

Averill Park Central School District



Multi-Tiered Systems of Support Plan

2024-2025

MISSION, VISION, & GOALS

AP Mission

To meet the needs of and create opportunities for every student every day.

AP Vision

To create passionate learners who contribute positively to their community and the world.

AP District Goals

Goal # 1: Students will graduate college and career ready.

Goal # 2 Students will productively engage in their school community.

Goal # 3: Students will be digitally fluent, demonstrating the ability to live productively and safely in a technology-influenced society.

INTRODUCTION TO Multi-Tiered Systems of Support (MTSS), Response To Intervention (RtI), & Academic Intervention Services (AIS)

Multi-tiered Systems of Support (MTSS) /Response to Intervention (RTI)

MTSS is a systematic process to ensure every student receives the additional time and support needed to learn at high levels. MTSS' underlying premise is that schools should not delay providing help for struggling students and provide timely, targeted, systematic interventions to all students who demonstrate the need. (Buffum, Mattos & Weber, 2012 p. xiii) This school-improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support a rapid response to students' needs (e.g., academic, behavioral, social-emotional, student physical and mental health). It ensures fair access to a rigorous, robust, high-quality education beginning in kindergarten.

MTSS is a tiered system of support.

Tier 1 represents guaranteed access to essential grade-level standards for all students.

- High quality research-based instruction to all students by highly qualified teacher
- differentiated instruction to meet the wide range of student needs
- curriculum that is aligned to the state learning standards
- instructional strategies that utilize a formative assessment process

Tier 2 represents supplemental targeted support/intervention(s) needed to master the specific skills, knowledge, and behaviors identified at Tier 1 to be absolutely essential for a students' future success.

Tier 3 represents intensive remediation in universal skills ie: decoding, comprehension, writing , number sense, comprehending the English language, social & academic behaviors, health & home.

The **purpose** of establishing an MTSS process is to:

- Ensure equitable and immediate access to intervention
- Provide early screening and prompt interventions for all students
- Identify risk factors for early literacy and foundational math skill development
- Employ evidence-based practices for students with academic deficits

Academic Intervention Services (AIS) must be supplementary and not in place of Tier 1 core instruction of the essential standards. AIS includes two components: additional instruction and support services. Additional instruction supplements the instruction beyond the general curriculum and assists students who are at risk of not achieving the State learning standards. Support Services address barriers in order to improve academic, social, and emotional performance. Decision making for AIS must include multiple data measure ex: NYS exams, diagnostic assessments, common assessments etc.

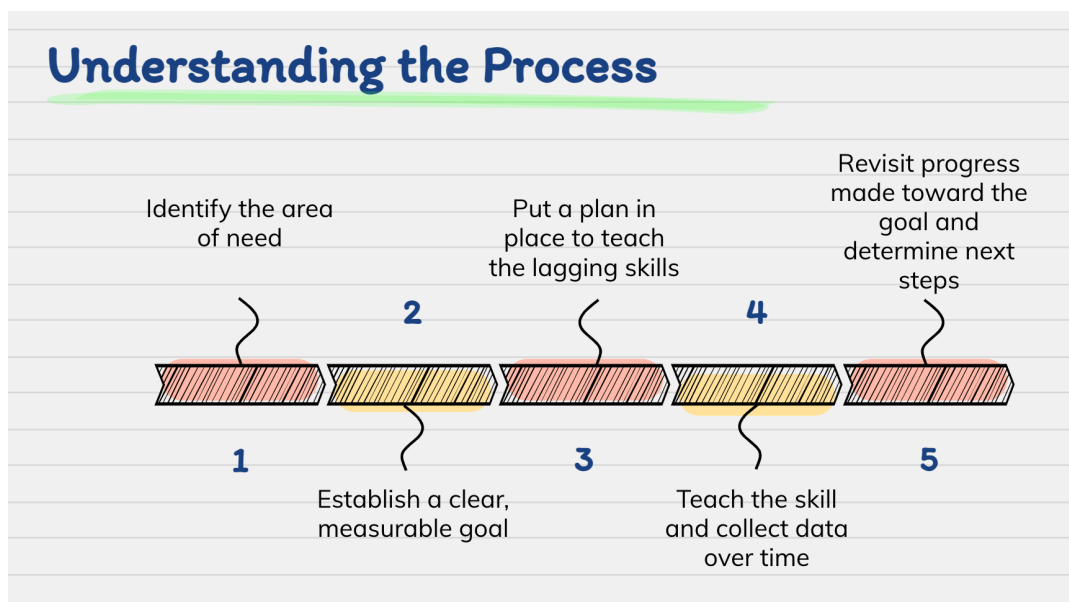
Academic Intervention Services (AIS) may be made available to students with disabilities on the same basis as nondisabled students. AIS is available to English Language Learners (ELL). AIS cannot replace the ELL instructional program requirement under CR Part 154 services. AIS will be planned and implemented in coordination with the ELL student's general education program. A school district may provide a Response to Intervention (RtI) program in lieu of providing AIS when an RtI program is made available by grade levels and subject areas (reading/writing/math) for which students are identified as eligible for AIS.

The RtI/MTSS process begins with universal screening of all students. The **purpose** is to determine which students need help with foundational skills. Universal screening is recommended to take place in the beginning of the year, and is repeated again in the winter and the spring. Following the universal benchmarking, additional diagnostic assessments and classroom assessment results are reviewed to further target the area(s) of need. Upon identifying the area of need, research/evidence based intervention(s) are determined and put into place with a plan to progress monitor the student's progress.

