

Response to Intervention (RtI) Greenwich Elementary Plan

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Mission Statement:**Definition of Response to Intervention (Rtl)**

Response to Intervention (Rtl) is a research/evidence-based instructional and intervention model that identifies students who are having difficulty achieving in the core curriculum.

Rtl is a way to:

- Work with students who are having trouble learning.
- Accurately monitor individual progress.
- Use data to make informed decisions regarding student instruction.
- Make sure that all students can reach their potential.

Rationale for Implementation

Rtl is a result of the:

- Changes in federal and state regulations.
- Need for earlier identification of the diverse educational needs of all students.
- Need to replace the archaic “wait to fail” model of intervention.
- Need to implement effective interventions that are based on research and evidence.

Roles and Responsibilities of Key Players

Central Office

- Provide tangible professional development, resources, and materials
- Communicate understandable common message to participants and the public
- Oversee Leadership Team
- Fidelity checks
- Support stakeholders
- Handle the information
- Coordinate and assist in data analysis
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention

Building Principals

- Schedule and delegate responsibilities
- Communicate to teachers, families, participants
- Support implementation
- Provide and facilitate professional development/ resource
- Ensure fidelity of instruction
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate and assist in data analysis
- Organize the building team

Classroom Teachers (General Education)

- Provide research and evidence based instruction/curriculum/interventions
- Differentiate levels of instruction
- Initiate and maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier 2 and Tier 3 assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop a plan that details specific interventions to address the goals, and determine how the student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress
- Problem-solve with principal regarding case-by-case questions as they arise

Instructional Support Team

- Communicate and collaborate with teachers and administrators to disaggregate student data
- Function as a resource for student interventions at all levels
- Participate in Tier 3 problem solving, determining and providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the RtI process as needed
- Communicate and collaborate with all appropriate stakeholders

Other Certified & Support Staff

- Communicate and collaborate with all appropriate stakeholders
- Act as a resource to support the RtI process
- Provide interventions for students and progress monitoring as appropriate

Parents

- Be an active participant in the meetings
- Be involved in the data sharing and decision-making
- Support their child(ren) at home with any interventions that have a home component
- Ask questions; express concerns and offer suggestions

The New York State Response to Intervention (RtI) Plan

“RtI is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RtI:

1. Defines RtI to minimally include:
 - **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
 - **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

[8 NYCRR section 100.2(ii)]

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the Rtl process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to the:
 - criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing a Rtl program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a Rtl program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an Rtl program in place as part of the process to**

determine if a student in grades K-4 is a student with a learning disability in the area of reading. *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students’ instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematic abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student’s rate of learning; and the parents’ right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student’s progress toward meeting the State’s standards.

The implementation of well-developed and high quality RtI programs takes time, planning and professional development. School districts should be taking steps now to develop such programs in order to position themselves to improve results for students and to meet the learning disability (LD) determination criteria by 2012.”

In response to the 2008 NYS mandate the RtI Team was created to explore and create a Response to Intervention Plan and timeline to help guide schools in developing the RtI process and infrastructure to meet the needs of all students. The initiative will be the springboard for ensuring that all staff grades K-6 receive the same information about Response to Intervention as it relates to core curriculum, differentiated instruction and use of data. Professional development will focus on building a common instructional base at the universal “Core” level (Tier 1) for all educators in the elementary. This will result in a clear and

consistent message as the Response to Intervention process becomes integrated into the curriculum and instruction within our school.

The goal of the initiative is to create continuous improvement by engaging in school-wide best practices that support a K-6 curriculum. Common assessments for data analysis align to classroom achievement targets, which are tiered and aligned to student interventions. These activities support the learning of all students to ensure successful completion of high school.

Professional development improves curriculum and instruction by strengthening the implementation of best practices and interventions for students. This will be achieved in 4 key areas:

- Delivering related information about Response to Intervention mandates and new Special Education Eligibility Criteria to strengthen teacher and administrator knowledge of Rtl requirements.

- Build capacity to gather, analyze, and use a variety of data consistently for screening, student placement, interventions and progress monitoring.

- Build capacity within each school through the development of a framework for the services and intervention based on a differentiated instruction and intervention model.

