

*HUNTINGTON  
UNION FREE SCHOOL DISTRICT*



*Response to Intervention*

*Resource Manual*

## Table of Contents

Acknowledgements .....	4
RTI Planning and Implementation Committee .....	4
Special Thanks .....	4
Introduction to RTI .....	5
Federal Basis .....	5
State Basis .....	5
RTI Vision Statement.....	5
Benefits of RTI.....	6
RTI Essential Components.....	6
Every RTI program must contain the following .....	6
Parent Involvement in RTI.....	6
Academic Multi-Tier Model .....	7
Tier I.....	7
Tier II .....	7
Tier III .....	7
Huntington Response to Intervention Flowchart .....	8
Position Statement for Referral to Tier 2 .....	9
Definition of Interventions to be used at Tier 2 .....	9
Position Statement for Referral to Tier 3 .....	10
Definitions of Interventions to be used at Tier 3.....	10
Reading, Writing and Math Interventions.....	11
Appendix.....	11
Appendix A: Parent Input to Support Team.....	12
Appendix B: Letter to Parents Introducing RTI.....	13
Appendix C: Tier 2 Parent Letter.....	14
Appendix D: TIER 3 Parent Letter .....	15
Appendix E: Tier 1 Intervention Record.....	16
Appendix F: Tier 2 Intervention Record.....	18
Appendix G: Testing Calendar 2012-2013 .....	20

Appendix H: TIER 2 Behavior Intervention Plan .....	22
Appendix I: TIER 3 Behavior Intervention Plan .....	24

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Washington Primary  
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 Woodhull Intermediate  
 Flower Hill  
 Washington Primary  
 Central Administration  
 Southdown Primary  
 Southdown Primary  
 Washington Primary  
 Jefferson Primary  
 Washington Primary  
 Woodhull Intermediate  
 Jefferson Primary  
 Woodhull Intermediate  
 Washington Primary  
 Woodhull Intermediate  
 Administration  
 Southdown Primay  
 Jefferson Primary  
 Washington Primary  
 Southdown Primary  
 Central Administration  
 Jefferson Primary  
 Flower Hill  
 Flower Hill  
 Flower Hill  
 Southdown  
 Woodhull Intermediate  
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 Central Administration

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## Introduction to RTI

Response to Intervention (RTI) is an organized way to provide intervention resources efficiently. It allows schools to provide high quality instruction and interventions that is matched to the needs of each student. RTI allows educators to provide more intensive, individualized support to struggling learners. It is a diagnostic system that provides evidence for any learning delays or disabilities if students are not progressing with their peers. This includes frequent progress monitoring and application of student data. RTI uses a systematic approach that applies strategies and targeted instruction.

### *Federal Basis*

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), schools are authorized to use scientific, research-based intervention methods in order to determine a student's eligibility for special education services.

RTI is considered one of these methods. It is a scientific, research-based intervention system. It provides a framework for identifying and matching best instructional practices to individual student needs.

This works in tandem with the No Child Left Behind Act of 2001 (NCLB). If a child consistently fails to progress academically despite research based classroom interventions, the child can become federally eligible for special education services.

### *State Basis*

By July 1, 2012, every school district in New York State must have an RTI process implemented for Kindergarten through Grade 4 in reading.

RTI is one of NYS's criteria for determining whether a student has a learning disability and is thereby, eligible for special education services. A student's underachievement must not be due to:

- Limited English proficiency
- Lack of appropriate reading instruction
- Lack of appropriate math instruction

RTI data can be used to determine student's disability and help educators pinpoint how students can overcome learning difficulties.

### *RTI Vision Statement*

RTI is the school district's model to improve systems of support for struggling learners. It is the school's initiative to ensure that all general education students are receiving the most effective academic instruction and behavioral interventions.

## ***Benefits of RTI***

This is a means to help quickly and reliably identify the learning difficulties that can put students at risk for educational failure. RTI can improve communication between school and home by sharing researched based data so teachers and parents can confer and collaborate on a frequent basis about a student's progress.

## ***RTI Essential Components***

- Early identification of individual student needs
- Research-based, scientifically validated instruction methods, and interventions
- Screening, diagnostics, and progress monitoring in order to inform instruction and intervene when necessary.