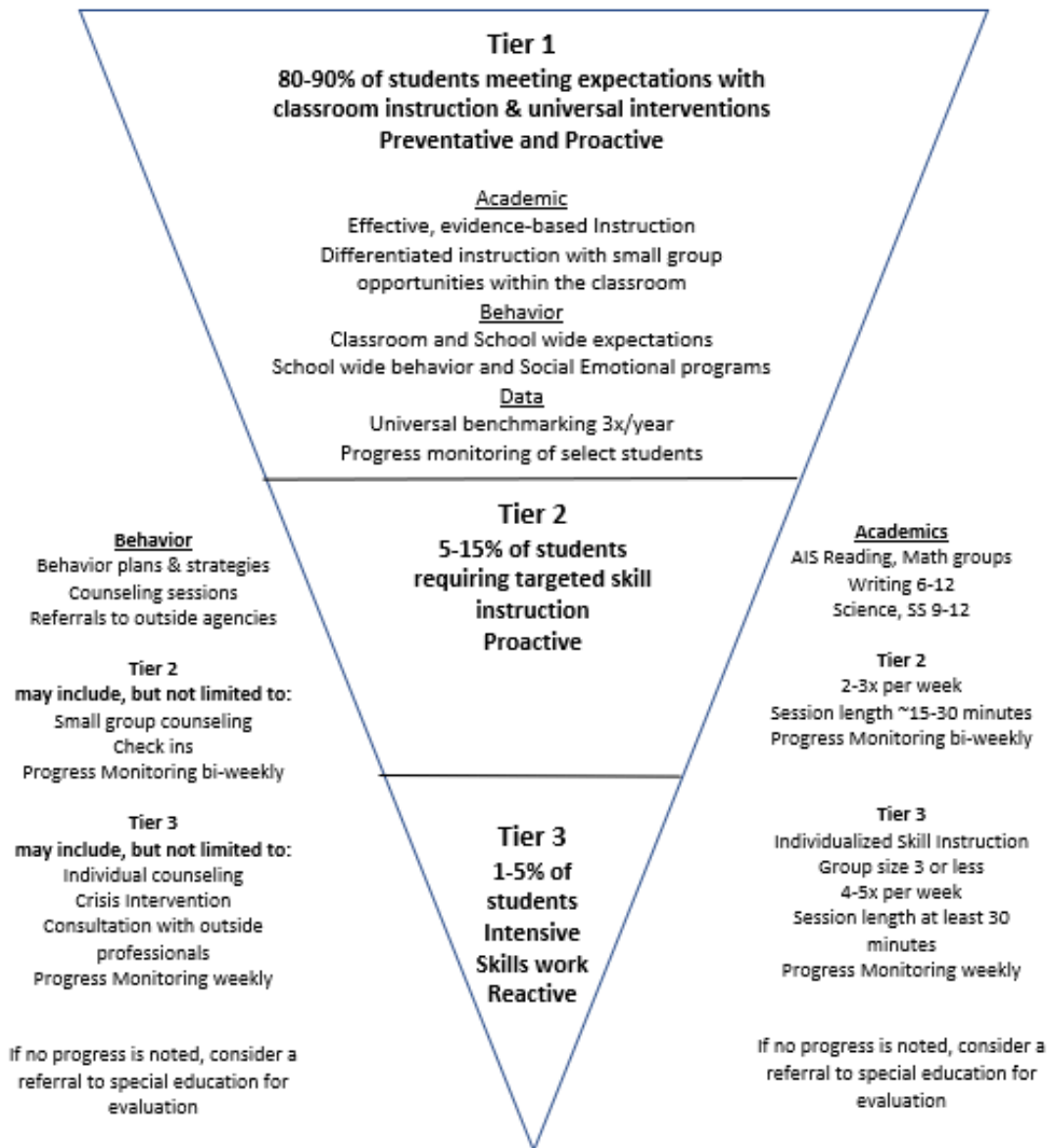
Progress monitoring involves using assessments to determine the effectiveness of the interventions. Progress monitoring assesses specific skills that are found in state standards that are therefore part of the academic content. Progress monitoring needs to be applicable to the instructional strategies that are being used to remediate deficits and should be able to be administered repeatedly and efficiently to students over a period of time. If the intervention is proving to not be successful, a change should be made to increase intensity or change the specific intervention.

What are the benefits of RtI?

- Ensures a shared approach is used in addressing students' diverse needs.
- Eliminates the "wait to fail" situation because students get help promptly within the general education setting.
- Reduces the number of students referred for special education services while increasing the number of students who are successful within regular education.
- Identifies the root cause of achievement problems.



RTI PYRAMID



TIER 1: Core Classroom Instruction

- Guarantees instruction for all on the essential learning standards
- Designed to address the needs of the majority of a school's students (80-90%)

Tier 1

Target Group & Instruction	<p>Instruction is delivered to ALL students in the general education classroom. Instruction will employ scientific, research-based programs delivered with fidelity.</p> <p>For example, <i>reading</i> will include: explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, fluency (including oral reading) and comprehension.</p> <p>Appropriate instruction in <i>mathematics</i> includes: instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.</p> <p>Appropriate <i>behavioral support</i> is evidenced by school-wide positive behavioral strategies both reduce problem behavior and improve academic performance.</p>
Grouping	Multiple and flexible grouping formats to meet student needs
Frequency of Data Collection	<p><i>Academic Universal Screening: 3x/year</i> as described in the Universal Screening section</p> <p>Researched based <i>Student Perception Survey: 2x/year</i></p> <p><i>Progress Monitoring/Formative-Common Assessments: frequently</i> and when essential standards are taught.</p>
Review	The review will take place with each building's grade level data team after common assessments of essential standards

Tier 1 Teaching-Assessing Cycle

(Taking Action, Mattos p.105)

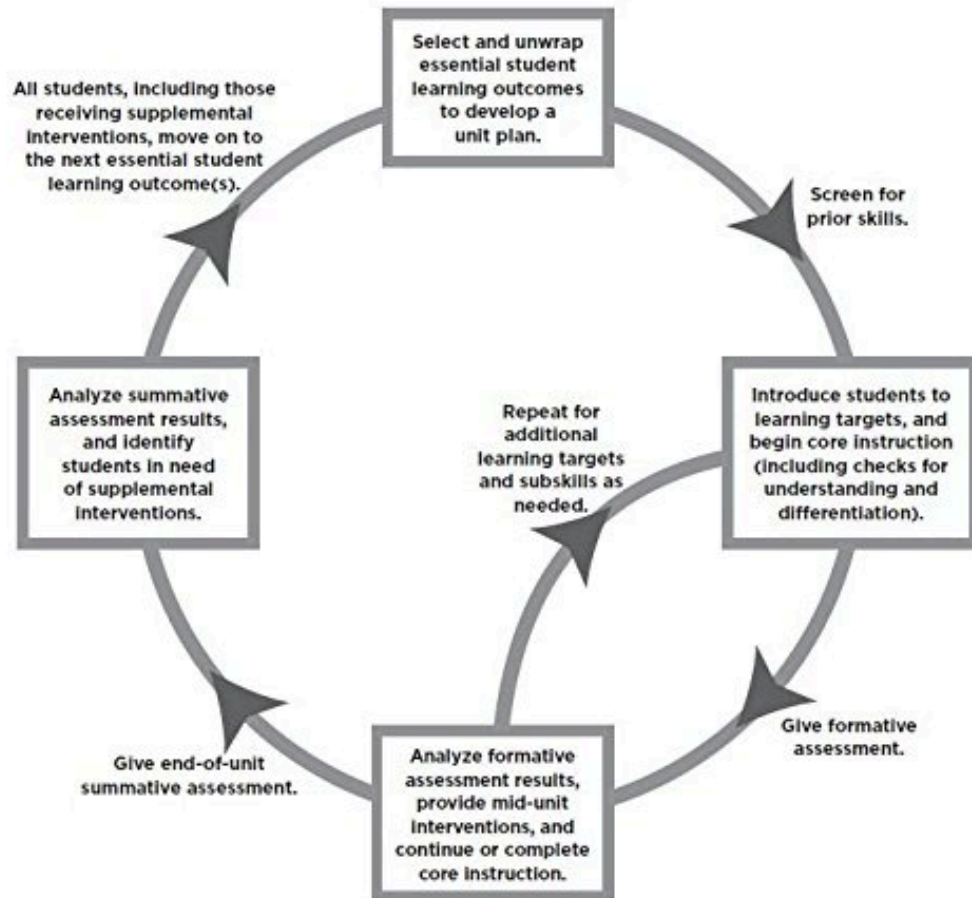


Figure 4.7: The team teaching–assessing cycle.

