

# COMMACK UFSD



## Response to Intervention Plan

A Multi-Tiered System of Supports

2022-2023 School Year

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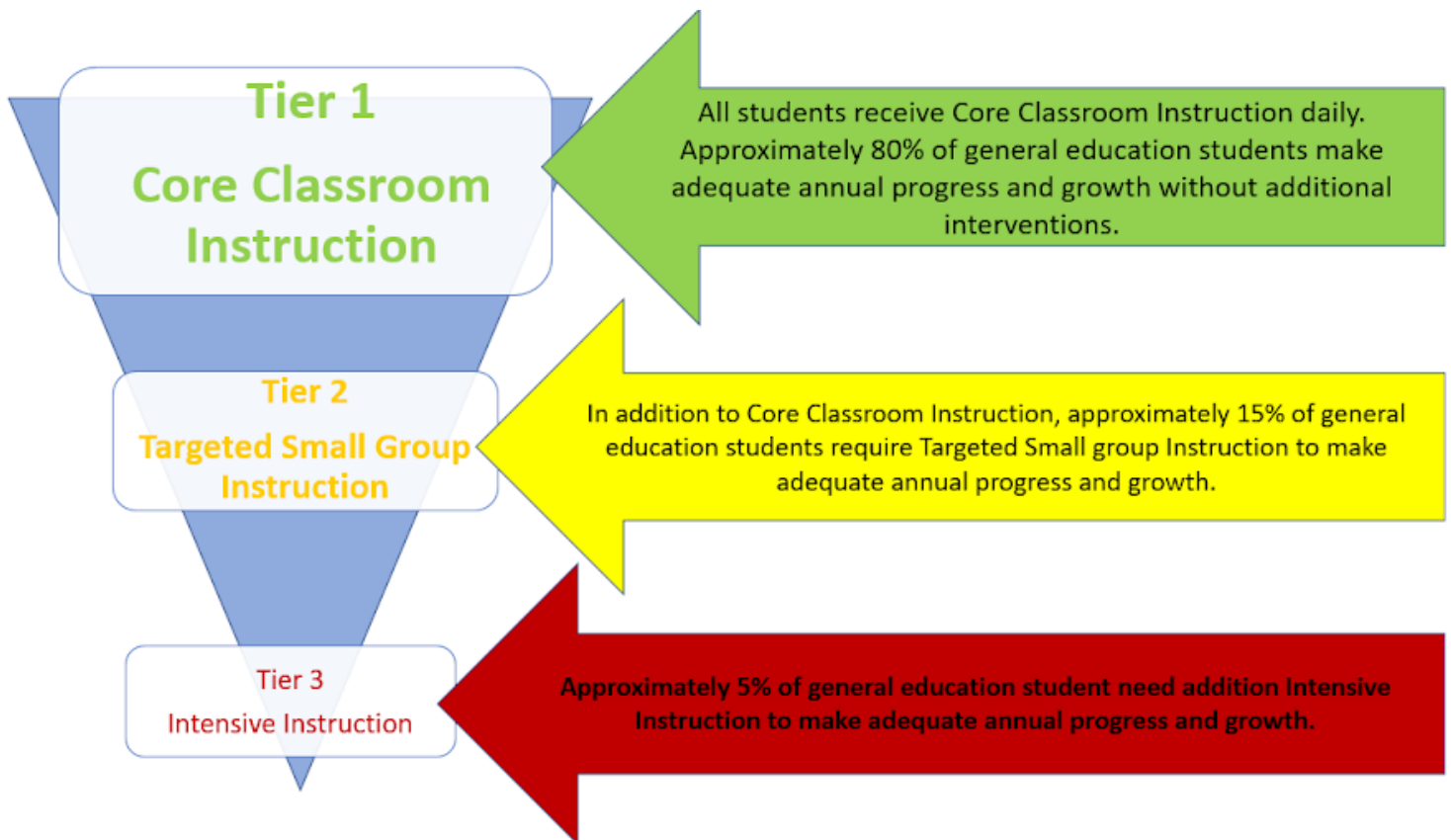
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## What is Response to Intervention (RtI)?

**Response to Intervention (RtI)** is a multi-tiered approach to the early identification and support of students with learning needs. The RtI process begins with high- quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. A student's response to the interventions determines the subsequent course of interventions as outlined below.



