

Response to Intervention Plan of Implementation

Franklin Square UFSD



Board of Education
July 2021

Franklin Square UFSD Response to Intervention Program

Components

- I. Appropriate Instruction
- II. Pre-Assessment and Screening of All Students
- III. Instruction Matched to Student Need
- IV. Progress Monitoring (Ongoing Assessment of Student Achievement)
- V. Applying Student Information to Make Educational Decisions
- VI. Notification to Parents
- VII. Structure and Components of RTI program
- VIII. Staff Development
- IX. RTI Use in Determining Learning Disability

I. APPROPRIATE INSTRUCTION

Appropriate instruction in the Franklin Square Schools begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

Reading is the core of the Franklin Square RTI program. Instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

Literacy instruction in K-6 classrooms provides for uninterrupted blocks of instruction daily. Both the *Superkids* and McGraw-Hill *Reading Wonders* programs provide a foundation for developing the literacy skills in phonics, vocabulary, fluency, comprehension, grammar and writing. Skills are further developed through small group guided reading instruction targeted to each student's instructional reading level.

The block of reading time varies with the grade level. Grades K-2 have a minimum of ninety minutes of literacy instruction plus an additional forty-minute guided reading block. Grades 3-6 have a minimum of sixty minutes of literacy instruction each day plus an additional forty-minute guided reading block twice a week.

Instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

The *Go Math* Series developed by Houghton Mifflin is the foundation of the Franklin Square Schools K-6 mathematics instruction. Instruction in math follows the New York State Common Core Standards and is organized by domains and grouped by standards within clusters. Instruction is rigorous with the application of higher order thinking skills aligned with college and career expectations. A minimum of sixty minutes of time is spent on mathematic instruction each school day.

Appropriate behavioral supports and intervention is evidenced by a positive behavioral approach which emphasize prevention to both reduce problem behavior and improve academic performance.

The district fosters culturally responsive instruction which uses the cultural knowledge, prior experiences, performance styles and strengths of students' diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

Developing competence in the language and literacy of instruction is cross-curricula.

The district provides appropriate instruction for limited English proficient/English language learners.

The same basic requirements for implementing RTI with all general education students applies to situations in which cultural and linguistic diversity may be a factor: screening, progress monitoring, qualified instructors (for reading/literacy and content areas, including instructors providing English language arts).

Quality Indicators for Appropriate Instruction in the Franklin Square UFSD

- Research/evidence-based instruction that has shown to be effective is provided to all students.
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies with small group reading sessions at students' instructional reading level.
- Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
- Curriculum is aligned to the State learning standards and grade level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure consistency of implementation.
- Instructional strategies/programs are implemented district-wide.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

II. PRE- ASSESSMENT AND SCREENING OF ALL STUDENTS

Students are initially screened before entering kindergarten in the Franklin Square Schools, using the Kindergarten Readiness Test. Performance on this assessment allows the district to plan for and provide academic assistance to “at-risk” students. However, this year, due to limitations put forth by the COVID-19 crisis, in person screenings were not completed. A parent survey was completed by parents of incoming kindergarten students.

Once a student enters kindergarten in the Franklin Square School District, the student is assessed in literacy, three times a year (in September, January, June) using the STAR Early Literacy Test, as well as, the Developmental Reading Assessment (DRA) twice a year (in September and June). At-risk students who receive reading instruction in a small group reading setting with a licensed literacy specialist are tested annually with the DRA and are administered the STAR Early Literacy Test a minimum of three times per year (September, January and June).

Students in Grades 1-6 are assessed in literacy and math three times a year using the STAR Reading Test and STAR Math Test. Two times a year, students are assessed in reading using the Developmental Reading Assessment (DRA) in Grades 1-6. At-risk students who receive reading instruction in a small group reading setting with a licensed literacy specialist are tested three times a year with the DRA. The STAR Reading and Math Tests are administered to at-risk students a minimum of three times per year.

Students in kindergarten and Grades 1 and 2 receive summative End of Year Tests in ELA and mathematics.

All K-6 students are administered the *Go Math* Unit Skills Tests in mathematics every four weeks and *Go Math* Benchmark Tests at the completion of each Common Core Domain.