- Further develop an inventory of evidence-based and research-based best practices and interventions for implementation.

Rtl Benchmarking and Data Entry Schedule

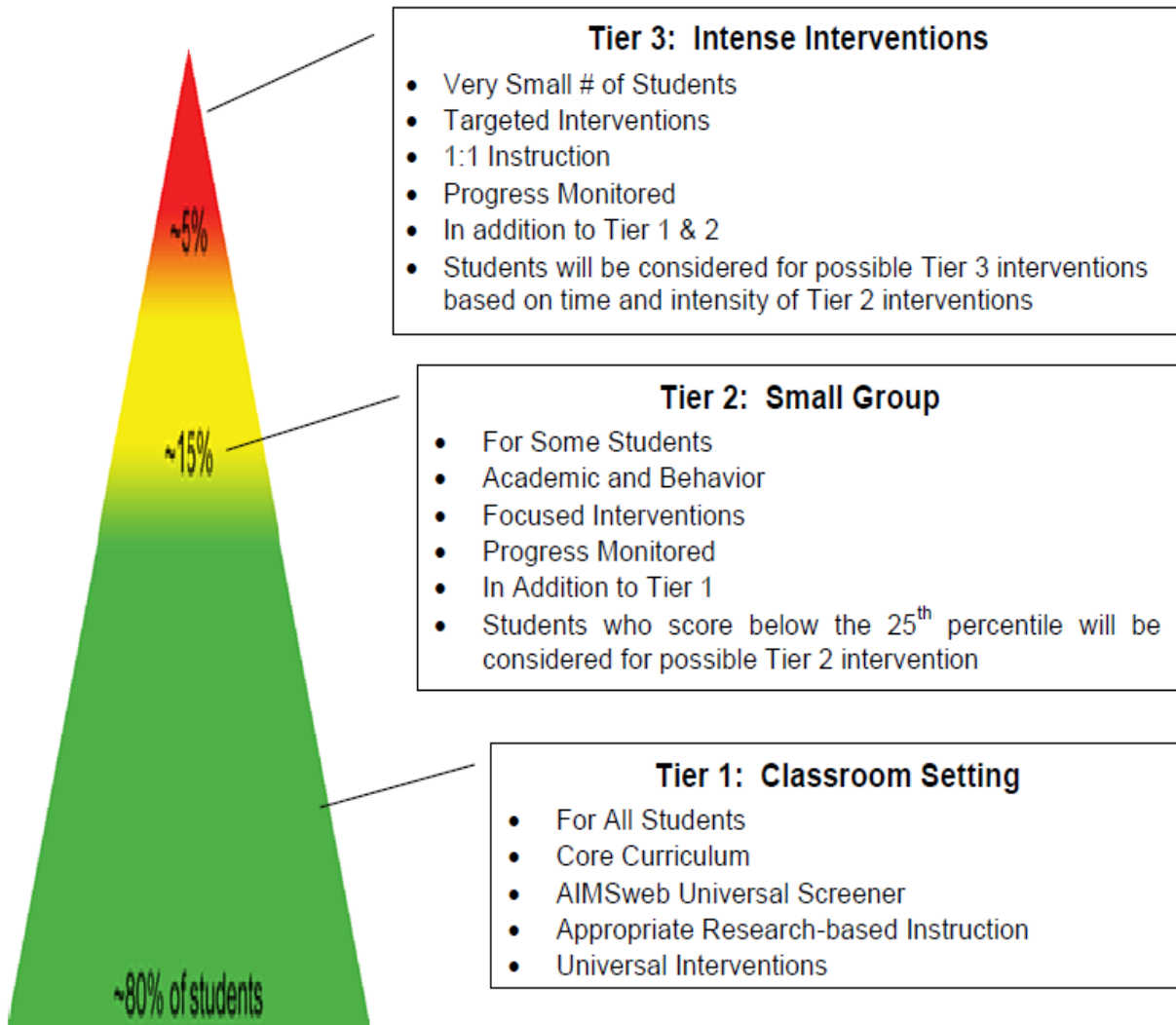
The Building Principal will be responsible each school calendar year for setting up the AIMSweb Universal Screener/Benchmarking dates, data entry deadlines, and communicating the schedule to the staff. The Building Principal will also be responsible for copying and distributing individual student testing materials to the respective teachers.

