This manual is intended to serve as a guide for the Hewlett-Woodmere Public School District as they use the Tiered Approach of Intervention in Reading Instruction.

Response to Intervention (RtI)

A Practical Manual

2012-13

Acknowledgments

We would like to acknowledge the work of the following professionals who were instrumental in the development of the Hewlett-Woodmere Public School's Response to Intervention Plan.

The collaboration among administrators, general education teachers, special education teachers, and English as Second Language teachers helped to create a plan that is inclusive of all student learning needs.

The completion of this plan would not be possible without the direct vision, knowledge, and assistance of the following people:

Introduction

In 2010, the Response to Intervention (RtI) Committee comprised of administrators from the Office of Curriculum and Instruction, Office of Special Education, and the three elementary schools, general education teachers, special education teachers, and English as a Second Language teachers embarked on a journey to learn about RtI and to collectively develop a plan for student interventions and processes.

We have been fortunate to attend many conferences and Webinars pertaining to RtI. In addition, we have worked with varying consultants to gain a better sense of what RtI would mean for the students in Hewlett-Woodmere Public Schools. Our steady relationship with Teachers College Reading and Writing Project master staff developer and RtI guru, Janet Steinberg has been instrumental in the creation of our plan. We have had information sessions for teachers and parents around RtI and will continue to do so into the future.

Throughout the process, we examined our current state of interventions and our capacity to implement them with efficacy and fidelity and envisioned our desired state of interventions. These examinations have led to the recommendations for curriculum, instruction, assessment, and professional development. The RtI Committee will meet annually to review the plan and its recommendations for subsequent years.

The Hewlett-Woodmere Public Schools Shared Vision and Mission "are enduring guides to the Board of Education and the staff as they develop policy and regulations" geared toward educating the future for the future. The mission and vision will serve as a touchstone to build and expand upon specific goals and objectives. "The District recognizes the differences among its students and strives to help each youngster achieve intellectual, social, physical, and emotional growth" (HWPS Mission Statement and Vision, 2010).

Hewlett-Woodmere Public Schools

OUR CORE VALUES

Respect, Honesty, Responsibility, Integrity, Kindness/Compassion, Caring and Trust

OUR SHARED VISION

Hewlett-Woodmere Public Schools is a caring learning community dedicated to developing an individual's academic, artistic and athletic abilities, cultivating character and celebrating success.

This vision guides our choices and decisions as we create the future we desire for Hewlett-Woodmere Public Schools. In Policy #0001, the Board of Education has set forth its Mission Statement and Vision that will serve as the foundation of teaching and learning for the coming years.

HEWLETT-WOODMERE PUBLIC SCHOOLS   **Policy 0001**

MISSION STATEMENT AND VISION

The District's Mission and Vision are enduring guides to the Board of Education and the staff as they develop policy and regulations. In order for the mission and vision to be meaningful, they must not stand alone, but must be the foundation upon which we build our specific goals and objectives. These goals and objectives must be consistent with the District's Mission and Vision.

The Hewlett-Woodmere Public Schools strive to offer great breadth and depth in one of the most caring communities in the nation. We seek to develop the intelligences, potential, and interests of every child in our District. The 4 A's – Academics, the Arts, Athletics, and Activities – allow every child to be prepared not only to make a living, but also to live a high quality life.

SHARED VISION AND CORE VALUES

Hewlett-Woodmere Public Schools is a caring learning community dedicated to developing an individual's academic, artistic, and athletic abilities, cultivating character and celebrating success. The Core Values of Hewlett-Woodmere Public Schools include Respect, Honesty, Responsibility, Integrity, Kindness/Compassion, Caring and Trust.

The School District's primary mission is to provide a curriculum and a learning environment which are designed to maximize individual potential. At the same time, the District recognizes the differences among its students and strives to help each youngster achieve intellectual, social, physical and emotional growth. In addition to formalized courses, students are provided with opportunities and experiences to develop their intelligences and to facilitate their becoming responsible contributing members of society.

Therefore, we believe that the core subject areas of English, reading and language arts; mathematics; science; foreign languages; civics; government; economics; the arts; history; and geography should provide a firm foundation in basic skills and opportunities for expansive learning that includes vocational and career skills the District encourages through co-curricular activities and community service, in addition to purely academic pursuits, extending the learning of students.

Critical to success, the content areas of global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health and wellness will serve students in their futures. Learning and thinking skills, comprised of critical thinking and problem solving, communication, creativity and innovation, collaboration, contextual learning and information and media literacy are essential skills for all 21st century learners.

Information and communication technology (ICT) literacy supports students in learning how to think, to think critically, to solve problems, to use information, to communicate, to innovate and to collaborate. Life skills, the essential skills of leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility, must be explicitly taught and sustained throughout an individual's life.

Authentic assessment that measures understanding of the core subjects and the acquisition of the skills and competencies above is the essential foundation of a 21st century education. Performance-based assessment facilitates evidence of understanding and transfer. Both formative and summative classroom assessments should provide multiple measures of student achievement and growth over time.

We believe that Hewlett-Woodmere Public Schools can and should provide educational experiences for learners of all ages in our community. We actively promote and support intergenerational learning opportunities and experiences. We believe that a skilled, enthusiastic and caring staff and an appropriate physical environment are essential to the realization of the District's mission. We encourage an emotional environment which will challenge, support and nurture our children.

The District recognizes, cultivates, earns and appreciates the support of the larger community in the education of all children in the Hewlett-Woodmere Public Schools. "As the schools, so the community. And as the community, so the schools." We recognize that our schools and our community are vitally linked for the mutual benefit of our students, families and community members.

History of Response to Intervention

"Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading."

[8 NYCRR section 200.4(j)]

Although the term Response to Intervention (RtI) is relatively new to education circles in New York State, the concept is not. Rather, it has been developed over the past several decades. One of the major factors in the birth of RtI has been the widespread dissatisfaction with existing practices to identify and treat children with Learning Disabilities.

In 1975, Congress passed Public Law 94-142, the Education of all Handicapped Children Act. This historic legislation required that school districts proactively seek out and identify children with school-related disabilities and provide them with appropriate educational programs (Wright, 2007). As states interpreted the new law, most adopted some version of an IQ-achievement discrepancy approach to diagnose learning disabilities. However, there were many limitations to using such a measure, including the fact that using a discrepancy between IQ and achievement test scores to identify Learning Disabled (LD) students provides no useful information about what academic treatments or interventions, might benefit a student.

In 2004, Congress reauthorized the Individuals With Disabilities Education Improvement Act (IDEIA 2004) and included landmark language in that law to encourage schools to break free of their reliance on the discredited IQ-Achievement Discrepancy method for identifying Learning Disabilities (Wright, 2007). IDEIA 2004 gave schools the freedom to use the student's "response to scientific, research-based intervention" diagnostically as a prime indicator of whether the child has a Learning Disability. In sum, IDEIA 2004 was the impetus that paved the way for RtI to enter the doors of school buildings everywhere.