## ***Every RTI program must contain the following***

- An assessment plan that is comprehensive
- Resources that are organized into tiers
- High quality professional development
- Data collected to be used for the purpose of documentation and evaluation

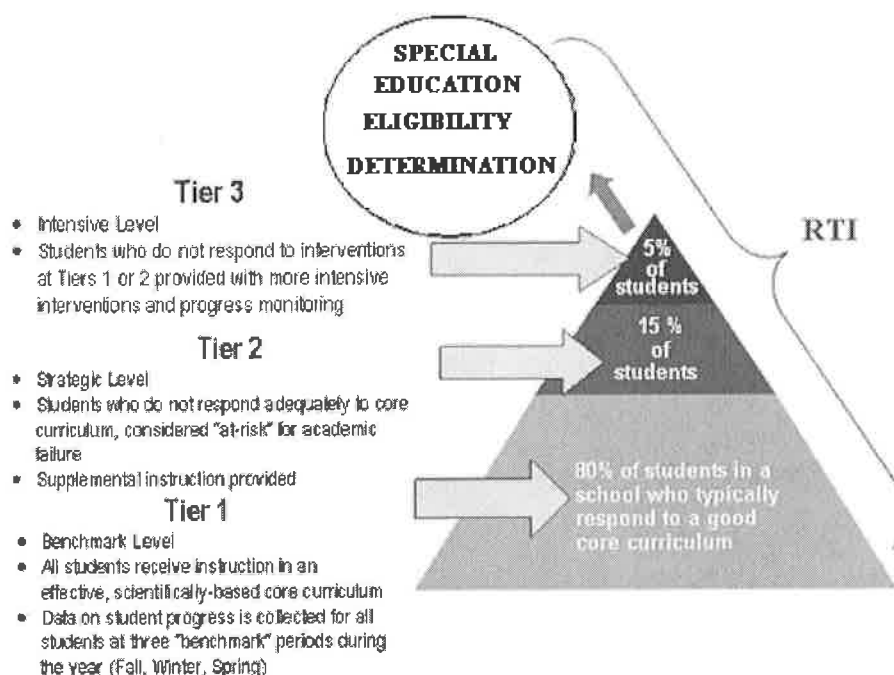
## ***Parent Involvement in RTI***

Involving parents at all phases is a key aspect of a successful RTI process (Appendix A). Parent support of their child's education increases the likelihood of success. A summary of home-school collaboration research lists the demonstrated benefits of these partnerships for not only students, but for teachers and parents (Esler, Godber & Christenson, 2002).

Schools should provide parents with written information about its RTI program and be prepared to answer questions about the RTI processes (Appendix B). When parents are made aware of the whole process and then are notified that their child is in need of intervention, they understand this means extra help for their child. It is highly recommended that parents be notified about the need for Tier 2 and/or Tier 3 interventions (Appendix C&D). A formal parent notification letter of student's inclusion in Tier 2 or 3 intervention programs should be made, and in fact, the parent should be considered for inclusion during the problem solving process. A Student RTI Team conference is held as a student's involvement in RTI increases. Decisions related to tier placement or the nature of individual progress monitoring will be made by the "Team." At the Team meeting, the teacher providing the intervention shares on-going progress monitoring information. The parent can be instrumental in intervention planning as a team member.

Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screening, CBMs, and targeted diagnostic assessments within a multi-tiered RTI system when these tools are used to determine instructional need. However, when a student fails to respond to increasingly intensive Tier 2 and Tier 3 interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

## Academic Multi-Tier Model



### TIER Description

#### Tier I

General education setting: Teachers can deliver instruction to all students. For those students scoring in the below-average range, teachers should immediately begin documenting and using evidence based strategies in the classroom to support these students. This would typically consist of small group re-teaching, additional drills in math or reading fluency and/or comprehension skills.

*Are routine classroom modifications enough to help students achieve academic progress?*

#### Tier II

If a student fails to progress with Tier 1 interventions in place, a student will be moved to Tier II interventions. Interventions are more individualized, focusing on the individual needs of a struggling learner. This is more intensive instruction in a small group setting outside the classroom.

