SMITHTOWN CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

Christopher Alcure, President
Joanne McEnroy, Vice President
Gladys M. Waldron, Trustee
Grace Plourde, Trustee
Jeremy Thode, Trustee
Daniel B. Lynch, Trustee
Michael Saidens, Trustee

CENTRAL ADMINISTRATION

Superintendent of Schools
James J. Grossane, Ed. D.

Assistant Superintendent for Instruction
Jennifer Bradshaw

Assistant Superintendent for Pupil Personnel Services
Mona Tobin

Assistant Superintendent for Finance and Operations
Andrew Tobin

Assistant Superintendent for Personnel
Neil Katz

Executive Director of Curriculum
Paul Strader II
# Table of Contents

**Stakeholder Teams** ................................................................. 1  
**Introduction** ................................................................. 2  
**Core Beliefs** ................................................................. 3  
**Essential Components** ......................................................... 4-7  
  Instruction  
  Assessment  
  Data-based Decision Making  
  Data-based Decision Making Flow Chart  
**Intervention Service Framework** .............................................. 8-14  
  Tier 1  
  Tier 2  
  Tier 3  
**Tiered Intervention At-a-Glance Chart** ................................. 15  
**Glossary** ................................................................. 16-18  
**Resources** ................................................................. 19  
**Appendix** ................................................................. 20  
  1. Options for Progress Monitoring  
  2. Options for Diagnostic Assessment  
  3. Intervention Service Documentation Forms  
  4. IST Referral Form
**Stakeholder Teams**

**2009-2010 RtI Pilot Committee**
- Robin Baker
- Jennifer Bradshaw
- Christine Cole
- Roni Cohen
- Eric Fields
- Claire Heatley-Mueller
- Rebecca Hirschl
- Dr. Allyn Leeds
- Claudia LoGalbo
- Joanne McHugh
- Pragna Patel
- Linda Polsky
- Jeff Ryvicker
- Susan Seiler
- Laura Spencer
- Karen Phillips
- Elise Viola

**2010-2011 District RtI Stakeholder Team**
- Gena Agostino
- Christine Alleva
- Robin Baker
- Jennifer Bradshaw
- Fran Cannella
- Jane Chalifoux
- Christine Cole
- Eileen Creutz
- Elaine Deveney
- Katherine Dorgan
- Felice, Jane-Marie
- Vince Fantauzzi
- Lynn Kazarian
- Jeanne Kull-Minarik
- Dr. Allyn Leeds
- Claudia LoGalbo
- Tina Mangano
- Melissa Marturano
- Joanne McHugh
- Nicole Mogil
- Christine O’Neill
- Randi O’Sullivan
- Linda Polsky
- Susan Seiler
- Elizabeth Stein
- Paul Strader
- Joyce Tyree
- Elise Viola

**2011-2012 RtI/AIS Committee**
- Robin Baker
- Jennifer Bradshaw
- Jane Chalifoux
- Christine Cole
- Eileen Creutz
- Jessica Emigholz
- Tammy Hemmerich
- Joseph Ierano
- Jeanne Kull-Minarik
- Claudia LoGalbo
- Melissa Marturano
- Joanne McHugh
- Susan Picini
- Bernadette Rhodes
- Maria Rianna
- Susan Seiler
- Joyce Tyree
- Elise Viola

**2012-2013 RtI/AIS Committee**
- Robin Baker
- Jennifer Bradshaw
- Jane Chalifoux
- Christine Cole
- Eileen Creutz
- Jessica Emigholz
- Tammy Hemmerich
- Joseph Ierano
- Jeanne Kull-Minarik
- Claudia LoGalbo
- Melissa Marturano
- Joanne McHugh
- Maria Rianna
- Susan Seiler
- Joyce Tyree
- Elise Viola

**2015-2016 RtI/AIS Committee**
- Kristen Andriaccio
- Christina Boughal
- Jennifer Coakley
- Roni Cohen
- Christine Cole
- Eileen Creutz
- Kellyann Gayer
- Allyn Leeds
- MaryGrace Lynch
- Sandy Mendelsohn
- Joyce Tyree
Introduction

This guidance document provides an overview and explanation of Intervention Services, which combine the core components of Response to Intervention (RtI) and Academic Intervention Services (AIS) for the Smithtown Central School District.