In April 2008, the New York State Education Department (NYSED) and the Office of Vocational and Educational Services (VESID) encouraged all school districts in New York State (NYS) to take timely actions to implement Response to Intervention (RtI). RtI is a multi-tiered, problem-solving approach that identifies general education students struggling to make benchmark with their grade-level peers. Effective July 1, 2012, all school districts in NYS must have an RtI process in place to determine if a student in grades K-4 is at risk of having a learning disability in the area of reading. The Hewlett-Woodmere School District has been proactive in including grade 5 and in including middle school support staff in training and information sessions.

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English Language Learners

(ELLs), by preventing smaller learning problems from becoming insurmountable gaps (NYSED memo, April 2008).

The overarching idea behind RtI is targeted instruction to expertly match each student's need based on a multi-tiered approach to instruction. By identifying struggling students early, educators can provide appropriate interventions to assist them in achieving grade-level benchmarks without falling too far behind their peers in Tier 1. For students who continue to struggle, they will receive more intensive instruction in a smaller group setting to accelerate their learning and enable them to catch up to the proficient readers in their class (Howard, 2009). RtI is based on the premise of being a preventative model and not a deficit model of education. Too often, students are waiting to fail in order to receive an intervention. This approach enables students to receive the appropriate supports before they are too far behind on grade level to catch up in a timely fashion. In a multi-tiered approach, instruction is tailored to meet the students' individual needs with increasingly intensive levels of targeted intervention and instruction.

An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

1. Defines RtI to minimally include:

    - **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means 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.

    - **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

    - **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.

    - **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.

    - 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.

    - **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 the:
        - amount and nature of student performance data that will be collected and the general education services that will be provided;

– strategies for increasing the student's rate of learning; and

– parents' right to request an evaluation for special education programs and/or services.

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:

    a. criteria for determining the levels of intervention to be provided to students,

    b. types of interventions,

    c. amount and nature of student performance data to be collected, and

    d. manner and frequency for progress monitoring.

3. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

Each of these components will be discussed in detail below as they have been interpreted and adopted by Hewlett-Woodmere Public Schools.

Definitions

Assessment Pro: a Web-based data platform that serves as a repository for student achievement on the Teachers College Reading Benchmark Assessments.

Benchmark: a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Core Reading Program: any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

Curriculum Based Measurement: an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data-based Decision Making: the process of using student data to determine the efficacy of instruction and/or intervention.

Differentiated Instruction: involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Fidelity of Implementation: refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

Progress Monitoring: an assessment process that entails the collection and analysis of student data to evaluate academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Rate of Progress: student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

Research-based instruction: involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Response to Intervention: school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognized as one of the research-based Contracts for Excellence allowable programs.

RtI Design Team: a collaborative and multi-disciplinary team whose major function is the planning and development of an RtI process in their respective building or district.

RtI Problem-Solving Team: a collaborative and multi-disciplinary team that meets on a regular basis for the purposes of (1) evaluating student data, (2) planning interventions, and (3) monitoring student response to intervention.

Tiered Instruction - an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

Tier 1: Effective, standards-based reading instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of 80% - 90% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all. **Core instruction should include whole class; small group; and individual student work.**

> **Teachers College Reading and Writing Project (TCRWP)**
> **Fundations (K-1; Grade 2*)**
> **Words Their Way**
> **Hewlett-Woodmere's Intervention Bank**
> **Common Core Learning Standards Driven**
> **TCRWP Reading Assessments**
> **On-Demand Writing**
> **Performance Assessments and Rubrics**

* For some grade 2 students who need more explicit phonics instruction than is provided in Words Their Way

Tier 2: Designed for students who are not making sufficient progress in Tier 1 and is offered in addition to Tier 1. Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1 for 9 – 12 weeks. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide a minimum of 20 –30 minutes per session a minimum of 3-4 times per cycle by trained, knowledgeable and skilled school personnel. Tier 2 should include small-group strategy instruction.

> **Leveled Literacy Intervention (LLI)**
> **Benchmark Assessment System (BAS)**
> **Fundations Double Dose**
> **Hewlett-Woodmere's Intervention Bank**
> **Early Reading Inventory (ERI)**

Tier 3: Designed for students who are not making sufficient progress in Tier 2 and is offered in addition to Tier 1. Supplemental, individualized and customized intervention provided to students in a smaller group format (1:1 or 1:2) and delivered with greater frequency and duration (4 times per cycle, minimum of 30- 60 minutes daily). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student needs and provided by a highly trained, knowledgeable, and skilled educator. Students remain in Tier 3 for 3 – 6 months prior to the referral process.

> **Wilson Reading System (WRS)**
> **LLI and BAS**
> **Hewlett-Woodmere's Intervention Bank (supplement only)**
> **Early Reading Inventory (ERI)**
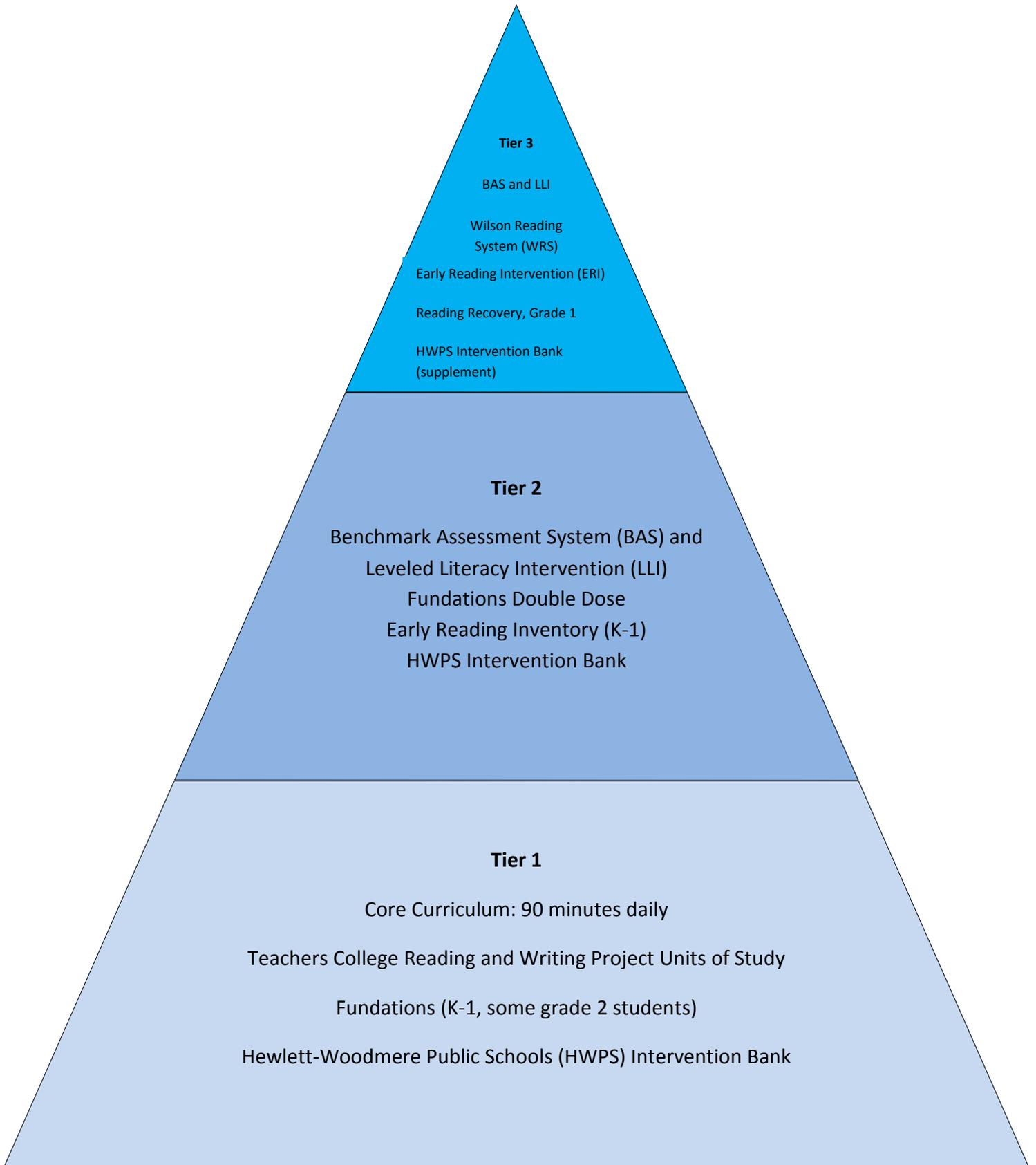> **Reading Recovery at FECC, grade 1 ONLY**

