

A faded, light blue-tinted photograph of a large, classical-style building with a prominent clock tower and a dome, serving as the background for the title text.

Peru Central School District

Intervention Plan 2018-2020

Table of Contents

| | |
|--|--------|
| District Team Members..... | pg. 3 |
| Mission Statement..... | pg. 4 |
| Introduction..... | pg. 6 |
| Three-tiered RtI Model..... | pg. 9 |
| Progress Monitoring..... | pg. 10 |
| Decision-Making Models..... | pg. 13 |
| School-Based Intervention Team (S-BIT) | pg. 14 |
| Intervention Services Eligibility Criteria ELA..... | pg. 16 |
| Intervention Services Eligibility Criteria Math..... | pg. 28 |
| Intervention Services Eligibility Criteria Counseling..... | pg. 37 |
| Roles and Responsibilities..... | pg. 39 |
| Interventions Currently Available..... | pg. 43 |
| Web-Based Strategies..... | pg. 44 |
| S-Bit Plan..... | pg. 50 |
| Sample Needs Assessment..... | pg. 79 |

District Team Members

Peru Central School District

The following individuals serve on the Intervention Team and have been involved in the writing and planning the 2017-2018 revision of the District Intervention Plan:

| Name | Title/Position | School Building |
|-----------------|---|---------------------|
| Irene Stephney | Director of Student Services | K - 12 |
| Kelly Crowley | Literacy/Math Intervention Coordinator 3-6 | Elementary School |
| Tierra Jaquish | Literacy/Math Intervention Coordinator – K-2 | Elementary School |
| Carrie Pierson | Math Intervention Coordinator 7-12 | Jr./Sr. High School |
| Rebecca Mero | Literacy Intervention Coordinator- 7-12 | Jr./Sr. High School |
| Keryn Rafferty | School Psychologist/S-BIT Facilitator K-2 | K-12 |
| Amy Kobak | Special Education Teacher/ S-BIT Facilitator 7-12 | Jr./Sr. High School |
| Melissa Barcomb | Literacy Interventionist | Jr./Sr. High School |
| Nina Blaise | Parent | District |
| Amy Campbell | Director of Curriculum and Instruction | K - 12 |

Mission Statement

Peru Central School District

Empower all students to be lifelong learners by providing a nurturing environment in which they are inspired to pursue their dreams and contribute to the global community.

Our Beliefs...

- Every child has a unique capacity to learn
- Each community member plays a vital and complementary role in support of student learning
- It is our ethical responsibility to ensure success for college, career and responsible citizenship

We will establish a culture in which...

- Every student, staff member and family in the community is treated with fairness, dignity and respect
- A shared focus on continuous learning will improve student achievement
- We safeguard the overall well-being of every student
- Schools are safe, nurturing, and supportive environments for students and staff members
- Building and maintaining positive relationships with families and community is valued and promoted

We are committed to...

- Being responsive to the needs of students, staff and families
- Ongoing professional development, lifelong learning and recruitment of top quality employees
- Ensuring collaboration and communication across the school community
- Supporting well-run schools that have student-focused environments, with dedicated staff providing high-quality instruction

How we will make it possible...

- Engage our community of learners to strive for excellence
- Coordinate a focused effort that values collaboration to yield stronger decisions and community ownership
- Dedicate resources to professional growth and capacity building to empower everyone to be a leader

Our goals...

- Every student reaches his or her highest potential
- Strong ELA and math curricula and instruction

- Collaborative effort that involves all caregivers or mentors for every student
- Effective school and District management with a high degree of transparency
- Sound fiscal practices that foster community involvement in the allocation of resources
- Mutual respect and understanding among informed stakeholders
- Rewarding learning opportunities for professional development of all faculty and staff
- A safe learning environment where tolerance, diversity and individuality are celebrated

What we measure...

- Student engagement
- Student learning and achievement
- Community satisfaction
- Authentic learning opportunity & instructional practice
- Employee development

Introduction

Peru Central School District

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (NCRTI, 2010).

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention. Additionally, effective November 10, 2010, an amendment to the Regulations of the Commissioner of Education was added that allows for school districts to provide a Response to Intervention program instead of, or in addition to, an Academic Intervention program to eligible students based on the requirements of sections 100.2(ee) (7) and 100.2(ii) of the Commissioner's Regulations.

Minimum Requirements. The Regents policy framework for RtI:

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 pre-referral 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:
- criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.
- [8 NYCRR section 100.2(ii)]*
3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff has 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.
- [8 NYCRR section 100.2(ii)]*
4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“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)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

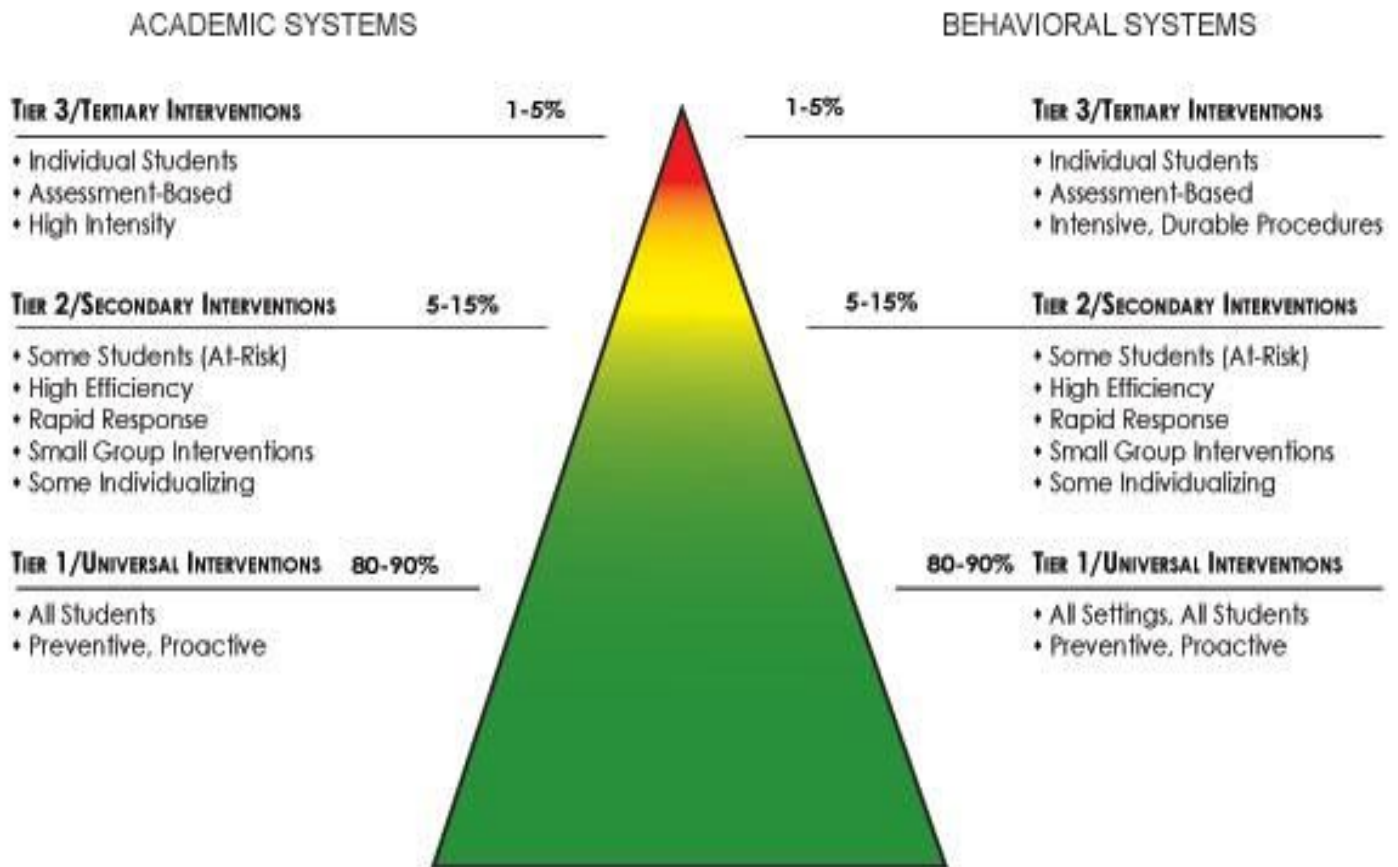
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the 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 the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

RtI AS A THREE-TIERED PREVENTION FRAMEWORK

RtI serves as a multi—tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Peru Central School District, a three-tiered model is used. The graphic presented below provides a visual illustration of the district’s RtI model.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



Progress Monitoring for Continuous Success

Peru Central School District

Purpose:

The district will utilize the universal screening tool to assess all students a minimum of 3 times a year in Early Literacy, ELA and Math.

Students determined to require intervention based on the eligibility criteria referenced in this plan will require progress monitoring. The above screening process and progress monitoring differ regarding frequency and the kinds of information provided about student performance. The particular focus of progress monitoring is on response to intervention on the student specific skill(s) targeted by the intervention. Progress monitoring is intended to provide routine data to demonstrate student growth over time to determine if the student is progressing as expected in the curriculum.

Use of Progress Monitoring Data to inform instruction:

All Students (Tier 1 classroom instruction provided by the classroom teacher)

1. Analysis of the average performance of all students on the common assessment across the grade level/course can assist teachers/administrators in determining curricular and instructional needs within the common core.
2. For individual students, regardless of intervention need, the data demonstrates progress toward the general curriculum.

Moderate/Intensive Students (Tier 2 and 3 intervention)

1. Progress monitoring for students receiving interventions above Tier 1 will be based on individual skill based needs.
2. The data will be used to indicate response to the particular intervention and the carryover to the general class instruction.
3. The data will be used to routinely drive individual student movement among all 3 Tiers and reassess their targeted skills required for progress toward the general curriculum.

Tools for Progress Monitoring:

Progress monitoring tools are used to measure response to targeted skills among each Tier. These tools can be a combination of formal and informal (see list below) assessments. Ongoing, informal assessments should be embedded within targeted skill instruction. These assessments are used to continuously assess the daily instruction toward the targeted skill(s).

Recommended Tools for Progress Monitoring

***not limited to the suggestions listed below**

Research Based Assessments:

AIMSweb Math
NWEA MAP Growth - Reading and Math
DIBELS Letter Naming Fluency
DIBELS Nonsense Word Fluency
DIBELS Oral Reading Fluency
Wonders Unit Assessments
Wilson Assessments
Foundations Assessments
Leveled Literacy Running Records
GO Math Prerequisite/Chapter/Unit Assessments
Fountas and Pinnell Benchmark Assessment System
Early Reading Intervention (ERI) Assessment
Burns and Roe Individual Reading Inventory
Connecting Mathematical Concepts
Rewards Intervention
Wilson JustWords

Curriculum Based Measures:

Interim/Baseline Assessments
Running Records
Spelling/Vocabulary Tests
Chapter Assessments
Writing Journals
Math Sprints
Assessments aligned with the Next Generation Standards for Math/ELA

Steps for Progress Monitoring:

Certain steps must be in place for proper progress monitoring:

1. Establish a benchmark for targeted performance, such as the end of the year oral reading fluency for a specific grade level.
2. Establish the student's performance in the targeted area and create goals based on the benchmark as well as taking into consideration the student's current level of performance in that area.
3. Monitor the student's progress frequently.
4. Regularly analyze the data and use this information to make decisions regarding the student's level and type of intervention. This should be done after an adequate amount and variety of data has been collected.

