East Islip Union Free School District

Multi-Tiered System of Support (MTSS)
K-12 Academic Intervention Services
Using Response to Intervention
2022 - 2027

Board Approved: March 9, 2023

VISION, MISSION, AND PHILOSOPHY

VISION STATEMENT

Let each become all one is capable of being.

MISSION STATEMENT

Our Mission is for East Islip to be a District of Excellence and to educate students with the skills and knowledge to become exceptional learners and leaders. We will provide a safe and positive learning environment in partnership with our greater community.

OUR PHILOSOPHY

ALL children can learn and grow

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All students in East Islip School District in Kindergarten through Grade 8 will be given universal screenings (Curriculum Associates i-Ready) three times per year. The screenings will be given in the Fall, Winter and Spring.

Instructional Support Team

The Instructional Support Team (IST) is the vehicle for assembling customized intervention plans for those students who display the most intensive and serious problems. The Instructional Support Team is composed of a multidisciplinary group of educators and follows a research-validated structured approach - challenges. Our Instructional Support Team (IST) consists of classroom teachers, reading teachers, academic intervention teachers and school psychologists. The universal screening and diagnostic tools are used in the problem-solving process to determine the appropriate interventions.

The RtI Approach

RtI is a Tiered approach Tier 1, Tier 2A, Tier 2B, and Tier 3. The tiers move from least to most needed support.

Tier 1 - Classroom Instruction

Instruction provides high-quality, differentiated, culturally responsive instruction aligned to the NYS Next Generation Learning Standards to all students. Based on research reading instruction includes a balanced instructional program focusing on the motivation to read: phonemic awareness; phonics, vocabulary; comprehension; and fluency. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skills and fluency, conceptual knowledge/number sense and reasoning ability. Research-based instruction is delivered to target the needs of at least 80 percent of all learners. Support is provided in terms of scaffolding, differentiation, explicit direct instruction, small group (including flexible grouping(-2(n)11(t)-4(o)11(f)-3(oup)1(al)-5(pp0ed i)-5(n)17ll,t-4(r)l

	frequent process. If a student is being brought to the Instructional Support Team, all necessary paperwork will need to be completed.
Review	Every 6-8 weeks, the review will take place with the building data team. The decision to continue intervention, change intervention or refer to the IST will then be made.
Duration of Continued Intervention	Depends on student response to the intervention and progress.
Prior to movement up Tiers	2-3 interventions/strategies (administered one at a time) will be implemented over a course of 4-6 weeks per intervention/strategy prior to movement between Tiers.

Tier 1 includes:

- Core curriculum aligned to the New York State Next Generation Learning Standards.
- Appropriate research-

Duration of Continued Intervention	Depends on student response to the intervention and progress.
Prior to movement up or down Tiers	2-3 interventions (at Tier 2B) per skill prior to review by the IST, which will determine if a student moves up/down a tier.

Tier 3 - Intensive Targeted Supplemental Instruction

Targeted instruction provides more intensive intervention for scholars who are not demonstrating sufficient progress while receiving Tier 2 interventions. Approximately one to five percent of scholars require this level of intervention. Tier 3 provides group-based targeted supplemental instructional interventions that are provided in addition to Tier 1 core instruction. Time, duration, group size and frequency are the defining factors between Tier 2 and Tier 3. Interventions should be determined based upon instructional and behavioral data. These interventions are systematic, research based, specially designed, and inclusive of explicit direct instruction. Tier 3 provides more intensive progress monitoring protocols to determine academic progress and intervention effectiveness.

Tier 3 Intensive Intervention Level	
Targeted Group and Instruction	**For 5% of the student population** who have **not responded adequately** to Tier 1 **and** Tier 2 efforts, or who demonstrate significant needs. Students are at risk of insufficient progress.
Grouping	Homogeneous small group instruction of up to 3 students, depending on the intervention. It is important that the groups be at the same ability/instructional level, focusing on similar skills.

District Resources

Tier 1 Tool Kit of Intervention/Accommodations/Modifications

Reading	Math
Accommodations: Use notes on tests/quizzes Use graphic organizer Provide copy of notes Provide guided notes Allow oral response for answers Extended time for assessment Test/assignments read aloud Have student re-state directions Highlighted text Type instead of write Small group instruction Assistive technology	**Accommodations:** Allow for corrections to be made on assignments/tests Extended due dates Provide copy of notes Provide guided notes Extended time for assessment Have student re-state directions Small group instruction Assistive technology

Interventions:

Extra practice on basic skills

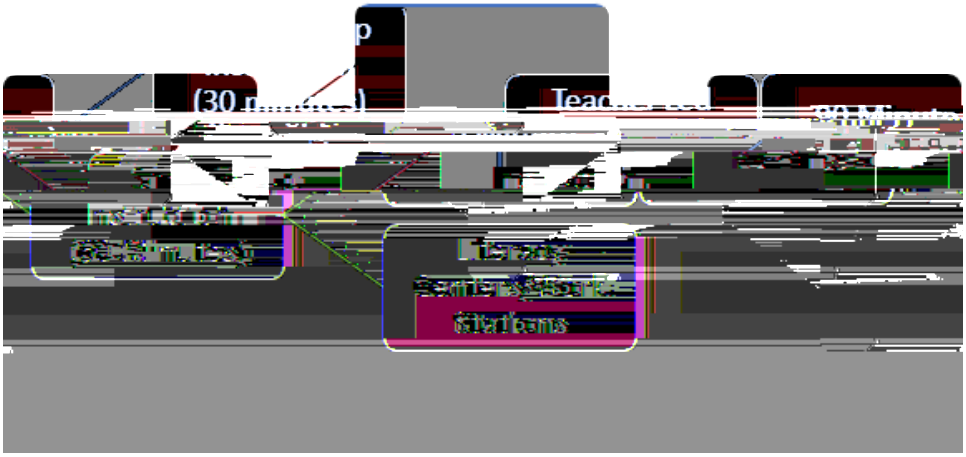
-

Criteria for Entrance and Exit to Multi-Tiered System of Support (MTSS)

Students will be eligible for Multi-Tiered System of Support if they are determined to be at risk of not meeting state standards and according to criteria established by the district. Eligibility for Multi-Tiered System of Support services will be determined when students meet the criteria based on multiple grade level measures.

Eligibility criteria is not weighted and requires the team to use professional judgment when determining tiered services.

Recommended Literacy Block



Tier 1 Instruction: 30 Minutes Whole Class (Heterogenous) By General Education Teacher	
Tier 2A Instruction: 1 Hour Small Group Rotations (homogeneous) By General Education Teacher • 20 minutes Center or Teacher Table • 20 minutes Center or Teacher Table • 20 minutes Center or Teacher Table	Tier 2B and Tier 3: Push-in, Pull-out Small Group By Interventionist • 20-30 minutes 3x to 5x per week • Progress monitoring should take place for all these students

Academic Intervention and Support Services Grades 6-8

Identification Procedure

In the spring, the committee will convene to review students who have been identified as potentially needing AIS. This identification will be based on multiple data points as per the AIS plan. The committee will review this data and make a determination as to which students will be recommended to receive services. Members of the committee will include but not be limited to: Principal, School Psychologist, Guidance Counselor, Content area Teacher, IST representative.

In the spring, a list will be generated of students who will be recommended to receive services in the upcoming school year. A letter will be sent to parents at the end of the school year that the student will receive services.

I. Determining Need: Entrance and Exit Criteria for Grades 6-8 ELA

I. Determining Need: Entrance and Exit Criteria for Grades 6-8 Math

II. Description of Academic Intervention Services for Grades 6-8 ELA

What Will Be Provided	Frequency/Duration	Provider(s)	Level of Intensity
Within school day Eligible students will be provided additional instruction during the school day in a specially designed program intended to: reading and writing processes strengthen necessary skills and strategies engage students in extended amounts of reading and writing designed to address the ELA standards and to handle the demands of content area reading reading Following administration of the NYS ELA assessment in the spring. Instruction will address identified areas. Continuous formal and informal assessments will be conducted to monitor progress.	Every other day throughout year 40-minute sessions	Certified teachers	Push-In/Pull-Out designated class services

Monitoring Services

Students will be monitored via a review of i-Ready reports, interim reports, and report cards.

[redacted]

III. Description of Student Support Services for Grades 6-8

Area	Determination of Need	Entrance Criteria	Frequency/ Duration	Provider(s)
*Attendance	Attendance records past and present (Attendance Committee) At-Risk services	Course failure possibly linked to absence Initial review after 10 weeks	Monthly monitoring of attendance and performance	Social Worker Guidance Counselor Attendance Office Personnel
General academic (e.g., organization, test-taking skills, studying, homework)	Team meetings Review classroom performance Interim reports Report cards Parent contact Guidance/At-Risk services PPS/IST teams	IST recommendation Teacher determination of needs (pattern of performance)	Individual as necessary (dependent on services as decided)	Classroom teacher AIS teacher Social Worker
Behavioral	Teachers Guidance Counselor Review of disciplinary record (Assistant Principals) Results of Functional Behavioral Assessment (FBA)	Lack of or inability to display appropriate, responsible, safe behaviors	As determined by provider	Teacher Social Worker

IV. Parental Notification and Involvement for Grades 6-8

Notification of Ending Services	Consult Opportunities	Quarterly Report of Progress	Ways to Help
Letter from principal indicating results			

Academic Intervention and Support Services Grade 8 into Grade 9 and Grade 9 Grade 12

Identification Procedure

Grade 8 into Grade 9

At the end of the second quarter, teachers will recommend students and review course recommendations for AIS. This information will be given to the assistant principal in charge of scheduling and AIS. A copy will also be given to the building principal and the Director of Guidance.

