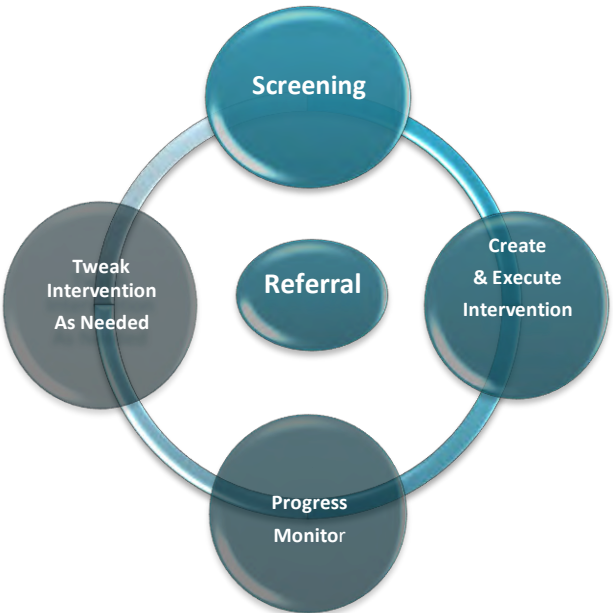


# MARLBORO CENTRAL SCHOOL DISTRICT RTI COMPLIANCE SUMMARY



*Marlboro Central School District*  
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*Marlboro Central School District*  
**ELEMENTARY (K-5) RTI STEERING COMMITTEE**

Patricia Walsh, Principal  
TBA, Assistant Principal  
Robin Hecht, Director, Curriculum & Instruction  
Rosanne Mele, Director, Student Services

**Teachers Trained in RtI Process to Serve at RtI Meetings**

Carolyn Edick, AIS ELA/Math  
Maria Bruno, AIS ELA/Math  
Rosemarie DiBenedetto, AIS Math  
Jane Gannon, AIS ELA/Math  
Jennifer Incorvaia, AIS ELA  
Marion Lyons, AIS ELA/Math  
Jessica Mills, Social Worker  
Alisa Wood, School Psychologist  
Alycia Barone, 2<sup>nd</sup> Grade Teacher  
Kristi Bogaczyk, 5<sup>th</sup> Grade Teacher  
Nicole Clark, Kindergarten Teacher  
Tracy Daley, 3<sup>rd</sup> Grade Teacher  
Cindy Floor, 3<sup>rd</sup> Grade Teacher  
Christine Grier, 1<sup>st</sup> Grade Teacher  
Kelly Montemorra, Special Education Teacher  
Jamie Moran, ELL Teacher  
Laura Perry, 1<sup>st</sup> Grade Teacher  
Nicole Roberts, Special Education Teacher  
Monica Taddeo, 4<sup>th</sup> Grade Teacher



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# *Marlboro Central School District*

## **RTI Summary**

### Overview of Process

Marlboro Central School District utilizes a process by which students receive intervention services. Using the Commissioner's regulations section 100.2(ee)(7) and 100.2(ii) MCSD uses an RTI structure to provide students with intervention when needed. The system is designed using three tiers of intervention. The first tier is universal. All students are screened with multiple measures described below and provided high quality education, which may include differentiated instruction, inquiry-based learning, and meta-cognitive exercises. The second tier includes close monitoring and documentation of a student (see action plan) within the regular classroom by the teacher of record. The third tier includes more aggressive interventions which differ by grade level.

### Types/Descriptions of Interventions

#### **Tier I**

All students receive explicit, systematic and differentiated instruction in English Language Arts (ELA), mathematics and/or behavior as part of the Common Core curriculum in grades K-12. Classroom interventions in the form of additional learning and practice opportunities are provided as appropriate.

#### **Tier II**

Students who fail to demonstrate adequate progress in ELA, math, and/or behavior as determined by progress monitoring data shall receive targeted interventions in the specific areas of difficulty.

**Targeted interventions** are research-based and implemented with integrity and fidelity consistent with identified area of need. Intervention results are monitored on a consistent basis to determine adequate progress. Data results shall be documented and lead to the termination, modification or continuation of the intervention including extension of intervention duration at this stage.

*For the 2017-18 school year, districts shall identify students to received AIS through a two-step process. NYSED 2016*

**As stated by The Every Student Succeeds Act (ESSA), Section 1115(b)(2)(G), targeted assistance school and local education agencies must:**

1. Provide an accelerated, high-quality curriculum
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provide under this part
3. On an ongoing basis, review the process of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards



### **Step 1 – Preliminary Identification Process for Academic Intervention at Tier 2 Level**

All students performing below the median scale score on a grade 3-8 English Language Arts (ELA) or Mathematics state assessment shall be **considered** for AIS. For students in K-3, a review of data from **multiple measures** will be considered for AIS (STAR, ESGI, eSPARK, Classroom Tests/Quizzes, Student Work, etc).

### **Step 2 – Identification Process for Academic Intervention at Tier 2 Level Informed by Multiple Measures**

Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure within this document to be applied uniformly at each grade level and content area, for determining which students shall receive AIS.

The district will consider a student’s scores on multiple measures of student performance and determine whether the student is to be considered to receive AIS (see page 9).

### **Tier III**

Students who fail to make progress or who continue to display inconsistent progress at expected rates, notwithstanding targeted interventions at Tier II, shall be provided intensive research-based instructional strategies at a higher frequency.

### **Amount and Nature of Student Performance Data to be Collected**

#### **A. Data to be Collected**

Curriculum-based measurements will be administered to each student receiving either a Tier II or Tier III intervention, including students with IEPs, to monitor performance in the identified area(s) of need. Student progress shall be reviewed on a regularly scheduled basis consistent with the time spent on the specific interventions at each Tier (**see Action Plans**).

#### **B. Nature of Data Collected**

The data collected shall reflect the targeted areas of ELA, Math, and behavior that are critical to student achievement and are aligned with Common Core Learning Standards on the student’s instructional level.

General Education Educators, Academic Intervention Specialists, School Social Workers, and Related Service Professionals should collaborate to share data to design targeted instruction.

# Marlboro Central School District

## Guiding Strategies

### The 3 Tiered Framework shall include:

- Use of scientific, research-based core instruction in English Language Arts (ELA) and mathematics. ELA instruction shall address: phonemic awareness, phonics, vocabulary development, fluency and comprehension; math instruction shall address: computation, application and fluency;
- Use screening and/or benchmarking for all students at least three (3) times per year to identify those who are not making academic progress at the expected rates;
- Provide research-based interventions matched to the student's targeted need at increasing levels of intensity for those 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;
- Conduct repeated assessments of targeted skill areas using curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- Use of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or the decision to make a referral for special education programs and/or services;
- Establish a building-based team to review and analyze screening data, and make decisions related to student performance and intervention need; and
- Provide written notice to the parents when a student required an intervention.

### Structure of Response to Intervention Program

A District-wide 3-Tiered Framework will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student learning needs. Application of this framework will also serve to raise achievement levels for all students.

A building problem solving team (e.g., Screening Team, School-Based Intervention Team) comprised of: general education teachers, special education teachers, school psychologist, and including, as needed, speech therapist, ENL teacher, literacy and math instructional coaches, and building administrator. The team shall convene to conduct the following tasks:

1. Review and analyze progress monitoring data collected;
2. Make decisions regarding the appropriateness of the interventions used and the grouping of students to maximize effectiveness;
3. Recommend changes in students' instructional programs and interventions based upon the analysis of the data;
4. Ensure written notification to parents as indicated above; and
5. Continually monitor and evaluate student progress

### **Guidelines for Determining the Levels of Intervention**

- All students shall be assessed a minimum of three times a year using Curriculum-Based Measures (CBM) in ELA and mathematics to identify those at risk for not meeting state standards.
- Students who score below the established benchmarks on the CBM shall be considered for additional Tier I classroom interventions or Tier II intervention. (CBM is a means of tracking educational progress through direct assessment of academic skills in reading, mathematics, writing, and spelling.....the measurement of fluency in basic skills is central to CBM.)
- Progress monitoring of students in Tier II interventions shall be conducted at least biweekly to determine if the interventions result in adequate student progress toward benchmarks.

### **The Manner and Frequency of Progress Monitoring**

The Team shall review the progress of each student receiving Tier II and Tier III interventions and:

- Shall adjust student goals
- Refocus instruction
- Change strategies or interventions, as needed.

Review shall occur:

1. Upon the completion of each screening administration
2. At the completion of the intervention
3. On a scheduled basis throughout the duration of the intervention, or at the request of the parent.

### **Professional Staff Development**

Staff assigned to provide students with research-based ELA, Math and behavior interventions shall receive training on the specific intervention techniques and fidelity of implementation as well as assessment administration, data collection, and charting of performance data.

## Multiple Measures by Grade Level Band

### Measures for K-5

- State and Local Assessments (i.e. State ELA/Math exams, STAR Reading/Math, Common Tasks, Grade Level Benchmarks, F&P Reading Record, sight word checklist)
- MCSD Curriculum Assessments (i.e. Math Unit Assessments, ELA Unit Assessments, PLRA, Dial-4, ESGI, Flocabulary)
- Teacher Assessments (i.e. Oral Reading Records, quizzes/tests, exit tickets/Check for Understanding, observational notes, writing samples, project-based assessments)
- Report Cards and Progress Reports
- Attendance Record
- Behavior Referrals
- Homework Assignments

### Measures for 6 -8

State Test scores  
STAR ELA/Math  
Progress Reports  
Behavior Referrals

Castle Learning  
Common Tasks  
Unit Assessments  
Project-Based Assignments

Report Card Grades  
Homework Assignments  
Attendance Record  
Midterm & Final Examinations

### Measures for 9-12

State Tests scores  
STAR ELA/Math  
Progress Reports  
Behavior Referrals

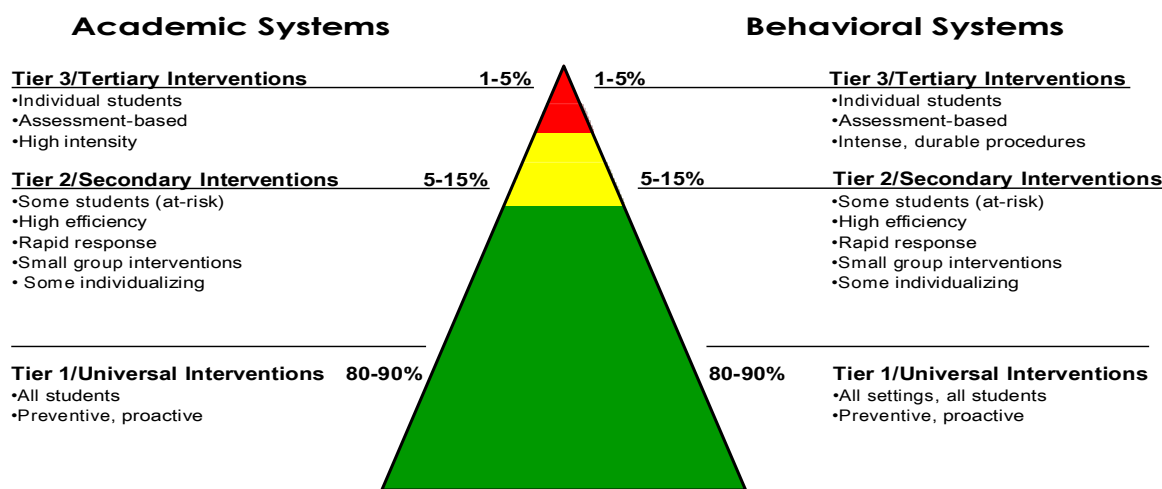
Castle Learning  
Common Tasks  
Unit Assessments  
Project-Based Assignments

Report Card Grades  
Homework Assignments  
Attendance Record  
Midterm, Final & Regents Examinations

## Instruction Matched to Student Need

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

### School-Wide Systems for Student Success: A **Response to Intervention** (RTI) Model



Illinois PBIS Network, Revised May 15, 2008.  
Adapted from "What is school-wide PBIS?"  
OSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>

Resource for graphic above - <http://www.p12.nysed.gov/specialed/RTI/guidance/appropriate.htm>

### Tier 1 Core Instruction: Core instruction or primary intervention intended for all students in the general education classroom.