Universal Screening—an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of four times per year (fall, winter, spring, pre-summer). For our purposes, we will use the Teachers College Reading Benchmark assessments that will be recorded in Assessment Pro.

Creating an Instructional Frame for Literacy

RTI IS	RTI IS NOT
One size fits few	One size fits all
School focused	Teacher focused
General education initiative	Special education initiative
Multi-tiered	Single support options
Problem-solving approach	Directive approach
Understanding learners' needs	Labeling learners
Emphasis on solutions	Emphasis on problems
Early intervention perspective	Wait-to-fail perspective
Ongoing assessment	One-shot assessment
High-quality instruction	Hit-and-miss instruction
Program coordination	Program isolation
Broad instructional alternatives	Narrow instructional alternatives
Acceleration	Remediation
Data informed	Data driven
Proactive	Reactive
Framework	Program
Academic intervention	Behavioral intervention

Source: Howard, 2011.

Hewlett-Woodmere Public Schools Tiered RtI Model

Tier 3

BAS and LLI

Wilson Reading
System (WRS)

Early Reading Intervention (ERI)

Reading Recovery, Grade 1

HWPS Intervention Bank
(supplement)

Tier 2

Benchmark Assessment System (BAS) and
Leveled Literacy Intervention (LLI)
Fundations Double Dose
Early Reading Inventory (K-1)
HWPS Intervention Bank

Tier 1

Core Curriculum: 90 minutes daily

Teachers College Reading and Writing Project Units of Study

Fundations (K-1, some grade 2 students)

Hewlett-Woodmere Public Schools (HWPS) Intervention Bank

Building a Literacy Framework
The Tiered Reading Model

Elements	Tier 1 *Core Curriculum and Instruction*	Tier 2 *Supplemental Instruction*	Tier 3 *Increased Levels of Supplemental Instruction*
What	• Tier 1 is for every student in a *general education* setting. • Tier 1 is the *Core Instructional Program (Teachers College Reading) provided to all students by the general education teacher in the general education classroom. • Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom.	• Tier 2 offers support in addition to the Core Instructional Program. • Tier 2 is the Benchmark Assessment System (BAS) and Leveled Literacy Intervention (LLI). It can also be Fundations Double Dose. • Tier 2 should have no more than 5 – 15% of students who were not meeting the Tier 1 benchmark. • Tier 2 instruction will occur in small group settings at the student's instructional level.	• Tier 3 offers a high level of instructional intensity. • Tier 3 can be LLI and BAS in a smaller group of 1:1 – 1:3 or Wilson Reading System (WRS). The HWPS *Intervention Bank* can be used as a supplement in Tier 3. • Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive instruction in addition to their core instruction.
Who (Student)	• Whole class grouping • Small-group • Individual	• Small group instruction (3-5 students)	• Individualized or small group instruction (1-2 students)

Who (Teacher)	• Classroom teachers • Co-teachers (where appropriate) • ESL Teacher	• Reading Teacher • ESL Teacher	• Reading Teacher • ESL Teacher
When	• 90-minute literacy block (This includes whole group instruction and other flexible grouping opportunities).	• In addition to Tier 1, allowing the student to receive instructional opportunities during the 90-minute classroom literacy block *and* additional targeted support that extends these efforts.	• In addition to Tier 1. Rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.
Where	• General education setting	• General education setting or an alternative location (push-in or pull-out)	• Location outside of the general education setting (pull-out)
How	• Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. All settings must be included.	• Tier 2 occurs in small group homogenous settings of 3-5 students. This supplemental instructional intervention is **provided in addition to**, and not in place of, Tier 1. Students should receive core instruction plus 20-30 minutes of supplemental interventions 3-5 days per cycle.	• This tier provides greater individualized instruction in a small group setting (1-2 students at a time) anywhere from 30 to 60 minutes at a minimum of four days per cycle.

Frequency of Progress Monitoring	• Universal Screening four times per year (fall, winter, spring, pre-summer) • Progress monitoring of students initially identified as at-risk by classroom teacher • Based on data review	• Varies, but no less than once every two weeks • Based on data review	• Varies, but more continuous and no less than once a week • Based on data review • Keep anecdotal records
Frequency of Intervention Provided	• 90-minute literacy block • At least three small groups every three days of a cycle	• 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 to 60 minutes
Duration of Intervention	• 2 – 6 Weeks • General education interventions and progress-monitoring by classroom teacher should last five to six weeks.	• 9 to 12 weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to the initiation of the intervention.	• Three to six months

NOTE: ALL INTERVENTIONS MUST BE DONE WITH FIDELITY IN ORDER TO PROPERLY ASSESS WHETHER OR NOT THE INTERVENTION IS WORKING!