*Will an individualized plan to intervene in a general education setting move the student up academically to a level of their peers?*

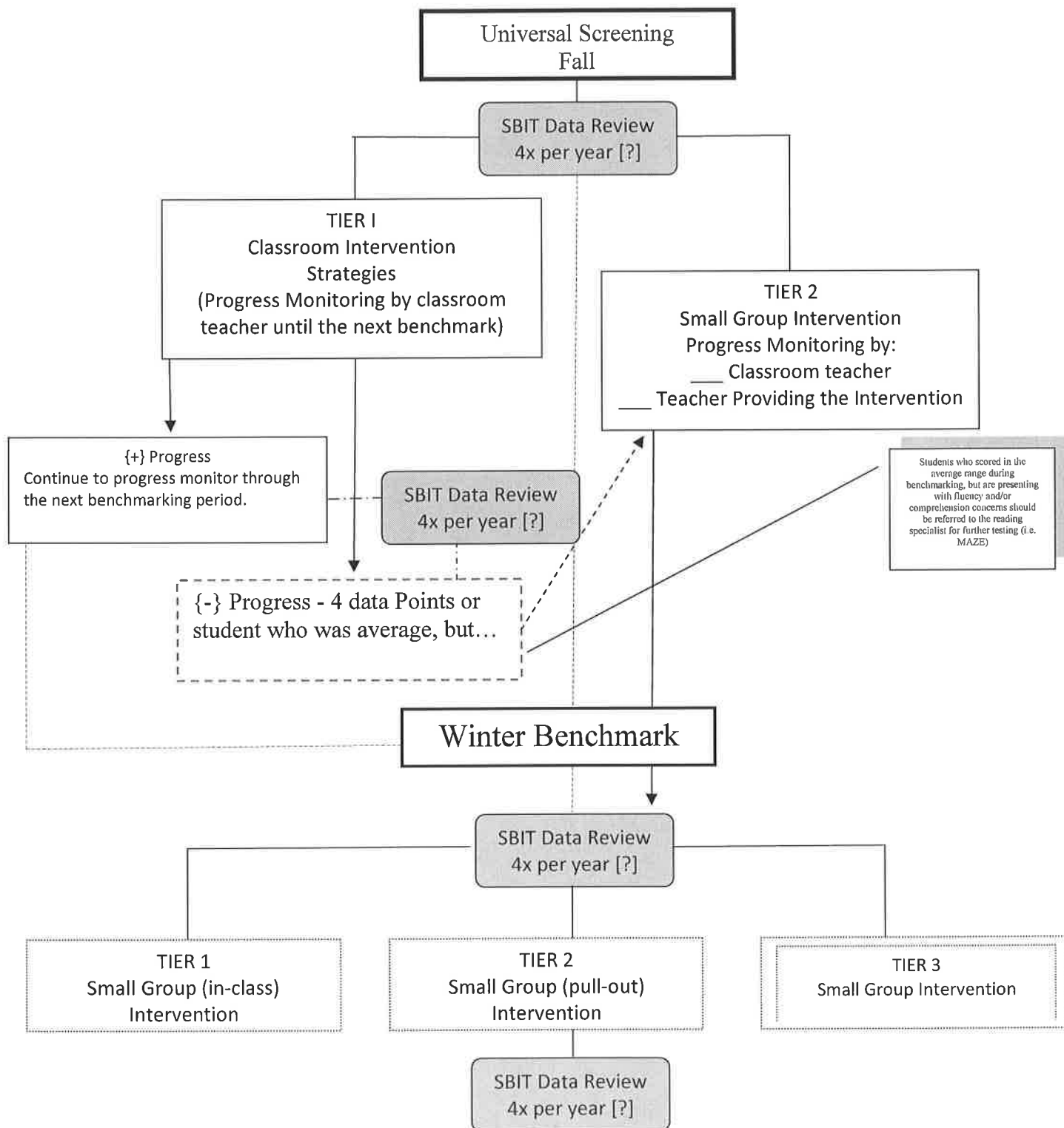
#### Tier III

Most intensive academic support: This is for students with chronic and severe academic delays or behavioral issues. This is typically in an inclusion setting.

