

# Response to Intervention Plan Academic Intervention Services

PEARL RIVER SCHOOL DISTRICT

Marco Pochintesta, Superintendent

Robert Roelle, Assistant Superintendent  
for Curriculum and Instruction

Carolyn Moffa, Director of Special  
Services

**BOARD OF EDUCATION APPROVED:**

JUNE 16, 2020

# Response to Intervention Plan

## Academic Intervention Services

### Pearl River School District

The District gratefully acknowledges the work of Curriculum Advisory Council and the Elementary Intervention Teachers in developing this plan:

Name	Title/Position	School Building
Robert Roelle	Asst. Supt. For Curriculum & Instruction	District Office
Giselle Bender	Teacher	Evans Park Elementary School
Kathleenann Cool	Principal	Lincoln Avenue Elementary School
Carolyn De Noyelles	Teacher	Pearl River High School
Karen DiMenna	Teacher	Lincoln Avenue Elementary School
Jamie Haug	Dir. of Technology	District Office
Jessica Kearns	Teacher	District Office
Laurie Lewis	Teacher	Franklin Avenue Elementary School
Carolyn Murphy	Teacher	Lincoln Avenue Elementary School
Michael Murphy	Principal	Pearl River High School
Liza Pandit	Teacher	Evans Park Elementary School
Jessica Poccia	Teacher	Evans Park Elementary School
Andrea Pompey	Assistant Principal	Pearl River Middle School
Danielle Ritter	Teacher	Evans Park Elementary School
Laura Sullivan	Teacher	Lincoln Avenue Elementary School
Kristin Talleyrand	Principal	Franklin Avenue Elementary School
Yvonne Zielinski	Teacher	Franklin Avenue Elementary School
Ruba Rizqalla	Parent	Evans Park Elementary School
Alice Tom	Parent	Franklin Avenue Elementary School
Eileen Kennedy	Parent	Pearl River High School
Marie Hussey	Parent	Pearl River Middle School
Sarah Stewart	Parent	Lincoln Avenue Elementary School

# Table of Contents

Section		page
1	Introduction	3
	RtI Defined	
	Legislative Background and Regulatory Requirements	3-5
2	RtI/AIS as a Multi-Tiered Support System	6
	Tier 1	7
	Tier 2	8
	Tier 3	8
3	Assessment within an RtI Model	9
	Universal Screening	9-10
	Progress Monitoring	10-11
	Additional Assessment	11
4	Response to Intervention (RtI) Team -- Data-Based Decision Making	12
	Determining Initial Need/Plan for Intervention	13
	Determining Student Response to Intervention	14
5	Professional Development	15
6	Parent Notification	15
8	Appendix	16

# SECTION 1: INTRODUCTION

**“Every Pearl River student can and will learn.”** -- The success of all students rests in the partnership between the school, the student, and the parents. To that end, the District supports a *Learning Compact* outlining the responsibilities of these stakeholders (Appendix 1).

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI/AIS for the Pearl River School District is to support student learning and performance success. ***This plan represents the District’s expanded view of academic intervention and efforts in supporting learners at all levels, across both academic and behavioral success.***

## Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-tiered support 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 an RtI process to determine a student’s response to research-based intervention.

***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 prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must select and define the specific structure and components of its RtI program, including, but not limited to the:
- 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 have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[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.