Response to Intervention (RtI) is a school-wide approach to teaching and learning that combines best practices in instruction and assessment with a tiered system of intervention for students who need additional support. In accordance with New York State Education Department regulations, Academic Intervention Services (AIS) are intended to assist students who are at risk of not achieving the New York State Common Core Learning Standards, or of not gaining the knowledge and skills needed to achieve designated performance levels on state and local assessments. In order to simplify terminology and consolidate these processes, these services shall now be referred to as Intervention Services for the Smithtown Central School District.

Intervention Services in the Smithtown School District shall be made available to all students who are not meeting state and/or district criteria. The ultimate goal is to prepare all students to satisfy requirements for college and career readiness upon graduation from high school.

NOTE: This guidance document is not a substitute for training but should be viewed as the first step in the implementation of a consistent, district-wide delivery model. Its goal is to build a shared understanding of Intervention Services among schools within our district as well as communicate information to stakeholders in the community. Included in this document are clarification of district practices and links to available resources and information.
Core Beliefs

For any district to achieve common goals, it must first identify the core beliefs and values that bind its educators, staff, and administrators in the pursuit of academic excellence.

In the Smithtown Central School District, we share the following core beliefs and values:

- All students can learn and will be provided equal opportunity for a quality education that is linguistically and culturally responsive.

- Our educational community includes educators, support staff, and families working together to foster the academic, emotional, and social success of all students.

- Students will achieve success through research-based instruction, evidence-based practices, and ongoing data analysis.

- It is essential to provide intervention at a student’s earliest indication of need.

- The district’s commitment to effective and ongoing professional development is an integral component of a successful learning community.
**Essential Components**

*Intervention Services* integrate assessment and intervention within a multi-tiered system to maximize student achievement. Our schools use data to identify students at risk for poor learning outcomes, determine appropriate interventions based on students’ needs, and monitor student progress. Depending on a student’s responsiveness, adjustments are made to the intensity and nature of those interventions.

The essential components of *Intervention Services* include:

1. **Multi-tiered Instructional Support System**
   A rigorous intervention system provides for the early identification of learning challenges and timely intervention for students who are at risk. This system includes three tiers of intensity which represent a continuum of support:
   - **Tier 1**: high-quality core instructional program for all students at their instructional grade level
   - **Tier 2**: evidence-based interventions of moderate intensity that address the needs of most students who are at risk
   - **Tier 3**: individualized interventions of increased intensity for students who show minimal response to previous interventions

An essential component of a multi-tiered instructional support system is collaboration within the educational community. It is critical that collaboration should increase the coherence of the instructional offerings experienced by struggling learners. There must be congruence between core instruction and related interventions. *This requires a shared vision and common goals for instruction and assessment, as well as adequate time for communication and coordinated planning among general educators and interventionists.* Integrated professional development is also a critical component of effective collaboration.

Students are far more likely to succeed when families, schools, and communities work together as partners in support of children’s learning. Parents can provide important information that may guide instruction and improve academic outcomes. According to New York State Education Commissioner’s Regulations, parents and/or guardians must be notified in writing, and in a language or mode of communication they understand, if their child needs an intervention beyond that which is provided to all students in the classroom.
2. Assessment
As recommended by the International Reading Association, assessment tools and techniques should provide useful and timely information about desired goals. They should reflect authentic instructional activities as opposed to tasks generated specifically for assessment purposes. The quality of assessment information should not be sacrificed for the efficiency of an assessment procedure.

- Screening
All kindergarten through fifth-grade students are screened with an assessment at the beginning of the school year as well as designated points throughout the year. These assessments initially identify those students who fall below, meet, and exceed grade-level expectations and establish a baseline for future evaluations. For students who score below the designated cut-point on the screening, further review is conducted to more accurately predict if individual students are at risk for poor learning outcomes. This may include additional testing, observations, short-term progress monitoring and/or other data analysis to confirm a student’s at-risk status. Specific screening measures shall be designated in the District K-5 Assessment Calendar. This calendar is updated regularly and is available through the Curriculum Office.