* A CORE INSTRUCTIONAL PROGRAM (TIER 1) SHOULD MINIMALLY INCLUDE:

- Core curriculum aligned to the NYS Common Core Learning Standards (CCLS);

- Student assessment data are used to address the needs of all students regardless of performance level;

- Appropriate instruction and research-based instructional interventions that meets the needs of at least **80 – 90 percent of all learners**. Appropriate instruction in reading includes explicit and systematic instruction in the BIG 5: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies;

- Universal screening administered to all students in the general education classroom four times per year;

- Weekly progress monitoring of students initially identified as at-risk for two to 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 literacy.

Hewlett-Woodmere Public School

Procedures for RtI

STEP #	Action
1	Classroom teacher administers a Universal Screening to all students 4x/year (Teachers College Benchmark Assessments in fall, winter, spring, pre-summer that will be recorded in Assessment Pro). Screenings are conducted for the purposes of initially identifying student-learning needs (at-risk students, students who meet NYS Learning Standards, students who exceed NYS Learning Standards). The screening data will assist in monitoring student progress and/or administering further assessment based on findings, trends, and patterns . *Section 117.3 of the Regulations of the Commissioner of Education requires that students with low test scores be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.* **Using Screening Data** Please visit the Teachers College Reading and Writing Project Website for benchmark information (Appendix A): http://readingandwritingproject.com/resources/assessments/reading-assessments.html
2	If a student is initially identified as at-risk based on results from an initial screening in the fall (and NYS Test data if applicable) then he/she continues to be progress monitored in the general education setting by the classroom teacher three times during a six week period to confirm or disprove initial risk status. Instruction should be differentiated (small-group or individual) for these initially identified at-risk students during core instruction while additional progress-monitoring data are obtained (see sample form in Appendix B).
3	Referring teachers will meet with the RtI Problem-Solving Team (PST) once they identify students who are not responding to the general education classroom interventions administered by the classroom teacher. The purpose of these meetings will be to identify which students are not responding to the interventions provided by the classroom teacher. Classroom teachers will be asked to bring evidence that "shows" what they have tried within the classroom setting. Students will be referred to the building's RtI – PST using the Referral Form (Appendix C).
4	Referring teachers will receive a letter from the Case Manager notifying them of their responsibilities during the meeting (Appendix D). The Case Manager is the primary colleague and support throughout the process.

4	Following the initial PST meeting, recommendations from the Team will be made to keep the student in Tier 1 (Core Instructional Program) with interventions and differentiated instruction to continue to be provided by the classroom teacher with progress monitoring. In this scenario, the Case Manager will follow-up with the referring teacher two weeks after the initial meeting and thereafter for as long as the student continues to receive his/her interventions in the general education setting for up to six weeks (Appendix E). During the meeting, a form to record the minutes will be used to ensure everyone present has a common understanding of student outcomes (Appendix F). OR It is determined that the student has failed to respond to the interventions provided in the general education setting and is referred for Tier 2. In addition to Tier 1, struggling readers who don't meet grade level criteria receive small group supplemental instruction (3-5 students) for 20-30 minutes 3-5 days per cycle. The Reading Specialist or appropriate intervention specialist who will provide the intervention will send a letter home to inform the parents that the student will receive additional help in the area of reading in a small group of no more than 1:5 (Appendix F).
6	Within six to nine weeks of instruction, the PST convenes to evaluate the progress of students in Tier 2 to determine whether the achievement gap is shortening or widening. At this point, a recommendation will be made for students to remain in Tier 2, move back to Tier 1, or move to Tier 3. Parents will be notified as they were in Step #5. Tier 3: (1-5%) Designed for those students who demonstrate insufficient progress (defined by the parameters of the intervention being used) in Tier 2. Reading Specialist will provide the interventions and will send a letter home to inform parents that the student will receive intensive reading interventions in a group of no more than 1:2.
7	Within three to six months, the PST convenes to evaluate the progress of students in Tier 3 to determine whether they need to move to Tier 2, remain in Tier 3 or be referred for Special Education.
8	CSE convenes and student is deemed a student with one of the classifications… or remains in the multi-tiered approach to reading.

Tiers are flexible and so based on data review, students can and should be fluidly moving between the tiers.

NOTE: In addition to the RtI – PST meetings, the building administration will regularly schedule data meetings with all teachers to review the progress students are making via results compiled in Assessment Pro from our Universal Screening Tool. These meetings should take place in November, March, and May, and as needed.

RtI Problem-Solving Team (PST)

"None of us is as smart as all of us." (Blanchard, 2007)

The greatest strength of any RtI Team is the diversity of experience, skills, and knowledge that its combined membership can draw upon to identify the best intervention plan for a student. This collective intelligence far exceeds the abilities of even the most skilled and gifted individual teacher (Wright, 2007).

The PST will collect information about the student, review appropriate research-based interventions, and work collaboratively with the referring teacher to decide what specific interventions will assist the students who are not meeting benchmarks. The PST will serve as a resource to the referring teacher. Hewlett-Woodmere Public Schools also has an extensive *Intervention Bank* available that was developed by reading specialists, English as a Second Language Teachers, and classroom teachers. This resource will assist classroom teachers as they search for additional resources available to implement the intervention plan.

Roles of PST Members

Members' roles will be determined at the building level.

The PST has four roles: facilitator, recorder, timekeeper, and case manager. Each role is crucial to the success of the PST. Below are operational definitions of each role:

❖ **Facilitator**: The principal or assistant principal will serve as the facilitator of meetings. The facilitator opens the meeting with a brief overview of the goals of the meeting. The facilitator also reviews the general problem-solving process to be used at the PST meeting. One of the main roles of the facilitator will be to encourage participation from all members, keep the discussion on task, and clarifying and summarize information being communicated during the meeting.

❖ **Recorder**: The recorder is responsible for completing the meeting minutes forms (Appendix F). It will be critical for the recorder to accurately capture the important information shared at the meeting so he/she may need to occasionally stop for clarification about various items under discussion. The recorder should include enough detail in the minutes so that a person unable to attend the meeting can understand the key details of the intervention plan developed by the PST.

❖ **Timekeeper**: Due to the large number of tasks that must be accomplished in a short span of time at the PST meeting, keeping track of time is crucial. The timekeeper's role is to monitor the team's use of time.

❖ **Case Manager**: In most cases, this will either be the Reading Specialist or other intervention specialist. The case manager's job is to support the referring teacher throughout the problem-solving process. The case manager may perform roles such as:

  ○ Helping the referring teacher complete the RtI referral form;

  ○ Consulting with the teacher about the types of student background or assessment information that might be useful during the initial PST meeting;

  ○ Assisting the teacher in collecting student data before the initial PST meeting.

After the initial PST meeting, the case manager will consult with the referring teacher to ensure that he/she is able to implement the intervention plan developed at the PST meeting.

❖ **Coordinator**: The coordinator reviews teacher referrals, ensuring that each referral is complete and that a case manager is assigned to each case. The coordinator notifies PST members of days, times, and locations of meetings and coordinates the assignment of substitutes for teachers attending team meetings.

