneme Segmentation
Oral Counting
Number Identification
Missing Number Measure
Quantity Discrimination Measure

Spring

Letter Naming Fluency
Letter Sound Fluency
Phoneme Segmentation
Nonsense Word Fluency
Oral Counting
Number Identification
Missing Number Measure
Quantity Discrimination

First Grade:

Fall

Letter Naming Fluency
Letter Sound Fluency
Phoneme Segmentation
Nonsense Word Fluency
Oral Counting
Number Identification
Missing Number Measure
Quantity Discrimination Measure

Winter

Letter Naming Fluency
Letter Sound Fluency
Phoneme Segmentation
Nonsense Word Fluency
Oral Counting
Number Identification
Missing Number Measure
Quantity Discrimination Measure

Spring

Letter Naming Fluency
Letter Sound Fluency
Phoneme Segmentation
Nonsense Word Fluency
Oral Counting
Number Identification
Missing Number Measure
Quantity Discrimination

Second Grade:Fall

Reading CBM
M-CAP
M-COMP

Winter

Reading CBM
M-CAP
M-COMP

Spring

Reading CBM
MAZE
M-CAP
M-COMP

Third-Eighth Grade:Fall/Winter/Spring

Reading CBM, MAZE
M-CAP, M-COMP

Having these screening measures in place will ensure compliance with Section 117.3 of the Regulations of the Commissioner of Education, which requires that all students in grades kindergarten through eight receive universal screening at least three times per year in Language Arts and Mathematics. Screening results will be used to identify a student in need of intervention and those students will be progress monitored to confirm or disprove initial risk status. Typically, schools that employ a progress monitoring route model will also differentiate instruction for those students identified as at-risk during core instruction while additional progress monitoring data are obtained (Jenkins, J., & Johnson, E., 2008). We have developed progress monitoring rules listed below. The Lyncourt Data Inquiry Team, known as the C.A.R.E. Team (Child-Assessment-Response-Evaluation Team), supports using these rules by frequently referring to them while meeting on a student.

Progress Monitoring:

Universal Screenings are conducted three times per year, in an effort to gather data to determine students who are at-risk for academic failure and may require closer monitoring and/or further assessment. For those students who fall below or well-below target on the Universal Screenings, the teacher will implement an intervention that fits the student's need and conduct progress monitoring to measure the effectiveness of the intervention. The sensitivity of the general outcome measure will allow the teacher to adjust the intervention, if necessary over a shorter period of time for more informed and effective instruction.

The purpose of progress monitoring is to provide the background information and data collection procedures necessary to organize and conduct frequent, direct and continuous measurement of students' skill improvement. These skills are assessed using proven general outcome measures which are very sensitive to student growth over a relatively short period of time. Classroom teachers providing core Tier 1 instruction to students should progress monitor them at least twice per month. If there are additional grade-level goals, a new intervention should be put into place and progress monitoring would continue until student is three consecutive data points on or above the goal line. When students receive Tier 2 intervention and score six consecutive data points on or above the goal line, they are considered successful and will exit Tier 2. Once this occurs, the classroom teacher may need to provide additional support to ensure the child meets with classroom success in the absence of Tier 2 intervention. Students not responding to Tier 2 interventions will increase to weekly progress monitoring prior to moving to Tier 3 interventions (Appendix C). At minimum, the classroom teacher will progress monitor the student every week for six weeks to ensure success. The following is the Lyncourt Progress Monitoring Plan:

Tier 1-All Students

Pre-Kindergarten: Oral Counting & Letter Naming Identification once per month

Kindergarten: Oral Counting & Letter Naming Identification every 2 weeks

First Grade: Number Identification & Letter Sound Identification every 2 weeks

Second Grade: MCAP every 2 weeks, MAZE beginning in 3rd marking period

Third-Eighth Grade: MCAP & MAZE every 2 weeks

Tier 2-Students Below or Well-Below Grade Level (in addition to Tier 1 progress monitoring)