Students in Grades 3-6 are administered the New York State Assessment exams in ELA and mathematics once a year.

Uniform cut points defined in the District’s AIS Plan (Academic Intervention Services), are used to identify “at-risk” students.

Students scoring 75% or below on unit skills and benchmark tests, as well as End of Year Tests, are deemed to be at-risk. Students in kindergarten who fail to achieve weekly Benchmarks are deemed to be at risk.

Students scoring below grade level on the STAR Reading and Math Tests are deemed to be “at-risk”.

Students scoring in Levels 1-2 on the New York State Tests are deemed to be “at-risk”.

Students who are identified as “at-risk” using the district’s universal screening tests receive at least five weeks of weekly monitoring of the student’s response to the core instructional program. Evidence of poor rates of improvement after receiving appropriate instruction over five to eight weeks in core instruction, determines the need for supplemental intervention.

The district uses grade level and building wide teams to review screening results to determine what changes or interventions are appropriate for the students identified.

The district analyzes screening data to determine the effectiveness of the core curriculum and instruction and the areas in which professional development may be needed. If more than 20 percent of all students in a class or grade are not achieving or making adequate progress toward established benchmarks, an evaluation of the curriculum and instructional program is begun.

The Franklin Square School District subscribes to Nassau BOCES Data Warehouse. This service affords administrators and teachers the opportunity to review student performance through a detailed analysis of student’s responses on the New York State Assessments in Grades 3-6.

Parents of all students are notified of school-wide screening results. In addition, parents of students at Level 2 or below, who are identified as at-risk and who will be provided supplemental intervention, must receive written notification which includes the:

- amount and nature of data that will be used to monitor a student’s progress;
- strategies to increase the student’s rate of learning; and
- parent’s right to refer the student for special education services.

Parent notification of school-wide district screening is provided by letter mailed to the home.

III. INSTRUCTION MATCHED TO STUDENT NEED

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the Franklin Square School District multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs.

Tier 1 is the core instructional program provided to all students by the general education classroom teacher. Research-based instruction and positive behavior intervention and supports are part of the core program. A Franklin Square School District core program (Tier 1) includes:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90-minute block of instruction in reading.

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Students are often grouped according to instructional need.

Tier 2 intervention takes place in the general education classroom as well as in the reading classroom.

In Tier 2, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1.

Progress monitoring occurs more frequently in Tier 2.

The length of time a student spends in the second tier of intervention will vary from approximately nine to 30 weeks, depending on such factors as the skill set to be learned, rate of student's progress, or whether the student is making adequate progress.

Tier 2 intervention materials in mathematics are contained in the *Go Math* series. Review, refocus and hands-on instruction in a small group within the classroom setting are the foundation of Tier 2 instruction.

Tier 2 intervention material in English language arts are contained in the *Reading Wonders* program as well as in the leveled reading materials contained in the literacy closet of each school. Direct and small group instruction within the classroom, within the guided reading groups and through participating in the District's remedial reading program are the foundation of Tier 2 ELA intervention. All students in Tier 2 receive small group instruction in the classroom and guided reading groups. Additionally, some Tier 2 students receive remedial reading support provided outside the classroom with a literacy specialist.

Tier 3 intervention is provided for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. This tier provides greater individualized instruction in a small group setting with individualized instruction for forty minutes, a minimum of three times per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention.

When a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents are notified in writing of the:

- amount and nature of data that will be collected and the general education services that will be provided;
- strategies to increase the student's rate of learning.

When a student begins receiving Tier 3 intervention, parents are notified in writing of the:

- amount and nature of data that will be collected and the general education services that will be provided;
- strategies to increase the student's rate of learning; and
- parent's right to request an evaluation for special education programs and/or services.