- Progress Monitoring and Documentation
Progress monitoring provides a quick and reliable means to document student performance over time. Progress monitoring tools must accurately match the identified needs of students. Periodically administered, progress monitoring data enables teachers:
  - to determine student progress
  - to evaluate the effectiveness of instruction and intervene if necessary
  - to identify the need for additional information
  - to analyze and interpret gaps between baseline and achievement

See Appendix 1 for Options for Progress Monitoring.

- Diagnostic Assessments
Diagnostic assessments provide in-depth data on specific skill sets. Their major purpose is to collect reliable and updated information that can be used to plan more effective instruction and intervention for specific academic needs. See Appendix 2 for Options for Diagnostic Assessment.

- Outcome Assessments
Outcome assessments measure yearly progress. Administered at the end of a school year, outcome tests satisfy school, district and/or state reporting requirements. Equally important, however, year-end assessments inform school leaders and teachers about the overall effectiveness of individual instructional and intervention programs. Specific outcome assessments shall be designated in the District K-5 Assessment Calendar. This calendar is updated regularly and is available through the Curriculum Office.
3. **Data-based Decision Making**

Classroom teachers, service providers and the Instructional Support Team (IST) will collaborate to analyze student data and to recommend and monitor targeted interventions. The IST includes a building principal or assistant principal, the student’s classroom teacher, school psychologist, school nurse, speech teacher, reading teacher, social worker, and a special education teacher.

It is understood that any student’s instructional program must be reviewed to meet the individual needs of that student. A student’s *total instructional program* -- including mandated services and the impact of additional pull-out sessions -- must be considered when making determinations regarding supplemental *Intervention Services*.

Increasing the intensity of an intervention can be accomplished in a number of ways, such as:

- increasing instructional time
- increasing the frequency of instructional sessions
- reducing the size of the instructional group
- adjusting the level of instruction
- providing intervention support from a teacher with specialized skills

Progress monitoring data is used to determine whether a student has responded to instruction at any level of the tiered system. If a student does not respond appropriately to intensive intervention, the student may be referred for an evaluation. Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures.

Please see flow chart on the following page for a graphic representation of the data-based decision making process.
**RTI: Data-based Decision Making**

**Screenings**
- for all students

**Screening Analysis**
- reviewed by classroom teacher with reading teacher for confirmation

**Tier 1**
- Differentiated Core Curriculum
- Monitor At-Risk Students

**Intervention successful**
- Discontinue progress monitoring

**Student not responding to intervention**

**Tier 2**
- Supplemental Intervention
- Monitor Progress Regularly

**Student not responding to intervention**
- IST review to change or increase intervention

**Tier 3**
- Intensive Intervention
- Monitor Progress Regularly

**Intervention successful**
- Reduce intensity of service

**Notify parents**
- and begin Tier 1 Intervention

**Outcome Assessments**
- for all students

**Reading Teachers**
- analyze data and determine tier placement. IST reviews to confirm placements.

**Notify parents**
- and begin Tier 2 Intervention

**Notify parents**
- and begin Tier 3 Intervention

**Student not responding to intervention**
- IST review for possible CSE referral

**Assessments**
- for all students

**Tier 1 & Tier 2**
- Student not responding to intervention:
  - IST review to change or increase intervention

**Tier 3**
- Student not responding to intervention:
  - IST review for possible CSE referral

**Tier 1 & Tier 2**
- Intervention successful:
  - Reduce intensity of service

**Tier 2 & Tier 3**
- Intervention successful:
  - Discontinue progress monitoring

**Tier 3**
- Intervention successful:
  - Reduce intensity of service
The Intervention Services framework is designed to assist schools in identifying and supporting students who are at risk for not achieving state and local learning standards.

A successful framework begins with the highest quality research-based classroom core instruction. Instruction and assessment conducted by the classroom teacher are central to the success of this framework and must address the needs of each student including those from different cultural and linguistic backgrounds.

The primary goal of Intervention Services is to develop a student’s ability to apply learned skills and strategies in order to meet grade-level expectations within the general education classroom.