Kindergarten & First Grade: 1 additional TEL or TEN sub test based, on student results, every 1- 2 weeks

Second Grade-Eighth Grade: MCOMP and/or Reading CBM every 1-2 weeks

Tier 3-Students Well-Below Grade Level & Not Response to Interventions (in addition to Tier 1 progress monitoring)

Kindergarten & First Grade: 1 additional TEL or TEN sub test based, on student results, every week

Second Grade-Eighth Grade: MCOMP and/or Reading CBM every week

Lyncourt School's process to determine if a student responds to scientific, research-based instruction shall include the following: (a) instruction matched to student need with increasingly intensive levels of targeted intervention and, (b) 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 [8NYCRR §100.2(ii)(1)(iii)]. We have a variety of intervention materials that are academically appropriate for students receiving Tier 1, Tier 2, or Tier 3 intervention services.

RtI Tiered System

The RtI model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Rate of progress over time is used to make important educational decisions. Intervention fidelity is critical to the integrity of an RtI model. Intervention fidelity refers to delivering instruction in the way it was designed to be delivered. If students are not making progress after receiving an intervention with fidelity, the intervention may be customized by adding research-based practices and must be approved by the Data Inquiry Team, a district literacy coach, or the building principal. Although the instruction and interventions encompassing the RtI model may involve many different levels of intensity and individualization, they are usually considered to fall within the following three broad, fluid tiers:

Tier 1-Core Instruction

This primary tier involves the general education population (all students). Our Tier 1 model includes a 90 minute uninterrupted literacy block with supplemental practice and classroom-based instruction with interventions provided to students in need of additional help (Appendix C). Interventions that align with the National Reading Panel's five Pillars of Literacy (Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary) are shared with teachers at monthly C.A.R.E. Team meetings and on the district website. Teachers may slightly vary instructional routines or groupings to accommodate a Tier 1 student who is not meeting grade level expectations. These students are progress monitored by their classroom teacher to assess their response to intervention. Students who do not show positive response with Tier 1 intervention should be brought to the district C.A.R.E. Team (Child-Assessment-Response-Evaluation), which serves as the District Data Inquiry Team (Appendix B).

Tier 2-Strategic Interventions

In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to the Tier 1 interventions (Appendix E). These interventions are typically discussed with the C.A.R.E. Team. Interventions are designed to be implemented immediately and are intended to be short term. However, the duration of intervention will vary depending on student performance. There is no specific time limitation for a student to be in Tier 2. Students may remain in place as long as data indicating strong rate of progress continues to be acquired.

Tier 2 intervention will typically be small groups of supplemental instruction. These supplemental instructional interventions will be provided in addition to Tier 1 instruction. Our Tier 2 intervention will focus on the areas of student need or weakness that are identified in the screening, or in a diagnostic assessment. Students will often be grouped according to instructional need. Our 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. Selection criteria will be monitored by the district data team. Students who respond to Tier 2 supplementary instruction may move back to Tier 1 if no other goals are needed. Students not responsive to Tier 2 supplementary instruction move to Tier 3.

Tier 3-Intensive Interventions

This level is characterized by intensive intervention that is increased in frequency, intensity, and duration based on targeted assessment results. Tier 3 interventions (Appendix C) are supplemental to Tier 1. Tier 3 students will be progress monitored at least once a week. If these interventions are effective, a student can move back to Tier 2. If continued interventions are not effective at Tier 3, the C.A.R.E. Team will meet to discuss the referral of the student (Appendix D) to the Committee for Special Education (CSE).

Parent Notification

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires intervention services beyond that provided to all students and begins receiving Tier 2 intervention services, parents must be notified in writing. Parents will receive quarterly data-based documentation of student progress. This is consistent with section 200.4(j) of the Regulations of the Commissioner of Education.