Tier 1

Academic Best Practices	Behavioral Best Practices
<p>Planning for Instruction</p> <ul style="list-style-type: none"> • Learning Targets are clearly stated • Formative assessments are used to tailor instruction • Lessons include plans for differentiation of content and instructional method, and student engagement <p>Instruction</p> <ul style="list-style-type: none"> • Explicit instruction of new content including: modeling, demonstration, active engagement, and supervised student practice • Students are taught in both whole group and small groups, tailored to similar instructional needs • Opportunities for reteaching and is planned for in response to student needs • Curriculum is aligned with NYS Standards <p>Engagement</p> <ul style="list-style-type: none"> • Activities are student-centered • Opportunities for students to respond and participate throughout the lesson are provided <p>Assessment</p> <ul style="list-style-type: none"> • Timely feedback about student performance is provided, both individually and as a whole group • Opportunities are provided for students to demonstrate their learning in different ways • Includes universal, diagnostic, formative, and summative forms, including both formal and informal opportunities for students to demonstrate understanding • Consistent assessment data is collected and recorded <p>Scaffolding Tools:</p> <ul style="list-style-type: none"> • Graphic organizers, checklists or visual supports of identified strategies are provided • Explicit directions are provided orally and in written form • Assistive technology is provided to support student learning (ex: spell check, speech to text, calculator, multiplication chart, etc.) <p>Targeted Explicit Instruction:</p> <ul style="list-style-type: none"> • Small group instruction • Pre teaching 	<p>Building level</p> <ul style="list-style-type: none"> • determines building expectations and language <p>Post/Teach/Review/Monitor:</p> <ul style="list-style-type: none"> • Establish behavioral expectations and post them • Teach rules in the context of routines • Prompt or remind students of the rules/provide feedback • Monitor student behavior/collect data • Evaluate the effect/look for trends • Provide remediation to review classroom expectations <p>Actively Engage Students/Observe:</p> <ul style="list-style-type: none"> • Provide time and opportunities for students to respond • Focus on the positive (5:1 ratio) • Name desired behaviors/post excellent examples • Review expectations prior to activities <p>Evidence Based Practices to Promote Active Engagement:</p> <ul style="list-style-type: none"> • Nonverbal “check ins” • Mindfulness breaks • Remind students of classroom expectations • Character Education

District Tier 1 Instruction and Programs

	Elementary	Middle School	High School
ELA/Reading	90 minute/daily K-2 Super Kids 3-5 Reading Side by Side Explicit Phonemic & Phonics instruction	gr 6: 84 minutes/daily gr 7 & 8: 42 minutes/daily Common Lit Expeditionary Learning	80 minutes/alternating days NYS Common Core Standards
Math	60 minutes/daily Eureka Math (NYS Modules)	42 minutes/daily Teacher developed materials based (NYS Modules)	80 minutes/alternating days NYS Common Core Standards
Behavioral/ Social & Emotional	Classroom Connections Character Education One Book One School Second Step Lessons Schoolwide PBIS systems	Morning Meeting Minute Meetings Wellness Days One Book One School Extra Curricular Clubs and activities Student Assistance Counselor-Too Good for Drugs Second Step Lessons in classrooms	Daily Advisory Wellness Days Extra Curricular Clubs and activities Student Assistance Counselor- Project Success

TIER 2: Strategic Interventions (Supplemental Instruction)

- Supplemental, small-group instruction, is provided in addition to and not in place of, the core instruction provided in Tier 1.
- Interventions need to target the causes of student struggles (the cause, not the symptoms) as indicated by common/summative assessments and/or behavioral events.
- Students are grouped according to targeted instructional needs.

Tier 2 Intervention	
Target Group	5-15% of the students. For students who have not responded adequately to Tier 1 efforts. Analyze if the need is Skill vs Will
Grouping	Homogeneous small group instruction. Groups must have the same targeted skills needed.
Identify Students Needs/Goal	Academics: Identify student's goal(s) generated by data demonstrating student need by skill, by standard based on common or summative assessments or if Behavioral: Identify student's goal(s) generated by observable data.
Frequency & Duration of Intervention	Academics: At least weekly (for approximately 8 weeks) for a minimum of 30-minute interventions, in addition to the core instructional block. Behavioral: Daily feedback of a few minutes each
Interventionist	Content Area Teacher or School Counselor
Setting	Setting designated by the team; may be within or outside of the classroom
Frequency of Data Collection	Ideally, every other week progress monitoring on the targeted skill to ensure adequate progress and learning with a minimum of 4 data points (per intervention). Data is recorded and analyzed.
Review	Approximately every 8 weeks; the review will take place with each building's grade level data team. Every 5 weeks at high school via progress reports and monthly RTI Problem Solving Team meetings.

District Tier 2 Instruction and Programs

	Elementary	Middle School	High School
ELA: Reading	<ul style="list-style-type: none"> -Differentiated skill & fluency work during classtime & WIN -95% Lessons -Kilpatrick Drills (PA) -HearBuilder 	<ul style="list-style-type: none"> -Differentiated instruction & activities during Access -Reading Workshop -Afterschool sessions with teachers -CARES -Writing Workshop 	<ul style="list-style-type: none"> -Differentiated instruction & activities during Advisory/intervention blocks -Instructional Support Period - Study Skills -Advisory- (instructional)
Math	<ul style="list-style-type: none"> -Differentiated skill work during WIN -Reflex Math- Fact based fluency -Zearn -IXL 	<ul style="list-style-type: none"> -Access Math groups -CARES 	<ul style="list-style-type: none"> -Differentiated instruction & activities during Advisory/Intervention blocks -Instructional Support Period -Study Skills -Advisory- (instructional)
Specific Content Areas		<ul style="list-style-type: none"> -Differentiated instruction & activities during Access -Afterschool sessions with teachers -CARES 	<ul style="list-style-type: none"> -Differentiated instruction & activities during Advisory/Intervention blocks -Instructional Support Period -Study Skills -Advisory- (instructional)
Behavioral/ Social & Emotional	<ul style="list-style-type: none"> -Counseling groups (short-term) -Circle groups -Behavior Plans -Social Skills Groups -Friendship groups -Check In/Check Out 	<ul style="list-style-type: none"> -Counseling groups (short-term) -Circle groups -Positive behavior plans -Warrior Fundamentals -CARES 	<ul style="list-style-type: none"> -Counseling (short term) -Advisory -Circle groups -Instructional Support Period
Attendance	<ul style="list-style-type: none"> -Check-ins -Meetings with School Counselor -Attendance Letters 	<ul style="list-style-type: none"> -Check-ins -Meetings with School Counselor -Attendance Letters - working with Renss Cty resources 	<ul style="list-style-type: none"> -Meetings with -School Counselor -Attendance Circles -Attendance Letters - working with Renss Cty resources

RTI at Work Pro-Solve Intervention Targeting Process: Tier 1 and Tier 2

Student: _____ Meeting date: _____

Participant: _____

	Targeted Outcomes	1. Concern	2. Cause	3. Desired Outcomes	4. Intervention Steps	5. Who Takes Responsibility
Led by Teacher Teams	Essential standards					
	Immediate prerequisite skills					
	English language					
Led by Schoolwide Teams	Academic behaviors					
	Social behaviors					
	Health and home					

Next meeting date: _____

Source: Buffum, A., Mattos, M., Weber, C., & Hierck, T. (2015). Uniting academic and behavior interventions: Solving the skill or will dilemma. Bloomington, IN: Solution Tree Press.

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REPRODUCIBLE

TIER 3- Intensive Intervention (Supplemental Instruction)

- Instruction that is explicit, and specifically designed to meet student’s individual skill needs
- Designed for students with below grade level skills preventing them from meeting proficiency with classroom content.