- **Focus:** ALL students
- **Interventionist:** General education teacher
- **Setting:** General education classroom
- **Grouping:** Variable and flexible grouping formats
- **Curriculum:** Scientific, research-based reading instruction aligned to state standards and differentiated based on student need and ability
- **Duration:** Year-long
- **Length of Intervention Sessions:** Involves a minimum of 90 minutes of uninterrupted ELA instruction per day
- **Assessment:** Universal Screening 2-3 times per year (Fall, Winter, Spring) plus a combination of informal measures to inform instruction and identify students who may be at-risk for reading failure
- **Progress Monitoring:** Students who are just below or a few points above the recommended benchmark score on universal screening may be progress monitored on a monthly basis

## **Tier 2 Core Instruction + Supplemental Intervention: Secondary intervention intended for 10-15% of students not making progress with core instruction at Tier 1.**

- **Focus:** Students considered at-risk as determined by universal screening, progress monitoring, and additional validated measures of student performance
- **Interventionist:** Trained, skilled and knowledgeable school personnel
- **Setting:** Variable, can occur in and/or outside of general education classroom
- **Grouping:** Small, homogenous grouping (1:3 – 1:5) based on similar instructional needs
- **Curriculum:** Supplemental, research-based instruction designed to remediate skill deficits of targeted students; compliments/supplements core instruction
- **Duration:** Varies, based on rate of progress and performance of students; 10-30 weeks minimum
- **Length of Intervention Sessions:** 20- 30 minutes, 3 to 4 times per week  
Note: in addition to core instruction at Tier 1
- **Assessment:** Combination of informal and formal measures to inform instruction, identify specific skill deficits relative to reading, and determine response to intervention
- **Progress Monitoring:** Twice monthly to examine rate and level of performance for the purpose of determining student response to supplemental instruction/intervention

## **Tier 3 Core Instruction + Customized Intervention: Tertiary instruction intended for about 1-5% of students who are not responding to instruction at Tiers 1 and 2.**

- **Focus:** Students considered at-risk as determined by universal screening, progress monitoring, and additional validated measures of student performance
- **Interventionist:** Highly trained, skilled and knowledgeable school personnel
- **Setting:** Most often takes place outside of general education classroom
- **Grouping:** Small, homogenous grouping (1:1 – 1:3)
- **Curriculum:** Supplemental, customized, intensive, systematic, research-based instruction that targets reading areas of greatest need; compliments/supplements core instruction
- **Duration:** Varies, a minimum of 10-30 weeks
- **Length of Instructional Sessions:** 30-60 minutes; five times per week  
Note: in addition to core instruction at Tier 1
- **Assessment:** Combination of informal and formal measures to inform instruction, identify specific skill deficits relative to reading, and determine response to intervention
- **Progress Monitoring:** Once per week to examine rate and level of performance for

The above descriptions were taken from [www.nysrti.org](http://www.nysrti.org)

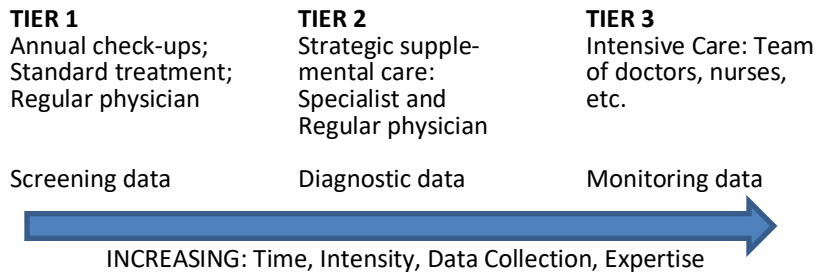
# Research Based Analogy

From Educators as Physicians: Using RTI Data for Effective Decision-Making by  
Jan Hasbrouck, Ph.D. with J.R. Wilson, M.A. 2011

## A Professional Parallel

As more educators are adopting some version of RTI in their schools, it has been observed that what we professional educators are trying to do in schools is very similar to how physicians have been providing medical services for a long time. Although not a perfect analogy, there is a definite parallel between these roles.

### A Professional Parallel.....



Physicians keep in mind the STANDARDS of health and wellness, and work hard to help their patients maintain or achieve these standards. They collect appropriate DATA to inform their profession decisions, and they use their knowledge and skills to provide appropriate and effective INTERVENTIONS as necessary to support their patients' physical well being. As professional educators, we are called to do the same thing but we use academic standards and work to help students achieve "academic health and wellness"!

## Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall 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.

[8 NYCRR §100.2(ii)(1)(i)]

Appropriate instruction begins with the core program that provides:

- High quality, research-based instruction to all students in the general education class provided by qualified teachers;
- Differentiated instruction to meet the wide range of student needs;
- Curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- Instructional strategies that utilize a formative assessment process.

## Appropriate Instruction in Reading

Appropriate instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]

For high quality early literacy instruction, the core reading program should minimally be scheduled for an uninterrupted 90 minute block of instruction daily.

## Appropriate Instruction in Mathematics

Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

The Marlboro Central School District K-5 Core Program in English Language Arts (ELA) provide high quality, research-based instruction to all students in general education classes by qualified teachers using the Common Core Learning Standards and New York State's Common Core Curriculum; Module/F&P Reading Program is used in primary grades to address the skills strand components. Common Core State Standards and New York State's Common Core Mathematics Curriculum are utilized for instruction in K-5 Mathematics.

The pedagogical shifts demanded by the Common Core State Standards in English Language Arts and Mathematics are included in this document along with the Three Pillars of the K-2 ELA Common Core Curriculum.



# ELA K-2 Curriculum

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## Reading Instruction Components

Foundational Skills  
Print Concepts  
Phonological Awareness  
Phonics  
Vocabulary



## Listening & Learning Domains

Interactive Reading  
Shared Reading  
Written Response  
Listening  
Vocabulary  
Discussion



## Guided/Independent Reading

Guided Reading –  
Leveled Texts  
Independent Reading  
Fluency



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[www.engageNY.org](http://www.engageNY.org)

## Pedagogical Shifts Demanded by the Common Core State Standards

There are six shifts in ELA/Literacy Grade 3-5 that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction.

### Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

# Crosswalk of Common Core Instructional Shifts: Mathematics

6 Shifts: EngageNY  
www.engageny.org

3 Shifts: Student Achievement Partners  
www.achievethecore.org

**1: Focus:** Teachers use the power of the eraser and significantly **narrow and deepen** the **scope** of how time and energy is spent in the math classroom. They do so in order to **focus deeply** on only the **concepts** that are **prioritized in the standards** so that students reach **strong foundational knowledge** and **deep conceptual understanding** and are able to **transfer mathematical skills** and understanding **across concepts and grades**.

**1: Focus** strongly where the Standards focus

**2: Coherence:** Principals and teachers **carefully connect** the **learning within and across grades** so that, for example, fractions or multiplication spiral across grade levels and **students can build new understanding onto foundations** built in previous years. Teachers can begin to count on **deep conceptual understanding of core content** and build on it. Each standard is not a new event, but an **extension of previous learning**.

**2: Coherence:** **Think** across grades, and **link** to major topics within grades

**3: Fluency:** Students are expected to have **speed and accuracy** with simple calculations; teachers structure class time and/or homework time for students to **memorize**, through repetition, **core functions** (found in the attached list of fluencies) such as multiplication tables so that they are **more able to understand** and **manipulate more complex concepts**.

**4: Deep Understanding:** Teachers teach more than "how to get the answer" and instead support students' ability to **access concepts** from a **number of perspectives** so that students are able to see math as more than a set of mnemonics or discrete procedures. Students **demonstrate deep conceptual understanding of core math concepts** by **applying** them to **new situations** as well as **writing and speaking about their understanding**.

**3: Rigor:** Require fluency, application, and deep understanding

**5: Application:** Students are expected to use math and **choose the appropriate concept for application** even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to **apply math concepts in "real world" situations**. Teachers in **content areas** outside of math, particularly science, ensure that students are using math – at all grade levels – to **make meaning of and access content**.

**6: Dual Intensity:** Students are **practicing and understanding**. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through **extended application of math concepts**. The amount of time and energy spent **practicing and understanding** learning environments is driven by the specific **mathematical concept** and therefore, varies throughout the given school year.

# *Marlboro Central School District*

## **Response to Intervention (RTI) Glossary**

### **Baseline Data:**

Information collected, prior to the use of an intervention, to be used as a comparison to data collected during and after an intervention.

### **Continuous Progress Monitoring:**

According to The Every Student Succeeds Act (ESSA), 2015, student progress is monitored at least three times per year (or more as needed and documented in RTIm) in order to make informed decisions regarding student progress as a result of instruction.

### **Curriculum Based Measurement (CBM):**

A standardized method of tracking and recording student progress in targeted areas.

### **Differentiated Instruction:**

According to RTI, this must serve as the foundation of all instruction.

### **Leveled Instruction for All (LIA):**

Targeted instruction using data to rescue skills. *For example*, to obtain the growth we seek in students, teachers need to assess and analyze for current performance level and put into action a plan that targets the skills needed to reach the goal, i.e.: *before teaching a unit, the teacher takes the assessment to identify the subset of skills needed to master the unit. The teacher creates a student checklist of the identified sub skills. Next, the teacher gives a quick assessment (temperature check) on each sub skill (+/-). Finally, the teacher creates groups based on the sub skills that need rescuing.* When this approach is followed for all students – below level, on level, above level- leveled instruction for all occurs.

### **Early Intervention:**

According to NCLB, in addition to the core reading program, provisions of targeted interventions are made in the early grades which are carefully structured and designed.

### **High Quality Instruction:**

According to NCLB, all children should be receiving at least 90 minutes per day of differentiated instruction in reading, math and science, by a highly qualified teacher.

### **Individuals with Disabilities Education Act (IDEA):**

The permits the use of an RTI process rather than an I.Q. assessment for identifying students who may have a Learning Disability.