Universal Screening

The primary purpose of universal screening is to determine which students need help. The term universal screening applies to a process that is short, quick and easy-to-administer using probes that are aligned to the curriculum and measures specific skills a student has achieved. The process of universal screening will occur three times a year: fall, winter, and spring. The fall data should be collected within the first two weeks of the school year, the winter data in January and the spring data in May of the school year. The data should be used for making curriculum decisions and informing instruction for students. AIMSweb will be used in grades K-2 for these purposes in reading and K-6 for math.

Assessment	Administered How	Administered to Whom	Administered When
AIMSweb	Individually	All K-2 Students	September, January, May
Phonological and Phonics Assessments	Individually	K-2 Students not meeting benchmark	September, January, May
Fountas and Pinnell Benchmark Assessment	Individually	All K-6 Students	September, January, June
Comprehensive Screening Assessment (omit Qualitative Spelling Inventory)	Whole Class	All 3-6 Students	September, June

Multi-Tier Model



Position Statement for Referral to Tier 2

- AIMSweb data will be reviewed by the team (i.e. grade level team) after each of the 3 benchmarking windows (Fall, Winter, Spring).
- Any student who scores below the 25th percentile based on the national AIMSweb norms will be flagged as requiring further review.
- 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 10th and 25th percentile. When below the 10th percentile on AIMSweb benchmarking measures and **weekly** progress monitoring should be used. Convergent data will be used to determine Tier 3 interventions.
- If AIMSweb scores are not below 25th percentile but other data available shows significant delay, then other progress monitoring tools may be more appropriate.
- Decisions on students to receive Tier 2 interventions will be made based only on data.
- Data of students receiving Tier 2 interventions will be reviewed quarterly, or as needed, by the grade level team 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 or 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. When classroom data indicates a need for intense intervention for those students not currently receiving interventions outside of the classroom OR when progress monitoring data indicates little progress with a current intervention, a child could need more intense, consistent intervention like those delivered in Tier 3. Both scenarios are explained below.

1) For students not currently receiving interventions outside of Core Curriculum: Data will be reviewed by the team (i.e. grade level team and/or IST) after each of the 3 benchmarking windows (Fall, Winter, Spring)

- Any student who scores below 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: 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.

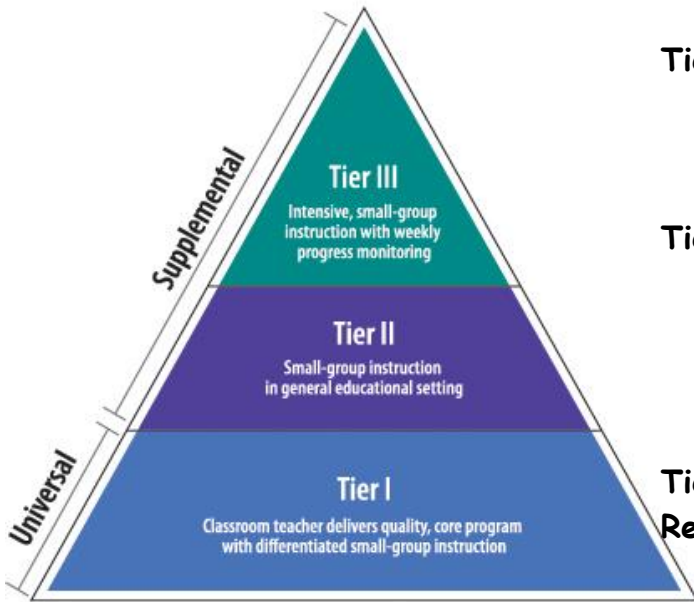
Definitions of Interventions to be used at Tier 3

- Small group or 1:1 instruction with focus on specific skill area/need.
- Direct Instruction by trained professional in area of need and in 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 or other resources.