The following pages describe Instruction, Assessment and Data-based Decision Making at each of these three tiers.
**Tier 1 - Differentiated Core Curriculum**

**Instruction**
Instruction at Tier 1 includes the core curriculum and the instructional practices used for all students. This instruction is provided by the classroom teacher and includes:

- daily instruction in the core curriculum
- instructional practices that are culturally and linguistically responsive
- differentiated learning activities to target individual needs
- modifications (e.g., preferential seating, checking for understanding) to address individual needs

**Assessment**
Assessments are provided by the classroom teacher for all students to identify those potentially at-risk and to gauge progress throughout the year. These include:

- **screenings** for all students
- **progress monitoring** of at-risk students: see Appendix 1 for *Options for Progress Monitoring*
- **documentation** of student response to interventions
- **outcome assessments** at year end, using state and district assessments

**Data-Based Decision Making**
Classroom teachers review screening data and classroom performance to determine which students will remain at Tier 1.

- Teachers analyze results of **screenings** and submit names of at-risk students to building reading teacher(s) for review.
- Students who fall below designated district cut points will be monitored by the classroom teacher for up to eight weeks.
- Teachers will document student response to interventions provided in the classroom. A minimum of five data points demonstrating insufficient progress are required to recommend an increase in the level of intervention service.
- Students who are recommended for intervention services shall be reviewed by the Instructional Support Team (IST).
- General education teachers may at any time refer a student who is experiencing difficulty within the classroom to the Instructional Support Team for review.
- Parents must be notified of any changes to a student’s tier level.
Criteria for Tier 1 Monitoring

A Tier 1 Monitored Student:

- may or may not have history of prior intervention service
- may score below grade-level cut-points on one or more of the following measures:
  - NWEA MAP Reading
  - Fountas & Pinnell Benchmark Assessment
  - New York State English Language Arts Test
  - DIAL-4
  - District Assessments
- receives interventions provided by the classroom teacher
  - * documentation is required to recommend supplemental service
- is monitored for progress by the classroom teacher
  - * monitoring occurs no less than once a week for a minimum of 5 – 8 weeks
Tier 2 - Supplemental Intervention

Instruction
Instruction at Tier 2 involves small-group, supplemental instruction for some students (generally, up to 20% of the student population). This instruction is provided by an intervention service provider in addition to the core curriculum of Tier 1. Tier 2 instruction involves clearly articulated, targeted intervention to meet students’ identified needs. Within Tier 2, the frequency, duration, and intensity of service may vary, but must meet the following minimum requirements.

- frequency - sessions must be a minimum of 2-3x/week
- duration - minimum of 60 minutes/week
- intensity - group size maximum 7:1
- implementation - can be provided as push-in or pull-out

NOTE: Classified special education students may receive supplemental intervention services, in addition to special education services.

Assessment

- Diagnostic testing (e.g., F & P Benchmark Assessments) to be completed by the classroom teacher prior to recommending Tier 2 Intervention Service
- Progress monitoring which match designated interventions. See Appendix 1 for Options for Progress Monitoring.
- Documentation of student progress by Intervention Service providers.

Data-Based Decision Making
Service providers and classroom teachers will review progress monitoring data, screening data, and classroom performance to determine if an intervention has been successful or requires a change.

- Review of progress must include documentation (screening data, progress monitoring data, and classroom assessments). Interventions and progress reports are maintained in Frontline RTI.
- Reviews will be conducted and progress reports will be entered into Frontline RTI at the end of each trimester.
- Movement to Tier 1 or within Tier 2 (change of service) may occur at any time based upon review of individual student progress.
- Students demonstrating insufficient progress will be referred to the building’s IST to review current interventions and consider movement to Tier 3.
- Classroom teachers may at any time refer a student to IST who is experiencing difficulty within the classroom.
- Parents must be notified of any changes to a student’s tier level.
Criteria for Tier 2 Placement

A Tier 2 Student:

✓ may or may not have history of prior intervention service

✓ may score below grade-level cut-points on one or more of the following measures:
  - NWEA MAP Reading
  - Fountas & Pinnell Benchmark Assessment
  - New York State English Language Arts Test
  - DIAL-4
  - District Assessments