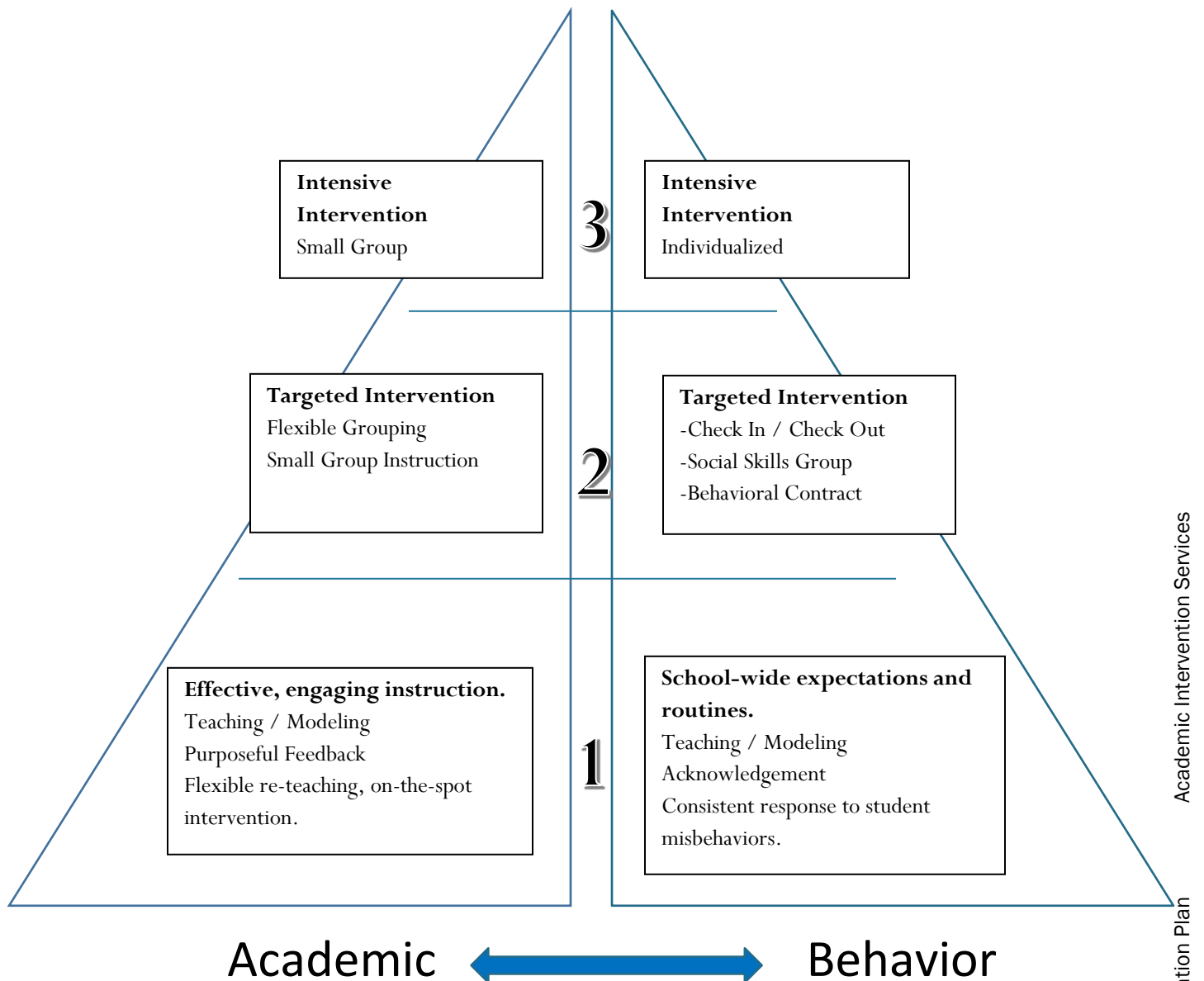
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored 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.

## SECTION 2:

### RtI/AIS – A Multi-Tiered Support System

RtI/AIS serves as a multi-tiered support system with increasing levels or tiers of instructional support. Within the Pearl River School District, a three-tiered system of interventions is utilized to meet the needs of all learners.



## **Tier One**

Tier One is considered the universal, primary level of intervention at the Pearl River School District and takes place in the general education classroom. Tier 1 involves appropriate core content instruction, delivered to all students in the general education classroom by qualified personnel. These interventions are provided by the general education classroom teacher or an ENL teacher with in the classroom for all academic areas, focused on core instruction and universal behavioral expectations. Related service providers and support personnel may offer suggestions for Tier One interventions based on specific needs.

The following are examples of interventions at the Tier One level:

ACADEMIC	BEHAVIOR
TIER 1 – UNIVERSAL E –Elementary   M- Middle School   S - Secondary	
Flexible on the spot re-teaching (E,M,S) Lesson redesign (E,M,S) Graphic organizers, class notes (E,M,S) Quarterly Academic Planning (S-Guidance) Learning Contract Differentiation Compacting	School-Wide Expectations and Routines (E-PBIS, M, S)  PRSD Code of Conduct



## **Tier Two**

Tier Two interventions are designed as targeted intervention supplemental to core instruction, most frequently delivered through small group instruction with flexible groupings of students.