Reading

Greenwich Elementary Literacy Framework

Three-Tiered RTI Framework



**Tier III: Journeys Intensive Intervention
Wilson Reading**

**Tier II: Leveled Literacy Intervention (K-2) 2-3x/w
Leveled Literacy Intervention (3)
Journeys Strategic Intervention (3-6)**

**Tier I: Journeys Core Instruction Including Leveled
Readers**

- Universal Screening Aligned to the Intervention
- Data Management System to Record, Graph and Report Weekly Progress
- Resources to Help Monitor Fidelity of Implementation
- Professional Development

Assessments:

- AIMSweb (K-2 Reading/K-6 Math)
- Fountas and Pinnell Benchmark Assessment (K-6)
- Journeys Comprehensive Screening Benchmark Assessment (3-6)

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K	E+	C+	D+	E+
	D	B	C	D
	C	A	B	C
	Below C			Below A
Grade 1	E+	G+	I+	K+
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J	K	L	M
	I	J	K	L
	Below H	Below I	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations	Meets Expectations
Approaches Expectations: Needs Short-Term Intervention	Does Not Meet Expectations: Needs Intensive Intervention

Grade	Assessment Tools	Monitoring
Kindergarten	<ul style="list-style-type: none"> ●Kindergarten Letter/Sound Identification ● Benchmark Assessment running records ●Kindergarten sight word list ●Classroom work and assessments 	<ul style="list-style-type: none"> ●Fountas and Pinnell (re-reading) running records ● AIMS Web letter identification ●Sight word reading ●Daily Notes ●Writing samples ●Classroom work
1st Grade	<ul style="list-style-type: none"> ●Observation Survey ● Benchmark Assessment running records ●AIMS Web ●Phonological Awareness subtests 	<ul style="list-style-type: none"> ●Fountas and Pinnell (re-reading) running records
2nd Grade	<ul style="list-style-type: none"> ● Benchmark Assessment running records ●AIMS Web ●Phonological Awareness subtests 	<ul style="list-style-type: none"> ●Fountas and Pinnell (re-reading) running records ● A.I.S. and classroom teacher observation ●Classroom work and assessments ●A.I.S. daily or weekly notes

3 rd	<p>Fountas and Pinnell Benchmark Assessment</p> <p>Aimsweb</p> <p>Running Records</p>	<ul style="list-style-type: none"> • Benchmark • LLI Running Records • Aimsweb • Classroom Work • Classroom Assessment
4 th	<p>Fountas and Pinnell Benchmark Assessment</p> <p>Aimsweb</p> <p>Running Records</p>	<ul style="list-style-type: none"> • Benchmark • Aimsweb • Classroom Work • Classroom Assessment
5 th	<p>Fountas and Pinnell Benchmark Assessment</p> <p>Aimsweb</p> <p>Running Records</p>	<ul style="list-style-type: none"> • Benchmark • Aimsweb • Classroom Work • Classroom Assessment
6 th	<p>Fountas and Pinnell Benchmark Assessment</p> <p>Aimsweb</p> <p>Running Records</p>	<ul style="list-style-type: none"> • Benchmark • Aimsweb • Classroom Work • Classroom Assessment

Math

Grade	Assessment Tools	Identifying Criteria (Based on 2 or more of the following)	Exit Criteria	Monitoring
K-2	<ul style="list-style-type: none"> • Key Math • Daily Work • Classroom Assessments 	<ul style="list-style-type: none"> • Key Math- Percentile rank of total assessment 37 or an overall score of 50% or below • Daily classroom work • Classroom Assessments • Teacher Recommendation • Working below grade level expectations 	<ul style="list-style-type: none"> • Key Math- Percentile Rank of total assessment a 50 or above • Classroom Assessments • Daily Classroom Work 	<ul style="list-style-type: none"> • Concept Tests • Daily Classroom Work • Classroom Assessments
Grade	Assessment Tools	Identifying Criteria (Based on 2 or more of the following)	Exit Criteria	Monitoring
3-6	<ul style="list-style-type: none"> • Key Math • Daily Work • AIMS WEB • Classroom Assessments 	<ul style="list-style-type: none"> • Key Math- Percentile rank of total assessment 37 or an overall score of 50% or below • Daily classroom work • Classroom Assessments • Scores a 2 or below on the NYS Math Test 	<ul style="list-style-type: none"> • Key Math- Percentile Rank of total assessment a 50 or above • Classroom Assessments • Daily Classroom Work • Score of 3 or 4 on the NYS Math Test 	<ul style="list-style-type: none"> • AIMS Benchmarks Concepts and Applications • Chapter Tests • Daily Classroom Work • Classroom Assessments

Special Education and Eligibility

Discrepancy

A significant discrepancy in level and rate of performance compared to expectations

A significant discrepancy in level of achievement has been documented for this student using reliable technically adequate measure or measures of academic achievement/progress.