Frequency of Progress Monitoring:

The frequency of progress monitoring should be based upon several factors related to the intervention. These factors include the frequency of intervention, the student's current performance in relation to their goal, and the type of intervention being provided.

Students should be progress monitored regardless of their tiered level of instruction. In addition to Tier 1 progress monitoring that all students will receive in the classroom, students receiving Tier 2 instruction should be progress monitored once every 2 six day cycles, and students receiving Tier 3 instruction should be progress monitored once every six-day cycle.

Consideration will be made for disrupted instructional time within the six-day cycle when scheduling the frequency of progress monitoring. Students' performance on progress monitoring probes can be impacted when disrupted instructional time occurs.

Presentation of Data to Intervention Eligibility and/or S-BIT Meetings

Tier 1 progress monitoring data is required to be collected and shared by the classroom teacher. Tier 2 and 3 progress monitoring data will be collected and shared by all instructional/related services providers working with the specific student. The data pieces need to be provided in a clear and easily understood format that takes into consideration the average performance of peers.

Consideration in Determining Progress Monitoring for English Language Learners

The rate of expected progress for LEP/ELL students, needs to consider such factors such as stage of second language acquisition and ability in the native language. Their progress needs to be comparable to peers with similar cultural, linguistic, and experiential backgrounds who have also received intervention.

Decision-Making Models

Peru Central School District

The Peru Central School District utilizes a hybrid approach (a combination of a standard protocol and a problem-solving model) to make educational decisions about changes in instruction, intervention, goals, and the decision to make a referral for an evaluation to the Committee on Special Education or the Committee on Section 504.

The problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables that compromise a student's academic success. The School-Based Intervention Team (S-BIT) has been developed to assist teachers in providing supports and accommodations for students who are having difficulties in the core curriculum. This team provides suggestions to the teacher for possible interventions for struggling students. The team utilizes research-based interventions, progress monitoring, and a standard format for data gathering and presentation when reporting the impact of an intervention rather than the use of anecdotal information.

A standard protocol model involves the provision of a research-validated intervention for a specific amount of time, duration, and frequency with small groups of students having similar needs. Intervention groups are formed by identifying the general nature of the deficit and matching it to a prescribed treatment or protocol. For example, the RtI decision-making team would analyze screening data and identify which students required additional instruction in decoding. These students would receive an intervention using a standardized set of procedures or intervention program that focuses exclusively on decoding.

(Response to Intervention Guidance for New York State School Districts, October 2010)

School-Based Intervention Team (S-BIT)

Peru Central School District

S-BIT is a student-centered professional team within the school and should be recognized as such by members of the team as well as other school personnel. In order to be effective, membership on the team needs to be fluid and individualized based on the referral concerns; **however, core membership should include:**

S-BIT Facilitator
Referral Source
Intervention Coordinator
Literacy/Math Interventionist
Special Education Teacher
School Psychologist
Counselor
General Education Teacher Representative

Additional team members may include:

Parent
Principal
Nurse
Occupational Therapist
Physical Therapist
PSAP/Other Agency
Speech Language Pathologist

Purpose and Responsibilities:

The School-Based Intervention Team (S-BIT) provides a school-based mechanism to enable school personnel to meet the needs of individual students who are having difficulty in general education settings. The team is student-centered and data-driven which helps to facilitate a process that results in the implementation of targeted strategies, accommodations, and services that will enable the student to be successful in school.

Students may be referred to the S-BIT through a variety of sources, but the charge to the team and the process to be followed is a consistent one, regardless of the referral source. When a student is referred to the S-BIT, the team has the responsibility to review any problems (academic and/or behavioral) which may be interfering with the student's academic performance in school, to brainstorm solutions, to make recommendations to meet the student's needs, and to monitor/review the results of the recommendations. The services

provided through the School-Based Intervention Team are neither Section 504 nor Special Education services.

The S-BIT may meet as many times as necessary to meet the student's needs. Parent permission is not required to conduct the School-Based Intervention Team meeting, however every effort should be made to encourage parental attendance, particularly when the parent/guardian is the referral source. A copy of minutes may be given to the parent upon request.

The S-BIT utilizes effective data-based decision-making, which includes: regular review of data based on intensity of student needs; sufficient number of data points collected over a specific period of time; analysis of learning trajectory or trends compared against trajectory or trends that will result in grade appropriate achievement; graphic representation of data to allow for visual analysis of trends; and a discussion involving treatment fidelity (how closely the intervention was delivered the way it was intended).

If a student has not made adequate progress in attaining grade level standards after being provided with research-based interventions, the School-Based Intervention Team may decide to make a referral to the Committee on Special Education or the Committee on Section 504.

SEE S-BIT PLAN ON PAGES FOR DETAILS

INTERVENTION SERVICES - ELIGIBILITY CRITERIA
ELA

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|----------------------------------|---|--|
| <u>Kinder- garten</u> | <p>In addition to the DIAL4, first trimester data will be used to qualify students for services.</p> <p>NWEA MAPS Skills Reading at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> ● Wonders Unit Benchmark Assessments ● Kindergarten Screening – DIAL 4 ● Baseline Assessment ● CBM Assessment <p><u>Dynamic Indicators of Basic Early Literacy Skills TM 6th Edition:</u></p> <ul style="list-style-type: none"> ● Nonsense Word Fluency < 28 Letter Sounds (EOY) ● Whole Words Read <1 Whole Words Read (EOY) ● LNF < 40 Letter names (EOY) | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● DIBELS scores 10 points or more below the grade level average with three additional indicators ● Pull-out and/or push-in combined intensive instruction; Minimum of 30 minute daily pull-out service with up to 6 students as scheduling allows. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● DIBELS scores indicating strategic instructional support recommendation with 2 additional indicators. ● Push-in and/or pull out model combination; 3-6 times in a 6-day cycle, 15 - 30 minutes per session, push-in and/or pull-out combination up to 6 students. Flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist. <p>Low Intensity: Tier 1**</p> <ul style="list-style-type: none"> ● DIBELS scores indicating DIBELS low risk support recommendation with 0 to 1 indicators. ● Progress monitoring and instruction differentiated by classroom teacher. <p>Differentiation of instruction delivered by the classroom teacher during whole group, small groups, center time, and the RTI block.</p> <p style="text-align: center;">**Classroom teachers and counselors will monitor Tier 1 students and forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|--|--|---|
| <p style="text-align: center;"><u>Grade</u> <u>1</u></p> | <p>NWEA MAPS Skills Reading at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> ● Wonders Unit Benchmark Assessments ● Baseline Assessment ● CBM Assessments <p><u>Dynamic Indicators of Basic Early Literacy Skills TM 6th Edition</u></p> <ul style="list-style-type: none"> ● Nonsense Word Fluency < 27 Letter Sounds (Beginning of Year benchmark - BOY) ● Words Recoded (WRC) < 5 Words Recoded (Middle of Year – MOY) ● Whole Words Read (WWR) < 1 Whole Word Read (Middle of Year – MOY) ● DIBELS Oral Reading Fluency < 23 Words Read Correctly (Middle of Year – MOY) ● DORF Rate of Accuracy < 78% Accuracy (Middle of Year – MOY) | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● DIBELS scores indicating intensive instructional support recommendation with 3 additional indicators. ● Pull-out and/or push-in combined intensive instruction; Minimum of 30 minute daily pull-out service with up to 6 students as scheduling allows. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● DIBELS scores indicating strategic instructional support recommendation with 2 additional indicators. ● Push-in and/or pull out model combination; 3-6 times in a 6-day cycle, 15 - 30 minutes per session, push-in and/or pull-out combination up to 6 students. Flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist. <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> ● DIBELS scores indicating DIBELS low risk support recommendation with 0 to 1 indicators. ● Progress monitoring and instruction differentiated by classroom teacher. <p>Differentiation of instruction delivered by the classroom teacher during small groups, whole groups, center time, and the RTI block.</p> <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|---|--|--|
| <p style="text-align: center;">Grade <u>2</u></p> | <p>NWEA MAPS Skills Reading at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> ● Baseline Assessment ● Wonders Unit Benchmark Assessments ● CBM Assessments <p><u>Dynamic Indicators of Basic Early Literacy Skills TM 6th Edition</u></p> <ul style="list-style-type: none"> ● Nonsense Word Fluency < 54 letter sounds ● Whole Words Read < 13 Whole Words Read ● DIBELS Oral Reading Fluency < 52 words read correctly ● DORF Rate of Accuracy < 90% Accuracy | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● DIBELS scores indicating intensive instructional support recommendation with 3 additional indicators. ● Pull-out and/or push-in combined intensive instruction; Minimum of 30 minute daily pull-out service with up to 6 students as scheduling allows. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● DIBELS scores indicating strategic instructional support recommendation with 2 additional indicators. ● Push-in and/or pull out model combination; 3-6 times in a 6-day cycle, 15 - 30 minutes per session, push-in and/or pull-out combination up to 6 students. Flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist. <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> ● DIBELS scores indicating DIBELS low risk support recommendation with 0 to 1 indicators. ● Progress monitoring and instruction differentiated by classroom teacher. <p>Differentiation of instruction delivered by the classroom teacher during small groups, whole group, center time, and the RtI block.</p> <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|--|---|---|
| <p style="text-align: center;">Grade 3</p> | <p>EOY NWEA MAP Growth Reading at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> ● Baseline Assessments ● Interim Assessments ● End of Year 2nd Grade Data Point <p><u>Dynamic Indicators of Basic Early Literacy Skills TM 6th Edition</u></p> <ul style="list-style-type: none"> ● DIBELS Oral Reading Fluency < 70 words read correctly ● DORF Rate of Accuracy < 95% Accuracy | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● DIBELS scores indicating intensive instructional support recommendation with a minimum of 3 additional indicators. ● Pull-out small group intensive instruction delivered by Interventionist and/or speech pathologist; 5-6 times in a 6-day cycle, 30-40 minutes per session, pull-out, and mini-group up to 5 students. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● DIBELS scores indicating strategic instructional support recommendation with a minimum of 2 additional indicators. ● Small group pull-aside in classroom and/or pull-out instruction and/or co-teaching delivered by Interventionist and/or speech pathologist; 3-4 times in a 6-day cycle, 30-40 minutes per session, small group of up to 5 OR Flexibility provided up to 8 students with the mutual agreement of administration and the interventionist <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> ● DIBELS scores indicating DIBELS low risk support recommendation with 0 to 1 indicators. ● Progress monitoring and instruction differentiated by classroom teacher and possibly Interventionist. <p>Differentiation of instruction delivered by the classroom teacher during small groups, center time, and the RtI block.</p> <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|--|---|--|
| <p style="text-align: center;">Grade 4</p> | <p>EOY NWEA MAP Growth Reading at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Grade 3 ELA Assessment</p> <ul style="list-style-type: none"> ● Level 2 and below <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> ● Baseline Assessments ● Interim Assessments ● End of Year 3rd Grade Data Point <p><u>Dynamic Indicators of Basic Early Literacy Skills TM 6th Edition</u></p> <ul style="list-style-type: none"> ● End of 3rd Grade DORF ● DIBELS Oral Reading Fluency < 100 words read correctly ● DORF Rate of Accuracy < 97% Accuracy | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● NWEA MAP Growth as one possible indicator with a minimum of 3 additional indicators ● Pull-out small group intensive instruction delivered by Interventionist and/or speech pathologist; 5-6 times in a 6-day cycle, 30-40 minutes per session, pull-out, and mini-group up to 5 students. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● NWEA MAP Growth as one possible indicator with a minimum of 2 additional indicators. ● Small group pull-aside in classroom and/or pull-out instruction and/or co-teaching delivered by Interventionist and/or speech pathologist; 3-4 times in a 6-day cycle, 30-40 minutes per session, small group of up to 5 OR Flexibility provided up to 8 students with the mutual agreement of administration and the interventionist <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> ● NWEA MAP Growth scores indicating low risk support recommendation with 0 to 1 indicators. ● Progress monitoring and instruction differentiated by classroom teacher and possibly Interventionist. <p>Differentiation of instruction delivered by the classroom teacher during small groups, centers, and the RtI block.</p> <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|---|--|--|
| <p style="text-align: center;"><u>Grade</u> 5</p> | <p>EOY NWEA MAP Growth Reading at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Grade 4 ELA Assessment</p> <ul style="list-style-type: none"> • Level 2 and below <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> • Baseline Assessments • Interim Assessments • End of Year 4th Grade Data Point | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> • NWEA MAP Growth as one possible indicator with a minimum of 3 additional indicators • Pull-out small group intensive instruction delivered by Interventionist and/or speech pathologist; 5-6 times in a 6-day cycle, 30-40 minutes per session, pull-out, and mini-group up to 5 students. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> • NWEA MAP Growth as one possible indicator with a minimum of two additional indicators • Small group pull-aside in classroom and/or pull-out instruction and/or co-teaching delivered by Interventionist and/or speech pathologist; 3-4 times in a 6-day cycle, 30-40 minutes per session, small group of up to 5 OR Flexibility provided up to 8 students with the mutual agreement of administration and the interventionist <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> • Progress monitoring and instruction differentiated by classroom teacher and possibly Interventionist <p>Differentiation of instruction delivered by the classroom teacher during small groups, and the RtI block.</p> <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|---|--|--|
| <p style="text-align: center;">Grade <u>6</u></p> | <p>NWEA MAP Skills Reading at or below the lowest 25% of the total local grade level population based on scaled scores</p> <p>New York State Grade 5 ELA Assessment</p> <ul style="list-style-type: none"> • Level 2 and below <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> • Interim Assessments • Baseline Assessment • End of Year Data Point from 5th grade <p>*The NWEA MAP Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2018/2019 school year.</p> | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> • Pull-out small group intensive instruction delivered by Interventionist and/or speech pathologist; 5-6 times in a 6-day cycle, 30-40 minutes per session, pull-out, and mini-group up to 5 students. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> • Small group pull-aside in classroom and/or pull-out instruction and/or co-teaching delivered by Interventionist and/or speech pathologist; 3-4 times in a 6-day cycle, 30-40 minutes per session, small group of up to 5 OR Flexibility provided up to 8 students with the mutual agreement of administration and the interventionist <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> • Progress monitoring and instruction differentiated by classroom teacher and possibly Interventionist <p>Differentiation of instruction delivered by the classroom teacher during small groups, and the RtI block.</p> <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