Tier 3 Intensive Intervention	
Target Group	For 5% of the student population who have not responded adequately to Tier 1 and 2 efforts, or who demonstrate significant skill needs.
Grouping	Homogeneous small-group instruction of approximately 1-3 students, depending on the intervention. It is important that the groups be at the same ability/instructional level, focusing on similar skills.
Identify Student Needs/Goal	Identify student goal(s) generated by data demonstrating student need given response to Tier 1 and 2 interventions.
Duration of Intervention	Daily intervention/strategy for a minimum of 30 minutes in addition to the core instructional block.
Interventionist	AIS/Interventionist and/or Content Area Teacher
Setting	Appropriate setting designated by the team. May be in or out of the classroom.
Frequency of Data Collection	Weekly progress monitoring on targeted skill(s) with data recorded and analyzed.
Review	Approximately every 8 weeks; the review will take place with each building’s data team. Every 5 weeks at high school via progress reports and monthly RTI Problem Solving Team meetings.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.

Speech & Language for Improvement

School districts that provide speech and language improvement services shall provide services to any student determined to be in need of such by the building administrator.

Services will be provided by certified or licensed teachers of the speech and hearing handicapped to eligible students with speech impairments, such as dysfluency, impaired articulation, language disorders, or voice disorders, of a severity that does not adversely affect the student's educational

performance, but does present a barrier to communication.

A student whose speech impairment adversely affects the student's educational performance shall be referred to the committee on special education for further evaluation and review of the need for special services and programs, pursuant to article 89 of the Education Law.

The parent/guardian to a student who is to be provided speech and language improvement services shall be notified in writing, in the dominant language of such person, of the initiation and termination of such services. The person who made the recommendation for such services, if an employee of the school district, shall also receive written notice.

Motor for Improvement (Occupational or Physical Therapy)

Similarly, Motor for Improvement services are encouraged to emphasize prevention and support a proactive approach to address student needs to allow them to find success in the general education setting. This identification occurs through observation of skills and assessment. Based on observational and screening data, a student may qualify for short term service or a referral to the Committee on Special Education may be required for further evaluation.

See Appendix F for the Motor Concern Form and decision making chart.

District Tier 3 Instruction and Programs (but not limited to)

	Elementary	Middle School	High School
ELA: Reading	<ul style="list-style-type: none"> - 95% Lessons - Kilpatrick Drills (PA) - Wilson/Fundation - Just Words 	<ul style="list-style-type: none"> -STARi -Wilson 	<ul style="list-style-type: none"> -Academic Intervention Class -Instructional Support Period -Study Skills -Advisory- instructional groups -In-School Support Room -APEX credit recovery
Math	Teacher designed skill focused lessons	Supplemental Math - teacher designed skill focused lessons	<ul style="list-style-type: none"> -Instructional Support Period -Study Skills -Advisory- instructional groups - Math Lab - Apex Credit Recovery
Behavioral/ Social & Emotional	<ul style="list-style-type: none"> -Individual Classroom Behavior Plans -Individual and group: goal based counseling -Behavior contracts -Individual social skills instruction 	<ul style="list-style-type: none"> -Individual Classroom Behavior Plans -Individual and group: goal based counseling -Behavior contracts -Restorative Circles 	<ul style="list-style-type: none"> -Individual and group: goal based counseling -Restorative Circles - Instructional Support Support -Individual social skills instruction

Attendance	Attendance Letters Home visits Student/Parent Conferences Contracts	Attendance Letters Home visits Student/Parent Conferences Contracts	Attendance Letters Home visits Student/Parent Conferences Contracts
Speech & Language or Motor for Improvement	-small group or individual lessons with the therapist to work on targeted area(s) of need to improve learning in the classroom		

MTSS Teams

Members of District Level MTSS Team may include:

Assistant Superintendent
 Building Principals
 Directors of Student Supports
 Teacher representatives
 Counseling/Psychologist representatives
 Community Member

The District Team will use **multiple data sources** to assess strengths and gaps in the district wide systems.

Name of Fidelity Measure Chosen	Administration Date	Goal
Tiered Fidelity Inventory (TFI)	Fall, Spring	Goal: 80% Fidelity on TIER 1 in each building
Attendance- SchoolTool	collected daily and reviewed no less than monthly	Each student has no more than 10% absent rate.
Discipline- SchoolTool (major) & Form (minor)	collected daily and reviewed no less than monthly	To reduce office referrals
Universal Benchmark Data- Fastbridge ORF & aMath	Fall, Winter, Spring	67% of students are reading fluently. 80% of students are meeting proficiency in math skills

Members of Building Level Data Support Team (Elementary & Middle School) and RtI Problem Solving Team (High School)

Schools shall develop data support teams to assist teachers in providing differentiation and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students. Members may include:

- Building Principal/Assistant Principal/s
- Classroom Teacher(s)
- Special Education Teacher(s)
- AIS Provider/s
- Psychologist
- School Counselor, Social Worker
- ELL Teacher

Training Staff:

Current Staff:

Each elementary building has a MTSS team will be responsible for assessing building needs in relation to the goals of the building specific Tiered Fidelity Inventory (TFI) and the district MTSS-i team goals. Secondary buildings will provide training on specific elements & procedures at monthly faculty meetings.

The building teams will be responsible for communicating needs to the district group. The district group will plan for ways to support and implement necessary training to faculty/staff at their respective buildings. Training will be provided in a variety of ways depending on the needs and availability of time and availability of faculty. This may include: faculty meetings, conference days, ALT, weekly team meetings, professional development release time, etc.

Annually, staff will have a refresher on the building expectations and best practices.

New Staff:

Will participate in building meetings and work with their mentor on specifics of the building's plan and expectations.

DECISION MAKING

Student data is crucial in order to:

- Make accurate decisions about the effectiveness of general education instruction and interventions
- Undertake early identification/intervention with academic and behavioral problems
- Prevent unnecessary and excessive identification of students with disabilities
- Determine individual educational programs needed; deliver and evaluate services

Problem Solving Model:

The problem-solving model involves an in-depth analysis of skill deficits and instructional and environmental variables that comprise a student's academic performance (Shapiro, 2009). Information obtained from the examination of instructional variables is used to identify sub-skill deficits and inform targeted interventions. The problem-solving model to be used by the building's grade level data team is a four-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
 - Use of multiple data sources
2. Examine variables that may be influencing the problem (Why is it happening?)
 - Will vs Skill?
3. Deliver targeted or individualized interventions (What shall we do about it?)
 - Researched based instructional methods
4. Evaluate the effectiveness of the intervention (Did the intervention work?)
 - Review Progress Monitoring data

UNIVERSAL SCREENING

An assessment process used with all children within a given grade, school building, or district for the purposes of identifying or predicting students who may be at-risk academically. The universal screening will be given to all students in Grades K-8 in the fall, winter and spring to help ensure that early identification of students potentially at risk and the areas in which they may experience difficulty.

Screening instruments must be valid and reliable.

Results will be analyzed to determine the effectiveness of the core curriculum and instruction. If less than 20 percent of students are not making adequate progress, it may be assumed that the core program is adequate and identification of students at risk is needed to provide additional interventions for those students

Universal Screening by Grade Level

	Kdg	1	2	3-5	6-8
Oral Reading Fluency		x	x	x	
aReading					x
aMath		x	x	x	x
Nonsense Words		Fall & Winter			
Letter & Sound ID	winter & spring				
Number ID & Counting 1-20	Winter & spring				
DIAL-4	Spring before Kdg				
Student Perception Survey			x	x	x

ASSESSMENTS & EVIDENCE USED TO DETERMINE STUDENT NEED FOR RtI/AIS SERVICES

Evidence may include:

Report Cards, Classwork, Class Participation, Discipline Records, Attendance, Medical Diagnoses, Mental Health Diagnoses, Educationally related disabilities, ELL Performance, Prior evaluations, Behavioral data, Previous/Current RtI/AIS and/or special education services, formative & summative assessments.