ACADEMIC	BEHAVIOR
TIER 2 – TARGETED E –Elementary   M- Middle School   S - Secondary	
Small-Group Instruction (E)	PBIS – Check-In / Check-Out (E)
Frontloading of skills	Social Skills Groups (E)
Learning Contract	Informal Behavior Plan (E)
5-week academic progress monitoring – (S-Guidance)	Advisory (M)
Learning Center (M)	Behavior Contract
Academic Labs (S)	ABC Planning – Antecedent, Replacement Behavior, Outcome

## **Tier Three**

Tier Three interventions are designed for students who have not demonstrated growth through Level One and Two interventions, demonstrating significant need for intervention for academic or behavioral success. Services at this level are provided with a greater degree of intensity through a higher level of frequency and/or lower student to teacher ratio.

ACADEMIC	BEHAVIOR
TIER 3 – INTENSIVE E –Elementary   M- Middle School   S - Secondary	
Individualized, daily	Behavior Intervention Plan – BIP
‘Daily Sheet’ – (S-Guidance)	Functional Behavior Assessment - FBA

## SECTION 3:

### ASSESSMENT WITHIN AN RTI FRAMEWORK

The RtI/AIS framework uses multiple measures of student performance to support decisions about a student's status academically and behaviorally, response to instruction or intervention, and the nature of instruction and/or intervention. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within the RtI/AIS process for different purposes.

#### **Screening**

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. The table presented below provides descriptive information regarding the universal screening procedures used at the Pearl River School District.

Screening Tool(s):	<a href="#">Renaissance Learning</a> : STAR Early Literacy Assessment, STAR Reading Assessment, STAR Math Assessment.  <a href="#">Teachers College Columbia Reading</a> Benchmark Assessment.
Frequency of Administration:	Fall, Winter, Spring
Grades Screened:	K-12 – Reading K-8 - Math
Screening Administrator(s):	Classroom teachers, Special Education Teachers

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall	Winter	Spring
Kindergarten First Grade	TC Leveled Assessment STAR Early Literacy	TC Leveled Assessment STAR Early Literacy	TC Leveled Assessment STAR Early Literacy
Second thru Fourth Grade	TC Leveled Assessment STAR Reading STAR Math	TC Leveled Assessment STAR Reading STAR Math	TC Leveled Assessment STAR Reading STAR Math
Fifth thru Eighth Grade	STAR Reading STAR Math	STAR Reading STAR Math	STAR Reading STAR Math
Ninth thru Twelfth	STAR Reading	STAR Reading	STAR Reading

## **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Pearl River School District uses multiple measures, including but not limited to classroom performance, TC reading benchmarks and Renaissance Learning STAR, to determine a student's movement across the tiers by examining rate of progress and level of performance over time.

The table below provides logistical information regarding minimal progress monitoring procedures within Tiers 1, 2, and 3 at the Pearl River School District. Additional administrations of progress monitoring assessments may be indicated by individual response to interventions.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	3 times yearly	3 times yearly	As determined by Tier 3 interventionist.
Administrator(s):	Classroom teacher, ENL teacher, and/or academic support teacher.	Classroom teacher, ENL teacher, and/or academic support teacher.	Classroom teacher, ENL teacher, and/or academic support teacher.

### **Additional Assessment: Diagnostic**

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress.

## **SECTION 4:**

### **RESPONSE TO INTERVENTION TEAM -- DATA-BASED DECISION MAKING**

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Classroom performance, benchmark/screening assessments and progress monitoring data inform decisions relative to need for intervention, as well as level and type of interventions needed to help individual students make progress. This data will include attendance, behavioral and social data as appropriate.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which student's may be in need of intervention?
2. How well is the student responding to supplemental, tiered instruction/intervention?

## **Response to Intervention Team**

	<b>Elementary</b>	<b>PR Middle School</b>	<b>PR High School</b>
Members	Building administrator, classroom teacher, academic support teacher, special education teacher, related service personnel as may be indicated.	Building administrator(s), guidance counselor(s), psychologist, classroom teacher, academic support teacher, special education teacher, related service personnel as may be indicated.	Building administrator(s), guidance counselor(s), psychologist, nurse, social worker, classroom teacher, academic support teacher, special education teacher, related service personnel as may be indicated.
Frequency	Weekly	Weekly	Weekly
Tasks	Review data. Determine need for interventions – suggest strategies. Determine timeline for review and follow-up, including key staff responsible.	Review data. Determine need for interventions – suggest strategies. Determine timeline for review and follow-up, including key staff responsible.	Review data. Determine need for interventions – suggest strategies. Determine timeline for review and follow-up, including key staff responsible.