Further Eligibility for Grades K-5:

Classroom Performance: Teacher recommendation based on ELA work samples and ongoing formative assessments

- Below grade level

Other Recommendations: S-BIT referral process

- Based on individual need after review at S-BIT meeting.

Students Records: Report Card Grades

- Below grade level

Criteria for Recommendation to Discontinue Intervention:

- Consistently at or above grade cut score (based on grade level average as determined by local norms) with the recommendation of the classroom teacher and the Interventionist.
- Intervention Eligibility Meetings
- Classroom performance with teacher recommendation
- Progress Reports and Report Card grades at or above grade level
- NWEA MAP Growth - Scores fall within the grade level RIT Band or Scores above the 50th%ile

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|---|---|---|
| <p><u>Grades</u> <u>7 - 8</u></p> | <p>NWEA MAP Skills Reading at or below the lowest 25% of the total local grade level population based on scaled scores</p> <p>New York State Grades 6, 7 ELA Assessment</p> <ul style="list-style-type: none"> ● Level 2 and below <p>Curriculum-based cumulative assessments designed to show student growth in grades 7 and 8 with district adopted interim assessments administered at equal intervals</p> <ul style="list-style-type: none"> ● Level 2 or below on 4 pt. writing rubric ● Level 3 or below on 5 pt. rubric ● Multiple Choice below 65% <p>Teacher recommendation based on ongoing formative assessments.</p> <p>*The NWEA MAP Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2018/2019 school year.</p> | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● New York State Grades 6, 7, 8 ELA Assessment Level 2 or below with a minimum of three additional indicators. ● Pull out intensive instruction and/or push in co-teaching Minimum of 3 days in a 6 day cycle/ 40 minutes/ small group size of 5 students for pull out (as schedule allows) OR small group size up to 10 students for push in daily co-teaching model OR a combination of the two models where scheduling allows. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● New York State Grades 6, 7, 8 ELA Assessment Level 2 or below with a minimum of two additional indicators. ● Push in co-teaching or pull out small group size up to 10 students daily/ 40 minutes in regular classroom setting (as schedule allows) AND/OR three days out of 6-day cycle/40 minutes/maximum group of 5 students in a pull out setting. Flexibility provided for up to 8 students with the mutual agreement of administration and the Interventionist. <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> ● New York State Grades 6, 7, 8 ELA Assessment Level 2 or below with up to 1 indicator ● 65% and below on Progress Reports/Report Cards ● Progress monitoring by classroom teachers and school counselors. |

Further Eligibility for Grades 7 and 8:

Classroom Performance: Teacher recommendation based on ELA work samples (homework, quizzes, tests, essays, extended response, etc.) and ongoing formative assessments

- Average scores consistently below 65%

Other Recommendations: administrators, counselors and/or other staff via the S-BIT referral process

- Based on individual need after review

Quarterly Reports/Grades:

- Below 65%

Criteria for Recommendation to Discontinue Intervention:

- New York State Grades 7,8 ELA Assessment Level 3,4
- Level 3 or above on 4 pt. writing rubric
- Level 4 or above on a 5 pt. writing rubric
- Multiple Choice 13/20 or above on post-test with recommendation of the classroom teacher and/or the Interventionist
- NWEA - achieving target score
- Classroom Performance - Consistently 65% and above on ELA quarterly report card with recommendation of the classroom teacher and/or the Interventionist

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|--------------------------------------|--|---|
| <p>Grades 9-12</p> | <p>NWEA MAP Skills Reading at or below the lowest 25% of the total local grade level population based on scaled scores</p> <p>New York State Grade 8 ELA Assessment</p> <ul style="list-style-type: none"> Level 2 or below on grade 9 placement with other indicators for intensity level <p>Regents Examination in English Language Arts (Common Core) (January/June/August)</p> <ul style="list-style-type: none"> Below 65% <p>Curriculum-based cumulative assessments designed to show student growth in grades 9,10, and 11 with district adopted interim assessments administered at equal intervals</p> <ul style="list-style-type: none"> Level 3 or below on 6 pt. rubric on essay. Multiple Choice less than 65% <p>*The NWEA MAP Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2018/2019 school year.</p> | <p>High Intensity Need: Tier 3</p> <ul style="list-style-type: none"> New York State Grade 8 ELA Assessment Level 1 or 2 with a minimum of three additional indicators OR Regents Examination in English Language Arts (Common Core) failure. Pull out intensive instruction and/or push-in co-teaching ELA workshop (Grade 11/12) pull out with the focus on the Regents Examination in English Language Arts (Common Core); minimum of 3 days in a 6-day cycle/40 minutes with a small group size up to 5 students* (as schedule allows) OR group size up to 10 students for push-in daily co-teaching model in regular classroom setting OR a combination of the two models where scheduling allows <p>Moderate Intensity Need: Tier 2</p> <ul style="list-style-type: none"> New York State Grade 8 ELA Assessment Level 2 or below with a minimum of two additional indicators. Push-in co-teaching with a focus on reading, writing, listening and study skills and/or pull out intensive instruction; group size up to 10 students daily/ 40 minutes in regular classroom setting (as schedule allows). Additional student numbers with the mutual agreement of administration, the classroom teacher and the Interventionist. OR Three days out of 6-day cycle/40 minutes/maximum group of 5 students in a pull out setting. <p>* Flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist.</p> <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> New York State Grade 8 ELA Assessment Level 2 or below with no other indicators Progress monitoring by school counselors and classroom teachers. |

Further Eligibility for Grades 9-12:

Classroom Performance: Teacher recommendation based on ELA work samples (homework, quizzes, tests, essays, extended response, etc.) and ongoing formative assessments

- Average scores consistently below 65%

Other Recommendations: administrators, counselors and other staff via the S-BIT referral process

- Based on individual need after review

Reports/Grades:

- Below 65%

Students Records: Progress Reports, Report Card Grades, Midterms & Final Exams

- Below 65%

Criteria for Recommendation to Discontinue Intervention:

- Passing Regents Examination in English Language Arts (Common Core) score
- Level 4 or above on 6-point rubric and 13/20 or above on the Multiple Choice with the recommendation of the classroom teacher and/or the Interventionist
- Classroom Performance - Consistently 65% and above with recommendation of the classroom teacher and/or the Interventionist
- Combination of other indicators as determined by the classroom teacher and/or the Interventionist.
- NWEA - achieving target score