**Progress Monitoring during Interventions:**

According to NCLB, student progress is monitored frequently in order to fine-tune instruction. When data indicates a lack of progress, necessary steps are taken to adjust the type of intervention used, and/or time allotted for its employment.

**Research-Based Instruction:**

According to NCLB, all reading instruction should be validated by research of how children learn to read and best interventions for struggling readers.

**Response to Intervention (RTI):**

A process where a student’s response to appropriate, high quality, evidence-based instruction and intervention is documented across tiered levels of services.

**Tier 1 Interventions:**

The provision of general screening and group interventions that usually represent the core instructional program and take place in the classroom.

**Tier 2 Interventions:**

If students do not make adequate progress in Tier 1, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum.

**Tier 3 Interventions:**

Students in this tier would receive the most intensive, very small group instruction (i.e. 2-3 students per teacher). They are working with the most highly trained individuals professionals in the area of need (e.g. reading/literacy specialists, content area trained teachers).

**Universal Design for Learning (UDL):**

Provides a framework for all students to succeed by providing multiple pathways for learning. This is accomplished through an instructor’s use of: multiple means of representation (various ways of presenting information), multiple means of expression (various venues for students to present information), and multiple means of engagement (differentiated instruction).

**Universal Screening:**

According to NCLB, tools such as Curriculum Based Measurement (CBM) probes or direct assessment are used to identify students who may be “at risk” for falling below state or grade level standards. This is also used to conclude student progress as a result of instruction.

*MARLBORO CENTRAL SCHOOL DISTRICT*  
**RESPONSE TO INTERVENTION  
ELEMENTARY SCHOOL**

**The central question is not:**

*“What about the learner is causing the performance discrepancy?”*

**It is:**

*“What about the interaction of the curriculum, instruction, learner, and learning environment should be altered so that the child will learn?”*

Ken Howell  
(University of Oregon, 2007)

# RTI Referral and Intervention Process K-5 - Teacher Checklist

## Part 1

- Student is identified by teacher using **Progress Monitoring Multiple Measures (Form A) Blue Packet**
  - Baseline data is collected on all students
  - Goals are determined for all students. Date Completed \_\_\_\_\_
  
- Teacher generates **Action Plan** for Students in Need from Form A (**Form B) Blue Packet**)
  - Determine classroom interventions/actions to target specific goals using data from **Form A**
  - **Action plan** is written by the classroom teacher who may seek support from an academic interventionist(s) and review strategies in the PRIM Manual as one resource.
  - Parent is informed by classroom teacher of action plan (**Form C) Blue Packet**)
  - Hand **Form B** into Principal Date Completed \_\_\_\_\_
  
- Action Plans** are Implemented (**Form B) Blue Packet**)
  - Fidelity to the plan is documented
  - Student's progress is monitored regularly using Classroom Interventions Progress Monitoring Summary Sheet (**Form D) Blue Packet**)
  - Assessment (F&P, STAR, etc.) to measure achievement of the goal is given in 6 weeks
  
- Teacher generates **Action Plan 2** for students in need (**use a new Form B**) if no progress with **Action Plan 1**.
  - **Teacher loops back through the process beginning at Step 1.**
  
- Action Plan 2 is Implemented (**Form B) Blue Packet**)
  - Fidelity to the plan is documented
  - Student's progress is monitored regularly classroom intervention summary sheet (**Form D) Blue Packet**)
  - Assessment to measure achievement of the goal is given in 6 weeks
  - Action Plan 3/4/5 can be created after six week evaluation

**PART II** – If the goals are met, the intervention process ends and student is monitored closely using the **Progress Monitoring Multiple Measures (Form A) Blue Packet**. This student will be reviewed at RTI meetings every six weeks.

**If goals are not met after at least two Action Plan cycles (using Blue Packet):**

The teacher will refer the child to the RTI Team for review following the steps below

- **RTI Referral Form** found in Main Office
- The classroom teacher completes **RTI Referral Form E** and **Parent Notification Form (Yellow Packet)** **before** meeting and the Classroom Interventions Summary sheets **Form D (Blue Packet)**; the teacher may seek support from an interventionist to complete these forms.

- The classroom teacher submits the completed forms to the principal to be put on the RTI Team's meeting referral **Form E (Yellow Packet)** agenda and schedule.
- Referring teacher & RTI Team will be notified of meeting date by building principal. *Please see Yellow Packet for additional directions and forms.*



## RTI Referral and Intervention Process K-5

Step 1

### Student is identified by teacher using Progress Monitoring Multiple Measures (Form A) Blue Packet

- Baseline data is collected on all students
- Goals are determined for all students



Step 2

### Teacher generates Action Plan for Students in need (Form B) Blue Packet

- Determine classroom interventions/actions to target specific goals using data from Form A
- Action Plan is written by the classroom teacher who may seek support from an academic interventionist(s) and review strategies in the PRIM Manual as one resource
- Classroom teacher completes Notification of Classroom Action Plan to inform parent of Action Plan (Form C) Blue Packet
- Hand Form B into Principal



Step 3

### Action Plan is Implemented (Form B) Blue Packet

- Fidelity to the plan is documented
- Student's progress is monitored regularly using Classroom Interventions Progress Monitoring Summary Sheet (Form D) Blue Packet
- Assessment to measure achievement of the goal (F&P, STAR, etc.) is given in 6 weeks



Step 4

If goals are **not** met, the classroom teacher generates Action Plan 2 (use a new Form B). Teacher loops back through the process beginning at Step 1.

If the goals are met, the intervention process ends and student is monitored closely for 6 weeks using (Form A) Blue Packet. Collaborative discussions should occur with all vested teachers. The student will continue to be monitored by AIS teacher RTI meetings.



Step 5

If goals are **not** met after at least two Action Plan cycles, refer the child to the RTI Team for review. The classroom teacher completes:

1. RTI Referral (Form E Yellow Packet)
2. Parent Notification (Form F Yellow Packet) before meeting and the Classroom Interventions Progress Monitoring Summary sheet; (Form D Blue Packet) the teacher may seek support from an interventionist to complete these forms.
3. The classroom teacher submits the completed forms to the principal to be put on the RTI Team's meeting referral (Form E Yellow Packet) agenda and schedule.
4. Referring teacher & RTI Team will be notified of meeting date by building principal. *Please see Yellow Packet for additional directions and forms.*

# Marlboro Central School District

## RTI Compliance

# Tier 1

All students receive explicit, systematic and differentiated instruction in English Language Arts (ELA), mathematics and/or behavior as part of the Common Core curriculum in grades K-12. Classroom interventions in the form of additional learning and practice opportunities are provided as appropriate.

### Forms

1. Progress Monitoring Multiple Measures (Form A)
2. General Ed Classroom Teacher Action Plan (Form B)
3. Classroom Interventions Progress Monitoring Summary Sheet (Form D)
4. Parent Notification of Classroom Action Plan (Form C)

# Progress Monitoring Grades K-5 Multiple Measures

(This form is to be completed for all students and becomes an artifact for development of classroom action plan-keep one copy for yourself and submit to Principal)

*See Directions Below*

Teacher Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

	PLRA/ESGI State Assessment ELA/Math				STAR ELA/Math Early Literacy Reading Math				MCSD Grade Level Benchmarks				Progress Reports (yes/no)				Reports Cards				F&P			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Student Name					/	/	/	/																
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**General Ed Classroom teacher Action Plan for:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Action Plan 1**

(This form is to be filled out for students found to be in need of support as documented through PMF 'Progress Monitoring Form.')

**LEARNING TARGET(S) OR GOAL STATEMENT(S):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Intervention Plan:**

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment

Parent Notification of meeting \_\_\_\_\_

Parent Notification of Action Plan: called on: \_\_\_\_\_ and sent letter on: \_\_\_\_\_ (Provide Principal copies)

General Ed Classroom teacher Action Plan for: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Action Plan 3 – 4 – 5 (circle the number that applies)

(This form is to be filled out for students found to be in need of support as documented through PMF ‘Progress Monitoring Form.’)

**This form should be used if progress is not met with previous Action Plan.**

LEARNING TARGET(S) OR GOAL STATEMENT(S): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Intervention Plan:**

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment

Parent Notification of Action Plan: called on: \_\_\_\_\_ and sent letter on: \_\_\_\_\_ (Provide Principal copies)

## Parent Notification (Elementary Level)

A school district's process to determine if a student responds to scientific, research-based instruction shall include **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:

- (a) the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RTI program selected by the school district;
- (b) strategies for increasing the student's rate of learning; and
- (c) the parents' right to request an evaluation for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(vi)]

### Procedures for Parent Notification:

When students participate in the RTI process, there are specific parent notification requirements. Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom in the RTI process; this could include a Tier 1, 2, or 3 intervention. **Teacher Action Plans 1 & 2 (Form C)**

Prior to a student being brought to the school's RTI team, parents/guardians are notified by the classroom teacher regarding his or her concerns (academic/behavioral) about the student. This initial contact may be done in person or by telephone and by letter **(Form C)**. Parent contact is documented on the **Classroom Interventions Progress Monitoring Summary Sheet (Form D)**.

After an interventionist creates the student's intervention in RTIm-Direct, a summary of the intervention may be printed. This summary provides the parent/guardian with the type of intervention, the start date, the mode, frequency, period, duration and provider. The RTI tier, reasons for the service and consequences for not achieving the performance level are also listed on the intervention summary form.

A progress report for each intervention from each provider is sent to the student's parent/guardian quarterly (with the report card). Providers report on how the student is performing in the academic or behavioral area with the intervention(s). In the narrative, providers may include progress monitoring data such as instructional reading level, high frequency word knowledge, fluency rate, letter and sound knowledge, and math fluency based on the student's intervention(s).

Each time the school's RTI Team meets on a student, the parent is to be notified (see parent notification letters: RTI Team Meeting Request and RTI Team Meeting Outcome) by the classroom teacher. This includes follow-up meetings.

*In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))*

# **RTI Process Parent Notification Letters**

**Action Plan Notification**

**(Parent Letter C)**

**RTI Team Meeting Request**

**(Parent letter Form F)**

**RTI Team Meeting Outcome(s)**

**Parent Letter Form H**

Note: Parent notification is required. These letters should be used in order to create a “paper trail” of parent notification of the RTI process.

**Form C – Tier 1**

**MARLBORO CENTRAL SCHOOL DISTRICT**  
**21 Milton Turnpike, Suite 100**  
**Milton, NY 12547**

**Michael Brooks**  
**Superintendent of Schools**  
**(845) 236-5802**  
**FAX (845) 795-5904**  
**email: michael.brooks@marlboroschools.org**

**Robin Hecht**  
**Director Curriculum & Instruction**  
**(845) 236-5812**  
**FAX (845) 795-5906**  
**e-mail: robin.hecht@marlboroschools.org**

**NOTIFICATION OF CLASSROOM ACTION PLAN**

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

We continually strive to support the learning of every child at Marlboro Elementary School. To meet the individual needs of every child, we monitor academic and behavioral progress with multiple measures regularly throughout the year.