In March course verifications will be posted on the Infinite Campus Parent Portal which will include initial recommendations.

In June

I. Determining Need: Entrance and Exit Criteria for Grades 9-12 ELA

I. Determining Need: Entrance and Exit Criteria for Grades 9-12 Math

I. Determining Need: Entrance and Exit Criteria for Grades 9-12 Social Studies

I. Determining Need: Entrance and Exit Criteria for Grades 9-12 Science

II. Description of Academic Intervention Services for Grades 9-12

III. Description of Student Support Services for Grades 9-12

IV. Parental Notification and Involvement for Grades 9-12

I. Determining Need: Entrance and Exit Criteria for Grades 9-12 ELA

***NOTE: Multiple measures are always used when determining eligibility**

Assessment and Instrument(s)	Date of Administration	Entrance Criteria	Exit Criteria
NYS ELA Assessment grade 8 or 8th grade district-wide assessment i-Ready	Spring of Grade 8 Ongoing	Scoring below the median scale score based on NYSED annual recommendation Below basic level	A score of 75% or higher on final course average
English Regents exam at end of English 11	June/January of each year	Scoring below a score of 65%	A score of 75% or higher on final course average
Review of cumulative transcripts	Ongoing		

I. Determining Need: Entrance and Exit Criteria for Grades 9-12 Science

***NOTE: Multiple measures are always used when determining eligibility**

Assessment and Instrument(s)	Date of Administration	Entrance Criteria	Exit Criteria
NYS Science Assessment grade 8	June, Grade 8	Scoring below a Level 3	A score of 75% or higher on final course average 2nd quarter review of grades (75% or better) and teacher recommendation Meeting State standards AIS coordinator and appropriate personnel will review student progress quarterly
Living Environment Regents exam year of completion	June/January of each year	Scoring below a score of 70%	Meeting State standards Teachers, administrators, and guidance counselors will review student progress quarterly
Review of cumulative transcripts	Ongoing	Demonstration of grade in science less than 70% Less than 70% in science for two (2) or more quarters	Scoring at 75% for final grade (course) average Teacher recommendation (documented data on spreadsheet)
Course average	Quarterly	Scoring below 70%	
Teacher Assessment Academic Performance Student Work	Ongoing	Teacher recommendation based on student data	
Final course average	June	Scoring below 70%	

II. Description of Academic Intervention Services for Grades 9-12

Monitoring: school personnel
appropriate progress toward meeting the New York State Standards. Adjustments in service may be

Attendance Monitoring: The IST Team (assistant principal, guidance counselor, psychologist, teachers and the social worker) will monitor the attendance of students who are not meeting the New

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IV. Parental Notification and Involvement for Grades 9-12

Notification of Commencement of Services	Notification of Ending Services	Consult Opportunities	Quarterly Report of Progress	Ways to Help
Letter from principal or his/her designee indicating reason for and nature of services to be provided Notification of AIS in course description guide	Letter from principal indicating results of assessments and other performances indicating services are no longer required	Individual teacher meetings		

‡

Appendix A: Glossary of Terms

Accommodation: An accommodation is intended to help the student to fully access and participate in the general-

taken, have demonstrated ability
-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select question generation (Davey & McBride, 1986.; Rosenshine, Meister & Chapman, 1996), a strategy in which the student is taught to locate or

later review.

LNF: Letter Naming Fluency

LSF: Letter Segmentation Fluency

MAZE: Timed measures that measure reading comprehension. Students must select the word that makes the most sense in the sentence.

Modification: A modification changes the expectations of what a student is expected to know or do typically by lowering the academic standards against which the student is to be evaluated. Examples of modifications are giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class or letting the student consult course notes during a test when peers are not permitted to do so. Instructional modifications are essential elements on the Individualized Education Plans (IEPs) or Section 504 Plans of many students with special needs. Modifications are generally not included on a general education s intervention plan, however, because the assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations alone. In fact, modifying the work of struggling general education students is likely to have a negative effect that works against the goals of RtI. Reducing academic expectations will result in these students falling further behind rather than closing the performance gap with peers.

NWF: Nonsense Word Fluency

Norm-Referenced Assessment:

PSF: Phonemic Segmentation Fluency

Probe: A short, standardized assessment (1-8 minutes). CBM probes are commonly used for data and progress monitoring purposes.

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 monitoring takes many forms (tests, quizzes, homework, classwork, small group instruction, etc.) and is a fluid and frequent progress.

Rate of Progress: Student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed (trend line on a graph).