**INTERVENTION SERVICES - ELIGIBILITY CRITERIA
MATH**

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|---|---|---|
| <p style="text-align: center;"><u>Grades</u> <u>K - 2</u></p> | <p>NWEA MAPS Skills at or below the lowest 25% of the total local grade level population based on scaled scores following assessments:</p> <ul style="list-style-type: none"> • Go Math Chapter/Cumulative Assessments • Pre-assessment • Teacher Anecdotal Notes <p><u>Grade 1 & 2 Only</u></p> <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> • Previous Grade Level Average • End-Of-Year Assessments | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> • Pre-assessment and/or 4 or more indicators per quarter and/or consecutive assessments Grade K - 2 NWEA as one possible indicator. • Pull-out and/or push-in combined intensive instruction; 3-6 times during a 6-day cycle/up to 30 minutes (Maximum of 5 students) as scheduling allows. Flexibility provided up to 8 students with the mutual agreement of administration and the interventionist <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> • Pre-assessment and/or 2-3 indicators per quarter and/or consecutive assessments Grade K - 2 NWEA as one possible indicator. • Push-in and/or pull out model combination; 3-6 times during a 6-day cycle, up to 30 minutes per session, up to 6 students. Flexibility provided up to 8 students with the mutual agreement of administration and the interventionist <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> • Pre-assessment and/or 0-2 indicators. Grade K - 2 NWEA as one possible indicator. • Progress monitoring and instruction differentiated by classroom teacher. Differentiation of instruction delivered by the classroom teacher during small groups, whole group, center time, and the RtI block. <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|--|--|---|
| <p><u>Grades</u> 3 – 5</p> | <p>EOY NWEA MAP Growth Math at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Math Assessment</p> <ul style="list-style-type: none"> ● Level 2 or Below <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> ● Baseline Assessments ● End of Year Interim Assessments ● Go Math Chapter/Cumulative Assessments | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> ● NYS Math Assessment Level 1 or 2 with a minimum of three additional indicators ● Pull-out small group intensive instruction; 5-6 times in a 6-day cycle, 30-40 minutes per session, pull-out, mini group up to 5 students as the schedule allows OR small group pull-aside in classroom. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> ● NYS Math Assessment Level 2 or 1 with a minimum of two additional indicator ● Small group pull-aside in classroom and/or pull-out instruction and/or co teaching; 3-4 times in a 6-day cycle, 30-40 minutes per session, pull-out or pull-aside, small group of up to 5 students OR flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist. <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> ● NYS Math Gr. 3, Gr. 4 Level 2 with one additional indicator or less. <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

Further Eligibility for Grades K-5:

Classroom Performance: Teacher recommendation based on independent practice math work samples and formative assessments

- Below grade level

Other Recommendations: S-BIT referral process

- Based on individual need after review of the S-BIT referral form.

Students Records: Report Card Grades

- Below grade level

Criteria for Recommendation to Discontinue Intervention:

- Consistently at or above grade cut score (based on grade level average as determined by local norms) with the recommendation of the classroom teacher and the Interventionist.
- Intervention Eligibility Meetings
- Classroom performance with teacher recommendation
- Progress Reports and Report Card grades at or above grade level
- NWEA MAP Growth – Scores fall within the grade level RIT Band or Scores above the 50th%ile

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|---|---|---|
| <p>Grade <u>6</u></p> | <p>NWEA MAPS Skills Math at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Math Assessment</p> <ul style="list-style-type: none"> • Level 2 or Below <p>10 points or more below the cut score (based on grade level average as determined by local norms) on the following assessments:</p> <ul style="list-style-type: none"> • End of Year Interim Assessments/or Average • Go Math Chapter/Cumulative Assessments • Go Math Prerequisite Skills Assessment (Grades 3 – 6) <p>*The NWEA MAPS Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2019/2020 school year.</p> | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> • NYS Math Assessment Level 1 or 2 with a minimum of three additional indicators • Pull-out small group intensive instruction; 5-6 times in a 6-day cycle, 30-40 minutes per session, pull-out, mini group up to 5 students as the schedule allows OR small group pull-aside in classroom. <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> • NYS Math Assessment Level 2 or 1 with a minimum of two additional indicator • Small group pull-aside in classroom and/or pull-out instruction and/or co teaching; 3-4 times in a 6-day cycle, 30-40 minutes per session, pull-out or pull-aside, small group of up to 5 students OR flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist. <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> • NYS Math Gr. 3, Gr. 4 Level 2 with one additional indicator or less. <p>Classroom teachers and counselors will monitor Tier 1 students and may forward concerns to S-BIT (School-Based Intervention Team) in regard to students not making progress for the purpose of collaboration and intervention strategies.</p> |

Further Eligibility for Grade 6:

Classroom Performance: Teacher recommendation based on independent practice math work samples and formative assessments

- Below grade level

Other Recommendations: S-BIT referral process

- Based on individual need after review of the S-BIT referral form.

Students Records: Progress Reports and Report Card Grades

- Below grade level

Criteria for Recommendation to Discontinue Intervention:

- Consistently at or above grade cut score (based on grade level average as determined by local norms) with the recommendation of the classroom teacher and the Interventionist.
- Intervention Eligibility Meetings
- Classroom performance with teacher recommendation
- Progress Reports and Report Card grades at or above grade level

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|-------------------------------|--|---|
| <p>Grades 7-12</p> | <p>NWEA MAPS Skills math at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Grades 6, 7 Math Assessment</p> <ul style="list-style-type: none"> Level 2 or below with other indicators to determine intensity level. <p>New York State Grade 8 Math Assessment</p> <ul style="list-style-type: none"> Level 2 or below for grade 9, 10 placements with other indicators for intensity level <p>RE in Algebra 1 (Common Core)</p> <ul style="list-style-type: none"> Below 65 % after completion of Algebra 9R or Algebra IA and IB <p>District adopted class assessments administered @ equal intervals designed to show student growth in grades 7, 8, 9, 10</p> <ul style="list-style-type: none"> Below 65% average (<u>initial scores</u>) – <u>score before corrections and/or make-ups</u> Average initial scores consistently below 65% <p>*The NWEA MAPS Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2019/2020 school year.</p> | <p>High Intensity: Tier 3</p> <ul style="list-style-type: none"> New York State Grades 6, 7, 8 Math Assessment Level 1 or 2 with a minimum of three additional indicators. New York State Grade 8 Math Assessment Level 1, 2 and/or with a minimum of three additional indicators as listed above OR Common Core Algebra I Regents failure based on qualifying classes of Algebra 9R or Algebra IA and IB Pull-out intensive instruction centering on student learning needs and/ or push-in co-teaching with a focus on math reasoning, problem solving and study skills. Minimum of 3 days in a 6 day cycle/40 minutes with a small group size up to 5 students* (as schedule allows) OR small group size up to 10 students for push in daily co teaching model in regular classroom setting OR a combination of the two models where scheduling allows <p>* Flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist.</p> <ul style="list-style-type: none"> Grade 9- Students who are unsuccessful in the Algebra 9R or the Algebra IB course and unsuccessful on the Regents Exam will repeat the course OR move to Math IB that will include push-in support and/or pull out support based on the indicators. Students who are successful in the Algebra course but are unsuccessful on the Regents will receive Tier 3 intervention support. |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|--|--|--|
| <p>Grades 7 - 12</p> | <p>NWEA MAPS Skills Math at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Grades 6, 7 Math Assessment</p> <ul style="list-style-type: none"> Level 2 or below with other indicators to determine intensity level. <p>New York State Grade 8 Math Assessment</p> <ul style="list-style-type: none"> Level 2 or below for grade 9, 10 placements with other indicators for intensity level <p>RE in Algebra 1 (Common Core)</p> <ul style="list-style-type: none"> Below 65 % after completion of Algebra 9R or Algebra IA and IB <p>District adopted class assessments administered @ equal intervals designed to show student growth in grades 7, 8, 9, 10</p> <ul style="list-style-type: none"> Below 65% average (<u>initial scores</u>) – <u>score before corrections and/or make-ups</u> Average initial scores consistently below 65% <p>*The NWEA MAPS Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2019/2020 school year.</p> | <p>Moderate Intensity: Tier 2</p> <ul style="list-style-type: none"> New York State Grades 6, 7, 8 Math Assessment Level 1 or 2 with a minimum of two additional indicators. New York State Grade 8 Math Assessment Level 1, 2 and/or with a minimum of two additional indicators or Common Core Algebra I failure based on qualifying classes of Algebra 9R or Algebra IA and IB Push-in co-teaching with a focus on math reasoning, problem solving and study skills and/or pull-out intensive instruction centering on student learning needs Small group size up to 10 students daily/ 40 minutes in regular classroom setting (as schedule allows) OR three days out of 6-day cycle/ 40 minutes/ maximum group of 5 students* in a pull out setting. Daily for 10 weeks or three days out of a 6-day cycle for 20 weeks with a small class size up to 15 students <p>* Flexibility provided up to 8 students with the mutual agreement of administration and the Interventionist.</p> <ul style="list-style-type: none"> Grade 9- Students who are unsuccessful in the Algebra 9R or the Algebra IB course and unsuccessful on the Regents Exam will repeat the course OR move to Math IB that will include push-in support and/or pull out support based on the indicators. Students who are successful in the Algebra course but are unsuccessful on the Regents will receive Tier 3 intervention support. |

| Grade | Measure and Criteria To Determine Eligibility | Intensity Levels/Frequency/Duration |
|------------------------------------|--|---|
| <p><u>Grades 7 – 12</u></p> | <p>NWEA MAPS Skills Math at or below the lowest 25% of the total local grade level population based on scaled scores.</p> <p>New York State Grades 6, 7 Math Assessment</p> <ul style="list-style-type: none"> • Level 2 or below with other indicators to determine intensity level. <p>New York State Grade 8 Math Assessment</p> <ul style="list-style-type: none"> • Level 2 or below for grade 9, 10 placements with other indicators for intensity level <p>RE in Algebra 1 (Common Core)</p> <ul style="list-style-type: none"> • Below 65 % after completion of Algebra 9R or Algebra IA and IB <p>District adopted class assessments administered @ equal intervals designed to show student growth in grades 7, 8, 9, 10</p> <ul style="list-style-type: none"> • Below 65% average (<u>initial scores</u>) – <u>score before corrections and/or make-ups</u> Average initial scores consistently below 65% <p>*The NWEA MAPS Skills is new to our district therefore this percentage is subject to change based upon local norming throughout the 2019/2020 school year.</p> | <p>Low Intensity: Tier 1</p> <ul style="list-style-type: none"> • New York State Grades 6, 7, 8 Math Assessment Level 1 or 2 with up to one indicator • Grade 9- Students who are unsuccessful in the Algebra 9R or the Algebra IB course and unsuccessful on the Common Core Algebra I Regents Exam will repeat the course OR move to Math IB that will include push-in support and/or pull out support based on the indicators. • Students who are successful in the Algebra course but are unsuccessful on the Regents will receive Tier 3 intervention support. <p>Before/After School: 10th period extra help Academic Assistance lab, Access to Regents review classes, Regents Video Library</p> |

Further Eligibility for Grades 7 - 12:

Classroom Performance: Teacher recommendation based on Math work samples (homework, quizzes, tests, essays, extended response, etc.)

- Average scores consistently below 65%

Other Recommendations: administrators, counselors and other staff via the S-BIT referral process.

- Based on individual need after review of the S-BIT referral form.

Quarterly Reports/Grades:

- 65% and below

Criteria for Recommendation to Discontinue Intervention:

- New York State Grades 7,8 Math Assessment Level 3,4
- Level 3,4 on Math 8 State Assessment
- Passing Regents score after completion of Algebra 9R or Algebra IA and IB
- 65% and above with recommendation of classroom teacher and/or Interventionists.
- Average initial scores consistently 65% and above on math quarterly reports with the recommendation of the classroom teacher and possibly Interventionists.