If a child does not make satisfactory progress toward grade-level expectations, a plan of action is created by the child's teacher/team. The plan of action, or action plan, consists of interventions to address the areas of concern and targeted goals that are used to monitor the effectiveness of the Tier 1 interventions.

This letter is to notify you that your child has an action plan to address the following:

Learning Target	Instructional Strategies or Methods

Also, you are an important part of your child's instructional team. You can help by:

Home Support	Materials provided

Your child will be monitored closely for the next 6 weeks to determine whether or not he/she is achieving the targeted goals. The intention of the action plan is to set your child back on the right track toward success. I will notify you in 6 weeks of the outcome of this plan. If you have any questions or concerns, please contact me.

Sincerely,



# Marlboro Central School District

## RTI Compliance

### Tier 2

Students who fail to demonstrate adequate progress in ELA, math, and/or behavior as determined by progress monitoring data shall receive targeted interventions in the specific areas of difficulty.

Targeted interventions are research-based and implemented with integrity and fidelity consistent with identified area of need. Intervention results are monitored on a consistent basis to determine adequate progress. Data results shall be documented and lead to the termination, modification or continuation of the intervention including extension of intervention duration at this stage.

“For the 2017-18 school year, districts shall identify students to received AIS through a two-step process.” NYSED 2016

#### **Step 1 – Preliminary Identification Process for Academic Intervention at Tier 2 Level**

All students performing below the median scale score on a grade 3-8 English Language Arts (ELA) or Mathematics state assessment shall be **considered** for AIS. For students in K-3, a review of data from **multiple measures** will be considered for AIS (STAR, ESGI, eSPARK, Classroom Tests/Quizzes, Student Work, etc).

#### **Step 2 – Identification Process for Academic Intervention at Tier 2 Level Informed by Multiple Measures**

Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure within this document to be applied uniformly at each grade level and content area, for determining which students shall receive AIS. The district will consider a student’s scores on multiple measures of student performance and determine whether the student is to be considered to receive AIS (see page 9).

#### Forms

1. RTI Team Referral Form (Form E **from Yellow Packet**)
2. Parent Notification of RTI Team Meeting Request (Form F **from Yellow Packet**)
3. RTI Team Action Plan (**Form B from Yellow Packet**)
4. Classroom Interventions Progress Monitoring Summary Sheet (Form D)
5. Parent Notification of RTI Team Meeting Outcomes (Form H)

# RTI TEACHER CHECKLIST:

- The Classroom Teacher completes the 'RTI Referral Form' (Form E from Yellow Packet) after cycling through two or more Action Plans in Tier 1 (Blue Packet) without goals having been met (see flow chart)
- The referring teacher should submit to the RTI Team Chairperson (Building Administrator)
  - RTI Referral Form E
  - Classroom Interventions Progress Monitoring Summary Sheet (Form D Yellow Packet)
  - Student daily work for comparison
  - Other pertinent information
  - Progress Monitoring Multiple Measures (Form A Blue Packet) – From Tier 1 cycles
  - General Ed Classroom Teacher Action Plan (Form B Blue Packet) – From Tier 1 cycles
  - Classroom Interventions Progress Monitoring Summary Sheet (Form D Blue Packet) – From Tier 1 cycles
- The Classroom Interventions Progress Monitoring Summary Sheets becomes artifacts (Form D Blue Packet)
- Complete Parent Notification of RTI Team Meeting Request (Form F Yellow Packet) and send to parent
- You will be notified of the meeting date and time of your students student's RTI meeting.

At the initial RTI team meeting, we will be discussing the strategies attempted thus far and will develop an intervention that will promote improvements in a student's academic performance or behavior and an action plan to put the new interventions into place.
- After the RTI meeting the referring teacher should meet with the AIS teacher to collaborate and Monitor effectiveness.
- After the RTI meeting, complete Parent Notification of RTI Team Meeting Outcomes (Form H Yellow Packet) and send to parent

**Form F – Tier 2 – Yellow Packet**

**MARLBORO CENTRAL SCHOOL DISTRICT**  
**21 Milton Turnpike, Suite 100**  
**Milton, NY 12547**

**Michael Brooks**  
**Superintendent of Schools**  
**(845) 236-5802**  
**FAX (845) 795-5904**  
**email: michael.brooks@marlboroschools.org**

**Robin Hecht**  
**Director Curriculum & Instruction**  
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**PARENT NOTIFICATION OF RTI TEAM MEETING REQUEST**

Date: \_\_\_\_\_

To the Parents/Guardians of \_\_\_\_\_:

As you know, action plans were developed in an effort to help your child progress toward grade level expectations. I have implemented the action plans consistently, but **(insert child's name)** is not making adequate progress toward the goals we set.

This letter is to notify you that I have requested a meeting with the RTI (Response to Intervention) team to discuss and plan further interventions. The team is comprised of school-wide staff members having expertise in academic and/or behavioral instruction. The purpose of the RTI team meeting is to determine the next steps for your child to achieve success.

I will notify you after the RTI team meetings to let you know their recommendations. If you have any questions or concerns, please contact me at school.

Sincerely,

**Form H – Tier 2 –Yellow Packet**

**MARLBORO CENTRAL SCHOOL DISTRICT**

**21 Milton Turnpike, Suite 100  
Milton, NY 12547**

**Michael Brooks**  
Superintendent of Schools  
(845) 236-5802  
FAX (845) 795-5904  
email: michael.brooks@marlboroschools.org

**Robin Hecht**  
Director Curriculum & Instruction  
(845) 236-5812  
FAX (845) 795-5906  
e-mail: robin.hecht@marlboroschools.org

**PARENT NOTIFICATION OF RTI TEAM MEETING OUTCOMES**

**Date:** \_\_\_\_\_

Dear \_\_\_\_\_:

This letter is to notify you that the Marlboro Central School District's RTI (Response to Intervention) Team met on \_\_\_\_\_ to review your child's progress and the steps taken to intervene in areas of need and to plan the next steps for your child to meet grade-level expectations.

The RTI Team recommendations are as follows:

Also, I have attached the RTI Team's Action Plan detailing the intervention(s) your child will receive as a result of the meeting. I need to meet with you to discuss these recommendations further. Please contact me at school to set up a day and time that is convenient for you.

Sincerely,

Marlboro Central School District

RTI Team Referral Form: Elementary Levels

Directions: Please answer the questions below so that we will be better prepared at the RTI Team Meeting to create an action plan to address your concerns.

Student's Name: \_\_\_\_\_

Referring Teacher(s): \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Referral: \_\_\_\_\_

Has the student ever been retained? If so, when \_\_\_\_\_?

Is the student receiving or have they ever received any of the following supports?

- \_\_\_\_\_ AIS Math
\_\_\_\_\_ AIS ELA
\_\_\_\_\_ 504
\_\_\_\_\_ Behavioral Plan
\_\_\_\_\_ Student Intervention Plan

Dominant Language & Secondary Language: \_\_\_\_\_ English Language Learner (ELL)

Attendance (as of date of referral): \_\_\_\_\_/Tardy \_\_\_\_\_ Early Dismissal \_\_\_\_\_

Medical or health concerns for student: \_\_\_\_\_

Parent/Guardian notification of RTI Meeting Request (Form F, yellow packet) Date \_\_\_\_\_

Parent/Guardian contact date(s): see Classroom Progress Monitoring Summary Form (Form D, Blue packet)

Number of disciplinary referrals to date: \_\_\_\_\_

Source of referrals:

Classroom \_\_\_\_\_ Lunch/Recess \_\_\_\_\_ Hallway \_\_\_\_\_ Bus \_\_\_\_\_

Number of suspension days to date: \_\_\_\_\_

\*\*\*\*\*

1a. What can the student do? Please list 3-4 skills and/or talents that the student displays to some degree of competency or specific interests/incentives that the student finds motivating.

- 1.
2.
3.

4.

1b. Present Level of Performance Using the student's assessment data from the Multiple Measures Matrix, (Form A) provide at least two statements that support your specific concerns for the student. (e.g. students STAR score for Fall was \_\_\_\_\_ and the grade level norm is \_\_\_\_\_ or the student's score on the F&P Fall was \_\_\_\_\_ and most current \_\_\_\_\_).

1c. **What would you like the student to do?** Describe the *specific concerns* prompting this referral (see action plans) *e.g., ability to decode words in context vs. in isolation or re-read to gain meaning*; areas the student needs to improve to be successful in school.

Student Concern 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Concern 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2b. Are there any social or emotional *factors* that may be *negatively impacting* the student's performance?

in what settings/situations does the problem occur most often?

in what settings/situations does the problem occur least often?

3. If the problem is primarily *behavioral*, use the chart below to define the specific problem.

**Discipline History**

The condition(s) under which the behavior usually occurs:	Specific description of the problem behavior that impacts learning:	List the frequency, intensity, and duration of the problem behavior:
Example: Reaction occurs when the student is asked to read a piece of text more than one paragraph.	Student refuses to read it, talks to his or her peers and then argues with the teacher when redirected.	This happens at least 75% of the time and usually escalates to the student having to be removed from class.

4. Please attach Teacher Action Plans 1 & 2 (**Form B**) and **Classroom Interventions Summary Sheet (Form D)** for evidence of interventions attempted.

5. Please list members of your school staff whom you would like to receive an invitation to the meeting:

\*\*\*\*\*

**\* Please attach a Progress Monitoring Multiple Measures (Form A) documenting the student's formative and summative assessments. (Such as report cards, state test scores, NYS Common Core Curriculum assessments, STAR, F&P, PLRA scores assessments)**

-----  
**Reminder: Please bring any data that pertains to the student's academic or behavior concerns to the RTI Team meeting. (See *checklist below*)**

#### **RTI Team Meeting DOCUMENTATION CHECK LIST**

##### **Documents required:**

##### **Classroom Teacher:**

- Multiple Measure
- Action Plan
- Classroom Interventions Summary Sheet
- Attendance Record
- Student work samples
- Sample Assessments [i.e. Running Record, Module Assessments]
- Copy of Referral Form

##### **Interventionists – bring all that apply:**

- RTIIm-Direct Progress Notes, Service Logs (AIS teacher)
- Speech & Language Report
- Report from Social Worker
- Behavior Plan
- NYSESLAT or Lab-R scores (ESL teacher)
- Health Records

School Year \_\_\_\_\_ **Classroom Interventions** \_\_\_\_\_ School  
**Progress Monitoring Summary Sheet**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Summarize implemented classroom interventions (action plans). Using the data collected, rate the effectiveness of these interventions.

Instructional Strategies or Methods	Data Collected (Dated Assessments and Work Samples)	Effectiveness of Intervention
After 2 <sup>nd</sup> Week		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression
After 4 <sup>th</sup> Week		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression
After 6 <sup>th</sup> Week		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression

Summarize home intervention. Using the data collected, rate the effectiveness of this support.

Home Support	Materials provided	Effectiveness of Support at Home
		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression

*This form is to be completed and brought to the RTI meeting.*

Date(s) of parent contact: \_\_\_\_\_



# Marlboro Central School District

## RTI Compliance

# Tier 3

Students who fail to make progress or who continue to display inconsistent progress at expected rates, notwithstanding targeted interventions at Tier II, shall be provided intensive research-based instructional strategies at a higher frequency.