*What types of ongoing supports does this student need to facilitate the greatest success?*

## Huntington Response to Intervention Flowchart

### Response to Intervention Flowchart





### **Position Statement for Referral to Tier 2**

- AIMSweb data will be reviewed by the team (i.e. SBIT) after each of the 3 benchmarking windows (Fall, Winter, Spring) and/or testing periods as indicated on the testing calendar (Appendix G).
- Any student who scores below the 25<sup>th</sup> percentile based on the national AIMSweb norms will be flagged as requiring further review and a TIER I form completed (Appendix E).
- All convergent data will be reviewed to determine the level of support/intervention needed and the frequency of progress monitoring. Students will be activated for strategic monitoring (which occurs monthly) on AIMSweb when their benchmarking scores are between the 10<sup>th</sup> and 25<sup>th</sup> percentile. When below the 10<sup>th</sup> percentile on AIMSweb benchmarking measures, weekly or bi-weekly progress monitoring should be conducted. Convergent data will be used to determine Tier 2 interventions.
- If AIMSweb scores are not below 25<sup>th</sup> percentile but other data available shows significant delay, diagnostic testing (such as the MAZE in grades 2 through 6) should be completed by the building Reading Specialists(s). If convergent data confirms teachers suspension of academic delays, then progress monitoring should begin on a monthly basis for that student.
- Decisions on whether a student should receive Tier 2 interventions will be made based on data and input from the classroom teacher and other support staff who have knowledge of that student's performance or lack thereof.
- Data on students receiving Tier 2 interventions will be reviewed quarterly, or as needed, by the grade level team (Instructional Support Team [IST]) to determine level of intervention needed.

### **Definition of Interventions to be used at Tier 2**

- Small group instruction with focus on specific skill area/need.
- Direct Instruction by trained professional in area of need and in specific intervention.
- Interventions that are researched-based and evidence-based for specific area of need, as found on specific websites such as Intervention Central.org, or FCRR or in books and other resources.
- Title I services
- After-school tutoring
- Summer School
- The district will determine specific research-based instructional strategies to be used at each grade level across the district.

### Position Statement for Referral to Tier 3

There are two ways a child could be referred for Tier 3 interventions: (1) when classroom data and interim assessments, including AIMSweb, along with the IST's determination that a need exists for intensive interventions; or (2) when progress monitoring data indicates little progress is being made with a current intervention.

- 1) For students who are **NOT** receiving interventions outside of Core Curriculum:
  - a. AIMSweb data will be reviewed by the team (i.e. IST) after each of the 3 benchmarking windows (Fall, Winter, Spring).
    - Any student who scores below the 10<sup>th</sup> percentile based on national norms will be flagged for further review.
    - All convergent data will be reviewed to determine accuracy of AIMSweb data. If all data indicates significant delays, weekly progress monitoring will be initiated, with a minimum of monthly reviews.
    - Intense interventions will be initiated either in small group or in 1:1 setting focusing on area of skill deficit.
- 2) For students receiving interventions in addition to Core Curriculum:
  - a. Progress monitoring data will be reviewed periodically. (AIMSweb or other appropriate, identified measure) If data shows no change or minimal change in progress, a change in intervention is necessary.
    - If the student is in need of intervention at a level of intensity and frequency that is greater than most of the other students, Tier 3 intervention is indicated.
    - If student needs moderate intervention, similar to what was previously in place, child may remain in Tier 2.
    - For Tier 3, weekly progress monitoring should be initiated with frequent review; monthly at a minimum.
    - Interventions at Tier 3 will be initiated either in small group or 1:1 setting.

### Definitions of Interventions to be used at Tier 3

- Small group or 1:1 instruction with focus on specific skill area/need.
- Direct instruction by trained professional in area of need and in a specific intervention.
- Interventions that is research-based and evidence-based for specific area of need, as found on specific websites such as Intervention Central.org, or FCRR or in books and other resources.

## **Reading, Writing and Math Interventions**

The district will determine specific research-based instructional strategies to be used at each grade level.