Table: Description of Critical Elements in the Franklin Square School District Three-Tier RTI Model

The following table outlines the essential features of the Franklin Square School District's three-tier model of RTI including suggested ranges of frequency and duration of screening, interventions and progress monitoring.

| Elements | Tier 1 Core Curriculum and Instruction | Tier 2 Supplemental Instruction | Tier 3 Increased Levels of Supplemental Instruction |
|---|---|---|--|
| Size of instructional group | Whole class grouping | Small group instruction (3-5 students) | Individualized or small group instruction (1-2 students) |
| Mastery requirements of content | Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring | Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress 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, but no less than once every two weeks | Varies, but more continuous and no less than once a week |
| Frequency of intervention provided | Per school schedule | Varies, but no less than three times per week for a minimum of 20-30 minutes per session | Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session |
| Duration of intervention | School year | 9-30 weeks | A minimum of 15-30 weeks |

IV. PROGRESS MONITORING ONGOING ASSESSMENT OF STUDENT ACHIEVEMENT

Progress monitoring is the practice of evaluating student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff in the Franklin Square School District to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.

Students are initially screened before entering kindergarten in the Franklin Square Schools, using the KINDERGARTEN READINESS TEST. Performance on this assessment allows the district to plan for and provide academic assistance to "at-risk" students.

Once a student enters kindergarten in the Franklin Square School District, the student is assessed in literacy, three times a year (in September, January, June) using the STAR Early Literacy Test, as well as, the Developmental Reading Assessment (DRA) twice a year (November, June). At-risk students who receive reading instruction in a small group reading setting with a licensed literacy specialist are tested regularly using progress monitoring tools..

Students in Grades 1-6 are assessed in literacy and math three times a year using the STAR Reading and STAR Math Tests. At-risk students who receive reading instruction in a small group reading setting with a licensed literacy specialist are tested regularly using progress monitoring tools. The STAR Reading and Math Tests are administered to at-risk students a minimum of once a month.

Students in kindergarten and Grades 1 and 2 receive a summative End of Year Test in ELA and mathematics.

All students in Grades 1-6 are administered the *Go Math* Unit Skills Tests in mathematics every four weeks and the Tests at the completion of each Common Core Domain.

Students in Grades 3-6 are administered the New York State Annual Assessment exams in ELA and mathematics each year.

Uniform cut points defined in the District's AIS Plan (Academic Intervention Services), are used to identify "at-risk" students.

Students scoring 75% or below on unit skills and tests, as well as End of Year Tests, are deemed to be at-risk.

Students scoring in Levels 1-2 on the New York State tests are deemed to be “at-risk”.

Students scoring below grade level on the STAR Reading & Math Tests are deemed to be “at risk”.

Data from progress monitoring in Tier 1 informs decision-making about classroom instruction once a student has been initially identified as “at-risk” by screening procedures, progress monitoring is used to determine the student’s progress in the general curriculum and confirm or refute initial screening results.

The purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual student’s responsiveness or lack of responsiveness.

Data from progress monitoring is used to direct student movement through tiers. Progress monitoring data obtained during the course of Tier 2 intervention is analyzed for level of performance and growth status. If student data reflects performance at or above benchmark, the student may return to Tier 1. If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier 2 intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier 2 intervention or movement to a Tier 3 intervention may be considered.

Benchmark is determined to be a minimum of 75% mastery.

Students whose performance on the Developmental Reading Assessment indicating an “at-risk” status will be tested monthly using the STAR instrument. At-risk status is determined to be a reading score six months below grade level.

The use of informal assessments during the course of instruction provides teachers with additional information on which to base instructional decisions.

Progress monitoring occurs not less than once every two weeks in Tier 2 and no less than once a week in Tier 3.

Quality Indicators for Progress Monitoring

- Progress monitoring of student performance occurs across all tiers.
- Teachers follow a designated procedure and schedule for progress monitoring.
- Measures are appropriate to the curriculum, grade level and tier level.
- Data from progress monitoring are documented and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.
- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.
- Staff receives training in the administration and interpretation of progress monitoring measures and the implications for instruction.

Checklist for Progress Monitoring – Tiers 1, 2 and 3

Tier 1

- ✓ Determine initial professional development needs and continuing professional development support.
- ✓ Implement a system of data collection and progress monitoring that includes determining both level and growth rate.
- ✓ Administer the progress monitoring measure frequently enough to assess a learner's responsiveness. At Tier 1, screening is three times a year, with routine monitoring weekly or twice weekly.
- ✓ Monitor results at the individual student level and make decisions about reasonable cut scores to determine movement to Tier 2 and beyond.
- ✓ Monitor results at the classroom level and make decisions about when teachers or instructional programs require more scrutiny and support.