**Repeat Tier 2 Process When Identifying Student for Tier 3.**

***See Forms Below***

### Forms

1. RTI Team Referral Form (**Form E from Yellow Packet**)
2. Parent Notification of RTI Team Meeting Request (**Form F from Pink Packet**)
3. RTI Team Action Plan (**Form B from Pink Packet**)
4. Classroom Interventions Progress Monitoring Summary Sheet (**Form D from Pink Packet**)
5. Parent Notification of RTI Team Meeting Outcomes (**Form H from Pink Packet**)

**You will also use the following:**

- **RTI Facilitator Script Road Map**
- **RTI Agenda**
- **RTI Team Meeting Attendance Forms**

# Resources for Action Plans and RTI

## 1.) Online Resources

1. Founded by Jim Wright as of source for free RTI resources: [www.interventioncentral.org](http://www.interventioncentral.org)
2. National Center on Response to Intervention: [www.rti4success.org](http://www.rti4success.org)
3. RTI Action Network – a Program of the National Center for Learning Disabilities  
[www.rtinetwork.org](http://www.rtinetwork.org)
4. [www.nysrti.org](http://www.nysrti.org) – New York State Response to Intervention Technical Assistance Center

## 2.) Print Format Resources

### That help with action plan writing and understanding RTI:

Educators as Physicians: Using RTI Data for Effective Decision-Making by Jan Hasbrouck, PH.D with J.R. Wilson, M.A.

1. RTI Toolkit: A Practical Guide for Schools by Jim Wright
2. RTI From All Sides: What Every Teacher Needs to Know by Mary Howard
3. What Really Matters for Struggling Readers: Designing Research-Based Programs by Richard Allington
4. The Literacy Teacher’s Playbook Grades K -2 or Grades 3-6: Four Steps for Turning Assessment Data into Goal-Directed Instruction by Jennifer Serravallo

### That help with interventions and/or supports:

1. The RTI Daily Planning Book K-6: Tools & Strategies for Collecting & Assessing Reading Data and Targeted Follow-Up Instruction by Gretchen Owocki
2. Moving Forward with RTI: Reading & Writing Activities for Every Instructional Setting & Tier by Mary Howard
3. Solutions for Reading Comprehension: Strategic Interventions for Striving Learners (K-6) by Linda Hoyt, Kelly Davis, Jane Olson, and Kelly Boswell
4. Teach All, Reach All: Instruction Design & Delivery with TGIF! By Susan Mulkey
5. The Continuum of Literacy Learning, Grades PreK-8; Teaching for Comprehending and Fluency: Thinking, Talking and Writing About Reading (K-8); and When Readers Struggle: Teaching That Works by Irene Fountas and Guy Su Pinnell

**Also**, the CCSS viewed as a “rough continuum” can also be used to write goals to grow students. The standards give teachers a sense of what to expect, by year’s end, at each grade level. Each numbered standard is described along a progression – so, for example, standard RI.1.1 asks a first grader to “*ask and answer questions about key details in a text*” and RI.2.1 asks a second grader to do more with the similar skill: “*ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*”

# RTI

## MEETING INSTRUCTIONS:

### *Pink Packet*

- The RTI Team Chairperson uses the 'Facilitator Script Road Map' and the 'Agenda' to facilitate the meeting.
- The Chairperson adds the action notes on the 'Agenda' form while the Team's note taker/recorder completes the 'RTI Meeting Notes' form.
- These 'RTI meeting notes' become an artifact of the meeting along with the 'RTI Team Action Plan' (**Form G Yellow Packet**).
- The 'RTI Team Action Plan' (**Form G Yellow Packet**) is completed by the referring teacher in conjunction with the RTI Team during the meeting and shared with all team members and any interventionists involved with the plan.
- Parent Notification of RTI Team Meeting outcomes (**Form H Yellow Packet**)

*MARLBORO CENTRAL SCHOOL DISTRICT*

# RTI Facilitator Script Road Map (Pink Packet)

Welcome to RTI! Our purpose here is to get to the root cause of the issues that are holding (name of student) back from being fully successful.

As facilitator, it is imperative that we remain timely and respond in our conversations using specific details and data to support the claims we make about the student, and I will work diligently to keep our conversations focused in that direction. We will follow a structured problem-solving model that goes through several stages.

As the student's teacher, *you* are the most important participant in this meeting. Together, we will:

- Set specific student goals for improvement
- Brainstorm ideas within a collaborative forum
- Design an intervention plan with strategies to help your student improve.

At the close of the meeting, our note taker, \_\_\_\_\_, will summarize the notes concerning the intervention plan we developed. The notes will be entered into RTIm, will be available to team participants and may be shared with others who were not here today including the student's parent(s). However, we ask that everyone here keep the *conversations* that take place at this meeting **confidential**.

Let's begin with the first item on our agenda.

## Pink Packet

*Marlboro Central School District*

### RTI AGENDA: Elementary Level

Student's Name:

Referring Teacher:

Date:

**Step 1a: What can the student do?** (List 3-4 skills or talents that the student displays to some degree of competency, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify strategies that will motivate the student to participate.)

**Step 1b: Review Present Level of Performance** (See Multiple Measures Matrix)(**Form A Blue Packet**) :

**Step 2: What would you like the student to do?** (List one or more areas which the student needs to improve to be successful in school-AREAS OF CONCERN; e.g., ability to decode words in context vs. in isolation or re-read to gain meaning.)

**Step 3: List Interventions Attempted** (See Classroom Interventions Progress Monitoring Summary Sheet (**Form D Blue Packet and Form D in Yellow packet**) and/or Action Plans) (**Form B Blue and Yellow Packet**)

**Step 4: Devise RTI Team Action Plan** (Form B Pink Packet)

**Step 4a: Select Target Teacher Concerns** (Define the primary concern(s) in observable terms. Identify the root cause (any underlying skills deficits or reasons that best explain the student's difficulties). Behavior problems should include relevant information about frequency, duration, and/or intensity of behavior.)

**Step 4c: Develop Intervention Plan** (Select one intervention that addresses each of the selected concerns; spell out the intervention in a series of steps so that the person(s) designed to implement the plan can do so correctly and efficiently. Include any specialized materials or training to implement the intervention.)

◆ Description of Intervention:

◆ Start Date:

◆ Setting:

◆ Frequency:

Duration:

◆ Who will be providing the intervention? (Screenings are intended for observing student in their least restricted environment and then providing the classroom teacher with strategies that would be implemented in the classroom by the classroom teacher to support student.)

Supplemental activities recommended by the team:

Vision Screening

Speech/Language Screening

Hearing Screening

Attention Skills - Screening

OT Screening

Other \_\_\_\_\_

PT Screening

Observation by \_\_\_\_\_

**Step 5: Review the Intervention Plan(s):**

- Set date for follow-up RTI Team meeting on the student. (Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention.)

Next meeting date: \_\_\_\_\_

- The note taker records main points of the interventions and monitoring plans into RTIm with the team.

**Pink Packet**

**Attendance at RTI Team Meeting**

**Student Discussed:**

**Date of Meeting:**

Name

Position

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



**RTI Team Action Plan for:** \_\_\_\_\_

**Elementary K – 5**

**Grade:** \_\_\_\_\_ **Referring Teacher(s):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Goal Statement(s):** \_\_\_\_\_

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**Intervention Plan:**

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment
Provider: _____		
Provider: _____		

**Follow-Up Meeting Date:** \_\_\_\_\_

**Form H – Tier 3 –Pink Packet**

**MARLBORO CENTRAL SCHOOL DISTRICT**  
21 Milton Turnpike, Suite 100  
Milton, NY 12547

**Michael Brooks**  
Superintendent of Schools  
(845) 236-5802  
FAX (845) 795-5904  
email: michael.brooks@marlboroschools.org

**Robin Hecht**  
Director Curriculum & Instruction  
(845) 236-5812  
FAX (845) 795-5906  
e-mail: robin.hecht@marlboroschools.org

**PARENT NOTIFICATION OF RTI TEAM MEETING OUTCOMES**

**Date:** \_\_\_\_\_

Dear \_\_\_\_\_:

This letter is to notify you that the Marlboro Central School District's RTI (Response to Intervention) Team met on \_\_\_\_\_ to review your child's progress and the steps taken to intervene in areas of need and to plan the next steps for your child to meet grade-level expectations.

The RTI Team recommendations are as follows:

Also, I have attached the RTI Team's Action Plan detailing the intervention(s) your child will receive as a result of the meeting. I need to meet with you to discuss these recommendations further. Please contact me at school to set up a day and time that is convenient for you.

Sincerely,

*MARLBORO SCHOOL DISTRICT*  
**RESPONSE TO INTERVENTION**  
**MIDDLE SCHOOL**

## RTI Referral & Intervention Process Secondary

Student is identified by teacher using RTI Multiple Measures Matrix  
**Date Completed:** \_\_\_\_\_

Classroom Tier 1 Interventions are determined and implemented through documentation to develop a baseline of student's level of functioning.  
**Date Completed:** \_\_\_\_\_

Parents are contacted by teacher/team to share concerns and gain insight on student functioning.  
**Date Completed:** \_\_\_\_\_

If student responds favorably to Tier 1 intervention continue intervention until student has stabilized.  
Document progress using Classroom Intervention Summary Sheet  
**Date Completed:** \_\_\_\_\_

If student **does not** respond favorably to Tier 1 intervention already attempted. (initial referral to RTIm)  
**Date Completed:** \_\_\_\_\_

Teacher/team completed RTI referral and submits to appropriate guidance counselor to discuss concerns and move forward with RTI process (a meeting date will be set). Paperwork forwarded to non/core teachers for input. Team will be advised as to the date for RTI team to meet regarding student within a week of receiving completed document.  
**Date Completed:** \_\_\_\_\_

RTI team schedules an appointment time to meet with the teacher/team during their team time.  
Teacher/team should have at least one of the following:  
Documentation of parent contact or initial baseline data.  
Example of student's work related to Intervention.  
Explanation of classroom-interventions already tried.  
Documentations relating to the intervention and results.  
**Date Completed:** \_\_\_\_\_