✓ receives interventions by an intervention service provider

✓ is monitored for progress every 2 – 3 weeks by the service provider
**Tier 3 - Intensive Intervention**

**Instruction**
Instruction at Tier 3 involves small-group or individual instruction for a few students (generally, no more than 5% of the student population). This instruction is provided by a designated service provider in addition to the core curriculum. Tier 3 instruction is differentiated, direct, explicit, and systematic. Within Tier 3, the frequency, duration, and intensity of service may vary, but must meet the following minimum requirements:

- **frequency** - sessions must be a minimum of 3-5x/week
- **duration** - minimum of 120 minutes/week
- **intensity** - group size maximum 5:1
- **implementation** – is provided as a pull-out

**NOTE**: Classified special education students may receive intensive intervention services in addition to special education services.

**Assessment**
To determine placement in Tier 3, further review will be conducted for students whose data indicates insufficient progress in Tier 2.

- **Diagnostic testing** will be conducted, if determined at the time of the IST review.
- **Progress monitoring** will be conducted by Intervention Service providers, using assessments which match the designated intervention. See Appendix 1 for Options for Progress Monitoring.
- **Documentation** of student progress will be maintained by Intervention Service providers.

**Data-Based Decision Making**
The building Instructional Support Team will review the student’s progress monitoring data, screening data, and classroom performance to determine if an intervention has been successful or requires a change.

- Review of progress must include documentation (screening data, progress monitoring data, and classroom assessments). Interventions and progress reports are maintained in Frontline RTI.
- Reviews and progress reports will be conducted minimally on or about the end of each marking period.
- Movement to Tier 1 or within Tier 2 (change of service) may occur at any time based upon review of individual student progress.
- Students demonstrating insufficient progress will be referred to the building’s IST to review current interventions and consider movement to Tier 3.
- Classroom teachers may at any time refer a student to IST who is experiencing difficulty within the classroom.
• Parents must be notified of any changes to a student's tier level.
• Movement to Tier 2 or within Tier 3 (change of service) may occur at any time based upon review of individual student progress.
• Students whose data indicates insufficient progress will be considered for a referral to the Committee on Special Education (CSE) for further evaluation.
• Parents must be notified of any changes to a student's tier level and/or a referral to CSE.

Criteria for Tier 3 Placement

A Tier 3 Student:

✓ is recommended by the classroom teacher for intensive intervention
✓ has a well-documented history of prior intervention service or exceptional circumstances
✓ scores below grade-level cut-points on two or more measures:
  • NWEA MAP Reading
  • Fountas & Pinnell Benchmark Assessment
  • New York State English Language Arts Test
  • DIAL-4
  • District Assessments
✓ receives interventions by an intervention service provider
✓ is monitored for progress every 1–2 weeks by the service provider
## ELA Intervention in Smithtown

### Tier 1
- **All Students**
  - All students grades K-5
  - **Daily instruction** in researched-based core curriculum
  - **Screening**: see District Assessment Calendar, revised annually
  - **Screening scores** generally fall above district cut-points
  - **Differentiated instruction**
  - **Progress monitoring of at-risk students**

### Tier 2
- **Some Students**
  - 5—20% of students
  - Researched-based **supplemental instruction** in addition to daily core curriculum
  - **Screening scores** fall below 50th percentile (national norms)
  - **Data confirms insufficient progress** in Tier 1
  - Minimum of **60 minutes** in at least **2 sessions per week**
  - **Group size** maximum 7:1
  - **Progress monitoring every 2 – 3 weeks**
  - **IST Review** for students demonstrating insufficient progress

### Tier 3
- **Few Students**
  - 1—5% of students
  - Researched-based **intensive instruction** in addition to daily core curriculum
  - **Screening scores** fall below 20th percentile (national norms)
  - **Data confirms insufficient progress** in Tier 2
  - Minimum of **120 minute in 3-5 sessions per week**
  - **Group size** maximum 5:1
  - **Diagnostic assessment** to determine specific areas to target
  - **Progress monitoring** every 1 – 2 weeks
Glossary

**Academic Intervention Services (AIS):** Academic intervention services are provided through supplemental instructional time to help students achieve the learning standards in the subject areas in which they are struggling. These services shall now be referred to as **Intervention Services** for grades K – 5 in the Smithtown Central School District.