# **Appendix**

*Appendix A: Parent Input to Support Team*  
**Huntington Intervention System (HIS)**  
**Parent Input to Support Team**

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Father Work/Cell Phone: \_\_\_\_\_ Mother Work/Cell Phone: \_\_\_\_\_

Address: \_\_\_\_\_

I am requesting that \_\_\_\_\_ be referred to the HIS School Support Team  
Student Name

for review of the educational program. The review is requested because [please include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and in conjunction with the classroom teacher(s)]:

Has the classroom teacher indicated concerns about your child's academic performance?

☐ Yes ☐ No If yes, please list:

What classroom instructional strategies do you think would help your child?

Has your child had any previous evaluations through any school system or private provider?

☐ Yes ☐ No If yes, does the school have a copy of that evaluation? \_\_\_\_\_

Who did the evaluation? \_\_\_\_\_

Please describe any significant factors (developmental, medical, or situational) you feel may impact this student's ability to benefit from the current educational program:

Signature: \_\_\_\_\_ Date Received by School: \_\_\_\_\_

(Parent/Guardian Signature)

- Note: The HIS Support Team will review your concerns about your child and make suggestions, if appropriate.

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*Appendix B: Letter to Parents Introducing RTI***Letter to All Parents  
<SCHOOL LETTERHEAD>****Parent Information Letter  
Introducing Response to Intervention (RTI)  
2011 – 2012 School Year**

To All Huntington Parents/Guardians:

The Huntington Union Free School District believes in providing the highest quality of education for our students. This letter is to provide you with information about a new three-tiered instructional approach we are using to meet this goal, referred to as Response to Intervention (RTI) which is now part of federal educational law.

For RTI, all students will participate in the core curriculum, with three levels (tiers) of interventions for students who demonstrate at-risk skills in general academics or behavior. Each tier provides additional support beyond the core curriculum. All students will be tested three times a year to measure their progress to determine if they are performing at grade-level. Behavioral expectations will also be monitored on a regular basis throughout the year.

- **Tier One** – Teachers will use different strategies within the core curriculum to address all student educational needs.
- **Tier Two** – Based on progress data, students who are unsuccessful in Tier One will be provided supplemental research-based interventions matched to their needs. The RTI team, an instructional support team, will track the student's progress, and parents will receive ongoing progress data.
- **Tier Three** – Students who continue to struggle in Tier Two will receive more intensive interventions at this level. Parents will receive ongoing progress data. After Tier Three implementation, students who continue to display limited progress may then be considered for further evaluation and services.

Our school is excited to take part in this process to improve educational outcomes for all students. As always, do not hesitate to contact your child's teacher or myself if you have questions or concerns.

---

Principal

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*Appendix C: Tier 2 Parent Letter*  
**Tier II Parent Letter**  
**<SCHOOL LETTERHEAD>**

**Parent Notification Letter**  
**Response to Intervention (RTI) – Tier 2 Referral**

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

Dear Parent/Guardian of \_\_\_\_\_,

As part of district-wide efforts to improve student achievement, all Huntington Union Free School District students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, math, and/or behavior. This system of providing intervention based on individual student needs is called **Response to Intervention (RTI)**.

On the universal screening, your child did not meet the expected range for his/her grade level for the ☐ **fall** ☐ **winter** ☐ **spring** benchmark assessment. To better meet your child's needs, our school will begin providing your child with supplemental and/or small group instruction in the following area(s): ☐ reading ☐ math ☐ writing ☐ behavior. Your child will be involved in a level of RTI referred to as **TIER 2**, which is best described as a level of intervention in which teacher(s) use different instructional strategies and/or interventions with your child. The teacher(s) track your child's progress over time to monitor his/her success, and you will be periodically notified about your child's performance.

If you have any questions about this process, please do not hesitate to contact the school.

Respectfully,

---

RTI Team Member

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*Appendix D: TIER 3 Parent Letter*

**Parent Notification Letter  
Response to Intervention (RTI) – Tier III Referral**

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

Dear Parent/Guardian of \_\_\_\_\_,

As part of district-wide efforts to improve student achievement, all Huntington Union Free School students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, math, and/or behavior. This system of providing intervention based on individual student needs is called **Response to Intervention (RTI)**.