INTERVENTION SERVICES - ELIGIBILITY CRITERIA
Counseling

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| | Measure and Criteria to Determine Eligibility | Intensity/Frequency/Duration |
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|---|---|---|
| <p>Grades <u>K-12</u></p> | <p>Developmental Measures:</p> <ul style="list-style-type: none"> ● Curriculum based assessments/measures ● Cumulative folder review ● Social/emotional/behavioral standardized screening measure ● Counseling referral made by parent or school staff member <p>Criteria:</p> <ul style="list-style-type: none"> ● Below age appropriate expectations ● Impact on educational performance ● Below expectations on screening measure ● Recommendation from S-BIT with significant delay/impairment compared to grade or age level peers. <p>Diagnostic Screening:</p> <ul style="list-style-type: none"> ● Visual/hearing/medical exams <p>Criteria:</p> <ul style="list-style-type: none"> ● Screening criteria not met ● S-BIT Recommendation <p>Psychological Screening:</p> <ul style="list-style-type: none"> ● Screening for Attention Deficit Hyperactivity Disorder <p>Criteria:</p> <ul style="list-style-type: none"> ● Results of screening measures ● Psychologist recommendation ● S-BIT recommendation | <p><i>All intensity levels will include a review of health screening, counselor review of report cards, progress reports, attendance records, encouragement of student to use ELA/Math Test Prep, peer tutoring and mentoring, and homework assistance.</i></p> <p>High Intensity: Tier 3 Regular attendance calls by ROBO call. Referral to law enforcement, PINS and community agencies. Referral to CSE for potential disabilities. Referral to outside agencies for social and/or emotional support for students and families</p> <ul style="list-style-type: none"> ● BHSN, PSAP, CVFS, etc. <p>In school counseling and support services.</p> <ul style="list-style-type: none"> ● At least one time per 6-day cycle for 30 minutes ● Individual or Group <p>Moderate Intensity: Tier 2 Regular attendance calls by ROBO call. Referral to outside agencies for social and/or emotional support for students and families Parent consultation regarding areas of concern In school counseling and support services</p> <ul style="list-style-type: none"> ● At least once every other 6-day cycle for 30 minutes ● Individual or Group |
| | <p>Measure and Criteria to Determine Eligibility</p> | <p>Intensity/Frequency/Duration</p> |

| | | |
|--|---|---|
| | <p>Sources of Evidence:</p> <p>Reports:</p> <ul style="list-style-type: none"> ● Discipline referrals/records ● Professional observation ● Counseling referral ● Progress reports ● Retention plans <p>Student Records:</p> <ul style="list-style-type: none"> ● Attendance Records: referrals for absences, tardiness As per PCS District attendance policy. ● Report Card Performance below grade level expectations <p>Transfer Records with cumulative folder</p> | <p>Low Intensity: Tier 1</p> <p>Regular attendance calls by ROBO call Annual review of academic progress School Wide Behavioral Support</p> <ul style="list-style-type: none"> ● PSET ● PBIS ● CFES <p>Short-term counseling and/or support services</p> <ul style="list-style-type: none"> ● At least once per quarter, duration as needed ● Individual or Group |
|--|---|---|

Criteria for Recommendation to Discontinue Intervention:

- Counselor/Psychologist recommendation
- Improved academic performance; at or above grade level expectations
- Medical recommendations
- S-BIT recommendation
- Decrease in discipline referrals
- Improved attendance patterns
- Consultation with appropriate providers

Roles and Responsibilities for Intervention

Peru Central School District

Intervention providers:

- **Supplement not supplant** classroom instruction
- Deliver scientific, research-based intervention based on identified areas of student need
- Focus instruction on the ELA and/or Math NYS Common Core standards as it relates to RtI, content literacy, problem solving and critical thinking skills
- Model best practice strategies to differentiate for student needs in all instructional settings
- Collaborate with classroom teachers on student progress in the general curriculum and specific areas of weakness
- Collaborate and plan with the classroom teacher to enhance the push in co-teaching model
- Maintain regular communication with classroom teachers and parents regarding their student's progress
- Work with school counselors, administration and intervention coordinators as a team of interventionists for student placement
- Notify classroom teachers and school counselors in regard to high (Tier 3), moderate (Tier 2) and low intensity (Tier 1- progress monitor) students
- Keep information updated on RtI edge
- Maintain information as required by Title regulations in individual student folders
- Progress monitor all Tier 2 and 3 students as per the District Intervention Plan

Administrators:

- Provide time/opportunity for intervention providers and classroom teachers to collaborate and plan
- Oversee Intervention Plan implementation in your building (ex. multiple assessment data, district goals, objectives, etc.)
- Oversee attendance and behavior issues of students when negatively impacting academic achievement
- Oversee the distribution of parent notification letters and posting of parent compacts
- Notify parents of opportunities to attend school functions that include information regarding intervention programs and services
- Provide time/opportunity for all faculty and staff to engage in professional development to further student achievement

Classroom Teachers:

- Provide high quality instructional and behavioral supports at a Tier 1 level **for all students**
- Employ best practice strategies in differentiation for all students
- Collaborate and plan with intervention staff to enhance the push in co-teaching model
- Monitor all students for progress in Tier 1 instruction
- Collect and share student and classroom data as required by the Intervention Plan
- Maintain files of student work samples
- Refer struggling students to S-BIT
- Communicate regularly with interventionists and parents regarding their student's progress
- Prepare students for NYS Assessments proficiency
- Document initial class scores before make up work, extra credit or effort grades are factored in
- Send copies of blank interim assessments to intervention coordinator
- Work with the interventionists to complete the ongoing needs assessment spreadsheet as required by the Intervention Plan (see attachment at the end of the Intervention Plan) ***see sample needs assessment on page 72**
- Create consistent interim assessments as a grade level/course team

Parents:

- Attend parent conferences
- Attend Title I meetings, open house, intervention information sharing meetings, etc.
- Participate in opportunities to be involved in child's education
- Monitor your child's progress
- Encourage your child to seek extra help

School Counselors:

- Monitor all students' progress
- Refer students to proper local support agencies
- Assist as needed with student referrals to S-BIT process (see attachments regarding S-BIT)
- Provide students with information regarding extra help opportunities and resources
- Encourage students to utilize above opportunities and resources

S-BIT Facilitator: 3 positions, K-2, 3-5, and 6-12

- Assist individuals in locating the S-BIT referral forms, which are located on the district website.
- Review all S-BIT referrals for accuracy of completion and confirm with administration
- Coordinate and schedule all S-BIT meetings once referrals are confirmed and send the referral along with the email invitation to all appropriate S-BIT members
- Facilitate the meeting and coordinate the minute taking/plan writing during the meeting
- Send all S-BIT members a copy of the S-BIT plan and any follow-up communications/tasks
- Coordinate scheduling and send invitations to all follow-up S-BIT meetings
- Provide copies of all documents to the offices where the files for students undergoing the S-BIT process are stored (K-2 and 3-5 are in the Elementary and 6-12 are in the Office of Student Services)
- Provide a monthly summary report of the S-BIT meetings to the Director of Student Services and the appropriate building administrators
- Communicate with appropriate individuals when any student scheduling needs are involved
- Partner with the intervention coordinator at the particular grade span to utilize available data and intervention strategies during S-BIT meetings and assure that data collection during the initial S-BIT meeting is outlined for review at subsequent S-BIT meetings
- Have ongoing communication with the S-BIT coordinators at the other grade spans

Intervention Coordinator: 4 positions (K-2, 3-5, 6-12 math, and 6-12 ELA)

- Provide the needs assessment document (***see sample needs assessment on page 72**) to classroom teachers at the beginning of the year
- Screen new entrants (K-5) or review incoming records with school counselors (6-12) to assist in proper placement.
- K-2 only- Organize Kindergarten Screening
- 3-5 and 6-12 only- Assist with administration of all NYS assessments
- Facilitate compilation of the ongoing needs assessment data (as per the district intervention plan) for intervention determination within required timelines (at 6th-12th work in conjunction with the content department chair for ELA and math) and facilitate a discussion meeting regarding the above data with the whole grade level (K-5)
- Organize the above referenced data to determine grade level and class/course averages (at 6th-12th work in conjunction with the content department chair for ELA and math)
- Return the above data and information to the appropriate grade level chair/course instructors (at 6th-12th work in conjunction with the content department chair for ELA and math)
- Assist with ordering materials for reading and intervention (at 6th-12th work in conjunction with the content department chair for ELA and math)
- Facilitate and assist with scheduling teacher assistants associated with intervention
- Coordinate regular and frequent meetings (corresponding with progress and report card time frames) with interventionists to review students currently receiving interventions to determine student grouping/regrouping and continued need as per the intervention plan (for the 6th-12th grade span, 6th-9th ELA and math only)
- Work directly on S-BIT and assist the S-BIT facilitator with the associated grade span
- Work collaboratively with building administrators, school counselors, and interventionists in determining student intervention needs using data and information from the needs assessment
- Assist with end of the year grade level advancement/classroom placement
- Assist administration with the development and annual review/revision of the District Intervention Plan, including regulatory policies, grants and procedures as required under Part 100, Title I, Title II and NCLB programs
- Assist with creation of interim assessments at the K-5 grade span
- Maintain copies of the interim assessments at the grade span
- Have ongoing communication with the intervention coordinators at the upper and lower grade spans

Interventions Currently Available **Research-Based Interventions**

Leveled Literacy
Foundations
Wilson Reading System
Just Words Wilson Reading System
Early Reading Intervention (ERI)
Edmark
Start-In
Lindamood Bell LIPS
Touch Math
Handwriting Without Tears
GO Math Strategic Intervention
NYS Common Core Modules

Web-Based Strategies

<http://www.rtinetwork.org/>

<http://www.interventioncentral.org/>

<http://www.readingrockets.org/>

<http://www.asha.org/>

<http://www.aclid.org/>

<http://www.wirticenter.com/strategiesbank/reading.php#tab-b>

Reading Comprehension

- "Click or Clunk?": A Student Comprehension Self-Check

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/click-or-clunk-student-comprehension-self-check>

- Advanced Story Map

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map>

- Keywords: A Memorization Strategy

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/keywords-memorization-strategy>

- Main-Idea Maps

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps>

- Mental Imagery: Improving Text Recall

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall>

- Oral Recitation Lesson

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/oral-recitation-lesson>

- Phrase-Cued Text Lessons

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons>

- Prior Knowledge: Activating the 'Known'

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known>

- Question-Generation

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation>

- Reading Comprehension Fix-Up Skills: A Classroom Toolkit

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit>

- Reciprocal Teaching: A Reading Comprehension Package

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/reciprocal-teaching-reading-comprehension-package>

- Text Lookback

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback>

General Academic

- Accommodating All Students: 'Classic' Ideas That Teachers Can Use to Diversify Classroom Instruction

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/accommodating-all-students-classic-ideas-teachers-can-use-d>

- Games, Contests & Puzzles: Entertaining Ideas for Educating Students

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/games-contests-puzzles-entertaining-ideas-educating-students>

- Group-Response Techniques

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/general-academic/group-response-techniques>

- Help Signal

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/general-academic/help-signal>