**Collaboration:** A systematic process of cooperation between two or more people with shared goals acting in a climate of trust. It is critical that collaboration should increase the coherence of instruction experienced by struggling learners.

**Core Curriculum:** The course of study deemed critical and usually made mandatory for all students of a school system. Core curricula are often instituted by local school boards or departments of education charged with overseeing curriculum.

**Culturally and Linguistically Responsive Practices:** Practices by teachers and other school staff which involve consideration of cultural, linguistic, and socioeconomic factors that may have an impact on students’ success or failure in the classroom.

**Cut-Point:** A score on the scale of a screening tool. Educators use the cut-point as one factor in determining whether to provide additional interventions.

**CSE Referral:** If a student is not responsive to increasing levels of interventions, the building IST may make a referral to the Committee on Special Education. Initiating a referral to the CSE means there is strong reason to believe that student may have an educational disability that cannot be addressed outside of special education. This referral and parental consent will begin the initial evaluation process.

**Data-Based Decision Making:** The collaborative process of determining appropriate interventions based on screening data, diagnostic assessments, progress monitoring data, and classroom performance.

**Diagnostic Assessment:** Diagnostic assessments provide in-depth data on specific skill sets. The major purpose is to collect reliable and updated information that can be used to plan more effective instruction and intervention on specific academic needs.

**Differentiated Instruction:** Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different strategies to address their needs. This can involve mixed instructional groupings, team teaching, peer tutoring, and accommodations to ensure that all students have access to the instructional program.

**Duration:** The length (in minutes) of an intervention session. The duration can be adjusted as needed, depending on how a student responds to interventions.
Evidence-Based Interventions: Interventions for which data from scientific, rigorous research designs have demonstrated the efficacy of the intervention. The intervention is shown to improve the results for students who receive the intervention.

Fidelity: The accurate and consistent delivery of instruction and assessment in the manner in which they were designed or prescribed.

Frequency: How often an intervention is provided. The frequency increases as the intensity of the intervention increases.

Integrity: Timely performance and analysis of all screening, progress monitoring, diagnostic, and outcome data assessments necessary to drive data-driven decision making.

Intensity: Duration, frequency, and/or teacher-to-student ratio adjustments to match a student’s needs. The intensity of interventions increases as students move from Tier 1 to Tier 3.

Instructional Intervention: Explicit, targeted, and systematic instruction delivered by a classroom teacher or service provider. Interventions require valid information about current performance, realistic implementation, and ongoing progress monitoring.

Intervention Services: A tiered system of interventions provided to students based on assessments, performance, and collaborative data-based decisions. Intervention Services combine the core components of Response to Intervention (RtI) and Academic Intervention Services (AIS) for the Smithtown Central School District.

Intervention Services Framework: A three-tiered system designed to assist schools in identifying and supporting students who are at risk for not achieving state and local learning standards.

Intensive Intervention: Targeted instruction delivered by a highly skilled teacher to small groups or individual students, with increased opportunity for student practice and teacher feedback.

Instructional Support Team (IST): A team of building staff members, including a building administrator, the student’s classroom teacher, school psychologist, school nurse, speech teacher, reading teacher, social worker, and a special education teacher. The IST collaborates to analyze assessment data and classroom performance to make decisions about student interventions and tier placement.

IST Referral: At any time, a classroom teacher may refer a student to the Instructional Support Team to analyze the student’s classroom performance, work samples, screening scores, and diagnostic assessments for tier placement. The teacher will complete an IST referral form to begin this process.

Multi-Tiered System: A model that provides different levels of instruction (Tier 1, Tier 2, and Tier 3) based upon student responsiveness to intervention with ongoing progress monitoring and focused assessment.
**Outcome Assessments:** Assessments which measure yearly progress. These are administered at the end of the school year and satisfy school, district, and state reporting requirements. These assessments inform school leaders and teachers about the overall effectiveness of individual instructional and intervention programs.

**Professional Development:** Continued education of skills and strategies provided to teachers for the further development and growth of their teaching.