Earlier this year, your child did not meet the expected range for his/her grade level for one of these benchmarks, and was referred to Tier II supplemental intervention and/or small group instruction in the following area(s):

☐ Reading    ☐ Writing    ☐ Math    ☐ Behavior.

Your child's teacher(s) have monitored his/her success, and the obtained data indicates the need for more intensive intervention, referred to as Tier III. Using these more intensive interventions, the teacher(s) track your child's progress over time to monitor his/her success, and you will be periodically notified about your child's performance.

If you have any questions about this process, please do not hesitate to contact the school.

Respectfully,

\_\_\_\_\_  
RTI Team Member

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*Appendix E: Tier 1 Intervention Record*

# HUNTINGTON UNION FREE SCHOOL DISTRICT

## Response to Intervention

### Tier 1 Intervention Record For 20<sup>th</sup> Percentile and Below

**1**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Check ALL that apply: ☐ Spec Ed ☐ ELL (☐SIFE ☐New Arrival ☐Beginner ☐Intermediate ☐Advanced ☐FLEP)

Screening – School Year \_\_\_\_\_

Date of Screening	Fall		Winter		Spring	
	Reading	Math	Reading	Math	Reading	Math
R-CBM						
AIMSweb Percentile Score						

**Additional Data**

Source						
Spring Benchmark						
ELA Assessment						
Math Assessment						
Quarterly ELA						
Quarterly Math						
Early Literacy Profile						
Treasures Benchmark						
Test of Early Literacy						

Days Absent per Quarter	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

**Tier I Strategies – select strategies implemented (Work in Progress)****General Strategies**

- Small group instruction based on student readiness levels
- Additional practice activities with immediate and specific feedback
- Extra time completing assignments/assessments
- Extra attempts on assignments
- Study guides, organizers
- Student graphs weekly progress
- Instruction broken into manageable steps
- Peer tutoring
- Reteaching
- Thinking Maps
- Other

**Computer based Instruction**

- Harcourt E-book
- Education City
- Accelerated Reader

Leap Pad  
Earobics  
Other

**Reading Strategies**

- Flash cards
- Cupp cards
- Phonics phones
- Reading Trackers
- Word sorts
- Segmenting

Chunking  
Rhyming Words  
Blending Words  
Sight Word Practice  
SRA  
Other

**Math Strategies**



<b>Parental Involvement</b> <ul style="list-style-type: none"> <li>E-mail</li> <li>Communicators</li> <li>Phone calls</li> <li>Parent conference</li> <li>Newsletters</li> <li>Other _____</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated Math</li> <li>SRA</li> <li>Flash Cards</li> <li>Manipulatives</li> <li>Other _____</li> </ul>
<b>Intensity (minutes per day) and Frequency (times per week) of intervention:</b>	
<b>Summary of Student Response to Intervention (attach AIMSweb chart):</b>	
<b>Recommendation (select one):</b> Discontinue Progress Monitoring <input type="radio"/> Continue Progress Monitoring <input type="radio"/> Refer to Tier 2 <input type="radio"/>	
<b>Reason:</b>	
<b>Date Letter Sent to Parent:</b>	

Classroom Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

*Appendix F: Tier 2 Intervention Record***HUNTINGTON UNION FREE SCHOOL DISTRICT****Response to Intervention  
Tier 2 Intervention Record****2**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Screening**

Date of Screening						
Hearing/Vision	Passed <input type="radio"/>	Failed <input type="radio"/>	Passed <input type="radio"/>	Failed <input type="radio"/>	Passed <input type="radio"/>	Failed <input type="radio"/>
Date of Screening						
	Reading	Math	Reading	Math	Reading	Math
AIMSweb Score						
AIMSweb Percentile Score						

**Additional Data**

Date						
	Reading	Math	Reading	Math	Reading	Math
Progress Report						
STAR						
G-KIDS						
Days Absent per Quarter						

**Tier 2 Intervention Goal:**


**Check Research-based Strategy Implemented:**

☐ Accelerated Reader ☐ Harcourt E-book ☐ Leap Pad ☐ SRA ☐ Accelerated Math ☐

Other \_\_\_\_\_

**Summary of Intervention Results (attach AIMSweb chart):**


**Recommendation:** ☐ Return to Tier 1 ☐ Continue Tier 2\* ☐ Refer to Tier 3\*

**Date Letter Sent to Parent:** \_\_\_\_\_

\*RTI Team meeting required to continue Tier 2 or refer to Tier 3.