Tiers 2 and 3

- ✓ Implement a system of data collection and progress monitoring that includes determining both level and growth rate.
- ✓ Within the relevant area of focus for the intervention, review the progress monitoring measure or tool selected for Tier 2 and beyond to determine whether content is aligned with the intervention.
- ✓ Administer the progress monitoring measure frequently enough to assess a learner's responsiveness. At Tier 2, no less than once every two weeks. At Tier 3, no less than once a week.
- ✓ Organize results to provide a profile of the student's progress within this tier. STAR Reading and Math contain data in both table and graph format.
- ✓ Monitor results to determine whether a student is responding to the intervention.
- ✓ Develop decision rules about when to return a student to Tier 1, when to continue with Tier 2 and beyond, and whether further scrutiny of student performance for special education is warranted.

V. APPLYING OF STUDENT INFORMATION TO MAKE EDUCATIONAL DECISIONS

Initial screening and progress monitoring data inform decisions about the level and type of interventions needed to help individual students make progress. The Franklin Square School District implements small group interventions using either a standard-protocol or a problem-solving model or a combination of the two. Both models utilize multi-tiered approach, universal screening, progress monitoring a team structure to organize and analyze student performance using progress monitoring data.

STANDARD PROTOCOL MODEL

The standard protocol model involves research-validated intervention for a specific amount of time, duration and frequency (minutes per day, days per week, and number of weeks) with small groups of students having similar needs.

PROBLEM-SOLVING

The problem-solving model involves an in-depth analysis of skill deficits and instructional and environmental variables that compromise a student's reading and mathematics performance.

The Franklin Square School District has developed instructional support teams to assist teachers in providing supports and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students. The team utilizes:

- A prescribed research-based intervention protocol;
- Progress monitoring to guide instruction; and
- a standard format for data gathering and presentation when reporting the impact of an intervention rather than the use of anecdotal information.

Sufficient time is needed to determine if the intervention is going to work. The frequency, duration and intensity of interventions are based upon student performance data, and not solely on a specified period of time.

Student-specific factors are considered when determining interventions for individual students, including but not limited to:

- Age of student
- Frequency of intervention
- Extent of gap in achievement
- Trend data including variability and level of data
- Focus of intervention

DECISION RULES

Criteria for decision making, the Franklin Square School District has been established to determine when:

- students are not responding adequately to instruction and need supplemental intervention;
- students are responding adequately to instruction and no longer need supplemental intervention;
- an intervention may need to be changes; and/or
- a student may need a referral for special education services to determine if a student's learning difficulty is the result of a disability.

If a student has not made adequate progress in attaining grade-level standards after an appropriate period of time when provided with instruction utilized in the district's RTI framework, the school district must make a referral and promptly request parental consent to evaluate the student to determine if the student needs special education services and programs.

Quality Indicators for Data-Based Decision Making

- **Criteria are established to determine which students will be identified as "at-risk" based upon screening.**
- **Progress monitoring tools are identified indicating what skills will be measured and what types of data will be collected.**
- **How long an intervention should be provided (number of data points needed) is determined before a decision is made about whether the student has or has not responded.**
- **Number of data points needed to determine responsiveness to instruction is selected.**
- **Frequency of data collection is determined for each tier.**
- **The minimum level of progress needed that would signify the student's responsiveness to intervention is determined.**
- **Criteria or decision rules that determine a student's movement between levels of intervention are determined.**
- **The district has established criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for special education evaluation is made.**
- **Determinations are made as to when and what specific data and information will be provided to students' parents.**

VI. NOTIFICATION TO PARENTS

In the Franklin Square School District parents are notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom in an RTI process. Parents are specifically notified in writing:

- how much and what kind of information (data) the school will collect to monitor the student's progress;
- the nature of the intervention/instructional support the student will receive; and
- the parent's right to request an evaluation for special education services.