Parents will be notified 3 times per year regarding their child's benchmark performance on Houghton Mifflin and AIMS Web fall, winter, and spring assessments. This notification (Appendix F-AIMS Web) will be provided to parents of all students, as part of Tier 1 assessments. Progress monitoring data for students in Tiers 2 and 3 will also be provided quarterly, at the end of each 10 week marking period. In addition, all parents in the Lyncourt Union Free School District will receive notice of an annual Response to Intervention presentation, to be held within the six weeks of the school year. At this presentation, RtI regulations will be reviewed with parents, along with the process for qualifying and exiting the system.

Professional Development

Pursuant to New York State regulations, the Lyncourt Union Free 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. [8 NYCRR §100.2(ii)]. In order to meet these requirements, kindergarten through eighth grade academic teachers will meet a minimum of 6 times per school year with district administrators to discuss and review appropriate interventions and research-based strategies to support student learning. The District Data Coordinator in collaboration with the building principal will provide on-going, high-quality professional development for all instructional and supervisory staff. They will address multiple facets of RtI and Data Driven Instruction with a particular focus on research-based reading and math interventions. Professional development formats typically include: multi-day trainings, short workshops, professional book clubs, model lessons, and classroom coaching.

In addition to district leaders, highly knowledgeable outside consultants through Onondaga-Cortland-Madison BOCES may be retained to provide on-going, high-quality professional development in specific technical and/or procedural aspects of RtI and high quality instruction. Teachers will also be provided opportunities to attend periodic professional development trainings that support implementation of Response to Intervention regulations and/or are in line with the district's Strategic Plan.

Data-Driven Instruction

The Lyncourt School C.A.R.E. and District Assessment Teams (D.A.T.) will meet at the beginning of each school year to review the selection criteria for kindergarten-second grade reading intervention (Appendix F) and the district's assessment plan for the school year. Grade level teacher teams will meet with the C.A.R.E. Team following each of the three benchmarks to review student data and to develop progress monitoring plans. In between these benchmark meetings, grade level teams will also meet with the building principal once per month and the C.A.R.E. Team an additional three times per year, to specific instructional strategies and differentiation plans for improving student achievement.

Conclusion

It is important for all stakeholders to remember that Response to Intervention is an instructional concept and the framework for classroom instruction, as opposed to an additional teaching method. Close communication with parents and the C.A.R.E. Team (Data Inquiry Team) is a driving factor for successful implementation of the RtI plan. Teachers and administrators should strive for fidelity when working with RtI. Therefore, proper and appropriate selection of interventions, as well as their frequency and intensity of implementation is required. Analysis of data is crucial in the identification of the problem area, intervention selection, and progress monitoring. When implemented with fidelity, the end result of RtI will be increased early intervention opportunities, increased success in academics and more accurate identification of students with learning disabilities.

Appendix A

Lyncourt Union Free School District Benchmark Assessments

Houghton-Mifflin Benchmark Assessments:

- Word Parts
- Beginning Sound
- Letter Recognition
- Word Knowledge
- Listening Comprehension
- Oral Counting
- Number Identification

AIMS Web Benchmark Assessments:

Test of Early Literacy (TEL): Grades K- early 1st

- Letter Sound Fluency
- Letter Naming Fluency
- Phoneme Segmentation Fluency (Winter & Spring only)
- Nonsense Word Fluency (Spring only)

Test of Early Numeracy (TEN): Grades K- early 1st

- Oral Counting
- Missing Number
- Number Identification
- Quantity Discrimination

Reading-CBM: Grades 2-8

- Standard Oral Reading Fluency Assessment Passages

MAZE: Grades 2-8

- Standard Reading Comprehension Assessment Passages (2nd grade Spring only)