Grade	Reading Assessments	Math Assessments	Behavioral/Social & Emotional Assessments
K	<p>Universal Screening: Kindergarten Screening Tool Letter & Sound Identification</p> <p>Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screening for Intervention (PSI) Quick Phonics Screener (QPS)</p> <p>Others: Super Kids assessments Common Formative Assessments</p>	<p>Universal Screening: Kindergarten Screening Tool Number Identification & Counting</p> <p>Others: Module assessments Common Formative Assessments</p>	<p>Universal Screening: Kindergarten Screening Tool</p> <p>Teacher Reports</p> <hr/> <p>Speech & Motor Goldman Fristoe Dial-4 and/or other assessments to assess the area of specific need</p>
1	<p>Universal Screening: Nonsense Words & Oral Reading Fluency</p> <p>Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screener for Intervention (PSI) Quick Phonics Screener (QPS)</p> <p>Others: Super Kids assessments Common Formative Assessments</p>	<p>Universal Screening: aMath</p> <p>Diagnostics: Fact fluency tests</p> <p>Other: Module Assessments Common Formative Assessments</p>	<p>Universal Screening: Teacher Reports</p> <hr/> <p>Speech & Motor Goldman Fristoe Dial-4 and/or other assessments to assess the area of specific need</p>

Grade	Reading Assessments	Math Assessments	Behavioral/Social & Emotional Assessments
2	<p>Universal Screening: Oral Reading Fluency for rate & accuracy</p> <p>Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screener for Intervention (PSI) Quick Phonics Screener (QPS)</p> <p>Other: Super Kids assessments Common Formative Assessments</p>	<p>Universal Screening: aMath (Adaptive Math)</p> <p>Diagnostics: Fact fluency tests</p> <p>Other: Module Assessments Common Formative Assessments</p>	<p>Goal 2 Student Survey</p> <hr/> <p>Speech & Motor Goldman Fristoe Dial-4 and/or other assessments to assess the area of specific need</p>
3/4/5	<p>Universal Screening: Oral Reading Fluency for rate & accuracy</p> <p>Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screener for Intervention (PSI) Quick Phonics Screener (QPS)</p> <p>Other: Reading Side by Side assessments NYS Assessments Common Formative Assessments</p>	<p>Universal Screening: aMath (Adaptive Math)</p> <p>Diagnostics: Fact fluency tests</p> <p>Other: Module Assessments Common Formative Assessments</p>	<p>Universal Screening: Goal 2 Student Survey</p>
6-8	<p>Universal Screening: aReading</p> <p>Other for reading & writing: NYS ELA Assessment ELA 10 week and 20 week checkpoint summative assessments for reading and writing Common Lit Assessments Common Formative Assessments</p>	<p>Universal Screening: aMath (Adaptive Math)</p> <p>Other: NYS Math Assessment Math 10 week, 20 week, and 40 week checkpoint summative assessments Common Formative Assessments</p>	<p>Universal Screening: Student Perception Survey</p>

Grade	Reading & Writing Assessments	Math Assessments	Behavioral/Social & Emotional Assessments
9	<p>Other: 8th Grade NYS ELA Assessment ELA 10 week and 20 week checkpoint 8th Grade summative assessments Common Formative Assessments</p> <p>5 & 10-week grade reports</p>	<p>Universal Screening: FastBridge aMath (8th grade June percentile)</p> <p>Other: 8th Grade NYS Math Assessment</p> <p>Math 10 week, 20 week, and 40 week checkpoint summative assessments</p> <p>Common Formative Assessments</p> <p>5 & 10-week grade reports</p>	<p>Universal Screening: Student Perception Survey</p> <p>Naviance-Strengths Assessment</p>
10-12	<p><u>English/Social Studies/Science</u> Common Formative Assessments Regents Exams Final Exams</p> <p>5 & 10-week grade reports</p>	<p>Common Formative Assessments Regents Exams Final Exams</p> <p>5 & 10-week grade reports</p>	<p>Universal Screening: Student Perception Survey</p>

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 helps staff to determine the extent to which student are benefitting from classroom instruction and informs decisions about appropriate levels of intervention.

To implement progress monitoring:

- The student’s current levels of performance are determined in specific academic skill areas (i.e. decoding, computation with multiplication)
- Goals for learning in each identified area of deficit are created with anticipated dates for achievement.
- The student’s academic performance is measured on a regular basis (depending on the intervention).
 - Tier 2- Typically every other week
 - Tier 3- Typically weekly
- Progress monitoring data will be reviewed approximately every 8 weeks by the building’s RTI data team and more regularly by the AIS provider and/or teacher. Progress reports will be reviewed approximately every 5 weeks by the high school’s Rtl Problem Solving Team and more regularly by the Intervention teacher.
- If needed, instruction is adjusted based on the progress towards the determined goal.

District Progress Monitoring Tools

	Kdg	Gr 1	Gr 2-3	Gr 4-5	Gr 6-8	Gr 9-12
PAST (Phonemic Awareness)	x	x	x			
PSI or QPS (Phonics Screeners)	x	x	x	x		
Letter/sound cards	x					
SuperKids Assessments	x	x	x			
Oral Reading Fluency		x	x	x	x	x
Curriculum based assessments	x	x	x	x	x	x
Grade reports					x	x
Fast Bridge Comp Efficiency					x	
Writing Probes- TWW/CWS					x	
Fast Bridge Math Concepts & Applications)					x	
Speech & Language	Individual data collect on area of concern					
Motor Skills	Individual data collect on area of concern					

ENTRY & EXIT CRITERIA

The determination of qualification for and delivery of intervention services shall be made by the Building RTI/Data Team.

	Entry Criteria	Exit Criteria
	Student performance may include one or more of the following:	Student performance may include one or more of the following:
Reading	<p>Tier 2: Below expected levels of performance on kindergarten screener</p> <p>Not meeting grade level reading essential standards assessed on grade level common assessments</p>	<p>Tier 2: meeting grade level reading essential standards assessed on grade level common assessments</p>
	<p>Tier 3: Consider NYS ELA assessment Level 1 or 2 and/or</p> <p>Below the 25th percentile on the universal screening for reading and/or</p> <p>Below 95% accuracy on ORF</p>	<p>Tier 3: Above the 25th percentile on the universal screening for reading</p> <p>At or above the grade level cut-offs on diagnostic assessments</p>
Math	<p>Tier 2: Below expected levels of performance on kindergarten screener</p> <p>Not meeting grade level math essential standards assessed on grade level common assessments</p>	<p>Tier 2: Meeting grade level math essential standards assessed on grade level common assessments</p>
	<p>Tier 3: Consider NYS Math 3-8 assessment Level 1 or 2 or NYS Regents <65%</p> <p>and/or</p> <p>Below the 25th percentile on the universal screening for math concepts</p>	<p>Tier 3: Passing the NYS Regents exam</p> <p>Above the 25th percentile on the universal screening for math concepts</p> <p>At or above the grade level cut-offs on math universal or diagnostic assessments</p>

Counseling	<p>Tier 2: Student has observed behavior(s) that require progress monitoring and goal setting. ex: Attendance Plan Additional group social skills training Check In/Check Out</p>	<p>-Evidence of meeting goal from progress monitoring data and/or Transition to out of school provider</p>
	<p>Tier 3: Need for 1-1 counseling sessions for ongoing/chronic need(s)</p>	
Speech for Improvement	<p>Tier 2: concerns noted. Scores in the low average on several subtests of the pre-determined assessment</p>	<p>Tier 2: Student demonstrates proficiency of skills.</p>
Motor for Improvement	<p>Student may have a home program for motor skills</p> <p>Tier 3: Scoring below average on the predetermined assessment see appendix F</p>	

Parental/Guardian Involvement

Parent/Guardian involvement in the RtI and AIS tiered service delivery model, or any service delivery system, should be characterized by consistent, organized, and meaningful two-way communication between school personnel and parents/guardians with regard to student progress and related school activities. The APCSD believes that positive family engagement is essential to student achievement and thus encourages such involvement in school educational planning and operations.