Parent notification of school-wide district screening is provided by letter mailed to the home.

The Franklin Square School District has established procedures for notifying parents of the RTI process to meet these requirements, including but not limited to, procedures for:

- determining standard procedures define the method for written parental notification;
- the manner and frequency of parent and staff communication; and
- the manner and frequency in which progress monitoring data will be provided to parents.

VII. STRUCTURE AND COMPONENTS OF RTI PROGRAM

The Franklin Square School District RTI model consists of three tiers.

Tier 1 Progress monitoring over time which displays individual students' growth over a 9-12-week period of time. Data is collected, students are identified using math benchmark, unit skills tests, STAR Reading and Math reports and DRA scores. The classroom teacher determines and utilizes scientifically based classroom interventions, (i.e., differential instructional practices and strategies). Students are given small group and individual instruction within the classroom setting.

Tier 2 Based upon progress monitoring students who are not making adequate progress enter tier II. In Tier II students receive ELA interventions beyond those of general education instruction. A literacy specialist provides small group (4-5 students) instruction three times per week for 40 minutes. Classroom small group instruction continues with benchmark, unit skills and DRA test monitoring.

Tier 3 Instruction is provided to small groups or individual students by a special education teacher. More intense intervention and progress monitoring is required.

Universal Screening Tools

Go Math Tests at 75% level or above
 Developmental Reading Assessment @ grade level
 STAR Reading Test
 STAR Math Test
 DRA
 Wonders Reading Program Benchmark Tests

Instruction Support Team

Each building has an instructional support team which is comprised of:

- Principal and/or assistant principal
- reading teacher(s)
- K-3 representative(s)
- 4-6 representative(s)
- Special Education Teacher(s)
- Behavioral Specialist
- psychologist
- classroom teacher of at-risk student
- OT/PT

Not every member needs to be present at every meeting.

VIII. STAFF DEVELOPMENT

Professional Development

A Professional Development committee meets over the course of the school year to plan staff development for the upcoming school year. The committee consists of:

- Superintendent
- Assistant Superintendent for Curriculum and Instruction
- Special Education Representative
- Principal
- K-6 classroom teacher(s)
- Special Area teacher(s)
- Parent

APPR

- Teacher Improvement Plan

The committee develops a Professional Development Plan which outlines the annual staff development that will be provided to all teachers. The plan is approved annually by the Board of Education at its June meeting.

The plan outlines goals that ensure all teachers are trained in the New York State Standards and Assessments.

The plan outlines strategies and teaching skills which are being targeted to give teachers the skills to enable all students to achieve by New York State Learning Standards.

The format for delivery of staff development will consist of:

- Superintendent Conferences Days
- BOCES Cooperative Staff Development Courses
- Released-time workshops for all teachers on a grade level delivered in District
- Released-time workshops for individual teachers delivered outside of the District
- After-school workshops as per teachers' contract
- In-Service courses offered in District for credit
- In-Service courses offered outside of District for credit
- Grade level articulation
- Summer curriculum writing workshops

IX. RTI USE IN DETERMINING LEARNING DISABILITY

In deciding of eligibility for special education, the CSE determines that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RTI helps to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics; and
2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RTI model; or
(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE; and
3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

While the data collected through an RTI process is used as part of a student's individual evaluation to determine if a student has a learning disability, it is not the sole source of information to make this determination. A student suspected of having a learning disability will receive a comprehensive multidisciplinary evaluation. The individual evaluation includes a variety of assessment tools and strategies including a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation.

The CSE prepares a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RTI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RTI program, strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

SUMMARY

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
 - The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
 - Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
 - Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RTI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RTI interventions participate in the CSE meeting to determine a student's eligibility for special education.