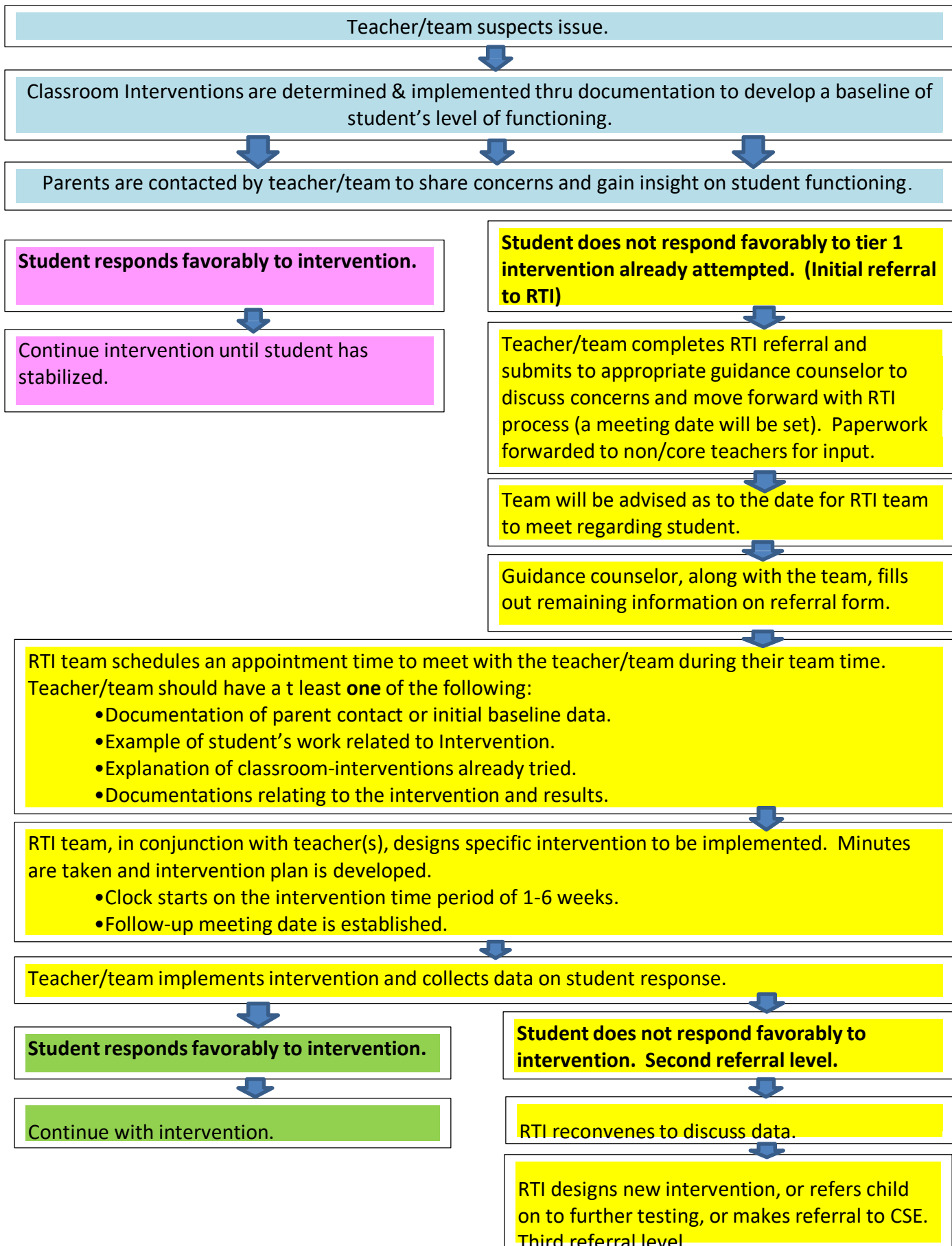
RTI team in conjunction with teacher(s), designs specific intervention to be implemented. Minutes are taken and intervention plan is developed. Clock starts on the intervention time period of 4-6 weeks, follow up meeting date is established.  
**Date Completed:** \_\_\_\_\_

Teacher/team implements intervention and collects data on student response. Complete progress monitoring documents.  
**Date Completed:** \_\_\_\_\_  
If student responds favorably to intervention continue with intervention.  
If student **does not** respond favorably to intervention. Second referral level.

Meeting will be determined for RTI to reconvene to discuss data after submission of document.

RTI designs new intervention, or refers child on to further testing, or makes referral to CSE. Third referral level.  
**Date Completed:** \_\_\_\_\_

## RTI Referral & Intervention Process



**Middle School  
 ELA Progress Monitoring Form**  
 (This form is to be filled out by the RTI Team immediately for every student.)

Student Name: \_\_\_\_\_ Grade/Team: \_\_\_\_\_

	Below Grade Level in ELA	Approaching Grade Level in ELA	Grade Level in ELA	Above Grade Level in ELA
<b>New York State Test</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Report Card Grade</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Fall STAR</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Spring STAR</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Common Task Module Assessments</b>				

Legend

- |               |                                  |
|---------------|----------------------------------|
| 1 Grey Check  | Monitor                          |
| 2 Grey Checks | Check and Connect                |
| 3 Grey Checks | Pull-out class                   |
| 4 Grey Checks | Pullout, guidance, social worker |

**Middle School  
MATH Progress Monitoring Form**  
(This form is to be filled out by the RTI Team immediately for every student.)

Student Name: \_\_\_\_\_ Grade/Team: \_\_\_\_\_

	Below Grade Level in Math	Approaching Grade Level in Math	Grade Level in Math	Above Grade Level in Math
<b>New York State Test</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Report Card Grade</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Fall STAR</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Spring STAR</b>	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____	Gr 5: _____ Gr 6: _____ Gr 7: _____
<b>Common Task Module Assessments</b>				

**Legend**

- |               |                                   |
|---------------|-----------------------------------|
| 1 Grey Check  | Monitor                           |
| 2 Grey Checks | Check and Connect                 |
| 3 Grey Checks | Pull-out class                    |
| 4 Grey Checks | Pull-out, guidance, social worker |

(Guidance Generated)

**Marlboro Central School District**

21 Milton Turnpike, Milton, NY 12547  
Tel: 845-236-5812 Fax: 845-794-7710

**RTI TEAM**

**INTRODUCTORY TEACHER LETTER: MIDDLE SCHOOL**

Date:

Dear Referring Teacher/Referring Team:

The purpose of the RTI team is to develop an intervention that will promote improvements in a student’s academic performance or behavior. Please complete the bottom portion of this form and send it to \_\_\_\_\_, Chairperson of the RTI team. She will then have a preliminary meeting with the RTI Team and a Case Liaison will be assigned to you. The Case Liaison will be your primary support throughout this process. The Case Liaison, along with the guidance counselor, will also arrange for the collection of additional background information. At the Initial RTI Team meeting, we will be discussing the strategies attempted thus far and will develop an Action Plan to put the new intervention(s) into place.

Following the Initial RTI Meeting, the Case Liaison will meet with you again to ensure that you have all the resources necessary to implement the intervention(s) and to monitor its effectiveness.

Thank you,

The Middle School/High School RTI Team



**Student’s Name:** \_\_\_\_\_

Teacher/Team (list all): \_\_\_\_\_

Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Briefly describe the academic and/or behavioral concerns you have for this student:

Date reviewed by RTI Team Chairperson: \_\_\_\_\_

RTI member assignments: \_\_



**MARLBORO CENTRAL SCHOOL DISTRICT**

**21 Milton Turnpike, Suite 100  
Milton, NY 12547**

**Michael Brooks  
Superintendent of Schools  
(845) 236-5802  
FAX (845) 795-5904  
email: michael.brooks@marlboroschools.org**

**Robin Hecht  
Director Curriculum & Instruction  
(845) 236-5812  
FAX (845) 795-5906  
e-mail: robin.hecht@marlboroschools.org**

**PARENT NOTIFICATION OF RTI TEAM MEETING REQUEST**

Date: \_\_\_\_\_

To the Parents/Guardians of \_\_\_\_\_:

As you know, action plans were developed in an effort to help your child progress toward grade level expectations. I have implemented the action plans consistently, but **(insert child's name)** is not making adequate progress toward the goals we set.

This letter is to notify you that I have requested a meeting with the RTI (Response to Intervention) team to discuss and plan further interventions. The team is comprised of school-wide staff members having expertise in academic and/or behavioral instruction. The purpose of the RTI team meeting is to determine the next steps for your child to achieve success.

I will notify you after the RTI team meetings to let you know their recommendations. If you have any questions or concerns, please contact me at school.

Sincerely,

Marlboro Central School District  
Secondary Division

PROCEDURES FOR BUILDING LEVEL  
RESPONSE TO INTERVENTION REFERRAL FORM

1. Referring teacher obtains form from the Guidance Office and completes student information.
2. Referring teacher completes form and returns to Guidance.
3. Guidance will attach student schedule and report card. The principal or designee will set up a RTI meeting and notify all teachers.

Student's Name: \_\_\_\_\_ Date of Referral: \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_ Student's DOB: \_\_\_\_\_

Previous RTI Meeting(s): \_\_\_\_\_

Check services child received: Classified: Y  N  AIS Reading  AIS Math   
AIS Speech  ESOL  Counseling  504  Other  (Specify) \_\_\_\_\_

If transferred: Former District: \_\_\_\_\_ Transfer Date: \_\_\_\_\_

Parental Involvement (Dates of Contact/Results):

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## RTI Tier II Interview Processing Form

Student/ID:	
Teacher(s):	
Referral Date:	
Received:	
RTI DOES NOT APPLY:	
Reevaluate date:	

### Pre Screening Interview B.A.S.E Components

<b>BEHAVIORIAL – (Discipline/attendance/tardiness/FBA/BIP)</b>			
<b>ACADEMIC – (Identify data – i.e. grades, subjects, regents)</b>			
<b>SOCIAL/EMOTIONAL – (Home, school, outside agencies interventions)</b>			
<b>EFFICIENCY- (Strengths, modifications, learning styles)</b>			
<b>Action Plan</b>			
<b>B</b>	<b>A</b>	<b>S</b>	<b>E</b>

**MARLBORO CENTRAL SCHOOL DISTRICT  
Secondary Division**

**PROCEDURES FOR BUILDING LEVEL  
STUDENT SERVICES TEAM REFERRAL FORM**

Student Description:

1.a Referring teacher, please describe the reason for referral in specific terms:

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\*Please provide the SST with work sample, class assessments, common task etc.

1.b Observation Checklist (please check behaviors that cause concern)

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. _____ Behavior                  | 8. _____ Study Habits         |
| 2. _____ Attendance                | 9. _____ Participation        |
| 3. _____ Late to Class             | 10. _____ Completing Homework |
| 4. _____ Organizational Skills     | 11. _____ Consistency of Work |
| 5. _____ Completing Assignments    | 12. _____ Disruptive          |
| 6. _____ Effort/Attitude           | 13. _____ Distractible        |
| 7. _____ Following Oral Directions | 14. _____ Study Habits        |

**Pre Screening Interview B.A.S.E Components**

**BEHAVIORIAL – (Discipline/attendance/tardiness/FBA/BIP)**

**ACADEMIC – (Identify data – i.e. grades, subjects, regents)**

**SOCIAL/EMOTIONAL – (Home, school, outside agencies interventions)**

**EFFICIENCY- (Strengths, modifications, learning styles)**

<b>Action Plan</b>			
<b>B</b>	<b>A</b>	<b>S</b>	<b>E</b>

1.c Students' strengths and interests:

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Specific Intervention Strategies:

2a. What modifications or adjustments (instructional/social) have you made to address the problem?

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2b. How has the student responded to these changes?