Reliability: The extent to which scores are accurate and consistent.

Research-based instruction: Involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

SMART goal: Specific (and strategic): Linked to position summary, departmental goals/mission and answers the questions: Who? / What?

Measurable: The success toward meeting the goal can be measured. Answers the question How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected described result.

Time framed: Goals have a clearly defined timeframe including a target or deadline date.

Standard Protocol Intervention: Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.

Tiered Instruction: An instructional delivery model which outlines intensity of instruction within a multi-Tiered prevention/intervention system.

Validity: The extent to which scores represent the underlying construct.

Universal Screening: Academic screening assessments are conducted to identify students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing and short-term progress monitoring to verify stud
proven to be valid and reliable.

Appendix B: Parent Communication

Parent Letters Kindergarten to Grade 5

Dear Parents/Guardians:

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary for them to be successful. New York State Education Department has mandated that schools provide Multi-Tiered System of Support (MTSS) to students who are at risk of not meeting NYS Standards. We support students in need of additional help through our Multi-Tiered System of Support.

Students were assessed using multiple measures. These include a universal screening tool, i-Ready, NYS ELA and Math Assessments, and classroom observations, to name a few. These assessments were designed to determine growth and development across pre-reading and/or reading skills that are important for lifelong literacy success, and mathematics competencies.
OdzN ăcK22ťQă ăupport team meets regularly to review the progress of all our students. The team, which ƛyCťdzŘŜă è2dzN cKƛfŘQă ůŜacKŜNΣ Kaă ŘŜůŜNYˇƛySŘ è2dzN cKƛfŘ ǿƛff bŜySŦƛú ŦN2Yˇ ůKŜ Ŧ2ff2ǿƛyƎ ăŜNØƛcŜăY

Service(s) to be provided if checked:	
ELA support services will be provided	
Mathematics support services will be provided	

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Sincerely,

(K ς 5 Students continuing services in September ς Building Letterhead)

This year, _____ has been receiving academic support services. They have made progress, and we would like to see that progress continue. To do this, we will begin services in September. We continue to use multiple district measures to make this determination.

At this time, your child has been identified as a candidate for additional literacy and or math support and will be provided these services to the extent possible beginning in September.

ELA services provided if checked:	
Math services provided if checked:	

Summertime is a fun way for your child to escape to various times and places, learn new things, explore topics of interest, and feed their curiosity during the vacation months. By helping your child embark on their reading adventures over the summer, you are encouraging great reading habits while maintaining

Parent Letters Grades 6 – 12

(Grades 6 – 12, MS & HS letterhead)

Dear Parents/Guardians:

The East Islip School District is committed to ensuring that all our students receive the appropriate interventions necessary to meet the New York State Learning standards. Students may require extra instructional time and additional supports in order to meet academic standards and succeed in school. We provide a Multi-Tiered System of Support (MTSS) for students identified as at risk of not achieving the grade level benchmarks.

BaăŜŘ ʤLJ2ƴa ℕŜØʎŜø 2₮ è2ʤℕ ăűʤŘŜyűΩă acaŘŜYʎc LJŜℕ₮2ℕYˇayƈcŜɪ Ŝt∧∃ʎbʎt∧úè ₮2ℕ our Multi-Tiered System of Support has been determined. Student academic performance information is available on the Infinite Campus Parent Portal.

The following services will be provided:

- [List AIS courses and/or programs]

Ongoing assessment will help determine the specific level of intervention and the need to continue or terminate these services. The overall objective for providing these services is to support your student in achieving success this year, as well as increase the likelihood that they will be successful in meeting the New York State graduation requirements.

We encourage your involvement in the process by supporting your student at home. This can be done by checking your student's agenda book/portal and homework on a nightly basis, providing them a place to study, and keeping in contact with their teachers.

If you have any questions, please contact your students school.

Sincerely,

Exit Services Letter

Dear Parents/Guardians:

Our student support team has determined that your child will be exited from Academic Intervention Services class. The team reached this decision based upon multiple measures. Please be assured that è2dzN cKλtfŘQă LJN2ƎNŜăă ayŘ NaúŜ 2ŦfŜaNyλyƎ øλff c2yűλyűzŜ to be monitored.

(6-11 Students continuing services in September ς Building Letterhead)

This year, _____ has been receiving academic support services. They have made progress, and we would like to see that progress continue. To do this, we will begin services in September. We continue to use multiple district measures to make this determination.

At this time, your child has been identified as a candidate for additional support and will be provided these services beginning in September.

ELA services provided if checked:	
Math services provided if checked:	

Summertime is a fun way for your child to escape to various times and places, learn new things, explore topics of interest, and feed their curiosity during the vacation months (usually 4 to 8 weeks). But, (name) may not 0 48 90 cm BT /F1 12 Tf 449.83 545.86 0.4