- Introducing Academic Strategies to Students: A Direct-Instruction Approach

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/introducing-academic-strategies-students-direct-instruction>

- Letter Cube Blending

[Read more... http://www.interventioncentral.org/academic-interventions/general-academic/letter-cube-blending](http://www.interventioncentral.org/academic-interventions/general-academic/letter-cube-blending)

- Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/reducing-problem-behaviors-through-good-academic-management->

- Teacher Strategies to Promote Learning

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/teacher-strategies-promote-learning>

- The Instructional Hierarchy: Linking Stages of Learning to Effective Instructional Techniques

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in>

Math

- Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/applied-math-problems-using-question-answer-relationships-qars-interpret>

- Cover-Copy-Compare

[Read more... http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare](http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare)

- Math Computation: Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-and-productivity-rates-self-monitorin>

- Math Computation: Increase Accuracy by Intermixing Easy and Challenging Computation Problems

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp>

- Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa>

- Math Computation: Student Self-Monitoring of Productivity to Increase Fluency

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-student-self-monitoring-productivity-increase-fluency>

- Math Problem-Solving: Combining Cognitive & Metacognitive Strategies

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies>

- Number Operations: Strategic Number Counting Instruction

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/number-operations-strategic-number-counting-instruction>

- Number Sense: Promoting Basic Numeracy Skills through a Counting Board Game

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0>

- Peer Tutoring in Math Computation with Constant Time Delay

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/peer-tutoring-math-computation-constant-time-delay>

- School-Wide Strategies for Managing... MATHEMATICS

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/school-wide-strategies-managing-mathematics>

- Self-Monitoring: Customized Math Self-Correction Checklists

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists>

Reading Fluency

- Assisted Reading Practice

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/assisted-reading-practice>

- Error Correction & Word Drill Techniques

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques>

- HELPS Reading Program

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/helps-reading-program>

- Kids as Reading Helpers: A Peer Tutor Training Manual

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual>

- Listening Passage Preview

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview>

- Paired Reading

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading>

- Repeated Reading

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading>

- School-Wide Strategies for Managing... READING

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-fluency/school-wide-strategies-managing-reading>

Study & Organization

- Classwork & Homework: Troubleshooting Student Problems from Start to Finish

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/classwork-homework-troubleshooting-student-problems-start-to-finish>

- Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-and-assigned-readings>

- Homework Contracts: Tapping the Power of Parents

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/homework-contracts-tapping-the-power-of-parents>

- School-Wide Strategies for Managing... STUDY SKILLS / ORGANIZATION

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization>

- Study Skills Package

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/study-organization/study-skills-package>

- Test Anxiety: Classroom Tips

[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips](http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips)

- Tools to Build Student Text and Lecture Comprehension

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/tools-build-student-text-and-lecture-comprehension>

Writing

- Integrated Writing Instruction

[Read more... http://www.interventioncentral.org/academic-interventions/writing/integrated-writing-instruction](http://www.interventioncentral.org/academic-interventions/writing/integrated-writing-instruction)

- School-Wide Strategies for Managing... WRITING

[Read more... http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing)

- Sentence Combining: Teaching Rules of Sentence Structure by Doing

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing>

- Spelling: Cover-Copy-Compare

[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare](http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare)

- Spelling: Repeated Review of Spelling Words with Shared Rime

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime>

- Spelling: Self-Correction with Verbal Cues

[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues](http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues)

Other strategies: Reading Rockets Classroom Strategies: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing

<http://www.readingrockets.org/strategies/>

The background of the page is a faded, light blue image of a school building. The most prominent feature is a clock tower with a circular clock face on the lower level and a smaller, square tower above it with a pointed roof. The building has classical architectural elements like columns and arches. The entire image is framed by a thin blue border.

Peru Central School District

School-Based Intervention Team Plan S-BIT 2017-2018

Amended July 2018

FORWARD

This booklet contains the procedures and forms used by the Peru Central School District and is based on many resources that include the Syracuse (NY) Schools School-Based Intervention Team (S-BIT) Project, The New York State Response to Intervention Guideline, The Albemarle County Public School booklet, and many other resources.

TABLE OF CONTENTS

| | |
|--|--------|
| School-Based Intervention Team (S-BIT) Purpose and Responsibilities..... | pg.53 |
| Response to Intervention (RtI)..... | pg.54 |
| Three-Tiered Intervention..... | pg.55 |
| Which students are appropriate S-BIT Tier 2 and 3 referrals?..... | pg. 55 |
| S-BIT Participants..... | pg. 56 |
| Procedures for initial request for assistance from the S-BIT Team..... | pg.56 |
| The S-Bit Meeting..... | pg.56 |
| S-BIT Referral forms..... | pg.57 |
| S-BIT Checklist Elementary..... | pg. 57 |
| S-BIT Referral Elementary..... | pg.58 |
| S-BIT Checklist Jr./Sr. High..... | pg. 61 |
| S-BIT Referral Jr./Sr. High..... | pg. 62 |
| S-BIT Related Service Provider Form..... | pg. 64 |
| S-BIT Initial Meeting Form Elementary..... | pg. 65 |
| S-BIT Initial Meeting Form Jr./Sr. High..... | pg. 68 |
| S-BIT Follow-up Meeting Form..... | pg. 71 |
| Strategies and Interventions..... | pg. 72 |
| RtI Glossary..... | pg. 78 |
| Sample Needs Assessment..... | pg. 79 |

SCHOOL-BASED INTERVENTION TEAM (S-BIT)

Purpose and Responsibilities

School-Based Intervention Teams are designed to be a significant part of Peru Central School District Strategic Plan specifically by preparing all students to succeed as members of a global community and in a global economy, eliminating the achievement gap, and establish efficient systems for development. S-BIT also represents Peru Central School District's commitment to school improvement through the support and development of professional learning communities in our school. The term professional learning community refers to the collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review student progress, and participate in decision making.

The School-Based Intervention Team (S-BIT) provides a school-based mechanism to enable school personnel to meet the needs of individual students who are having difficulty in regular education settings. ***The team is student-centered, and data-driven which helps to facilitate a process that results in the implementation of targeted strategies, accommodations, and services that will enable the student to be successful in school.***

Students may be referred to the S-BIT through a variety of sources, but the charge to the team and the process to be followed is a consistent one, regardless of the referral source. When a student is referred to the SBIT Team, the team has the responsibility to review any problems (academic and/or behavioral) which may be interfering with the student's academic performance in school, to brainstorm solutions, to make recommendations to meet the student's needs, and to monitor/review the results of the recommendations. The services provided through School-Based Intervention Teams are neither Section 504 nor Special Education services.

The S-BIT may meet as many times as necessary to meet the student's needs. The parent/guardian may be invited to the team meetings. A copy of the minutes may be given to the parent upon request.

Parental permission is not required to conduct the School-Based Intervention Team meeting, however every effort should be made to encourage parental attendance, particularly when the parent/guardian is the referral source. The problem-solving process through S-BIT does not preclude the School-Based Intervention Team from making a referral for evaluation for Section 504 or Special Education prior to implementing strategies. However, such an action should be considered an exception to procedures.

Response to Intervention (RtI)

RtI is the practice of using data to guide high-quality instruction and behavioral interventions which are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to make critical educational decisions. This process is what drives the work of the S-BIT. ***The primary purposes of RtI are the identification and prevention of potential learning problems as well as providing additional support for targeted individual needs. Its core principles are:***

- ◆ ***Effectively teach all children***
- ◆ ***Intervene early***
- ◆ ***Use a three-tiered model of service delivery***
- ◆ ***Use a problem solving protocol to make decisions within the multi-tiered model***
- ◆ ***Use research-based scientifically validated instruction and interventions***
- ◆ ***Monitor student progress to inform instruction, and***
- ◆ ***Use assessment for three different purposes: screening, diagnostics, and progress monitoring.***

(National Association of State Directors of Special Education [NASDSE] 2006)

RtI provides a framework for effectively utilizing best instructional practices within a scientifically, research-based curriculum to address student's needs. The existing law, The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) requires:

...[that] to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider...data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals...
(34 C.F.R §300.309(b))

Working in tandem with the No Child Left Behind Act of 2001, IDEIA requires general education teachers and staff to monitor and measure a student's response to individual instruction and intervention in the general education classroom. Typically, after several of these systematic and research-grounded interventions have been implemented and evaluated, the child has consistently failed to make adequate progress, may s/he be considered for special education evaluation.

Response to Intervention (RtI) is primarily an instructional framework and philosophy. The goals and objectives of RtI include early intervention for students who struggle to attain or maintain grade level performance and is an ongoing process of using student performance and other data to guide instructional and intervention decisions. Since there is great variability in individual response rates to instruction among children, carefully selecting and implementing scientifically-based instructional interventions increases the likelihood that a student will regain success at grade level. RtI activities are designed to support the ongoing efforts of school divisions and individual schools to closely scrutinize and evaluate the effectiveness of their instructional and behavioral management programs.

In addition to academic deficits, interfering behavior is often a factor that must be considered when trying to determine why a student is not performing at a satisfactory level, including demonstrating an adequate rate of learning. Because academics and behavior are closely connected, they need to be addressed simultaneously, with screening, intervening, and monitoring of interfering behaviors occurring as systematically as any interventions which target academic difficulties.

Successful implementation of RtI involves three important components:

- ❖ universal screening
- ❖ multiple layers or “tiers” of instruction, intervention, and support, and
- ❖ progress monitoring (an integrated data collection and assessment system to inform decision making).

Implementation of these core components of RtI can build on and extend existing practices and procedures through grades and across content areas.

Three-Tiered Intervention

RtI is a multi-tiered service delivery model. The tiers generally represent universal instruction with multiple grouping formats. Tier 1 (low intensity) supplemental instruction such as targeted instruction/intervention in homogeneous small groups within the classroom. Tier 2 (moderate intensity) intensive/individualized instruction/intervention in homogeneous small groups within the classroom. Tier 3 (high intensity) intensive, individualized instruction/intervention in homogeneous groups outside of general education setting.

In Tier 1, all students receive high-quality, scientific researched-based instruction, delivered by the general education teacher in the core curriculum. Using benchmarks (STAR), the core curriculum should be manageable for 75 to 85 percent of students (Good, R., Simmons, C., & Smith, S., 1998). If a significant number of students are not successful in the core curriculum, instructional and curricular variable should be analyzed to determine where the core instruction needs to be strengthened. (The learning needs of the students who are least successful should also be addressed during the examination of any core instructional difficulties.)

Tier 2 A is supplemental targeted instruction that ensures additional instruction and intervention in smaller groupings (provided by classroom teacher and/or Intervention Service Providers). Tier 2 B instruction is targeted intervention provided by Intervention Service Providers. Tier 3 is an individualized level of instruction that provides for more supplemental individualized instruction/intervention (provided by reading specialists, interventionists, speech pathologists, and/or behavior specialists).