PLEASE SEE APPENDIX H FOR GUIDANCE WHEN IMPLEMENTING RTI WITH LIMITED ENGLISH PROFICIENT (LEP)/ENGLISH LANGUAGE LEARNERS (ELL).

Independent Reading Benchmarks

Text Complexity Bands (K – 5)

The Independent Reading Benchmarks lay out a continuum of growth based on the expectation that students will enter kindergarten as emergent readers and finish eighth grade reading at level Z.

Teachers College Reading and Writing Project Benchmark Reading Levels					
Grade	SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
K	Emergent Story Books Shared Reading	Emergent Story Books Shared Reading A/B (with book intro)	B/C (with book intro)	1 = Early Emergent 2 = A/B (with book intro) 3 = C (with book intro) 4 = D/E	1 = B or below 2 = C (with book intro) 3 = D/E 4 = F or above
1	1= B or below 2 = C 3= D/E 4= F or above	1= C or below 2 = D/E 3= F/G 4= H or above	1= D or below 2= E/F 3= G/H 4= I or above	1= E or below 2= F 3= G/H 4= I or above	1 = G or below 2 = H 3 = I/J/K 4 = L or above
2	1 = F or below 2= G/H 3= I/J/K 4= L or above	1= G or below 2= H/I 3= J/K/L 4= M or above	1= H or below 2= I/J 3= K/L 4= M or above	1= I or below 2= J/K 3= L/M 4= N or above	1 = J or below 2 = K/L 3 = M 4 = N or above
3	1= K or below (avg. H) 2= L 3= M 4= N or above	1= K or below (avg. I) 2= L/M (avg. L) 3= N 4= O or above	1= L or below 2= M/N 3= O 4= P or above	1= M or below (avg. J) 2= N 3= O 4= P or above	1 = N or below (avg. K) 2 = O 3 = P 4 = Q or above
4	1= M or below (avg. J) 2= N/O (avg. N) 3= P/Q (avg. P) 4= R or above	1= N or below (avg. L) 2= O/P (avg. P) 3= Q/R (avg. Q) 4= S or above	1= O or below 2= P/Q 3= R/S 4= T or above	1= O or below (avg. K) 2= P/Q (avg. P) 3= R/S (avg. R) 4= T or above	1 = P or below (avg. L) 2 = Q/R (avg. Q) 3 = S/T (avg. S) 4 = U or above
5	1= P or below (avg. M) 2= Q/R (avg. Q) 3= S 4= T or above	1= P or below (avg. N) 2= Q/R/S (avg. Q) 3= T 4= U or above	1= Q or below 2= R/S/T 3= U 4= V or above	1= Q or below (avg. O) 2= R/S/T (avg. R/S) 3= U 4= V or above	1 = R or below (avg. P) 2 = V/W (avg. V) 3 = Y 4 = Z or above

4= exceeds standards, 3= meets standards, 2= approaches standards, 1= needs support.

Oral Reading Rate Benchmarks – Words per Minute

Oral reading rate, when it assesses fluent reading, is a measure of automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

Our assessment for Oral Reading Rate is one that assumes fluency, as in, we are checking the rate at which a reader reads with accuracy, intonation and meaningful phrasing. The reader should be in an appropriate level text, therefore.

Reading Level	**Level 1** *Needs Support* *May indicate that the reader should be in easier texts, and/or needs fluency support – see next page*	**Level 2** *Approaches Standards* *Fluency instruction needed – see next page*	**Level 3** *Meets Standards*	**Level 4** *Exceeds Standards*
J	44 WPM or less	45-54 wpm	55-85 wpm	86 wpm or more
K	54 wpm or less	55-64 wpm	65-95 wpm	96 wpm or more
L	59 wpm or less	60-69 wpm	70-100 wpm	101 wpm or more
M	64 wpm or less	65-74 wpm	75-105 wpm	106 wpm or more
N	64 wpm or less	65-79 wpm	80-110 wpm	111 wpm or more
O	64 wpm or less	65-79 wpm	80-115 wpm	116 wpm or more
P	69 wpm or less	70-89 wpm	90-125 wpm	126 wpm or more
Q	74 wpm or less	75-104 wpm	105-140 wpm	141 wpm or more
R	74 wpm or less	75-104 wpm	105-145 wpm	146 wpm or more
S	79 wpm or less	80-109 wpm	110-145 wpm	146 wpm or more
T	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
U	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
V	84 wpm or less	85-114 wpm	115-150 wpm	151 wpm or more
W	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
X	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
Y	89 wpm or less	90-124 wpm	125-160 wpm	161 wpm or more
Z	99 wpm or less	100-129 wpm	130-165 wpm	166 wpm or more

Source: These oral fluency numbers are based upon "Oral Reading Rates" found in the *DRA2 Teacher Guide K-3 and 4-8 (Developmental Reading Assessment)* by Joetta M. Beaver and Mark A. Carter, Ph.D., 2006, Pearson Education, Inc.

Teachers College Reading and Writing Project
Why Oral Reading Rate matters:

Oral reading rate, when it assesses fluent reading, is a measure of word recognition automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

If a student performs at Level 1 in Oral Reading Rate:
Almost by definition the reader cannot in fact read this text with accuracy, comprehension and fluency and needs to be reading a just right text.

When students read very slowly, it is an indicator of compromised fluency, accuracy, and/or comprehension and probably the student is not well-matched to the level of book he or she is reading. The first step for most students scoring at Level 1 would be to reassess the reading level. You could look again at notes from your assessment of the student's independent reading level. Does the running record indicate that the student is reading with 96% to 100% accuracy or better? Does the retell of the passage indicate a strong understanding of the passage? Was the student able to answer three of the four comprehension questions correctly? Was the passage read with features of level three or four fluency as noted in the fluency scoring guide?

If the student did, indeed, read with high comprehension and accuracy, and the intonation for fluency was appropriate, but he or she reads aloud very slowly, then you could work on the automaticity work we recommend for Level 2 range readers. You might also compare the student's oral and silent reading rates, while checking comprehension. It is possible that some English Language Learners may be reading silently with comprehension, but when they read aloud to you, their fluency and oral rate are low. These children probably need to hold two levels of books then – see below.

If a student performs in the Level 2 range of Oral Reading Rate:
This student needs support in reading with automaticity. One recommendation is that the student has two books going simultaneously. One book is the independent reading book; the other book is a book for fluency practice. The fluency practice book is at a level in which the student scores in the level 3 range for oral reading rate. This is the book in which the student will practice strategies for fluent reading. For example: a student might have a level K book for independent reading and a level J book for practicing fluency. In short – the independent book is at the independent reading level and the fluency practice book is at a level in which the student scores in the level 3 range on the oral reading rate scale.

Teacher's College Reading and Writing Project
Benchmarks for Primary Assessments

The Benchmarks for Primary Assessments lay out a continuum of growth for K-2 students with concepts of print, letter/sound identification, and high frequency words. These benchmarks end in second grade. There are no benchmarks in grades 3-8.