## **Determining Initial Need for Intervention**

To determine which students may be in need of intervention, the Pearl River School District uses data obtained from benchmark/screening assessments as well as other sources including, but not limited to attendance, behavior and social information. Students eligible for AIS, including those with disabilities and/or limited English proficiency, are identified using “multiple measures” as follows:

- those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science
- those at risk of not meeting State standards as indicated through the district adopted or district-approved procedure, including those K-2 students who lack reading readiness
- LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards

The following table provides information on the multiple data sources used, and the processes followed in determining intervention services.

<b>Determining Need for Intervention</b>	
Step 1: Primary Data Source:	Teachers College Reading Benchmarks, Renaissance Learning STAR Assessments, NYSED Assessments (3-8), Regents Exams.
Step 2: Secondary Data Source:	Qualitative Reading Inventory (6), NYSESLAT, student work samples, developmental reading assessments, benchmark assessments, in class assessments, curriculum-based measurement, attendance, discipline/behavior reports, classroom and service provider observations, and results of psychoeducational evaluations based on a variety of assessments and inventories
Purpose:	<ul style="list-style-type: none"> <li>• Identify who is in need of intervention.</li> <li>• Identify the level of intervention a student requires.</li> <li>• Provide preliminary information about the effectiveness of core instruction at Tier 1.</li> </ul>
Who’s Involved:	Response to Intervention Team - Grade level general education teachers, special education teachers, support personnel as appropriate, building administrator, guidance counselor.
Frequency:	Teachers meet weekly (team/grade level) to determine Tier 1 interventions. RtI Team meets weekly to determine Tier 2 & 3 interventions and review student response to interventions (progress monitoring).
Decision Options and Criteria:	Lack of progress in core instruction, leads to referral to RtI Team review.

## **Determining Student Response to Intervention**

Another key decision made by the Response to Intervention Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Pearl River School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By examining the data path, the Rtl Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention			
Primary Data Source:	AIS progress monitoring, STAR progress monitoring, intervention/data planning sheets, progress monitoring sheets		
Secondary Data Source:	Classroom assessment/performance data, Achieve 3000 reports, attendance, discipline/behavior reports, classroom and service provider observations.		
Purpose:	<ul style="list-style-type: none"> <li>• Determine student's response to the intervention</li> <li>• Determine if the student is making progress towards grade level benchmarks</li> <li>• Determine the need for a lesser or more intensive intervention</li> </ul>		
Who's Involved:	Response to Intervention Team		
Frequency	Tier 1	Tier 2	Tier 3
	Weekly	6-8 week intervals	6-8 week intervals
Decision Options and Criteria:	Lack of response to Tier level interventions leading to review and revision to interventions through Rtl Team meeting process.		

## SECTION 5:

### PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with...” the specific structure and components of the RtI process selected by the school district.

The Pearl River School District provides professional development to faculty and staff to support teaching and learning, including, but not limited to the use of data to inform instruction, the use of resources and strategies for interventions to support the needs of all learners, and use of multiple measures of student performance to assess progress.

## SECTION 6:

### PARENT NOTIFICATION

In the Pearl River School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents via letter that indicates:

- The nature of the intervention their child will be receiving including type of intervention, frequency, duration, interventionist, location
- The amount and nature of student performance data that will be collected, i.e. type of data, screening tools, review date of progress
- Strategies for improving the student’s rate of learning
- Their right to request an evaluation for special education programs and/or services

**Considerations for Parents Whose Native Language is Not English:** Communications will be in a student’s native language where appropriate. Additionally, when practicable, an interpreter will provide the parents with an overview of the services their child will be receiving through academic intervention.

## APPENDIX



1. [PRSD Learning Compact](#)
2. [RTI Elementary Benchmark Indicators](#)
3. [Qualitative Reading Inventory \(6\) Benchmarks](#)
4. [Renaissance STAR Early Literacy Benchmarks](#)
5. [Renaissance STAR Reading Benchmarks](#)
6. [Renaissance STAR Math Benchmarks](#)
7. [Teachers College Reading Benchmark Levels](#)
8. RTI/AIS Notification Letters
  - [K-4](#)
  - [Pearl River Middle School](#)
  - [Pearl River High School](#)