In a school setting that is implementing the RtI model, parents/guardians should expect to receive information about their child's needs, the interventions that are being used, who is delivering the instruction, and the academic progress expected for their child. Frequent communication with the school, receipt of regular progress (or lack of progress) information, and participation in decision making should provide parents/guardians the information needed to determine whether their child should be referred for special education evaluation.

Parental Notification & Communication

Parents/Guardians are notified by the classroom teachers when their child requires an intervention (Tier 3) beyond what is provided to all students in the general education classroom. Notification is provided to parents/guardians in writing (e-mail, and/or letter) that indicates:

The nature of the intervention their child will be receiving:

- o Type of intervention
- o Frequency
- o Duration

and of the parent's right to request an evaluation for special education services

Progress will be reported to parents/guardians via written reports and/or progress monitoring data on the same schedule as report cards. Teacher conferences and/or consultations may be provided, and parents/guardians may be given suggestions for working with the student at home.

When AIS is discontinued, the parent/guardian will be notified in writing that the services will be ending, and the criteria for ending services. The classroom teacher, AIS provider, and/or school counselor may be responsible for the above-required communications.

District MTSS Related Communications & Meeting Schedule

See Appendix D & E

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 Averill Park Central School District will provide professional development as described in the Professional Learning Plan.

Examples include:

Instruction in Science of Reading

Teacher Leader Training on MTSS & PLC’s

Faculty Meeting and Conference Day presentations on Question 3&4 of PLC process “How will we respond when they already know it?” and “How will we respond when they don’t learn?”

APPENDIX A

Learning Disability Criteria

Individuals with Disabilities Education Act (IDEA):

- In making a determination of eligibility a child shall not be determined to be a child with a disability if the determinant factor for such determination is lack of appropriate instruction in math or reading, including in the essential components of reading instruction.
- If the child has not made adequate progress after an appropriate period of time with appropriate intervention, a referral for an evaluation to determine if the child needs special education and related services must be made.
- For a child suspected of having a specific learning disability, the group must consider, as part of the evaluation:
 - Prior to, or as a part of the referral process, the child was provided appropriate high-quality, research-based instruction in regular education settings, including that the instruction was delivered by qualified personnel.
 - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

DEFINITION:

Part 200 definition of learning disability: means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j). The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The following exclusionary factors are listed:

- Visual, hearing, or motor disabilities
- Intellectual disability
- Emotional disturbance
- Cultural factors
- Environmental factors or economically disadvantaged
- Limited English proficiency
- Lack of adequate instruction (either from attendance or adequate instruction)

APPENDIX B

Averill Park Central School District RtI Decision Making Tree for Reading

[AP Phonemic Awareness Plan](#)

[AP Phonics Plan](#)

APPENDIX C

APHS PROCEDURES FOR INTERVENTION WHEN A STUDENT FAILS A REGENTS EXAM



<p>Identification and Entry</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher and/or Counselor identifies failure from shared results. <input type="checkbox"/> Counselor and/or Case Manager collaborates with student and family to schedule student into an intervention. <input type="checkbox"/> Counselor and/or Case Manager, collaborating with data coordinator provides parent/guardian and receiving teacher with written notice of intervention. <input type="checkbox"/> Counselor and/or Case Manager, with the support of data coordinator, collects student data packet to share with intervention provider. <ul style="list-style-type: none"> <input type="checkbox"/> The above will include: ASAP report from failed Regents Exam(s), teacher feedback form from the student's previous teacher (if different from intervention provider) and students grades within all courses taken in associated department. RECOMMENDATION FORM link available via counselor.
<p>Intervention Program Delivery and Monitoring</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention provider instructs student to remediate skills deficits and prepare students to re-take the failed exam. <input type="checkbox"/> Intervention provider informs parents of student progress every five weeks via progress report. <input type="checkbox"/> Once a month, the SST, (High School RTI Problem Solving Team), will review the student's progress, with the feedback of the intervention provider, as coordinated by the Counselor and associated Class Principal. The SST will collaborate with the intervention provider to make service adjustments, as needed.
<p>Exiting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When the student has successfully passed the exam, the student will be exited from the intervention service. <input type="checkbox"/> Counselor and/or Case Manager will provide parent/guardian and intervention provider with written notification of exit from intervention services.

APHS PROCEDURES FOR INTERVENTION WHEN A A STUDENT IS PROACTIVELY IDENTIFIED AS IN NEED OF SUPPORT



<p>Identification and Entry</p>	<p>A student may enter into Intervention via a number of possible mechanisms:</p> <ul style="list-style-type: none"> ● Teacher recommendation of the service. ● Counselor or Case Manager recommendation of the service. ● Consideration of MS data points as student enters into 9th grade ● Student/Parent request of the service. ● Failure of course for two consecutive marking periods. ● Low performance in the previous course in a sequence. <ul style="list-style-type: none"> ❑ When any recommendation is made, a RECOMMENDATION FORM (link available via counselor) is to be completed and submitted electronically to the student's counselor and/or case manager. ❑ Upon receipt of the form, the counselor and/or casemanager, collects student data and communicates with the teacher who provides primary instruction to the student <ul style="list-style-type: none"> ❑ This data may include: ASAP report from any failed Regents Exam(s) in the content area, teacher feedback from from the student's previous teachers(s), report card/transcripts ❑ When situation arises, Counselor and/or Case Manager collaborates with student and family to schedule student into an intervention. ❑ Counselor and/or Case Manager, collaborating with data coordinator, provides parent/guardian and receiving teacher with written notice of intervention. ❑ Counselor and/or Case Manager, with the support of data coordinator, collects student data packet to share with intervention provider. <ul style="list-style-type: none"> ❑ The above will include: ASAP report from any failed Regents Exam(s) in the content area, a teacher feedback form from the student's previous teacher(s), (if different from intervention provider) and students grades within the all courses taken in associated department.
<p>Intervention Program Delivery and Monitoring</p>	<ul style="list-style-type: none"> ❑ Intervention provider works with student to remediate skills deficits. ❑ Intervention provider informs parents of student progress every five weeks via progress report. ❑ Once a month, the SST, functioning as the high school RTI Problem Solving Team, will review the student's progress, with the feedback of the intervention provider, as coordinated by the Counselor and associated Class Principal. The SST will collaborate with the intervention provider to make service adjustments, as needed.
<p>Exiting</p>	<ul style="list-style-type: none"> ❑ When the student has demonstrated that s/he is meeting with success, as defined by the targets for the intervention placement, the student will be released from service. ❑ Counselor and/or Case Manager will provide parent/guardian and intervention provider with written notification of exit from intervention services.