RTI Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrative Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**Huntington Union Free School District  
Office of Curriculum and Instruction  
Elementary Assessments**

***Appendix G: Testing Calendar 2012-2013***

Test	Date of Test	Scoring Dates	Notes
<b>Quarter 1</b>			
Universal Screening Winter Benchmark	September 10 - 31, 2012 Grades K – 6 <b>AIMSweb for Reading and Math</b>	N/A	<ul style="list-style-type: none"> <li>AIMSweb data should be entered by Oct. 4</li> <li>Progress Monitoring will commence by Oct. 4</li> </ul>
Treasures Quarterly/Unit Test based on Unit 1	October 25 – 26, 2012	October 29 – Primary October 30 – Primary November 1 – Grade 5 November 2 – Grade 6	Mrs. Berner will contact each building principal to discuss grades/time/location of scoring. Principals will arrange for substitute coverage.
<b><u>SBIT</u> – Week of November 13</b> – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers.			
<b>Quarter 2</b>			
Math Assessment Grades 2-6	Week of Nov. 28th	Dec 3 <sup>rd</sup> : 3 <sup>rd</sup> /4 <sup>th</sup> Grade Early Schools Dec 4 <sup>th</sup> : 3 <sup>rd</sup> /4 <sup>th</sup> Grade Late Schools Dec 5 <sup>th</sup> : 5 <sup>th</sup> Grade Dec 6 <sup>th</sup> : 6 <sup>th</sup> Grade Dec 7 <sup>th</sup> : 2 <sup>nd</sup> Grade	Mrs. Robinette will contact each building principal to discuss details related to scoring. Principals will arrange for substitute coverage.
Universal Screening Winter Benchmark	January 7 -31, 2013 Grades K – 6 <b>AIMSweb for Reading and Math</b>	N/A	<ul style="list-style-type: none"> <li>AIMSweb data should be entered by February 6</li> <li>Progress monitoring continues with adjustments based on winter benchmark.</li> </ul>
ELA Practice Test 2 days to mirror Day 1 and Day 2 Spring exam	January 23 - 24, 2013 Grades 3 – 6	January 28 – Primary January 29 – Primary January 30 – Grade 5 January 31 – Grade 6	Mrs. Berner will contact each building principal to discuss grades/time/location of scoring. Principals will arrange for substitute coverage.
<b><u>SBIT</u> – Week of March 4</b> – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers.			