Math Concepts and Applications (M-CAP): Grades 2-8

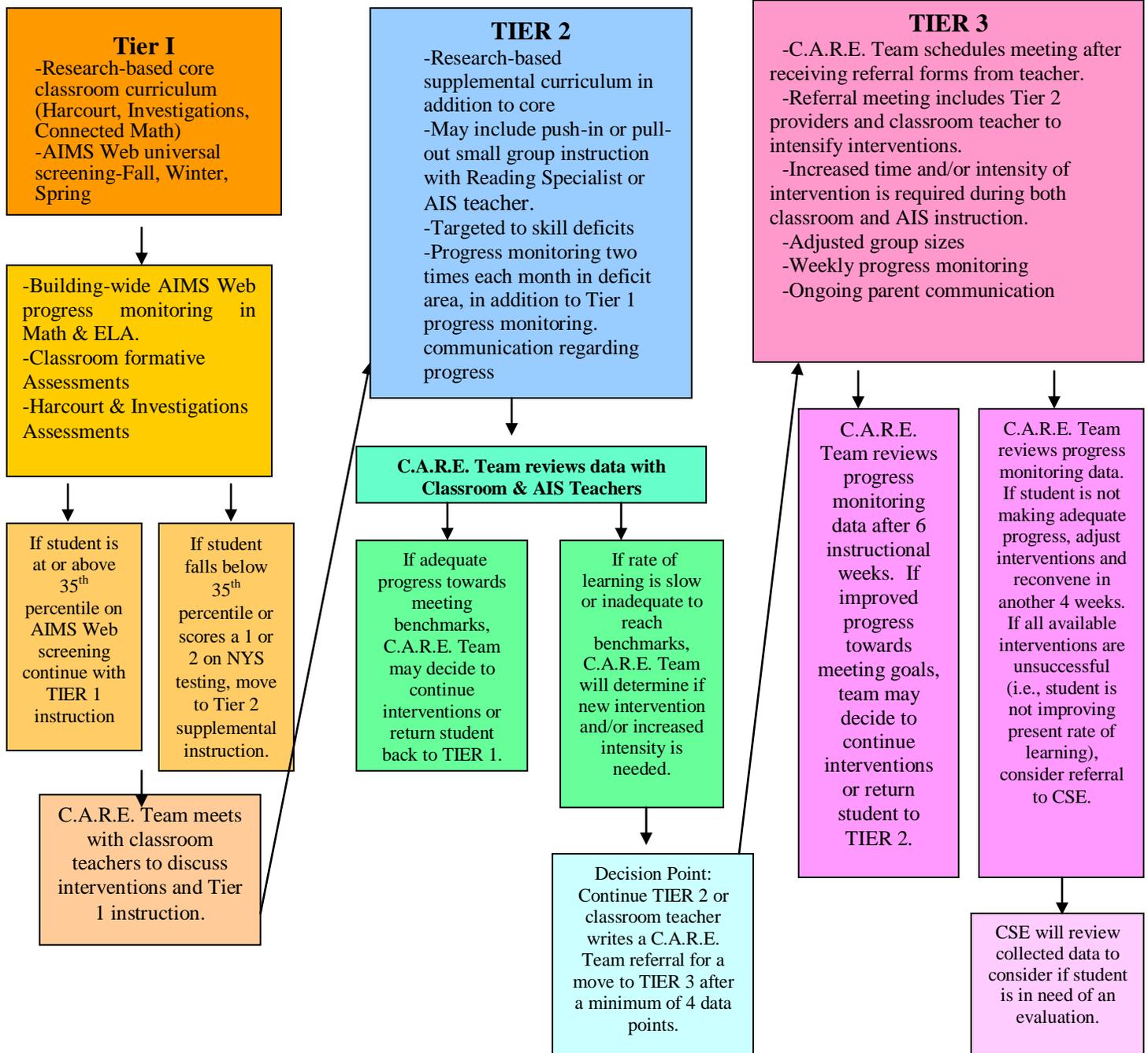
- General Mathematics problem-solving skills

Math Computation (M-COMP): Grades 1-8

- Math Computation Probes (1st grade Spring only)