Appendix D Meeting Process

Team	Team Functions	Tasks
District MTSS Team	<p>Meet Monthly</p> <p>Roles are assigned</p> <p>Minutes are maintained in the Team's shared drive</p> <p>All members have access to the meeting notes</p>	<p>Tasks with due dates may be assigned</p>
Building MTSS teams	<p>Meet Monthly</p> <p>Roles are assigned</p> <p>Minutes are maintained in the Team's shared drive</p> <p>All members have access to the meeting notes</p>	<p>Tasks with due dates may be assigned</p>
RTI Data Teams (Data Review Teams Child Study/SST Teams)	<p>Meet at least 3x/yr to review universal benchmarking results. Academic Data is gathered prior to the meeting for the team to analyze for strengths and individual needs.</p> <p>Review behavioral trends and individual progress monitoring towards goals, adjusting behavior plans</p> <p>Review new referrals. Develop intervention plans with goal setting and progress monitoring plan.</p>	<p>Communication back to the teachers</p> <p>Schedule changes for students and/or staff</p> <p>Document on building data sheets or within Intervention Compass</p>

Appendix E

MTSS Communication Plan

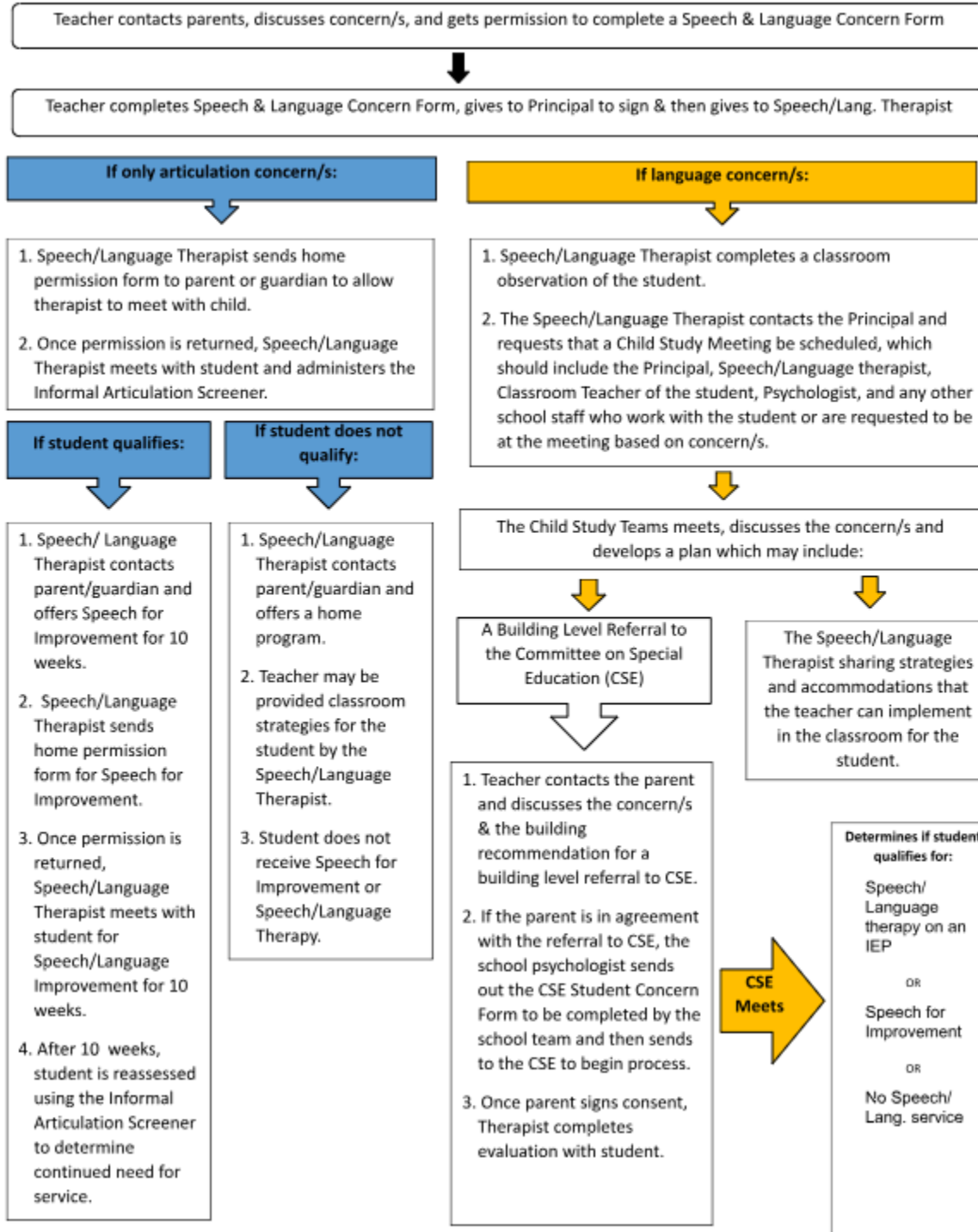
Team	Information and Messages	Target Audience	Method of Communication	Frequency	Responsibility	Indicator of Success
<i>What team is meeting?</i>	<i>What info/data needs to be communicated?</i> <i>Will the information change over time, is there an action plan?</i>	<i>Who needs to be communicated with?</i>	<i>How is information communicated, (Presentations, Meetings, Webpages, Webcasts, Emails, etc.)?</i>	<i>How often and when?</i> <i>Is there a schedule for communication?</i>	<i>Who is responsible for communication?</i> <i>What is their role?</i>	<i>To determine the effectiveness of communication, what data is used and how often?</i> <i>Data Review date(s)</i>
District Level MTSS-i Team	-Establish and evaluate district and building MTSS-i progress/goals -Develop protocols and monitor district level data and needs -Communicate with the building MTSS-i teams	Members of the District MTSS-i Team	Emails, Meeting minutes	Monthly Meetings	Matt Hladun, Assistant Superintendent	Communication evaluation to include: <ul style="list-style-type: none"> ● Meeting evaluation form ● Verbal feedback ● Survey ● Open forums
Building Level MTSS-i Team	-Implement building MTSS-i team goals Establish and evaluate building MTSS-i progress/goals -Develop protocols and monitor building data -Communicate with the Faculty/Staff and District MTSS-i teams	Members of the building MTSS-i Teams	Emails, presentations	Monthly Meetings	Building Principals	Communication evaluation to include: <ul style="list-style-type: none"> ● Meeting evaluation form ● Verbal feedback ● Survey ● Open forums
Faculty Meeting	-Communicate with building faculty on goals -Report monthly data -Provide training to faculty, as needed	Building Faculty	Presentations	Monthly	Building Principals	Communication evaluation to include: <ul style="list-style-type: none"> ● Meeting evaluation form ● Verbal feedback ● Survey ● Open forums

PBIS Building System Information	Communicate with families	Parents and families	Newsletter, emails, building presentations	Beginning of the school year	District & Building MTSS-i Teams	Communication evaluation to include: <ul style="list-style-type: none"> ● Meeting evaluation form ● Verbal feedback ● Survey ● Open forums
Communicate with families	Newsletters to share the building's PBIS structures and expectations. -Share universal assessment periods - survey data	Parents and families	Newsletter	At least quarterly	Building MTSS-i Team Principal	Communication evaluation to include: <ul style="list-style-type: none"> ● Meeting evaluation form ● Verbal feedback ● Survey ● Open forums
Board of Education Update	Update BOE on MTSS-i goals and progress	Board of Education	Presentations	Yearly	Matt Hladun Building Principals	Communication evaluation to include: <ul style="list-style-type: none"> ● Meeting evaluation form ● Verbal feedback ● Survey ● Open forums