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**MARLBORO CENTRAL SCHOOL DISTRICT  
Secondary Division**

**PROCEDURES FOR BUILDING LEVEL  
STUDENT SERVICES TEAM REFERRAL FORM**

**Summary of Student Services Team Meeting:**

3a. Major needs of student:

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3b. Recommendations of SST (What will be done? By whom? By When?):

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3c. A follow-up meeting is scheduled for: \_\_\_\_\_

Attending this SST Meeting (Name and Position):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Form B1**

**Action Plan 1 2 3 4 (Circle)**

## Marlboro Central School District

General Education Classroom Teacher Action Plan for:

Grade:

Date:

This form is to be filled out for students found to be in need of support as documented through the Team Data Chart on Google Drive.

**LEARNING TARGET(S) OR GOAL STATEMENT(S):**

### Intervention Plan

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment

Notification of Classroom Action Plan sent on:  
(Must provide a copy to the building principal)

**Form B2**

**Action Plan 1 2 3 4 (Circle)**

# Marlboro Central School District

General Education Classroom Teacher Action Plan for:

Grade:

Date:

This form is to be filled out for students found to be in need of support as documented through the Team Data Chart on Google Drive.

**LEARNING TARGET(S) OR GOAL STATEMENT(S):**

## Intervention Plan

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment

Notification of Classroom Action Plan sent on:  
(Must provide a copy to the building principal)





Form Form C2

# Marlboro Middle School

Debra Clinton, Principal

Demian J. Stanmyer, Assistant Principal

## NOTIFICATION OF CLASSROOM ACTION PLAN

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_

We continually strive to support the learning of every child at Marlboro Middle School. To meet the individual needs of every child, we monitor academic and behavioral progress with multiple measures regularly throughout the year.

If a child does not make satisfactory progress toward grade-level expectations, the team comes together to create a plan of action to assist the student to be more successful. The action plan consists of interventions to address the areas of concern and targeted goals that are used to monitor the effectiveness of the Tier 1 interventions.

This letter is to notify you that your child has an action plan to address the following:

<b>Learning Target</b>	<b>Instructional Strategies or Methods</b>
------------------------	--

Also, you are an important part of your child's instructional team. You can help by:

<b>Home Support</b>	<b>Materials Provided</b>
---------------------	---------------------------

Your child will be monitored closely for the next five weeks to determine whether or not he/she is achieving the targeted goals. The intention of the action plan is to set your child back on the right track toward success. We will notify you in five weeks of the outcome of this plan. If you have any questions or concerns, please contact us.

Please sign a copy of this letter and return it to school upon your receipt.

Sincerely,  
Team and Counselor

\_\_\_\_\_  
Parent/Guardian Signature/Date



# Marlboro Middle School

Debra Clinton, Principal

Demian J. Stanmyer, Assistant Principal

## NOTIFICATION OF CLASSROOM ACTION PLAN

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_

We continually strive to support the learning of every child at Marlboro Middle School. To meet the individual needs of every child, we monitor academic and behavioral progress with multiple measures regularly throughout the year.

As you know, an action plan was developed in an effort to help your child progress toward grade level expectations. We have implemented the action plan consistently, but **(insert name)** is not making adequate progress toward the goals we set. This letter is notify you that we have started with Tier 2 interventions. This action plan consists of interventions to address the areas of concern and targeted goals that are used to monitor the effectiveness of the Tier 2 interventions.

This letter is to notify you that your child has an action plan to address the following:

<b>Learning Target</b>	<b>Instructional Strategies or Methods</b>
------------------------	--

Also, you are an important part of your child's instructional team. You can help by:

<b>Home Support</b>	<b>Materials Provided</b>
---------------------	---------------------------

Your child will be monitored closely for the next five weeks to determine whether or not he/she is achieving the targeted goals. The intention of the action plan is to set your child back on the right track toward success. We will notify you in five weeks of the outcome of this plan. If you have any questions or concerns, please contact us.

Please sign a copy of this letter and return it to school upon your receipt.

Sincerely,  
Team and Counselor

---

Parent/Guardian Signature/Date

FORM D

Marlboro Central School District

ACTION PLAN 1 2 3 4 (Circle)

School Year \_\_\_\_\_

School \_\_\_\_\_

# Classroom Interventions

## Progress Monitoring Summary Sheet

Student:

Teacher:

Date:

Summarize implemented classroom interventions (action plans). Using the data collected, rate the effectiveness of these interventions.

Instructional Strategies or Methods	Data Collected	Effectiveness of Intervention
After 2nd Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 4th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 6th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:

Summarize home intervention. Using the data collected, rate the effectiveness of this support.

Home Support	Materials Provided	Effectiveness of Support at Home
		Significant Improvement: Improved: No Change: Regression: Significant Regression:

This form to be completed and brought to the RTI meeting.  
contact: \_\_\_\_\_

Dates(s) of parent

Marlboro Central School District  
RTI Team Referral Form: Middle School Level

Directions: Please answer the questions below so that we will be better prepared at the RTI Team Meeting to create an action plan to address your concerns.

Student's Name:

Date of Birth:

Referring Teacher(s):

Grade:

Date of Referral:

Has the student ever been retained? If so, when?

Is the student receiving or have they ever received any of the following supports?

\_\_\_\_\_ AIS Math

\_\_\_\_\_ Behavioral Plan

\_\_\_\_\_ AIS ELA

\_\_\_\_\_ Student Intervention Plan

\_\_\_\_\_ 504

Dominant Language & Secondary Language :

English Language Learner (ELL)

Attendance (as of date of referral): Absent:

Tardy:

Early Dismissal:

Medical or health concerns for student:

Parent/Guardian contact date(s): see Classroom Progress Monitoring Summary Form (Form D)

Number of disciplinary referrals to date :

Source of referrals:

Classroom:

Lunch/Recess:

Hallway:

Bus:

Number of suspension days to date:

\*\*\*\*\*

1a. **What can the student do?** Please list 3-4 skills and/or talents that the student displays to some degree of competency or specific interests/incentives that the student finds motivating.

1.

2.

3.

4.

**Reason for Referral (Primary Concern):**

\_\_\_\_\_ Academic

\_\_\_\_\_ Behavioral

\_\_\_\_\_ Emotional

\_\_\_\_\_ Medical

1b. **Present Level of Performance** Using the student's assessment data from the Team Data Chart (Google Doc), provide at least two statements that support your specific concerns for the student (e.g. the student's STAR score for Fall was \_\_\_\_\_ and the grade level norm is \_\_\_\_\_, or the student's score on the F&P was \_\_\_\_\_ and the grade level norm is \_\_\_\_\_).

1c. **What would you like the student to do?** Describe the specific concerns prompting this referral (e.g. ability to decode words in context vs isolation, or reread to gain meaning; areas the student needs to improve to be successful in school).

Student concern (1):

Student concern (2):

**2. Are there any social or emotional factors that may be negatively impacting the student's performance?**

In what settings/situations does the problem occur **most** often?

In what settings/situations does the problem occur **least** often?

**3. If the problem is primarily behavioral, use the chart below to define the specific problem.**

Discipline History

The condition under which the behavior usually occurs:	Specific description of the problem behavior that impacts learning:	List the frequency, intensity, and duration of the problem behavior:
Example: Reaction occurs when the student is asked to read a piece of text more than one paragraph	Student refuses to read it, talks to his or her peers and then argues with the teacher when redirected.	This happens at least 75% of the time and usually escalates to the student having to be removed from class.

**4. Please attach Teacher Action Plans 1 & 2 (Form B) and Classroom Intervention Summary Sheet (Form D) for evidence of interventions attempted.**

**5. Please list members of your school staff whom you would like to receive an invitation to the meeting:**

\*\*\*\*\*

**\* Please update the Team Data Chart on Google Drive documenting the student's formative and summative assessments (such as report cards, state test scores, NYS Common Core Curriculum Assessments, STAR, F&P).**

---

**Reminder: Please bring any data that pertains to the student's academic or behavior concerns to the RTI Team meeting (see below).**

**RTI Team Meeting DOCUMENTATION CHECKLIST**

**Documents required:**

**Classroom Teacher:**

- Action Plan
- Classroom Interventions Summary Sheet
- Attendance record
- Average student work sample for comparison
- Sample assessments (i.e. running record, module assessments)
- Copy of Referral Form

**Interventionists (bring all that apply):**

- RTI-Direct progress notes, service logs (AIS teacher)
- Speech and language report
- Report from social worker
- Behavior plan
- NYSESLAT or NYSITELL (ENL teacher)
- Health records

21 Milton Turnpike  
Milton, NY 12547

Michael Brooks  
Superintendent of Schools  
(845) 236-5802  
Email: [michael.brooks@marlboroschools.org](mailto:michael.brooks@marlboroschools.org)

Robin Hecht  
Director of Curriculum & Instruction  
(845) 236-5812  
email: [robin.hecht@marlboroschools.org](mailto:robin.hecht@marlboroschools.org)

### NOTIFICATION OF RTI MEETING REQUEST

Date: \_\_\_\_\_

To the Parents/Guardian of:

As you know, action plans were developed in an effort to help your child progress toward grade level expectations. I have implemented the action plans consistently, but **(insert child's name)** is not making adequate progress toward the goals we set.

This letter is to notify you that I have requested a meeting with the RTI (Response to Intervention) Team to discuss and plan further interventions. The team is comprised of school-wide staff members having expertise in academic and/or behavioral instruction. The purpose of the RTI Team meeting is to determine the next steps for your child to achieve success.

I will notify you after the RTI Team meeting to let you know their recommendations. If you have any questions or concerns, please contact me at the school.

Sincerely,

Form G

**RTI Team Action Plan for:**

**Middle**

**Referring Teacher (s):  
Level (6-8)**

**Grade:**

**Date:**

**GOAL STATEMENT(S):**

**Intervention Plan:**

<b>Description of Instructional Strategies or Methods</b>	<b>Delivery Mode (Setting/Frequency)</b>	<b>Data/Assessment</b>
<b>Provider:</b>		
<b>Provider:</b>		

**Follow-up Meeting Date:**



Form H

Marlboro Central School District  
21 Milton Turnpike  
Milton, NY 12547

Michael Brooks  
Superintendent of Schools  
(845) 236-5802  
Email: [michael.brooks@marlboroschools.org](mailto:michael.brooks@marlboroschools.org)

Robin Hecht  
Director of Curriculum & Instruction  
(845) 236-5812  
email: [robin.hecht@marlboroschools.org](mailto:robin.hecht@marlboroschools.org)

### NOTIFICATION OF RTI MEETING REQUEST

Date: \_\_\_\_\_

To the Parents/Guardian of:

This letter is to notify you that the Marlboro Central School District's RTI (Response to Intervention) Team met on \_\_\_\_\_ to review your child's progress and the steps taken to intervene in areas of need and to plan the next steps for your child to meet grade-level expectations.

The RTI Team recommendations are as follows:

Also, I have attached the RTI Team's Action Plan detailing the intervention(s) your child will receive as a result of the meeting. I need to meet with you to discuss these recommendations further. Please contact me at school to set up a day and time that is convenient for you.