## Definition of Terms

**Academic Intervention Services (AIS)** are the services provided to the students identified as needing additional support in order to make adequate progress and growth.

**Tier 1** is identified as the core classroom instructional program provided to all students by the general education teacher in the general education classroom.

**Tier 2** intervention is targeted small group instruction outside of the classroom. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 1 students who demonstrate through progress monitoring a need for additional support will receive targeted small group instruction.

**Tier 3** intervention is intensive instruction outside of the classroom. This supplemental instruction intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 2 students who demonstrate through progress monitoring a need for more intense support will receive intensive instruction.

**AimswEBPlus (AW)** is a tool that combines standards-aligned assessments of math and reading achievement with brief curriculum-based measurement (CBM) of critical math and reading basic skills for Kindergarten through Grade 8 students. AimswEBPlus serves as the universal screening measure, benchmark and progress monitoring tool. All students are to take AimswEBPlus assessment during the three district-wide assessment windows in the fall, winter, and spring.

**Fountas & Pinnell Benchmark Assessment System (F&P)** is a tool utilized to help teachers observe and identify specific reading behaviors, and then interpret and use that data to plan meaningful, responsive teaching.

**Universal Screener:** Assessment tool used on at least 95% of the population three times a year to help ensure early identification of students potentially at risk, and the areas in which they may experience difficulty. **Progress Monitoring:** The practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction.

**Progress Monitor:** Assessment tool used to assess students' academic growth. This tool helps quantify the rate of improvement and determine how a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from instruction and informs decisions about appropriate levels of intervention.

**Instructional Support Team (IST)** is a multidisciplinary team. This committee meets after a referral has been made to review the information and determine if a child should be referred for initial eligibility determination through special education.

## Primary Level Overview

	<b>Tier 1 Core Class Instruction</b>	<b>Tier 2 - AIS Targeted Small Group Instruction</b>	<b>Tier 3 - AIS Intensive Instruction</b>
<b>Students</b>	ALL students	Any students identified as needing additional support  No more than 6 students in a group	Any students identified as needing intensive support  No more than 5 students in a group
<b>Location</b>	General Education Classroom	Separate Location *in addition to Tier 1	Separate Location *in addition to Tier 1
<b>Frequency</b>	Daily 60 minute literacy block  Small group literacy instruction 3 times per week  Daily 60 minute math block	2-3 times per week  20 minutes per session	3-4 times per week  30 minutes per session
<b>Duration</b>	ALL year	Determined by the students' progress and growth utilizing a variety of measures. Support will be provided for no less than 10 weeks.  Considerations include but are not limited to the following math/literacy measures:  Fountas & Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback  Student progress is reviewed every 10 weeks for possible movement	Determined by the student's progress and growth utilizing a variety of measures. Support will be provided for no less than 10 weeks.  Considerations include but are not limited to the following math/literacy measures:  Fountas & Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback  Student progress is reviewed every 10 weeks for possible movement
<b>Service Provider</b>	Classroom Teacher	Support Service Teacher	Support Service Teacher

## Primary Level Entrance & Exit Criteria

	<b>Tier 1 Core Class Instruction</b>	<b>Tier 2 - AIS Targeted Small Group Instruction</b>	<b>Tier 3 - AIS Intensive Instruction</b>
<b>Potential Entrance Criteria</b>	<p>All students receive Core Classroom Instruction daily. Approximately 80% of general education students make adequate annual progress and growth without additional interventions</p> <p>This growth and progress will be determined using a variety of measures, including but not limited to:</p> <p><i>aimswebPlus</i>: 26th percentile or greater Fountas &amp; Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring</p>	<p>Students may move to Tier 2 if/when they have shown inadequate growth in Tier 1</p> <p>Considerations include but are not limited to the following math/literacy measures:</p> <p><i>aimswebPlus</i>: 11th - 25th percentile Fountas &amp; Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring</p>	<p>Students may move to Tier 3 if/when they have shown inadequate growth in Tier 2</p> <p>Considerations include but are not limited to the following math/literacy measures:</p> <p><i>aimswebPlus</i>: 10th percentile or less Fountas &amp; Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring</p>
<b>Potential Exit Criteria</b>	<p>All students will continue to receive Tier 1 Core Classroom Instruction</p>	<p>Students exit Tier 2 when they demonstrate adequate growth and response to the intervention</p> <p>Students may continue to receive Tier 2 interventions if/when they demonstrate minimal progress and growth</p> <p>Students may move to Tier 3 interventions if/when they demonstrate inadequate progress and growth in Tier 2</p> <p>All students continue to receive Tier 1 Core Classroom Instruction</p>	<p>Students may move to Tier 2 interventions if/when they demonstrate adequate progress and growth in Tier 3</p> <p>Students may continue to receive Tier 3 interventions if/when they demonstrate minimal progress and growth</p> <p>Students may be referred to the building IST if/when they demonstrate inadequate progress and growth in Tier 3. The IST will review all documentation and determine if initial referral to special education is warranted</p> <p>All students continue to receive Tier 1 Core Classroom Instruction</p>