APPENDIX

Supporting Documents

Tier: _____

Date: _____

FSUFSD Behavioral Intervention Strategies Document

Student Name: _____ School/Grade Level: ____ Teacher: _____ D.O.B. _____

Targeted Behavioral Objective(*circle one*): **Appropriate Social Behavior** **Non-Disruptive Behavior**

Current Test Results: **DRA/Date** _____ **STAR Test/Date** _____

NYS ELA Test Results: **Gr. 3** ____ Scale Score ____ Level **Gr. 4** ____ Scale Score ____ Level

Gr. 5 ____ Scale Score ____ Level

Other Formative Test Results: Test Name/Date _____ Result _____

Test Name/Date _____ Result _____

Test Name/Date _____ Result _____

| Start Date/ End Date | Observed Behavior | Intervention Strategy | Frequency | Assessment Result/ Teacher Comments |
|-------------------------|-------------------|--------------------------|-----------|--|
| | | | | |
| | | | | |
| | | | | |

Notes: _____

Tier: _____

Date: _____

FSUFSD Math Intervention Strategies Document

Student Name: _____ School/Grade Level: _____ Teacher: _____

Targeted Math Skill(*circle one*): **Problem Solving, Arithmetic Skill and Fluency, Number Sense, Reasoning Ability, Concept Knowledge**

Current Test Results: DRA/Date _____ STAR Test/Date _____

NYS Math Test Results: Gr. 3 _____ Scale Score _____ Level _____ Gr. 4 _____ Scale Score _____ Level _____

Gr. 5 _____ Scale Score _____ Level _____

Other Formative Test Results: Test Name/Date _____ Result _____

Test Name/Date _____ Result _____

Test Name/Date _____ Result _____

| Start Date | Intervention Strategy | Group Frequency | Assessment/Date | AIS/Assessment Result*/ Teacher Comments |
|------------|-----------------------|-----------------|-----------------|---|
| | | | | |
| | | | | |
| | | | | |

Notes: _____

*Please show results as a ratio and a percent.

Updated 1/31/12

Tier: _____

Date: _____

FSUFSD ELA Intervention Strategies Document

Student Name: _____ School/Grade Level: _____ Teacher: _____

Targeted Reading Skill(*circle one*): **Phonics, Phonemic Awareness, Vocabulary Fluency, Comprehension**

Current Test Results: **DRA/Date** _____ **STAR Test/Date** _____

NYS ELA Test Results: **Gr. 3** Scale Score _____ Level _____ **Gr. 4** Scale Score _____ Level _____

Gr. 5 Scale Score _____ Level _____

Other Formative Test Results: Test Name/Date _____ Result _____

Test Name/Date _____ Result _____

Test Name/Date _____ Result _____

| Start Date | Intervention Strategy | Group Frequency | Assessment/Date | AIS/Assessment Result*/ Teacher Comments |
|------------|-----------------------|-----------------|-----------------|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

Notes: _____

*Please show results as a ratio and a percent.

DRA Reading Level
Class Assessment Roster
School Year _____

Teacher: _____ Grade Level: _____

Instructional Reading Level

| Student Name | September | | January | | June | |
|--------------|-----------|---------------------|---------|---------------------|------|---------------------|
| | DRA | Fountas/ Pinnell | DRA | Fountas/ Pinnell | DRA | Fountas/ Pinnell |
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Response to Intervention Cover Sheet

Student Name: _____ Grade: _____

Initial IST Meeting: _____ Teacher: _____

Tier 1 (4-6 weeks- short term targeted intervention)

Start Date:

Targeted Skills:

End Date:

IST Meeting Date:

Outcome:

Tier 2 (8-10 weeks- more intensive instruction; possibly add reading teacher support)

Start Date:

Targeted Skills:

End Date:

IST Meeting Date:

Outcome:

Tier 3 (intensify instruction – increase duration and frequency of intervention & lower student/teacher ratio; possible referral to CST)

Start Date:

Targeted Skills:

End Date:

IST Meeting Date:

Outcome:

STATEMENT OF ASSURANCES

School District: Franklin Square

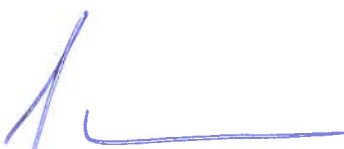
BEDS Code: 280217020000

SCHOOL DISTRICT RESPONSE TO INTERVENTION PLAN

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- The Response to Intervention Plan was adopted at a public meeting by the Board of Education.



Dr. Jared Bloom
Superintendent of Schools

7/8/21

Date