Appendix B

C.A.R.E. Team – Response to Intervention (RtI) Flow Chart



Appendix C

Tier 1: Research-Based Learning *Core Instruction for All Students*

- | | | |
|--|--------------------------------|-----------------------------|
| -Harcourt: Story Town/Houghton-Mifflin | -IXL Math | -Lucy Calkins Writing |
| -Investigations Math | -Leveled/Guided Reading Groups | -Differentiated Instruction |
| -Peer Tutoring/Cooperative Groups | -Progress Monitoring | -AIMS Web |
| -Thinking Maps/Graphic Organizers | -Flexible Grouping | -Handwriting Without Tears |
| -Classroom Behavior Plans | -Brain Gym & Tai Chi | -Raz-Kids |
| -Leveled Readers (Reading Room) | -Teacher Modeling/Think-Aloud | -P.B.I.S. |
| -Student Goal-Setting | -Parent-School Communication | -Responsive Classroom |
| -Sight Word Practice & Writing | -Reading & Vocabulary A-Z | -Daily 5 |

Tier 2: Needs-Based Learning *Supplemental Instruction for Students at-risk*

- | | | |
|----------------------------------|-------------------------------------|---------------------------------|
| -EAS/Homework Hall | -After-school tutoring | -P.A.W.S. |
| -C.A.R.E. Referral Team | -LLI | -Wilson/Fundations |
| -Touch Math | -Mentoring | -HELPS Reading Fluency |
| -ESL/ELL services | -Tier 1 instruction (2:1 groupings) | -Road to the Code |
| -Functional Behavior Assessments | -Letter Intervention Groups (K) | -Additional Progress Monitoring |
| -AIS/Remedial Math Services | -Road to Reading | -Intervention Flow-Charts |

Tier 3: Intensive Intervention *Individualized Instruction*

- Tier 2 Interventions (1:1)
- Individualized Behavior Plan/FBA
- Weekly Progress Monitoring
- Speech and Motor Therapies
- Adapted Physical Education
- Discrete Trial/Verbal Behavior-Based Learning

Lyncourt School Response to Intervention Pyramid



2014-2015

District Assessments

- Houghton-Mifflin (Pre-K)
- Reading CBM
- MAZE
- MCOMP & MCAP
- Test of Early Literacy
- Test of Early Numeracy

Appendix D

Lyncourt Union Free School District



C.A.R.E. Team Initial Referral Form

Student Name: _____ **Teacher's Name:** _____

Grade: _____

Reason(s) for referral: (check all that apply)

- Oral Reading (Accuracy-Phonemic Awareness, Phonics/Decoding, Sight Words)

List Intervention Guide Strategy used: _____

- Oral Reading (Sight Words)

List Intervention Guide Strategy used: _____

- Oral Reading (Fluency/Expression)

List Intervention Guide Strategy used: _____

- Reading Comprehension (Retelling-Summarizing, Sequencing, Main Idea/Details)

List Intervention Guide Strategy used: _____

- Reading Comprehension (Higher Order Thinking-Prediction, Interpretation, Reflection)

List Intervention Guide Strategy used: _____

- Written Expression (Spelling/Encoding, Organization/Focus, Language Conventions)

List Intervention Strategy used: _____

- Mathematics (Computation, Number Sense, Fact Fluency)

List Intervention Strategy used: _____

- Mathematics (Application & Problem Solving)

List Intervention Strategy used: _____

- Behavior (Work habits, social skills and interactions, compliance with code of conduct)

List Intervention Strategy used: _____

List results of attempted strategies listed above.

| <u>Intervention/Strategies</u> | <u>Beginning-Ending Dates</u> | <u>Results</u> * Attach Work Samples |
|--------------------------------|-------------------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

List results of parent contact regarding above referral.

| <u>Date</u> | <u>Form of Communication</u> | <u>Details of Discussion</u> |
|-------------|----------------------------------|------------------------------|
| | | |
| | | |
| | | |
| | | |

Parent response to initial referral:

***Please submit this form to Amy Rotundo electronically to initiate referral process**

Lyncourt Union Free School District
Tier 2 – C.A.R.E. Discussion Log



Student's Name _____ Date _____

Teacher's Name _____ Grade _____

C.A.R.E. Team Members Present (Signatures Required):