The important features of any tiered delivery system are that all students receive Tier 1 instruction, (i.e., a core instructional program that uses a scientifically-based curriculum for all students at their instructional level that is differentiated as needed), and that intensified instruction is provided to students in direct proportion to their individual need (Tier 2 and 3). Distinctive support structures are built into each tier and provide teachers with activities that help put into action research-based curriculum and instructional practices to improve student achievement.

Which students are appropriate for S-BIT referrals?

School Based Intervention Teams are designed to eliminate the achievement gap within our school. S-BIT is designed to assist schools in their efforts to promote student achievement when initial efforts within the professional learning communities have not been successful.

Which students should be referred to S-BIT?

- ❖ Students who classroom teacher and/or service providers feel are not responding to academic and/or behavioral intervention and need review.

S-BIT Participants and Team members

The S-BIT is an extremely important, student-centered professional team within the school and should be recognized as such by members of the team as well as other school personnel. In order to be effective, membership on the team needs to be fluid and individualized based on the referral concerns; **however, core membership should include:**

S-BIT Facilitator
Referral Source
Intervention Coordinator
Literacy/Math Interventionist
Special Education Teacher
School Psychologist
Counselor
General Education Teacher Representative

Additional team members may include:

Parent
Principal
Nurse
Occupational Therapist
Physical Therapist
PSAP/Other Agency
Speech Language Pathologist

Procedures for initial requests for S-BIT

To request assistance, from the School-Based Intervention Team, please complete the following steps:

1. Completion of S-BIT referral form (**all areas, leave no blanks**).
2. Forms are available on the district web-site
3. Completed S-BIT referral form with checklists and all forms should be submitted to the building principal (elementary) or S-BIT facilitator (middle/high school).

The S-BIT Meeting

1. The School-Based Intervention Team Facilitator will chair the meeting with the following to be addressed in the order listed:
 - A. Review the purpose of the referral
 - B. Referral source indicates strengths of student and explains 1-2 areas of concerns for student
 - C. Review baseline data provided by referral source
 - D. Team sets academic and/or behavioral goals to address these concerns that are observable and measurable.
 - E. Team decides on an intervention plan. (What will the provider(s) be expected to do? Do they need specific materials to carry this intervention forward?)
 - F. Set dates for next meeting and facilitator shares the plan via e-mail

Peru Central School District
Referral to School-Based Intervention Team
S-BIT Checklist
Grades K-5

Prior to submitting the S-BIT Referral to the building principal, referring personnel please make sure you have completed the following steps:

- Notify parents** or guardians that a referral is being made to S-BIT and explain the process and the reasons for the referral to them
- Consult the **School Nurse** and obtain the student's health information
- Consult with the AIS staff** about this student's referral and ask them to fill out the Related Service Provider S-BIT Form and provide it to you. (Make sure they sign and date.)
- Consult with other service providers** that work with this student about this referral and ask them to complete the Related Service Provider S-BIT Form and provide it to you. (Make sure they sign and date.)
- Bring your grade book** (indicating class average) and the student's **cumulative folder** to the meeting.
- Provide applicable attachments as stated in Step 6.

Current report card

NWEA MAPS Skills Assessment data

Current progress reports Intervention data

Reading/Math Card/classroom data

Related Service Provider S-BIT Forms

RtI Behavior Form

Behavior Plan

Discipline Record

Health Form from School Nurse

State test scores

Peru Central School-Confidential

Peru School-Based Intervention Team (S-BIT)

Referral Grades K-5

Referred by: Click here to enter text.

Date Submitted: Click here to enter text.

Student's Name: Click here to enter text.

DOB: Click here to enter text.

Grade: Click here to enter text.

Parent/Guardian Name: Click here to enter text.

Phone Number: Click here to enter text.

Parent/Guardian Contact Log (Must make contact prior to the referral submission. Attach additional sheets if applicable.)

| Date | Who was contacted? | Outcome of contact |
|------------------|---------------------------|---------------------------|
| Click here to en | Click here to enter text. | Click here to enter text. |
| Click here to en | Click here to enter text. | Click here to enter text. |
| Click here to en | Click here to enter text. | Click here to enter text. |
| Click here to en | Click here to enter text. | Click here to enter text. |

Step 1. Reason for Referral (Primary Concerns)

Academic

Behavioral

Emotional

Medical

Please describe concerns: Click here to enter text.

What would you like to see as a result of this S-BIT meeting? Click here to enter text.

Step 2. Student Strengths

What are the student's strengths, talents, specific interests and motivators? Click here to enter text.

Step 3. Cumulative Review

Are any of the following areas interfering with the student's ability to meet success? Y= Yes N= No

| | |
|--|---------------------------|
| Attendance Y/N If yes, please comment | Click here to enter text. |
| Discipline Y/N If yes, please comment | Click here to enter text. |
| Retention Y/N If yes, please specify grade retained | Click here to enter text. |
| Behavioral/Emotional Y/N If yes, please comment | Click here to enter text. |
| Environmental Y/N If yes, please comment | Click here to enter text. |

Step 4. Teacher driven interventions/classroom support- **to be completed by teacher.**

| WHAT IS THE INTERVENTION | WHEN DID IT TAKE PLACE | GROUP SIZE | OUTCOME |
|--------------------------|------------------------|---|---|
| | Frequency Duration | <ul style="list-style-type: none"> • Small Group • 1:1 • | <ul style="list-style-type: none"> • Continue intervention strategy: producing satisfactory results • Additional intervention strategies needed • Intervention strategy did not provide satisfactory results • Additional Information |
| | Frequency Duration | <ul style="list-style-type: none"> • Small Group • 1:1 | <ul style="list-style-type: none"> • Continue intervention strategy: producing satisfactory results • Additional intervention strategies needed • Intervention strategy did not provide satisfactory results • Additional Information |
| | Frequency Duration | <ul style="list-style-type: none"> • Small Group • 1:1 | <ul style="list-style-type: none"> • Continue intervention strategy: producing satisfactory results • Additional intervention strategies needed • Intervention strategy did not provide satisfactory results • Additional Information |

Step 5. Programs and Interventions - Complete this portion as applicable (outside services to be filled out by the referring party and appropriate personnel will complete Related Service Provider Form)

| | | |
|--|---------------------------|---------------------------|
| AIS (push-in) | Click here to enter text. | Click here to enter text. |
| AIS (pull-out) | Click here to enter text. | Click here to enter text. |
| Supplementary help example, Academic study hall, Mandatory 10 th Period, TA support, etc. | Click here to enter text. | Click here to enter text. |
| Speech (IEP or RtI) | Click here to enter text. | Click here to enter text. |
| Counseling (IEP or non-IEP) | Click here to enter text. | Click here to enter text. |
| Occupational Therapy | Click here to enter text. | Click here to enter text. |
| Physical Therapy | Click here to enter text. | Click here to enter text. |
| Outside Services: example, BHSN, PSAP, Homeless services, etc. | Click here to enter text. | Click here to enter text. |

Step 6. Attachments Please attach the following (if applicable):

Current report card

State test scores

Current progress reports

Intervention data

Reading/Math Card - classroom data

RtI Behavior Form

Related Service Provider S-BIT Form

*Behavior Plan
Health Form (School Nurse)*

Discipline Record

Step 7. Please indicate any other special area teachers and/or support staff who should be invited to this meeting:

Click here to enter text.

Upon completion of this form and all relevant attachments, please submit to the building principal.

Principal Signature

Date

Peru Central School District
Referral to School-Based Intervention Team
S-BIT Checklist
Grades 6-12

- Obtain S-BIT referral form from the main office, S-BIT facilitator or the Jr./Sr. High webpage under the “Our School” tab.
- Referral forms should be completed with information from teachers and counselors
- Submit the SBIT referral form to the S-BIT facilitator
- Notify parents or guardians that a referral is being made to S-BIT and explain the process and the reasons for the referral to them.
- Teachers should bring grade books to the meeting
- Counselors should bring the student's cumulative folder to the meeting.

*Once the referral form has been submitted, the S-BIT facilitator will gather student records and contact the S-BIT team and referring person/s with a meeting date.

**Peru Central School-Confidential
Peru School-Based Intervention Team (S-BIT)
Referral Grades 6-12**

Referred by:

Date Submitted:

Student's Name:

Grade:

Age:

Grade(s) retained:

Parent/Guardian Contact History *(Must make contact prior to the referral submission.)*

- Parents/Guardians were asked to attend fall conferences
- Parents/Guardians attended fall conferences
- Communication has been attempted/taken place via phone or email

Please describe the outcome of communication:

Step 1. Reason for Referral (Primary Concerns)

Academic

Behavioral

Emotional

Medical

Please describe concerns:

Step 2. Student Strengths?

What are the student's strengths, talents, specific interests and motivators?

Step 3. Cumulative Review

Please provide additional information that you are aware of in these areas:

| | |
|----------------------|--|
| Behavioral/Emotional | |
| Environmental | |

Step 4. Tier 1 teacher-driven interventions/classroom support

- Mandatory 10th periods
- Academic Assistance Lab
- Shared TA/Consultant Teacher/AIS supported class or classes **(Please list classes)**
- Teacher-student conference
- Academic study hall

Step 5. Additional Services

- Counseling (IEP or Non IEP)
- BHSN, PSAP, Homeless Services, etc.

Step 6. Please indicate any other special area teachers and/or support staff who should be invited to this meeting:

| |
|--|
| |
|--|

Date Received:

S-BIT Facilitator Signature:

Date:

Confidential Related Service Provider RtI Form for S-Bit Referral

Student's Name:

Grade:

Service Provider:

Referring Teacher:

| Service type | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|--------------------------|---------------------|--------------------|--------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Goal: | | |
| Intervention: | | | | | |
| Progress to Goal: | | | | | |

Related Service Provider Programs and Interventions

Service Types to include push-in and pull-out AIS ELA and math, Speech/Language (RtI or IEP), counseling, occupational therapy, physical therapy, and other services.

| Service type | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|--------------------------|---------------------|--------------------|--------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Goal: | | |
| Intervention: | | | | | |
| Progress to Goal: | | | | | |

Previous Intervention Services:

No Prior Services:

Service Type:

Grade:

Start Date/End Date:

Service Type:

Grade:

Start Date/End Date:

Service Type:

Grade:

Start Date/End Date:

Service Type:

Grade:

Start Date/End Date:

S-BIT Initial Meeting Minutes (Elementary)

Student Name:

Date:

Grade:

DOB:

Teacher:

Case Provider(s):

Meeting Attendance

| | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Assess Teacher Concerns – 7 min.

Primary Concerns: (academic, attendance, speech, behavior, health, social)

Student Strengths, Talents, and Reinforcers:

Review Baseline Data/and Updated Assessment Scores since Referral – 5 min.

NWEA MAPS Skills Reading:

NWEA MAPS Skills Math:

Report Card Grades:

| | | |
|-----------------|-----|-----|
| Reading: | T1: | T2: |
| Writing: | T1: | T2: |
| Math: | T1: | T2: |
| Social Studies: | T1: | T2: |
| Science: | T1: | T2: |

Evaluate Student's Response to Intervention – 5 min.