	September	November	March	June
Kindergarten	***Concepts of Print*** 1 = 1 2 = 2-4 3 = 5 4 = 6+	***Concepts of Print*** 1 = 4 or below 2 = 5-9 3 = 10 4 = 11+	***Concepts of Print*** 1 = 9 or below 2 = 10-11 3 = 12 4 = 13+	***Concepts of Print*** 1 = 11 or below 2 = 12 3 = 13 4 = NA
	Letter Identification 1 = 6 or below 2 = 7-11 3 = 12 4 = 13+	***Letter Identification*** 1 = 11 or below 2 = 12-17 3 = 18-39 4 = 40+	***Letter Identification*** 1 = 17 or below 2 = 18-39 3 = 40-53 4 = 54+	***Letter Identification*** 1 = 39 or below 2 = 40-53 3 = 54 4 = NA
	Letter Sound 1 = 1 2 = 2 3 = 3 4 = 4+	***Letter Sound*** 1 = 2 or below 2 = 3-5 3 = 6 4 = 14+	***Letter Sound*** 1 = 5 or below 2 = 6-13 3 = 14-19 4 = 20+	***Letter Sound*** 1 = 19 or below 2 = 20-25 3 = 26 4 = NA

Kindergarten	*Word List* 1 = NA 2 = NA 3 = 0 4 = 1+	*Word List* 1 = 2 or below 2 = 3-6 3 = 7 4 = 10+	*Word List* 1 = 4 or below 2 = 5-9 3 = 14 4 = 25+	*Word List* 1 = 19 or below 2 = 20-24 3 = 25-34 4 = 35+
Grade 1	*Word List* 1 = 19 or below 2 = 20-24 3 = 25-34 4 = 35+	*Word List* 1 = 24 or below 2 = 25-24 3 = 35-49 4 = 50+	*Word List* 1 = 34 or below 2 = 35-89 3 = 90-124 4 = 125+	*Word List* 1 = 89 or below 2 = 90-124 3 = 125-139 4 = 140+
Grade 2	*Word List* 1 = 89 or below 2 = 90-124 3 = 125-139 4 = 140+	*Word List* 1 = 124 or below 2 = 125-139 3 = 140-154 4 = 155+	*Word List* 1 = 139 or below 2 = 140-154 3 = 155-174 4 = 175+	*Word List* 1 = 154 or below 2 = 155-164 3 = 175-199 4 = 200+

A Protocol for Interpreting Reading and Writing Data and Setting Goals

Step1: Collect data. Look carefully at each piece of data separately, and say all you can about the student as a learner. What does the student do well? What does the student need support with?

Some data you might collect:

❖ Book logs with evidence of their comprehension

❖ Samples of writing about reading (post-its, reading notebook), across-content areas, writing notebooks and drafts, literary responses, quick essays

❖ On-demand assessment (narrative) both opinion and informational

❖ Running Record with accountability toward retell

❖ Sight word list

❖ Spelling inventory

❖ Oral language assessment

❖ IEP information

❖ Content-area specific assignments

❖ Anecdotal notes based on talk

❖ Evidence based on rubrics and continuums

❖ ELL information

Step 2: Look across your conclusions from each individual piece of data for patterns. Synthesize data to come up with an action plan based on findings.

Step 3: Create an action plan! The action plan should include:

❖ Methods of instruction (mini lessons, small groups, conferences, read aloud);

❖ Methods of progress monitoring based on the goal;

❖ Frequency with which the student will have guided practice (how many minutes per week in school?);

❖ Length of time it will take to achieve the goal;

❖ Specific skills, strategies, or behaviors could be taught.

Key Informal Assessments
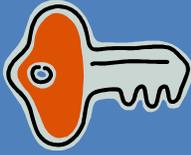
- ❖ Running Record
- ❖ Miscue analysis
- ❖ Anecdotal record
- ❖ Portfolio
- ❖ Authentic samples
- ❖ Spelling analysis
- ❖ Word identification
- ❖ Response log
- ❖ Conference notes
- ❖ Post-its
- ❖ Self-assessment
- ❖ Peer-assessment
- ❖ Listening to reading
- ❖ Questioning
- ❖ Kid watching
- ❖ Feedback in context
- ❖ Student think-aloud
- ❖ Discussion
- ❖ Rubric
- ❖ Checklist
- ❖ Interview
- ❖ Informal inventory
- ❖ Questionnaire
- ❖ Reading survey
- ❖ Self-questioning
- ❖ Interest survey
- ❖ Strategy reflection
- ❖ Retelling
- ❖ Literature response
- ❖ Sketch/illustration
- ❖ Readers' notebook
- ❖ Writing Prompt

Samples of Common Types of Assessment Data

We must ensure that we are balancing varied forms of assessment to include the data recommended for RtI and the assessments that will offer a rich bank of information about students. This requires day-to-day assessment that is embedded in the learning process as an instructional informant. Effective instruction IS assessment as each instructional experience is an opportunity to assess the success of learning and each assessment experience embeds good instruction. Throughout this process, we continuously ask questions that will help us to make new and more informed choices:

- ❖ What evidence is there that learning is/is not taking place?

- ❖ What does the existing evidence tell us about this student?

- ❖ What patterns are emerging to support a broader view?

- ❖ How can we interpret the data to support our instructional goals?

- ❖ How can we apply what we know about this student on a daily basis?

- ❖ What new evidence can we collect to demonstrate success?

(Howard, 2009)

The following assessments are examples of the evidence that classroom teachers and intervention specialists can bring to the PST meetings as well as the suggestions in the "Key Informal Sidebar."

❖ **Report Card Grades**: including teacher comments and previous years achievement.

❖ **Test/Screening Data:** Test records from a student's cumulative folder or from Nassau BOCES Data Warehouse illustrate academic strengths and weaknesses. Results from TC Benchmark Assessments as archived in *Assessment Pro* would also provide a useful comparison to grade-level peer performance.

❖ **Student Interview:** This can be an informal interview you have with the student to assess their perceived academic strengths or behavioral strengths or weakness, preferred methods of learning, and interests.

❖ **Class and Homework Grades:** Grades from the current year provide a comparison of student's performance to average class performance.

❖ **Attendance/Tardiness Records:** This data can be obtained via Infinite Campus. It will be important to look for patterns of absences and tardy arrivals.

❖ **Disciplinary Referrals:** These referrals will help the PST to track patterns of misbehavior over history.

❖ **Completed Work Products:** A collection of work students completed independently.

❖ **Anecdotal Records**: Records from the classroom teacher about any aspect of the student's academic or behavioral performance.

Hewlett-Woodmere Public Schools

Problem-Solving Team (PST) Teacher RtI Referral Form

Please answer the questions below so that we can better address the needs of your students at the initial PST meeting to talk with you about the needs of your student.