*\*Exit criteria is based on individual student progress and their response to each of the interventions.*

*\*This progress is determined through the use of standardized assessment tools.*

## Intermediate Level Overview

	<b>Tier 1</b> <b>Core Class Instruction</b>	<b>Tier 2 - AIS</b> <b>Targeted Small Group</b> <b>Instruction</b>	<b>Tier 3 - AIS</b> <b>Intensive Instruction</b>
<b>Students</b>	ALL students	Any students identified as needing additional support  No more than 6 students in a group	Any students identified as needing intensive support  No more than 5 students in a group
<b>Location</b>	General Classroom	Separate Location *in addition to Tier 1	Separate Location *in addition to Tier 1
<b>Frequency</b>	Daily 60 - 90 minute literacy block  Small group literacy instruction 3 times per week  Daily 60- 90 minute math block	2-3 times per week  30 minutes per session	3-4 times per week  40 minutes per session
<b>Duration</b>	ALL year	Determined by the students' progress and growth utilizing a variety of measures. Support will be provided for no less than 10 weeks. Considerations include but are not limited to the following math/literacy measures:  Fountas & Pinnell Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback  Student progress is reviewed every 10 weeks for possible movement	Determined by the students' progress and growth utilizing a variety of measures. Support will be provided for no less than 10 weeks. Considerations include but are not limited to the following math/literacy measures:  Fountas & Pinnell Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback  Student progress is reviewed every 10 weeks for possible movement
<b>Service Provider</b>	Classroom Teacher	Support Service Teacher	Support Service Teacher

## Intermediate Level Entrance & Exit Criteria

	<b>Tier 1 Core Class Instruction</b>	<b>Tier 2 - AIS Targeted Small Group Instruction</b>	<b>Tier 3- AIS Intensive Instruction</b>
<b>Potential Entrance Criteria</b>	<p>All students receive Core Classroom Instruction daily. Approximately 80% of general education students make adequate annual progress and growth without additional interventions</p> <p>This growth and progress will be determined using a variety of measures, including but not limited to:</p> <p><i>aimswebPlus</i>: 26th percentile or greater Fountas &amp; Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring New York State Assessments</p>	<p>Students may move to Tier 2 if/when they have shown inadequate growth in Tier 1</p> <p>Considerations include but are not limited to the following math/literacy measures: aimswebPlus: 11th - 25th percentile Fountas &amp; Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback New York State Assessments</p>	<p>Students may move to Tier 3 if/when they have shown inadequate growth in Tier 2</p> <p>Considerations include but are not limited to the following math/literacy measures: aimswebPlus: 10th percentile or less Fountas &amp; Pinnell Word Lists Running Records Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback New York State Assessments</p>
<b>Potential Exit Criteria</b>	<p>All students will continue to receive Tier 1 Core Classroom Instruction</p>	<p>Students exit Tier 2 when they demonstrate adequate growth and response to the intervention</p> <p>Students may continue to receive Tier 2 interventions if/when they demonstrate minimal progress and growth</p> <p>Students may move to Tier 3 interventions if/when they demonstrate inadequate progress and growth in Tier 2</p> <p>All students continue to receive Tier 1 Core Classroom Instruction</p>	<p>Students may move to Tier 2 interventions if/when they demonstrate adequate progress and growth in Tier 3</p> <p>Students may continue to receive Tier 3 interventions if/when they demonstrate minimal progress and growth</p> <p>Students may be referred to the building IST if/when they demonstrate inadequate progress and growth in Tier 3. The IST will review all documentation and determine if initial referral to special education is warranted</p> <p>All students continue to receive Tier 1 Core Classroom Instruction</p>