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Area(s) of Concern (Be specific):

Recommendations from Discussion Members:

***After meeting, classroom teacher to contact parent within one school day.**

Appendix E

Tier 2 Reading Intervention Selection Criteria

Grade K-5

Lyncourt Union Free School District



Fall

Kindergarten:

1. LNF 45th Percentile & Below
2. LSF 45th Percentile & Below

1st Grade:

1. LSF 45th Percentile & Below
2. PSF 45th Percentile & Below
3. NWF 45th Percentile & Below

2nd Grade:

1. R-CBM 45th Percentile & Below
2. Text Level Below I*

3rd Grade:

1. R-CBM 45th Percentile & Below
2. MAZE 45th Percentile & Below
3. Text Level Below M*

4th/5th Grade:

1. R-CBM 45th Percentile & Below
2. MAZE 45th Percentile & Below
3. NYS ELA Score Below 3

Winter

Kindergarten:

1. LNF 45th Percentile & Below
2. LSF 45th Percentile & Below
3. PSF 45th Percentile & Below

1st Grade:

1. LSF 45th Percentile & Below
2. PSF 45th Percentile & Below
3. NWF 45th & Below
4. Text Level Below E

2nd Grade:

1. R-CBM 45th Percentile & Below
2. Text Level Below K

3rd Grade:

1. R-CBM 45th Percentile & Below
2. MAZE 45th Percentile & Below
3. Text Level Below O

4th/5th Grade:

1. R-CBM 45th Percentile & Below
2. MAZE 45th Percentile & Below
3. NYS ELA Score Below 3

*=From previous year Spring score.

| Percentile | R-CBM | MAZE, LNF, LSF, & NWF |
|------------------------------------|-------|-----------------------|
| 10 th & Below | 10 | 4 |
| 11 th -24 th | 8 | 3 |
| 25 th -35 th | 6 | 2 |
| 36 th -45 th | 4 | 1 |

| Text Level | | NYS ELA Score | |
|------------|---|---------------|---|
| 3 Below | 3 | 1 | 3 |
| 2 Below | 2 | 2 | 2 |
| 1 Below | 1 | 3 | 0 |
| On level | 0 | | |

Student Scoring Table

Name: _____

| <u>AIMS Web</u> <u>Test:</u> | <u>Point</u> <u>Value:</u> | <u>Text</u> <u>Level:</u> | <u>Point</u> <u>Value:</u> | <u>NYS</u> <u>ELA:</u> | <u>Point</u> <u>Value:</u> |
|---------------------------------|-------------------------------|------------------------------|-------------------------------|---------------------------|-------------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal: | | | | | |

Total Score: _____

Appendix F

Dear Parents and Families,

Enclosed is your child's Fall AIMS Web benchmark report. The purpose of this report is to inform you about your child's performance on our district reading and math assessments. The AIMS Web assessments measure how your child is performing compared to grade level expectations, in order to help their teacher plan instruction. The type of report enclosed is called a *Box and Whisker Plot*. We have included an information sheet to help you interpret your child's results.

All students in grades 2-8 are assessed in reading fluency, using the AIMS Web Reading CBM. Students in grades 3-8 are assessed in comprehension, using the AIMS Web MAZE assessment. Kindergarten and first grade students are assessed using the Test of Early Literacy (TEL).

All students in grades 2-8 are assessed in math computation and applications, using the AIMS Web Mathematics Concepts and Applications (M-CAP) and Mathematic Computation (M-COMP) assessments. Kindergarten and first grade students are assessed using the Test of Early Numeracy (TEN).

These levels in reading and math are used to provide the best instruction to your child in all school settings and to measure their academic progress. If you have any questions on your child's results, please feel free to contact their classroom teacher.

Sincerely,

Kimberly A. Davis
Principal

Amy Rotundo
Data Coordinator