**Progress Monitoring:** Progress monitoring provides a quick and reliable means to document student performance over time. Progress monitoring tools should match the identified needs of students.

**Response to Intervention (RtI):** Response to Intervention integrates assessment and intervention within a multi-tiered intervention system to maximize student achievement and to reduce behavioral problems.

**Screening:** Screenings are given to all students and are conducted at the first stage of the RtI process to identify students who may be at risk for poor learning outcomes.

**Service Providers:** Highly qualified teachers who provide supplemental interventions for students. These service providers may change as the interventions are adjusted.

**Supplemental Intervention:** Intervention provided in addition to the core curriculum. Tier 2 services are considered Supplemental Intervention.

**Tier One Intervention:** High quality instruction in core curriculum that meets the needs of most students; the teacher makes necessary accommodations within the classroom.

**Tier Two Intervention:** Evidence-based interventions of moderate intensity that address the learning needs of at-risk students.

**Tier Three Intervention:** Individualized, targeted interventions of increased intensity for students who show insufficient progress in Tier Two.
Resources

Electronic

- Institute of Education Sciences http://ies.ed.gov
- Intervention Central http://www.interventioncentral.org
- National Center on Response to Intervention http://www.rti4success.org
- New York State RTI Technical Assistance Center http://www.nysrti.org
- RTI Action Network http://www.rtinetwork.org

Print

- Response to Intervention Strategies (flip chart). Mentoring Minds.
1. Options for Progress Monitoring

2. Options for Diagnostic Assessment

3. IST Referral Form
## Options for Progress Monitoring

**Smithtown Central School District**  
Grades K – 5

<table>
<thead>
<tr>
<th>Level of Intervention</th>
<th>Responsible Staff</th>
<th>Frequency</th>
<th>Progress Monitoring Tools*</th>
</tr>
</thead>
</table>
| Monitor               | Classroom Teachers | Weekly for a minimum of 5-8 weeks; Multiple data points are required to increase level of service | - Teacher observations with anecdotal notes  
- Running records  
- Program-embedded assessments, such as  
  - Unit tests/module assessments  
  - *F & P optional benchmark* assessments for K-5  
  - *Fundations* assessments for K-2  
- District kindergarten assessments |
| Tier 2                | Intervention Service Providers | Varies, but no less than once every 3 weeks | - *Fundations* progress monitoring  
- FAST progress monitoring  
- Wilson progress monitoring  
- Fountas and Pinnell optional benchmark assessments  
- Reading A-Z skills assessments  
- Running records |
| Tier 3                | Intervention Service Providers | Varies, but no less than once every 2 weeks | - *Fundations* progress monitoring  
- FAST progress monitoring  
- Wilson progress monitoring  
- Fountas and Pinnell optional benchmark assessments  
- Reading A-Z skills assessments  
- Running records |

A school district’s process to determine if a student responds to scientific, research-based instruction shall include 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. [8NYCRR § 100.2 (ii)(1)(iv)]

*The assessment tools selected for progress monitoring should be specific to the skills being measured. Curriculum-Based Measures (CBMs) are a frequently used tool for progress monitoring. For example, in reading, an appropriate progress monitoring toll would target the specific essential element(s) of reading with which an individual student is having difficulty, such as phonemic awareness, phonics, fluency, vocabulary and/or comprehension. (http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf)
### Options for Diagnostic Assessment

**Smithtown Central School District**  
Grades K – 5

<table>
<thead>
<tr>
<th>Level of Intervention</th>
<th>Staff Responsible</th>
<th>Diagnostic Assessment Tools</th>
</tr>
</thead>
</table>
| **Tier 1**            | Classroom Teachers| - *Fountas & Pinnell Benchmark Assessments*  
                        |                    | - *District Kindergarten Binder*  
                        |                    | - *Running records*  
                        |                    | - Program-embedded assessments  
                        |                    | - New York State Assessments (Gr. 3-5)  
                        |                    | - NWEA |
| **Tier 2**            | Intervention Service Providers | - *Fountas & Pinnell Benchmark Assessments*  
                        |                    | - *Running Records*  
                        |                    | - *Reading Inventory*  
                        |                    | - *DAB-3*  
                        |                    | - *TERA-3*  
                        |                    | - *WADE (Wilson)*  
                        |                    | - *WIST (Just Words)*  
                        |                    | - NWEA |
| **Tier 3**            | Intervention Service Providers | - *Fountas & Pinnell Benchmark Assessments*  
                        |                    | - *Running Records*  
                        |                    | - *WADE*  
                        |                    | - *TOWL-4*  
                        |                    | - *TORC*  
                        |                    | - *WJ-R*  
                        |                    | - Woodcock Reading Mastery  
                        |                    | - *GORT*  
                        |                    | - NWEA |
Instructional Support Team Referral Form