GENERAL INFORMATION

Student's Name:	
Date of Birth:	
Date of Referral:	
Person Making Referral:	
Dominant Language:	
How and when was the parent/guardian notified about concerns?	_____Phone Call _____Note Home _____Conference
How is the student's attendance/tardiness this year?	
Current school support services or program(s) in place for this student (e.g., counseling, ESL, social skills group, etc.)	
Student strengths or interests:	1. 2. 3.
Have you consulted with any support staff regarding your concerns? If so, who?	_____yes _____no

INSTRUCTIONAL INFORMATION

1. Please describe the specific concerns prompting this academic referral. What makes it difficult for this student *to learn*? What specific deficits does the student have in mastering the benchmark levels prescribed by Teachers College (Appendix A)?

_____
_____
_____
_____
_____
_____
_____

2.   What is the student's current TC independent reading level? _____

3.   What is the student's current TC instructional reading level? _____

4.   How does this student's current independent reading level compare to those of other children in your classroom?

_____
_____
_____

5. Provide any other general information about the student's academic levels or abilities that may shed light on your referral concern:

_____
_____
_____
_____
_____
_____
_____

6. What is the student's New York State ELA Performance Level and Scale Score? (if applicable):
_____

7. What is the student's NYSESLAT level? (if applicable): _____

Problem-Identification Information

1. Interventions Attempted: Please describe specific attempts that you or others have made thus far to meet this student's academic, social, and/or emotional needs:

Area of Concern (BIG 5)	Intervention	Date Began-Ended (Approximate)	Person(s) Responsible	Outcome/Goal (attach data)
Sample: *Fluency*	*Fluency reading in lower-leveled text*	*Sept. – Oct.*	*Mrs. Jones, Classroom Teacher*	*Student still moves slowly across text*

2. In what settings/situations does the problem occur **most** often?

_____
_____

3. Please list members of your instructional team/building staff whom you would like:

_____To receive an invitation to the initial PST meeting

_____
_____

_____To receive a copy of the RtI Intervention Plan(s) after the initial meeting:

_____
_____

4. When would be the best day(s)/time(s) for a member of the PST to observe the student having the difficulties that you describe above?

_____
_____

Please provide any additional pertinent information such as this student's most current report card, NYS Test scores, local test scores, schedule, and attendance record and return with referral.

Adapted from the School-Based intervention Team Project

Teacher Introductory Letter: Sample

Dear _____(Referring Teacher's Name):

Currently the PST meeting for _____(student's name) is scheduled to occur on _____(date). The purpose of the PST is to develop an intervention(s) that will promote improvements in a student's or classroom's academic performance, discuss ways to evaluate whether the intervention is effective, and provide you with resources to conduct and evaluate the intervention. Prior to the meeting, we ask that you contact the student's parent/guardian to inform them of the PST meeting.

Please be prepared to discuss the following things during the meeting:
- ❖ the academic problem(s) for which you are referring the student
- ❖ the student's academic and social strengths and weaknesses
- ❖ select two or three academic areas for which you wish the team to help you develop interventions
- ❖ discuss when (before or after an event, subject, instruction, type of request/command, time of day) or with whom (teacher/peer) the behavior is more likely to occur
- ❖ explain and show evidence of interventions that you have already implemented and why they did or did not work
- ❖ estimate the level that the student can perform academic work independently and the level at which he/she is actually receiving instruction

Your case-manager, _____, should be meeting with you to discuss your RtI referral. Following the PST meeting, your case manager will meet with you again to ensure that you have all the resources necessary to implement and to monitor the effectiveness of the intervention. Please see him/her at any time that you need additional resources or have found that the intervention is becoming ineffective or has become too difficult to implement.

Sincerely,
Your Building RtI Problem-Solving Team

Case Manager Checklist

PRIOR to initial meeting:

___	Review the PST referral form to make sure the teacher
provided all necessary information.

___	Meet with the referring teacher at *least 2 1/2* weeks
prior to the initial PST meeting to complete the
following tasks:

___	Help the teacher make any necessary changes to
the PST referral.

___	Help the teacher understand what types of evidence should be brought to the meeting.

___	Complete the **Case Manager Problem Specification
Sheet** (due at least one week prior to PST meeting).

After the initial meeting:

___	Check in with the referring teacher on a bi-weekly basis and
complete the **Case Manager Follow-up** form.

___	Bring the **Case Manager Follow-up** form to the follow-up
meeting.

Case Manager Problem Specification Checklist

Student: _____   Teacher: _____
Case Manager: _____
Return by: _____

Academic Readiness:
_____ recall of personal information
_____ shape recognition
_____ color recognition
_____ 1:1 correspondence
_____ number identification
_____ upper case letter identification
_____ lower case letter identification
_____ counting
_____ recitation of alphabet
_____ other areas: _____

Language:
_____ articulation/intelligibility
_____ expressive language
_____ receptive language

Reading:
_____ pre-literacy skills
specify:_____

_____ sight words

_____ fluency: (accuracy & quickness, intonation)
specify:_____

_____ comprehension (retell, summarize, character analysis, envisioning, monitor for meaning, listening, prior knowledge)
specify: _____

_____ construction of story (prose, action, sequence, theme)

Behavior:
Description: (type, frequency, duration, setting)
_____
_____
_____

Please complete and return to your Case Manager AT LEAST 1 week before the initial meeting!

Case Manager Follow-up

Student: _____   Teacher: _____
Manager: _____   Initial meeting date: _____

Week 2:
Are the interventions being implemented as designed at the meeting? Y/N
If not, why? What evidence is provided?
_____

Are there additional supports/resources that are needed?
_____

Do you feel the intervention(s) is effective? Have you seen progress?
_____

Is the frequency of the intervention implementation being recorded? Y/N

If issues are not resolved, please inform the Coordinator

Week 4:
Are the interventions being implemented as designed at the meeting? Y/N
If not, why? What evidence is provided?
_____

Are there additional supports/resources that are needed?
_____

Do you feel the intervention(s) is effective? Have you seen progress?
_____

Is the frequency of the intervention implementation being recorded? Y/N

If issues are not resolved, please inform the Coordinator

Week 6:
Are the interventions being implemented as designed at the meeting? Y/N
If not, why? What evidence is provided?
_____

Are there additional supports/resources that are needed?
_____

Do you feel the intervention(s) is effective? Have you seen progress?
_____

Is the frequency of the intervention implementation being recorded? Y/N

RTI Team: Initial Meeting Minutes Form

Step 1: Assess Teacher Concerns	Allotted Time: 5 Minutes
Review concerns listed on the PST Teacher RtI Referral Form (Appendix C), with the referring teacher and team. List primary concerns:	

Step 2: Inventory Student Strengths	Allotted Time: 5 Minutes
List student strengths and/or any preferred activities or incentives that motivate the student:	

Step 3: Review Background/Baseline Data	Allotted Time: 5 Minutes
Review any background or baseline information collected on the student (e.g., attendance, student grades, direct-observation data, Assessment Pro data, etc.)	