Appendix F

Speech & Language or Motor for Improvement

Process for Student Speech & Language Concerns



Speech and Language Concern Form

Student: _____

DOB: _____

Teacher/Grade: _____

Date: _____

Areas of concern: Please **describe** characteristics that you have observed and are concerned about in this student, **as he/she compares to same-aged peers**. *Please give examples.*

Articulation and Phonology

The student mispronounces or leaves off sounds in words and/or is difficult to be understood by others

Receptive Language

The student has difficulty following verbal directions, and/or comprehension of grade-appropriate vocabulary

Expressive Language

The student often has a hard time expressing ideas, using appropriate grammatical structures

Speech Rate and Fluency

The student frequently stutters when speaking//uses excessive "um", "uh", or other interjections when speaking

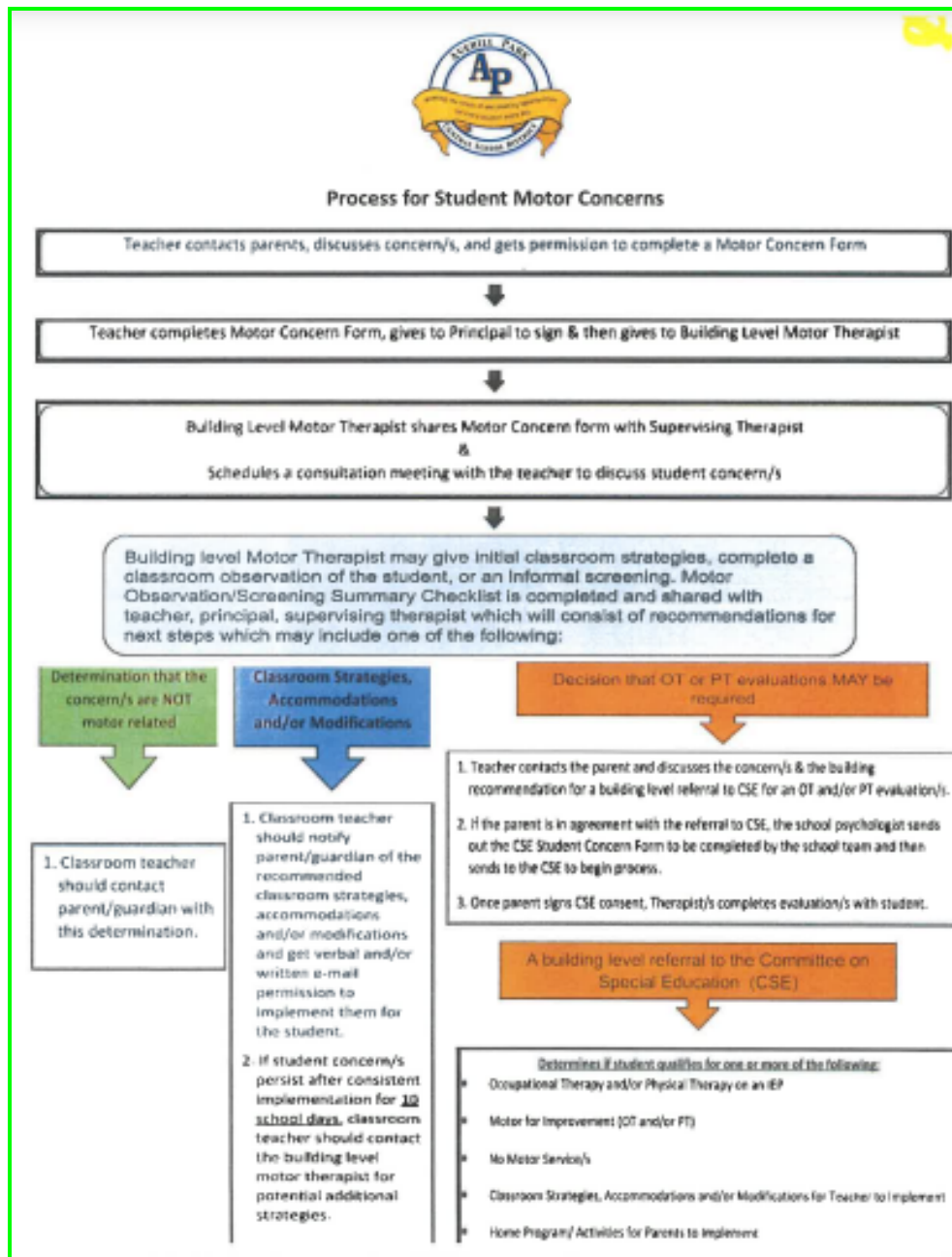
Pragmatic Language

The student does not show age-appropriate conversational skills (conversational turn taking, asking/answering questions, staying on topic, initiating conversations)

CLASSROOM INTERVENTIONS:

Please describe what has been implemented with this student to address these concerns. Please include details, duration and results. If additional space is needed, please use back.

Motor for Improvement



Motor Observation Summary Checklist

Student Name:	DOB:
Grade:	Classroom Teacher:
School:	Special Education Teacher (if applicable):

Therapist who Completed Observation:
Date of Observation:
Location of Observation:

Results of Observation

Check	
<input type="checkbox"/>	Concerns have been determined to NOT be motor related.
<input type="checkbox"/>	Occupational Therapy and/or Physical Therapy Evaluation/s MAY be Required. Student will be brought to Child Study Team (CST) to make this determination.
<input type="checkbox"/>	The following classroom strategies, accommodations and/or modifications are recommended to be implemented by the classroom teacher.



OCCUPATIONAL AND PHYSICAL THERAPY ENTRANCE AND EXIT CRITERIA

Initial Entrance Service based on Test Scores will be guided by the following:

Ages 5-8: a -1.5 Standard Deviation on any Subtest item or one year delay below their *functional ability * if available

Ages 9 and older: a -2.0 Standard Deviation or below on one Test Battery or a -1.5 SD and below on two or more Subtest within that Battery, or 1 year delay below their *functional ability * if available

*Functional Ability/ Mental Age: IQ-defined as the student's overall educational performance in the areas of cognition, communication, social, self-help and motor scores-

Conversion of IQ to Mental Age: $MA = IQ \div CA$

**Final Decisions are always based on the Committees decision (CSE)

-Other factors may include: classroom support, classroom functioning, family support, student participation, prognosis for improvement, professional judgment

-Frequencies will be based on professional judgment as well as Educationally Relevant Therapy Time Guide CERT (adapted from Florida Dept. of Ed.), as needed

Guidelines/Reasons for Exit/Discontinuation of Occupational and / or Physical Therapy

1. Skills are now in alignment with others in the same age range (based on standardized testing).
2. Student refuses therapy for one marking period.
3. Student's physician requests cessation.
4. Student's physical impairment no longer affects functioning in the academic setting.
5. Student has made no progress toward IEP goals for an entire academic year..
6. Parent declines service.
7. Student may only need monitoring
8. Student's functioning in fine and gross motor and/or visual motor or perceptual skills are in alignment with IQ abilities (functional ability).