Student: _________________________________  Date: ______________
Teacher: _________________________________  Grade: ______________

☐ Please complete both sides of this form to refer a student to IST.

☐ Please provide student’s current instructional reading level as well as evidence of strengths and weaknesses when you attend the IST meeting.

Describe the area(s) of concern for this student:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

List current support services:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Describe contact you have had with student’s parents/guardians:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Please indicate (✓) the strategies you have implemented for this student:

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Other strategies or accommodations you have provided for student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide small-group or 1:1 instruction</td>
<td>Read passages aloud to students</td>
</tr>
<tr>
<td>Provide multisensory instruction</td>
<td>Use recorded materials</td>
</tr>
<tr>
<td>Provide visual, tactile, and/or auditory cues</td>
<td>Provide materials with enlarged print</td>
</tr>
<tr>
<td>Provide preferential seating / teacher proximity</td>
<td>Provide schedule on student’s desk</td>
</tr>
<tr>
<td>Review vocabulary and concept prior to lesson</td>
<td>Give periodic breaks</td>
</tr>
<tr>
<td>Provide additional wait time</td>
<td>Modify length/type of assignments</td>
</tr>
<tr>
<td>Repeat and/or simplify directions</td>
<td>Adjust time for completion of classwork/homework</td>
</tr>
<tr>
<td>Check for understanding (e.g., student repeats directions)</td>
<td>Provide calendar of assignments</td>
</tr>
<tr>
<td>Repeat any listening items and additional time</td>
<td>Provide choices for assessments (e.g., projects, presentations)</td>
</tr>
<tr>
<td>Provide outlines, study guides and/or copies of class notes</td>
<td>Modify tests (e.g., word banks, format, number of items)</td>
</tr>
<tr>
<td>Use graphic organizers</td>
<td>Color-code/label textbooks and/or notebooks</td>
</tr>
<tr>
<td>Provide flash cards</td>
<td>Arrange for homework buddy to check agenda</td>
</tr>
<tr>
<td>Highlight/underline key information in text/directions</td>
<td>Request parent initialing of agenda</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Conduct 1:1 reading/writing conferences</td>
<td>Provide index card for tracking</td>
</tr>
<tr>
<td>Provide personal word wall/word book</td>
<td>Provide reading strategy reference on desk or bookmark</td>
</tr>
<tr>
<td>Provide graphic organizers for reading and/or writing</td>
<td>Provide proofreading/editing checklists</td>
</tr>
<tr>
<td>Place Alphabet strip on desk</td>
<td>Display commonly confused letters or words in the room</td>
</tr>
<tr>
<td>Provide multisensory magnetic letters for building words</td>
<td>Allow students to dictate assignments</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Provide number-line and/or hundreds chart at desk</td>
<td>Display commutation/ problem solving steps</td>
</tr>
<tr>
<td>Provide graph paper or use lined paper vertically</td>
<td>Use of problem-solving key word chart</td>
</tr>
<tr>
<td>Provide manipulatives</td>
<td>Provide dry erase aides (e.g., hundreds chart, ten frames, place value charts)</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>Establish regular communication with parents/involved agencies</td>
<td>Establish few clear and understandable rules</td>
</tr>
<tr>
<td>Provide positive reinforcement</td>
<td>Offer incentives</td>
</tr>
<tr>
<td>Preview/ review expected behaviors</td>
<td>Review incidents after they happen</td>
</tr>
<tr>
<td>Assign special tasks to promote positive image</td>
<td>Follow through with understood consequences</td>
</tr>
</tbody>
</table>