*\*Exit criteria is based on individual student progress and their response to each of the interventions.*

*\*This progress is determined through the use of standardized assessment tools.*



## Middle Level Overview

	<b>Tier 1 Core Class Instruction</b>	<b>Tier 2 - AIS Targeted Small Group Instruction</b>	<b>Tier 3 - AIS Intensive Instruction</b>
<b>Students</b>	ALL students	Any students identified as needing additional support  No more than 15 students in a group	Any students identified as needing additional support  No more than 7 students in a group
<b>Location</b>	General Classroom	Separate Location *in addition to Tier 1	Separate Location *in addition to Tier 1
<b>Frequency</b>	40 minutes daily math (Grades 6-8)  40 minutes daily ELA (Grade 8)  40-80 minutes daily ELA (Grade 7)  80 minutes daily ELA (Grade 6)	2-3 times per week 40 minutes	2-3 times per week 40 minutes
<b>Duration</b>	ALL year	Up to 20 weeks determined by the students' progress and growth utilizing a variety of measures. Considerations include but are not limited to the following math/literacy measures:  Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback Report Card Data New York State Assessments  Student progress is reviewed every quarter for possible movement	Up to 20 weeks determined by the students' progress and growth utilizing a variety of measures. Considerations include but are not limited to the following math/literacy measures:  Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback Report Card Data New York State Assessments  Student progress is reviewed every quarter for possible movement
<b>Service Provider</b>	Classroom Teacher	Support Service Teacher	Support Service Teacher

## Middle Level Entrance & Exit Criteria

	<b>Tier 1 Core Class Instruction</b>	<b>Tier 2 - AIS Targeted Small Group Instruction</b>	<b>Tier 3 - AIS Intensive Instruction</b>
<b>Potential Entrance Criteria</b>	<p>All students receive Core Classroom Instruction daily. Approximately 80% of general education students make adequate annual progress and growth without additional interventions</p> <p>This growth and progress will be determined using a variety of measures, including but not limited to:</p> <p><i>aimswebPlus:</i> 26th percentile or greater Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback Report Card Data</p>	<p>Students may move to Tier 2 if/when they have shown inadequate growth in Tier 1</p> <p>Considerations include but are not limited to the following math/literacy measures:</p> <p>aimswebPlus: 11th - 25th percentile Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback Report Card Data New York State Assessments Quarterly Assessment Rubrics</p>	<p>Students may move to Tier 3 if/when they have shown inadequate growth in Tier 2</p> <p>Considerations include but are not limited to the following math/literacy measures:</p> <p>aimswebPlus: 10th percentile or less Classroom Assessments Student Observations Teacher-Created Projects Portfolio Assessments Writing Samples AW Progress Monitoring Teacher Feedback Report Card Data New York State Assessments Quarterly Assessment Rubrics</p>
<b>Potential Exit Criteria</b>	<p>All students will continue to receive Tier 1 Core Classroom Instruction</p>	<p>Students exit Tier 2 when they demonstrate adequate growth and response to the intervention</p> <p>Students may continue to receive Tier 2 interventions if/when they demonstrate minimal progress and growth</p> <p>Students may move to Tier 3 interventions if/when they demonstrate inadequate progress and growth in Tier 2</p> <p>All students continue to receive Tier 1 Core Classroom Instruction</p>	<p>Students may move to Tier 2 interventions if/when they demonstrate adequate progress and growth in Tier 3</p> <p>Students may continue to receive Tier 3 interventions if/when they demonstrate minimal progress and growth</p> <p>Students may be referred to the building IST if/when they demonstrate inadequate progress and growth in Tier 3. The IST will review all documentation and determine if initial referral to special education is warranted</p> <p>All students continue to receive Tier 1 Core Classroom Instruction</p>

*\*Exit criteria is based on individual student progress and their response to each of the interventions.*

*\*This progress is determined through the use of standardized assessment tools.*