Quarter 3			
Treasures Quarterly/Unit Test Based on Unit 3	February 7 – 8, 2012 Grades 3 – 6	February 11 – Primary February 12 – Primary February 13 – Grade 5 February 14 – Grade 6	Mrs. Berner will notify building principals about scoring details.
Math Practice Test 3 days to mirror Spring exam	February 27, 28, 29 Grades 3 – 6	March 4 <sup>th</sup> : 3 <sup>rd</sup> / 4 <sup>th</sup> Grade Early Schools March 5 <sup>th</sup> : 3 <sup>rd</sup> / 4 <sup>th</sup> Grade Late Schools March 7 <sup>th</sup> : 5 <sup>th</sup> Grade March 8 <sup>th</sup> : 6 <sup>th</sup> Grade	Mrs. Robinette will contact each building principal to discuss details related to scoring. Principals will arrange for substitute coverage.
NYS English Language Arts Assessments	April 16, 17, 18, 2013 Grades 3 – 6 Test Administration	<b>Make-up Dates</b> Friday, April 19 – Tuesday, April 23	Scoring Dates: April 19 – May 1, 2013
NYS Math Assessments	April 24, 25, 26, 2013 Grades 3 – 6 Test Administration	<b>Make-up Dates</b> Monday, April 29 – Wednesday, May 1	Scoring Dates: April 29 – May 8, 2013
<b>SBIT – Week of May 6</b> – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers. Consider TIER placements and appropriate interventions for students in grades 1 – 5 for September 2013.			
Quarter 4			
Universal Screening Spring Benchmark	May 1 – June 1, 2013 Grades K – 6 <b>AIMSweb for Reading and Math</b>	N/A	<ul style="list-style-type: none"> <li>AIMSweb data should be entered by June 18</li> <li>Progress monitoring continues with adjustments based on spring benchmark.</li> </ul>
Treasures Quarterly/Unit Test Based on Unit 5	May 9 - 10, 2013 Grades 3 – 6	May 13 – Primary May 14 – Primary May 15 – Grade 5 May 16 – Grade 6	Mrs. Berner will notify building principals about scoring details.
Math Assessments Grades 2-6	Week of May 28th	June 3 <sup>rd</sup> : 2 <sup>nd</sup> Grade June 4 <sup>th</sup> : 3 <sup>rd</sup> / 4 <sup>th</sup> Grade Early Schools June 5 <sup>th</sup> : 3 <sup>rd</sup> / 4 <sup>th</sup> Grade Late Schools June 6 <sup>th</sup> : 5 <sup>th</sup> Grade June 7 <sup>th</sup> : 6 <sup>th</sup> Grade	Mrs. Robinette will contact each building principal to discuss details related to scoring. Principals will arrange for substitute coverage.
<b>SBIT – Week of June 10</b> – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers. Consider TIER placements and appropriate interventions for students in grades 1 – 5 for September 2013.			

\* Prior to NYS ELA/Math tests leaving the district, all booklets and scan forms will undergo a quality control check. To achieve this huge undertaking for all elementary schools and the middle school in a timely and efficient manner, all student teachers assigned to your buildings will be asked to report the Rotunda at Jack Abrams to assist on May TBD (ELA) and TBD (Math).

***Appendix H: TIER 2 Behavior Intervention Plan***  
**Huntington Intervention System (HIS)**  
**Tier 2 Behavior Intervention Plan**

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

**School:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**I. Target Behaviors**

This student is expected to improve behavior in the following operationally-defined area(s):

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**II. Instruction & Skill Development**

Before implementing the following plan, the student will receive training/modeling on behavioral expectations for these goals (i.e., what the behavior looks like & sounds like), followed by explanation of the positive reinforcement system (i.e., what rewards can be earned for appropriate behavior) and the correction techniques (i.e., the consequences that will be utilized for inappropriate behavior).

Additional notes: \_\_\_\_\_

**III. Positive Reinforcement System**

Compliance with specified behaviors will result in earning frequent positive reinforcement.

Description: \_\_\_\_\_

**IV. Correction Techniques**

Steps to follow to correct inappropriate behavior:

Description: \_\_\_\_\_

**V. Personnel Responsibilities**

Personnel Assigned:	Responsibilities:

## VI. Data Collection

Documentation System: \_\_\_\_\_

Goals: \_\_\_\_\_

Graph: \_\_\_\_\_

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***Appendix I: TIER 3 Behavior Intervention Plan***  
**Huntington Intervention System (HIS)**  
**Tier 3 Behavior Intervention Plan**

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

**School:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**I. Target Behaviors**

This student is expected to improve behavior in the following operationally-defined area(s):

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**II. Instruction & Skill Development**

Before implementing the following plan, the student will receive training/modeling on behavioral expectations for these goals (i.e., what the behavior looks like & sounds like), followed by explanation of the positive reinforcement system (i.e., what rewards can be earned for appropriate behavior) and the correction techniques (i.e., the consequences that will be utilized for inappropriate behavior).

Additional notes: \_\_\_\_\_  
\_\_\_\_\_

**III. Positive Reinforcement System**

Compliance with specified behaviors will result in earning frequent positive reinforcement.

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. Correction Techniques**

Steps to follow to correct inappropriate behavior:

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**V. Personnel Responsibilities**

Personnel Assigned:	Responsibilities:

**VI. Data Collection**

Documentation System: \_\_\_\_\_

Goals: \_\_\_\_\_

Graph: \_\_\_\_\_

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