Sincerely,

FORM I

*Marlboro Central School District*

ACTION PLAN 1 2 3 4 (Circle)

School Year \_\_\_\_\_  
School \_\_\_\_\_

# Classroom Interventions

## Progress Monitoring Summary Sheet

**Student:****Teacher:****Date:**

Summarize implemented classroom interventions (action plans). Using the data collected, rate the effectiveness of these interventions.

Instructional Strategies or Methods	Data Collected	Effectiveness of Intervention
After 1st Week		<b>Significant Improvement:</b> <b>Improved:</b> <b>No Change:</b> <b>Regression:</b> <b>Significant Regression:</b>
After 2nd Week		<b>Significant Improvement:</b> <b>Improved:</b> <b>No Change:</b> <b>Regression:</b> <b>Significant Regression:</b>
After 3rd Week		<b>Significant Improvement:</b> <b>Improved:</b> <b>No Change:</b> <b>Regression:</b> <b>Significant Regression:</b>
After 4th Week		<b>Significant Improvement:</b> <b>Improved:</b> <b>No Change:</b> <b>Regression:</b> <b>Significant Regression:</b>
After 5th Week		<b>Significant Improvement:</b> <b>Improved:</b> <b>No Change:</b> <b>Regression:</b> <b>Significant Regression:</b>

After 6th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 7th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 8th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 9th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 10th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 11th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:
After 12th Week		Significant Improvement: Improved: No Change: Regression: Significant Regression:

Summarize home intervention. Using the data collected, rate the effectiveness of this support.

Home Support	Materials Provided	Effectiveness of Support at Home
		Significant Improvement: Improved: No Change: Regression: Significant Regression:

*This form to be completed and brought to the RTI meeting.* Dates(s) of parent contact: \_\_\_\_\_

*MARLBORO CENTRAL SCHOOL DISTRICT*  
**RESPONSE TO INTERVENTION HIGH  
SCHOOL**

## RTI Referral & Intervention Process Secondary

- Student is identified by teacher using RTI Multiple Measures Matrix

**Date Completed:** \_\_\_\_\_

- Classroom Tier 1 Interventions are determined and implemented through documentation to develop a baseline of student's level of functioning.

**Date Completed:** \_\_\_\_\_

- Parents are contacted by teacher/team to share concerns and gain insight on student functioning.

**Date Completed:** \_\_\_\_\_

If student responds favorably to Tier 1 intervention continue intervention until student has stabilized. Document progress using Classroom Intervention Summary Sheet

**Date Completed:** \_\_\_\_\_

If student **does not** respond favorably to Tier 1 intervention already attempted. (initial referral to RTIm)

**Date Completed:** \_\_\_\_\_

- Teacher/teachers completed RTI referral and submits to appropriate guidance counselor to discuss concerns and move forward with RTI process (a meeting date will be set). Paperwork forwarded to teachers for input. Teachers will be advised as to the date for RTI team to meet regarding student after receiving completed document.

**Date Completed:** \_\_\_\_\_

- RTI committee schedules an appointment time to meet with the teacher/teachers. Teacher/teachers should have at least one of the following:

Documentation of parent contact or initial baseline data.

Example of student's work related to Intervention.

Explanation of classroom-interventions already tried.

Documentations relating to the intervention and results.

**Date Completed:** \_\_\_\_\_

- RTI committee in conjunction with teacher(s), designs specific intervention to be implemented. Minutes are taken and intervention plan is developed. Clock starts on the intervention time period of 4-6 weeks, follow up meeting date is established.

**Date Completed:** \_\_\_\_\_

- Teacher/teachers implements intervention and collects data on student response. Complete progress monitoring documents.

**Date Completed:** \_\_\_\_\_

If student responds favorably to intervention continue with intervention.

If student **does not** respond favorably to intervention. Second referral level.

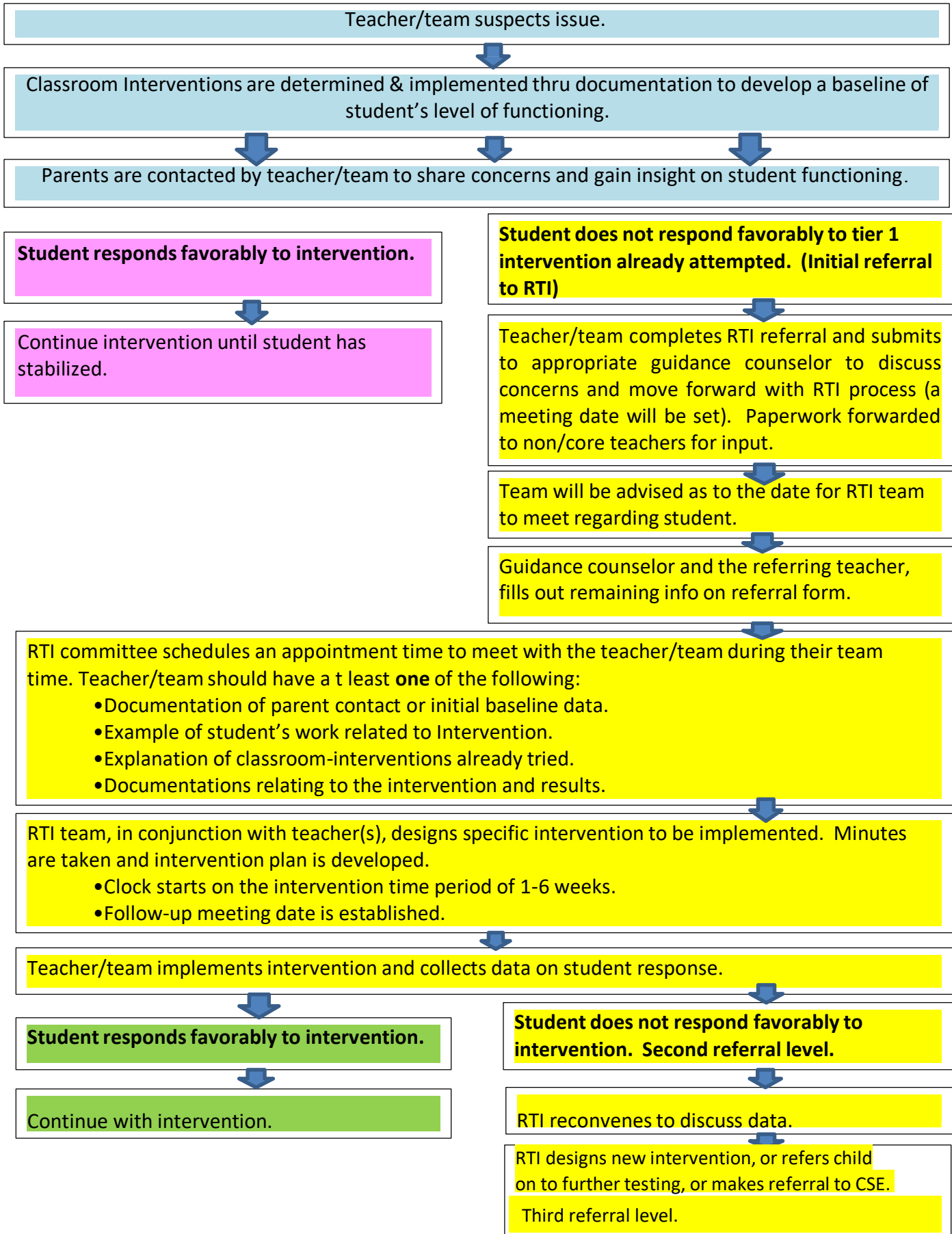
- RTI committee to reconvene to discuss data after submission of document.

- Date to be determined.

- RTI designs new intervention, or refers child on to further testing, or makes referral to CSE. Third referral level.

**Date Completed:** \_\_\_\_\_

# RTI Referral & Intervention Process



Complete as needed RTIm

*Marlboro Central School District*

**TEACHER Action Plan for:** \_\_\_\_\_

**Levels: K – 12**

**Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Circle One: **Action Plan 1**

**Action Plan 2**

**(This form is to be filled out for all students found in the gray area of the 'Progress Monitoring Form'.)**

**LEARNING TARGET(S) OR GOAL STATEMENT(S):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Intervention Plan:**

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment

Parent Notification of Action Plan: called on: \_\_\_\_\_ and sent letter on: \_\_\_\_\_

Complete as needed RTIm

*Marlboro Central School District*

**RTI Team Action Plan for:** \_\_\_\_\_

**Level K – 12**

**Grade:** \_\_\_\_\_ **Referring Teacher(s):** \_\_\_\_\_

**Date:** \_\_\_\_\_

(This form is to be completed by the RTI Committee, the RTI Chairperson will then distribute to the interventionist(s) and it becomes an artifact.)

**Goal Statement(s):** \_\_\_\_\_

\_\_\_\_\_

**Intervention Plan:**

Description of Instructional Strategies or Methods	Delivery Mode (Setting/Frequency)	Data/Assessment
Interventionist: _____		
Interventionist: _____		

Parent Notification of Action Plan: called on: \_\_\_\_\_ and sent letter on: \_\_\_\_\_



*Marlboro Central School District*

School Year \_\_\_\_\_ **Classroom Interventions** \_\_\_\_\_ School  
**Progress Monitoring Summary Sheet**  
 (This form is to be filled out and becomes an artifact.)

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Summarize implemented classroom interventions (action plans). Using the data collected, rate the effectiveness of these interventions.

Instructional Strategies or Methods	Data Collected (Assessments; Work Samples)	Effectiveness of Intervention (Check one)
		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression
		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression
		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression

Summarize home intervention. Using the data collected, rate the effectiveness of this support.

Home Support	Materials provided	Effectiveness of Support at Home
		<input type="checkbox"/> Significant Improvement <input type="checkbox"/> Improved <input type="checkbox"/> No Change <input type="checkbox"/> Regression <input type="checkbox"/> Significant Regression

*This form is to be completed and brought to the RTI meeting.*

Date(s) of parent contact: \_\_\_\_\_

(Guidance Generated)

**Marlboro Central School District**

21 Milton Turnpike, Milton, NY 12547  
Tel: 845-236-5812 Fax: 845-795-5906

**RTI TEAM  
INTRODUCTORY TEACHER LETTER: HIGH SCHOOL**

Dear Referring Teacher/Referring Team:

The purpose of the RTI team is to develop an intervention that will promote improvements in a student's academic performance or behavior. Please complete the bottom portion of this form and send it to \_\_\_\_\_. The Team Member Guidance will work with you on your referral form as they will all give you support throughout this process. The Guidance Counselor will also arrange for the collection of additional background information. You will be discussing the strategies attempted thus far and will develop an Action Plan to put the new intervention(s) into place.

Following the Action Plan, the Guidance Counselor will meet with you again and follow up to ensure that you have all the resources necessary to implement the intervention(s) and to monitor its effectiveness.

Thank you,

The High School RTI Team

\*\*\*\*\*

**Student's Name:** \_\_\_\_\_

Teacher/Team (list all): \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Briefly describe the academic and/or behavioral concerns you have for this student:

Date reviewed by RTI Team Chairperson: \_\_\_\_\_

RTI member assignments: \_\_\_\_\_

Teacher Liaison: \_\_\_\_\_