A significant discrepancy in rate of performance compared to expectations has been documented for this student using a progress monitoring tool such as curriculum based measurement or other validated progress monitoring tools. A graphic representation indicates that the rate of performance is significantly below that of peers and that the trend line of the plotted data gathered weekly will not intersect with the grade level expectation for the student.

The student is achieving significantly below his/her assigned grade placement (i.e. 10th percentile or below)

Integrity

Evidence of the integrity of instruction and intervention provided and the problem-solving process record is attached.

The IST needs to document the areas being targeted for intervention and how instructional variables (e.g. instructional strategies, materials, arrangements, time, and/or motivation techniques) have been modified to address the area or areas of discrepancy. This can be facilitated by an Intervention Plan. Progress monitoring showing the student's trend line, aim line, intervention treatments, etc. should also be attached. Evidence/documentation should include the student's progress over time and the student's Intervention Plan. Interventions should be a minimum of 8 weeks in Tier 2 and Tier 3. Evidence that an intervention has been identified that results in a positive rate of improvement and/or evidence that changes were made to an intervention when data suggested the student was not making adequate progress needs to be present before consideration is given to referring a student for special education eligibility under Specific Learning Disability.

Instructional Needs

The IEP team must determine that instructional needs have been identified that are beyond what can be met with general education resources alone. This is evident when curriculum, instruction, and/or environmental conditions need to be

very different for the student as compared to the needs of other students in the general education environment. The team needs to consider the following evidence:

a. Based on RtI outcome data, the factors of the intervention program at Tier 3 that are responsible for the student making progress **and**

b. Characteristics of the educational program needed in order for the student to make educational progress, including the following:

i. Intensity of instruction(e.g., amount and rate of practice and feedback, how explicit the instruction is),

ii. Time delivered(e.g., amount of time weekly the intervention is delivered), **and**

iii. Size of group (e.g., individualized or small group).

Problem Solving/Referral Process

Purpose

There are many reasons for learning problems in the classroom. It is essential to have a plan for studying children systematically before referring them for intensive evaluations. The Problem Solving Process emphasizes a preventative approach with research/evidence-based interventions to help students who are experiencing difficulty. Prior to referring a child for a Case Study Evaluation, this process allows for the use of collaborative problem solving in developing alternative research/evidence-based intervention strategies for use in the school setting in order to increase student performance. The process takes advantage of existing professional skills and helps to address problems that may be related to factors other than disability conditions. This model is consistent with Federal and State mandates.

This process should not be used or misinterpreted as an approach for delaying the provision of services for students with disabilities. In fact, the purpose of this problem solving process is to expand available assistance to students in the regular classroom in a timely manner, not to deny needed services.

Before initiation of a case study evaluation and determination of eligibility for special education services, **it is required that there be dated and signed documented evidence of intensive interventions that are research/evidenced-based and data driven indicating a discrepancy from the peer group performance** The results of these interventions should be used as the basis for making decisions regarding further educational interventions and/or establishing the need for initiating a referral for consideration of a Case Study Evaluation.

Process

Request for Problem Solving-Tier 3

1. Tier 2 data indicates continued significant discrepancy. The teacher will complete IST Request. This will include Tier 1 and Tier 2 data with documented parent involvement.
2. The teacher signs and forwards to the building principal.
3. The principal signs and forwards the request to all team members including the IST building support team
4. Problem Solving Request is routed to the IST Chair.

5. After a request is received, IST Team Members will review the current information and gather new data in order to be prepared to problem solve. A meeting will be scheduled to review data and/or develop an intervention plan.
6. Additional intense research/evidence-based interventions may be implemented and progress monitored with data documented in graph form over a minimum of 8 weeks in Tier 2 and Tier 3.
7. At a scheduled follow-up meeting, the data is reviewed.