Step 4: Select Target Teacher Concerns	Allotted Time: 5 Minutes
Define the 1-2 concerns in ***observable terms*** (top 1-2 difficulties that most interfere with the student's functioning in the classroom): *Academic problems should have data regarding student fluency, comprehension and accuracy in the area of concern.*	
1.	

2.

Step 5: Set Academic Goals and Methods for Progress-Monitoring   Allotted Time: 15 Minutes
Fill out the details for each intervention goal (to a maximum of two) in the grids below.
1. Academic Goal #1 Based on Concerns: *Describe in measurable, observable terms the behavior that is to be changed.*
2. Action Plan: *What is the specific plan of action? What is the goal (level of proficiency) that the student is expected to achieve by the target date below?*
3. Assessment/Progress Monitoring: *What measures(s) will be used to monitor student progress? How frequently will this student goal be monitored? Who is responsible for monitoring this student goal?*
4. Target Date: *What is the target date to achieve this goal?*

ACADEMIC GOAL #2
1. Academic Goal # 2 Based on Concerns: *Describe in measurable, observable terms the behavior that is to be changed.*
2. Action Plan: *What is the specific plan of action? What is the goal (level of proficiency) that the student is expected to achieve by the target date below?*
3. Assessment/Progress Monitoring: *What measures(s) will be used to monitor student progress? How frequently will this student goal be monitored? Who is responsible for monitoring this student goal?*
4. Target Date: *What is the target date to achieve this goal?*

Sample Parent RtI Letter for Tier II

Date: _____

Dear Parent/Guardian of _____,

The Hewlett-Woodmere Public School District is dedicated to improving the achievement of all students. All students (K-5) are given benchmark assessments in literacy based on the Teachers College Reading and Writing Project approach (fall, winter, spring). The purpose of these benchmark assessments is to measure student progress over time. At this point in time, your child did not meet the expected range for his/her grade level for the (first, second, third) benchmark assessment. In order to assist your child in making progress, we will begin working with him/her in the area of reading in a small group setting.

This additional support is referred to as an intervention. Interventions will be provided as needed to all students who did not meet expected levels of achievement in reading. This system of providing intervention based on individual student needs is called Response to Intervention (RtI). Your child will be involved in a level of RtI referred to as Tier II. This support is provided in addition to the daily classroom literacy block in a small group setting for 3-5 days per week. The intervention specialist working with your child will track your child's progresses over time to monitor his/her successes from 9-12 weeks. If your child is making adequate progress, he/she will not need to receive this intervention any longer, however, if your child is not making adequate progress, the Building Problem Solving Team consisting of administrators and teachers will evaluate the case and make future recommendations that you will be apprised of along the way.

Please call _____, your child's teacher, at _____ if you have any questions about this process and to address any questions or concerns you may have. We need you as a partner in getting _____ on track for school success.

Respectfully,

Principal's Signature

Guidance for Implementing RtI with Limited English Proficient/English Language Learners (LEP/ELL)

TIER I: Core Instruction for LEP/ELL

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM ***				
Instructional Components				
Language Arts Instruction	**Required Units of Study**			
English as a Second Language (ESL) *	**Grades/Proficiency Levels**	**Beginner**	**Intermediate**	**Advanced**
	Grades K - 8	2 Units* of Study of ESL	2 Units* of Study of ESL	1 Unit* of Study of ESL
English Language Arts (ELA)	One Unit* of study for Advanced ESL Level Students			
Content Area Instruction	Language of instruction is English. Mainstream content teachers should use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.			

Source: http://www.p12.nysed.gov/biling/docs/LAPtable12-09.pdf

* **One Unit of Study equals 180 minutes per week**
** **Advanced ESL Level student must receive one Unit of Study of Language Arts**
*** **ESL instruction is to be provided in substantially equal daily allotments of instructional time, as required under CR Part 154.2 (e)(1)(ii).**

The following guidelines (adapted from Ortiz, Robertson, & Wilkinson, 2009) should be used when differentiating instruction to meet the needs of second language learners at the Tier 1 level:

• Analyze assessment/screening data to determine performance levels in both the student's native language (L1) and English (L2).
• Use this assessment data to plan instruction.
  Differentiate this instruction based on academic performance levels; the student's L1 and L2 levels; and the cultural background of the student.

Base the L2 performance levels on the NYSED Proficiency Levels for English as a Second Language
http://www.e1b.org/wps/wcm/connect/af4be880408cc495b48dfd185dff2336/Proficiency+Levels+2010.pdf?MOD=AJPERES&lmod=292935 202.

TIER II and TIER III: Strategic and Intensive Levels of Intervention for LEP/ELL Students

> *Tier II instruction does not occur until after the ELL has been in the country for more than two years. Prior to two years, ESL instruction will be provided as required under CR 154.2 (e)(1)(ii) which can be accessed at* **http://p1232.nysed.gov/biling/bilinged/NEWCRPT.154.html**

Tiers 2 and 3

As is the case with students who are native speakers of English, LEP/ELL students who continue to struggle with the academic material will need further intervention. Student data and the classroom instructional data should be provided to the RtI - PST for analysis to determine an appropriate instructional plan. The RtI - PST should:

- Review and analyze the data collected in Tier 1 documentation and conduct further assessments as needed, and make recommendations for Tier 2 intervention(s). For LEP/ELL students, the documentation should include the:
    explanation of how instruction was differentiated to address native and second language issues and cultural differences;
    amount and type of ESL instruction; and,
    amount and type of native language instruction (as appropriate).
    Select the instructional areas that need further, more intense intervention.
    Determine the extent of ESL instruction and/or native language instruction needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention.

Progress Monitoring

When monitoring the progress of LEP/ELL students:

- If instruction is being provided in L1 and L2, all on-going assessments should be conducted in both L1 and L2.
- When evaluating instructional programs for students in either L1 or L2, the results of instruction should be compared to results for "true peers" (i.e., students with the same native language and culture and similar educational histories). The performance of true peers should be used to benchmark progress and decide whether the student is responding adequately to the intervention or needs more intensive intervention.
- Whenever possible, the comparative sampling of true peers should be large enough for making educationally valid decisions. (S. Ortiz, personal communication.)

Knowledge of typical second language development and the student's history of first and second language use should be considered when setting benchmarks and interpreting progress.

Instruction Matched to Student Need

As for all students, differentiated instruction should be used to meet the diverse needs of all students. NYSED's Proficiency Levels for English as a Second Language (ESL) describes the growth stages for the four language arts areas: listening, speaking, reading, and writing. These stages and the New York State (NYS) Teaching of Language Arts to LEP/ELLs: Learning Standards should guide instruction for ESL.

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