Classroom:
Pull-Out Math:
Push-In Math:
Pull-Out ELA:
Push-In ELA:
Speech:
Counseling:
Homework Lab:
Academic Study Hall:
OT/PT:

Select Target Teacher Concerns for Intervention – 3 min.

1.

2.

Set Goals and Interventions: Assign Person(s) Responsible and To-Do's – 10 min.

Intervention Goal 1:

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

Intervention Goal 2:

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

Intervention Goal 3:

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

**Other Meeting To Do's/Follow-Up Persons Responsible:
(assessment, parent contact, referrals)**

1. Teacher will contact parents to discuss the outcome of this meeting.

Next Meeting Date:

S-BIT Initial Meeting Minutes (6-12)

Student Name:

Date:

Grade:

DOB:

Referring person:

AIS/additional providers(s):

| |
|---------------------------|
| Meeting Attendance |
|---------------------------|

| | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

| |
|---|
| Assess Teacher Concerns – 7 min. |
|---|

Teacher(s) with concerns:

Primary Concerns: (academic, attendance, speech, behavior, health, social)

Student Strengths, Talents, and Reinforcers:

| |
|---|
| Review Baseline Data/and Updated Assessment Scores since Referral – 5 min. |
|---|

NWEA maps skills in Reading:

NWEA maps skills in Math:

Report Card Grades:

| | Q1 Prog. | Q1 | Q2 Prog. | Q2 | Q3 Prog | Q3 | |
|------------|----------|----|----------|----|---------|----|--|
| ELA | | | | | | | |
| Math | | | | | | | |
| Science | | | | | | | |
| Social St. | | | | | | | |
| | | | | | | | |

| |
|---|
| Evaluate Student’s Response to Intervention – 5 min. |
|---|

Classroom:

Pull-Out Math:

Push-In Math:

Pull-Out ELA:

Push-In ELA:

Speech:

Counseling:

Homework Lab/10th period:

Academic Study Hall:

OT/PT:

Select Target Teacher Concerns for Intervention – 3 min.

1.

2.

Set Goals and Interventions: Assign Person(s) Responsible and To-Do's – 10 min.

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

Intervention Goal 1:

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

Intervention Goal 2:

| Service type/Provider | Start date/end date | Frequency/duration | Group size | Tier | Sessions attended/sessions possible |
|---------------------------------------|---------------------|--------------------|--------------------------|------|-------------------------------------|
| | | | | | |
| Baseline: | | | Progress to Goal: | | |
| Revised/New Intervention: | | | | | |
| Method of Progress Monitoring: | | | | | |

Intervention Goal 3:

**Other Meeting To Do's/Follow-Up Persons Responsible:
(assessment, parent contact, referrals)**

1. Person who will contact parents to discuss the outcome of this meeting:

Next Meeting Date:

S-BIT: Follow Up Meeting Minutes

Student Name:

Date:

Grade:

D.O.B.:

Teacher Contact:

AIS Provider:

Meeting Attendance

| | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Previous Meeting To Do's and Follow-Ups:

Review Goals and Progress with Interventions: Assign Person(s) Responsible and To-Do's

Updated Assessment Scores since Previous Meeting

Record of Intervention Changes: date/frequency/duration/group size Select Target Teacher Concerns for Intervention

- 1.
- 2.

Other Meeting To Do's/Follow-Up Persons Responsible: (assessment, parent contact, referrals)

Next meeting date:

Strategies and Interventions

Reading Comprehension

- "Click or Clunk?": A Student Comprehension Self-Check

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/click-or-clunk-student-comprehension-self-check>

- Advanced Story Map

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map>

- Keywords: A Memorization Strategy

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/keywords-memorization-strategy>

- Main-Idea Maps

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps>

- Mental Imagery: Improving Text Recall

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall>

- Oral Recitation Lesson

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/oral-recitation-lesson>

- Phrase-Cued Text Lessons

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons>

- Prior Knowledge: Activating the 'Known'

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known>

- Question-Generation

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation>

- Reading Comprehension Fix-Up Skills: A Classroom Toolkit

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit>

- Reciprocal Teaching: A Reading Comprehension Package

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-comprehension/reciprocal-teaching-reading-comprehension-package>

- Text Lookback

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback>

General Academic

- Accommodating All Students: 'Classic' Ideas That Teachers Can Use to Diversify Classroom Instruction

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/accommodating-all-students-classic-ideas-teachers-can-use-d>

- Games, Contests & Puzzles: Entertaining Ideas for Educating Students

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/games-contests-puzzles-entertaining-ideas-educating-students>

- Group-Response Techniques

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/general-academic/group-response-techniques>

- Help Signal

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/general-academic/help-signal>

- Introducing Academic Strategies to Students: A Direct-Instruction Approach

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/introducing-academic-strategies-students-direct-instruction>

- Letter Cube Blending

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/general-academic/letter-cube-blending>

- Reducing Problem Behaviors Through Good Academic Management: 10 Strategies

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/reducing-problem-behaviors-through-good-academic-management>

- Teacher Strategies to Promote Learning

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/teacher-strategies-promote-learning>

- The Instructional Hierarchy: Linking Stages of Learning to Effective Instructional Techniques

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in>

Math

- Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/applied-math-problems-using-question-answer-relationships-qars-interpret>

- Cover-Copy-Compare

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare>

- Math Computation: Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-and-productivity-rates-self-monitorin>

- Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp>

- Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa>

- Math Computation: Student Self-Monitoring of Productivity to Increase Fluency

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-computation-student-self-monitoring-productivity-increase-fluency>

- Math Problem-Solving: Combining Cognitive & Metacognitive Strategies

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies>

- Number Operations: Strategic Number Counting Instruction

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/number-operations-strategic-number-counting-instruction>

- Number Sense: Promoting Basic Numeracy Skills through a Counting Board Game

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/number-sense-promoting-basic-numeracy-skills-through-counting-board-ga-0>

- Peer Tutoring in Math Computation with Constant Time Delay

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/peer-tutoring-math-computation-constant-time-delay>

- School-Wide Strategies for Managing... MATHEMATICS

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/school-wide-strategies-managing-mathematics>

- Self-Monitoring: Customized Math Self-Correction Checklists

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists>

Reading Fluency

- Assisted Reading Practice

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/assisted-reading-practice>

- Error Correction & Word Drill Techniques

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques>

- HELPS Reading Program

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/helps-reading-program>

- Kids as Reading Helpers: A Peer Tutor Training Manual

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-fluency/kids-reading-helpers-peer-tutor-training-manual>

- Listening Passage Preview

[Read more...](#) <http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview>

- Paired Reading

[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading)

- Repeated Reading

[Read more... http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading)

- School-Wide Strategies for Managing... READING

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/reading-fluency/school-wide-strategies-managing-reading>

Study & Organization

- Classwork & Homework: Troubleshooting Student Problems From Start to Finish

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/classwork-homework-troubleshooting-student-problems-start->

- Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture->

- Homework Contracts: Tapping the Power of Parents

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/homework-contracts-tapping-power-parents>

- School-Wide Strategies for Managing... STUDY SKILLS / ORGANIZATION

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/school-wide-strategies-managing-study-skills-organization>

- Study Skills Package

[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/study-skills-package](http://www.interventioncentral.org/academic-interventions/study-organization/study-skills-package)

- Test Anxiety: Classroom Tips

[Read more... http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips](http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips)

- Tools to Build Student Text and Lecture Comprehension

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/study-organization/tools-build-student-text-and-lecture-comprehension>

Writing

- Integrated Writing Instruction

[Read more... http://www.interventioncentral.org/academic-interventions/writing/integrated-writing-instruction](http://www.interventioncentral.org/academic-interventions/writing/integrated-writing-instruction)

- School-Wide Strategies for Managing... WRITING

[Read more... http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing](http://www.interventioncentral.org/academic-interventions/writing/school-wide-strategies-managing-writing)

- Sentence Combining: Teaching Rules of Sentence Structure by Doing

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing>

- Spelling: Cover-Copy-Compare

[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare](http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare)

- Spelling: Repeated Review of Spelling Words with Shared Rime

[Read more...](#)

<http://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime>

- Spelling: Self-Correction with Verbal Cues

[Read more... http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues](http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues)

Other strategies: Reading Rockets Classroom Strategies: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing

<http://www.readingrockets.org/strategies/>

RtI Glossary

Data point- a score on a progress monitoring assessment. Multiple data points are need to determine whether or not a student is responding positively to an intervention.

Data driven decision making-the process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data

Discrepancy Statement- a clear and measurable statement of student performance as compared to same-age peer performance.

Behavior example: When observed in circle time, Billy is on-task 30% of the time compared to classmates who are on-task 88% of the time.

Academic example: Susan, a third grader, is reading 65 correct words per minute. Her peers are currently reading 95 correct words per minute.

Duration- How long a behavior or an intervention occurs. Used in the context of examining and observing three important factors: frequency, intensity, and duration. For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. “Sufficient duration” is dependent on the program or strategy being used, the age of the student, and the type and severity of the problem. Many research-based programs provide guidelines or recommendation for duration.

Fidelity- fidelity refers to the accuracy, and attentiveness with which an intended research design for instruction and/or intervention is implemented. This means that the intervention is implemented as the research base indicates. To support standardization, the person providing the intervention must generally follow a prescribed protocol in order to ensure a program or strategy’s fidelity.

Frequency-how often a behavior or an intervention occurs.

Gap Analysis-allows us to measure the difference between the student’s current level of performance and benchmark expectations.

Intensity-adjustment of duration, length, and teacher to student ratio for a child’s academic and behavioral needs.

Intervention-the systematic and explicit instruction provided to accelerated growth in an area of identified need. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Problem-Solving Process-steps a collaborative team, which includes general and special educators, and at times parents completes to evaluate student data and to plan and monitor prescribed interventions.

Research-based Instruction/Intervention/Practice-an evidence-based instructional practice or intervention found to be effective to address a particular learning or behavioral need. When appropriately used,

children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Specific, Measurable Outcome-a statement describing the single, specific, desired result of an intervention. To be measurable the outcome should be expressed in observable and quantifiable terms.

Example: John will demonstrate mastery of grade-level basic math calculation skills as evidenced by a score of 85% or better on the end of unit test on numerical operations.

| NAME- LAST | NAME- FIRST | Pre- ASSESS DATE _____ | | 1st Interim ASSESS DATE _____ | | 2nd Interim ASSESS DATE _____ | | Summative ASSESS DATE _____ | |
|-----------------------------------|----------------|---------------------------|-------|-------------------------------------|-----|-------------------------------------|-----|-----------------------------------|-------|
| | | MC 20 | rub-4 | MC 42 | rub | MC 42 | rub | MC 20 | rub-4 |
| GRADE ____/ Subject Area | | | | | | | | | |

| Final Grade | TEACHER REC. CRITERIA for Intervention | Interventionist REC | SE | NWEA Test | | | | |
|----------------|--|------------------------|----|----------------------|----------------------|-----------------------|-------------------|--------------------|
| | | | | Pre DATE _____ | Mid DATE _____ | POST DATE _____ | SGP (optional) | Percentile Rank |
| | | | | | | | | |

Sample Needs Assessment