If the interventions are effective, the decision may be made to:

- Continue with the plan
- Gradually phase out the plan
- Extend the intervention to other settings
- Design additional strategies for other problem areas of learning (to recycle the problem solving steps)
- Refer for Case Study Evaluation (interventions too intense to continue without special education)
- If the interventions are not effective, the decision may be made to:
 - Reconsider working hypothesis
 - Increase amount of instruction/intervention
 - Gather more data
 - Refer For CSE

The following components are required for a referral for consideration of a Case Study Evaluation for students in the Tier 3 Intervention Process:

Discrepancy Data/Integrity

- Progress monitoring graphs showing the student's trend line. Student's skill level and performance in at least one academic area is significantly below that of peers or state-approved grade-level standards despite several research/evidence-based interventions and modifications in instruction, curriculum, and environment.
- Student demonstrates limited growth in achievement over time (trend line), compared to prior levels of performance (baseline), peer growth rates (local comparisons), and expected performance (aim line) despite data based interventions OR has shown growth, but only because of the intensity of the intervention.
- When compared to same grade peers, the student is performing below the 10th percentile on local norms and below the 10th percentile on either state or national norms OR would be without the level of intensive interventions that are in place.
- 80% of the peer group is meeting expectations in the area of concern.
- The student has received intense (greater than that provided for 90% of grade level peers) research/evidence-based interventions for a minimum of 8 weeks.
- Progress monitoring graphs showing the student's trend line, aim line and response to intervention are present.

Resources

Teacher Resources

- CORE: Teaching Reading Sourcebook www.corelearn.com
- Council of Exceptional Children www.cec.net
- The Florida Center for Reading Research www.fcrr.org
- U.S. Dept of Education Institute of Education Sciences: *What Works Clearinghouse* <http://ies.ed.gov/ncee/wwc>
- Intervention Central- Response to Intervention Resources www.interventioncentral.org
- Total RtI <http://thertisite.learningtodayonline.com>
- National Center on Response to Intervention www.Rtl4success.org
- The National Center for Learning Disabilities www.NCLD.org
- Council of Administrators of Special Education: www.casecec.org/rti.htm
- The IRIS Center: www.iris.peabody.vanderbilt.edu
- National Association of State Directors of Special Education, Inc.: www.nasdse.org
- The National Center on Student Progress Monitoring: www.studentprogress.org
- National Reading Panel (NRP) www.nationalreadingpanel.org/
- RTI Action Network: www.rtinetwork.org
- Reading Rockets: www.readingrockets.org
- Texas Center for Reading and Language Arts <http://www.texasreading.org/>
- University of Kansas Center for Research on Learning www.ku-crl.org/
- University of Oregon: <http://reading.uoregon.edu/curricula/index.php>

Parent Resources

- Council of Exceptional Children www.cec.net
- National Center on Response to Intervention www.Rtl4success.org
- The National Center for Learning Disabilities www.NCLD.org
- Parenting www.parenting.org
- Family Education www.familyeducation.com
- The Starfall Store www.starfall.com

- Reading Rockets www.readingrockets.org/families/buildskills
- Math Online www.math.com
- AplusMath www.aplusmath.com

Appendices
Greenwich Elementary School A.I.S. Referral Fast Track Form
(Please return to the office)

Student Information:

Student Name: _____ Date: _____
 Age: _____ Current Grade: _____
 Current Teacher: _____ Previous Teacher: _____
 Parent/Guardian: _____
 Individual Making Referral: _____
 Area(s) of Concern: Reading Math

Academic Functioning

Please rate the student's current level of functioning in relation to the standard benchmarks.

Skill	Well below standards 1	Slightly below standards 2	Meets Standards 3	Exceeds Standards 4
Listening Comprehension				
Phonemic Awareness				
Phonics				
Reading Comprehension				
Decoding/Sight Words				
Written Expression				
Spelling				

Most Recent Assessment Scores

Assessment	Date	Percentile Score/Level

Support Service History

Speech PT/OT Reading
 Other

Greenwich Central School District
A.I.S. Student Tracking Form

Student's Name: _____

Grade	A.I.S. Teacher	Classroom Teacher	Final Benchmark Reading Level
Kindergarten			
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			

6 th Grade			
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