

**Wantagh UFSD**  
**Secondary District Multiple-Tiered Systems of  
Support and Academic Intervention Services**  
*A framework for making instructional decisions based on data  
in order to accelerate learning for all students.*



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**Why use Multiple-Tiered Systems of Support (MTSS)  
and Academic Intervention Services (AIS)  
at Wantagh?**

*“The world needs all types of minds.”*

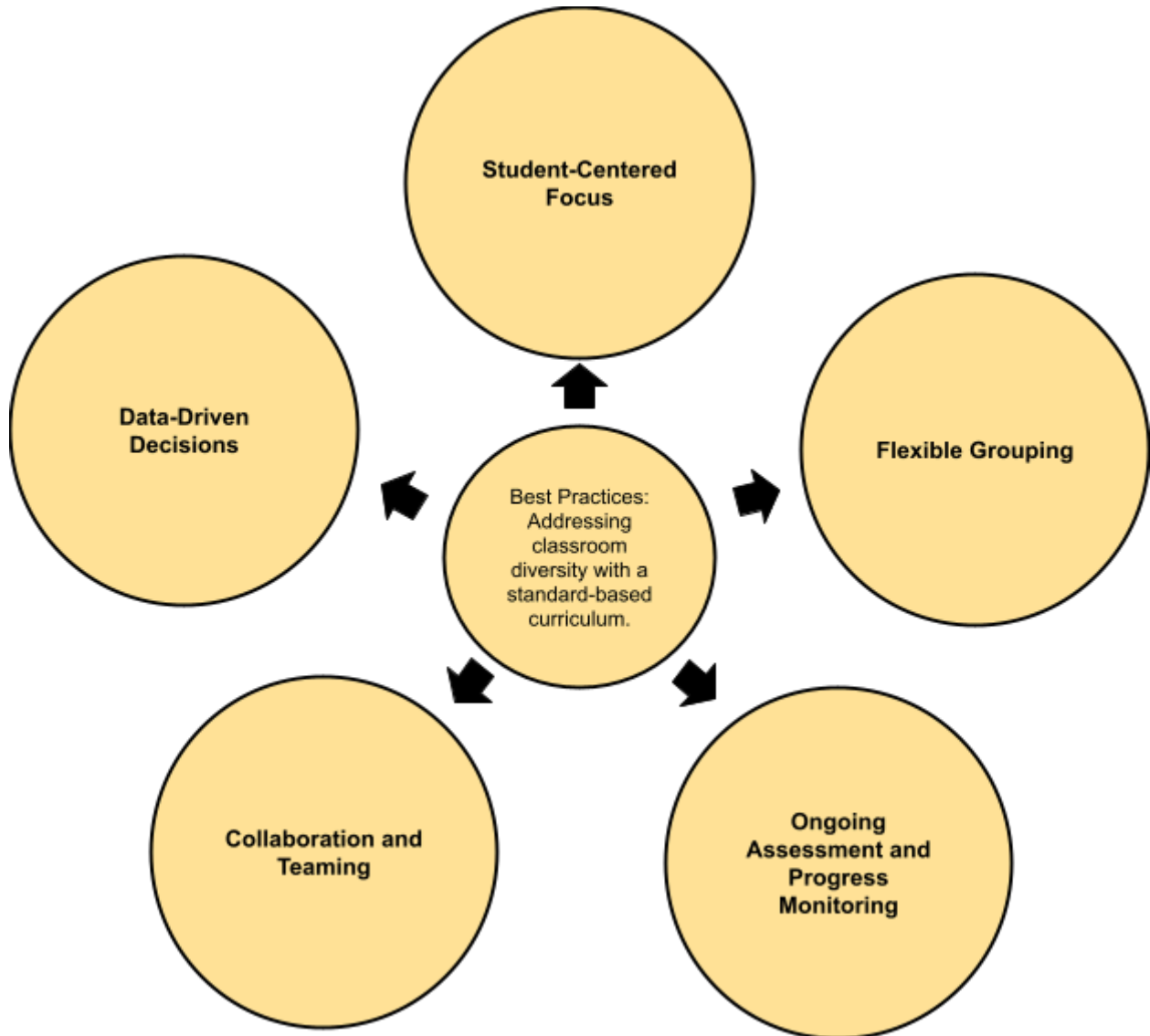
— Temple Grandin

A **Multi-Tiered Systems of Support (MTSS)** is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.

**Academic Intervention Services (AIS)** The provision of academic intervention services (AIS) is intended to increase achievement for students who are struggling to meet the New York State Learning Standards, as evidenced by their performance on the State assessments in English language arts (ELA) and mathematics, as well as those High School level course that end in Regents exam.

**Wantagh UFSD**  
**District Multiple-Tiered Systems of Support and Academic Intervention**  
**Services**

*A framework for making instructional decisions based on data in order to accelerate learning for all students.*



## **Goal**

The goal of a multi-tiered intervention process is enhancing learning for all. An essential assumption is that all students can learn, and will, given the right opportunities. It cannot be stressed enough that this process is designed to support general education. Origins of the practice emerged through special education research and practice, and its federal funding began there, but it is intended to apply to every child. (Renaissance Learning, 2011)

This plan formalizes the process, as required by the New York State Education Department.

In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address Academic Intervention Services applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

### **Minimum Requirements of the District's Multiple-Tiered Systems of Support and Academic Intervention Services**

- Scientific, research-based instruction in reading provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean 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 shall be provided to all students in the class to identify those students who are not making academic progress at expected rates.
- Scientific, research-based instruction matched to student needs. There are increasingly intensive levels of targeted interventions 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.
- 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.
- Instruction Support Team (IST) will review students information to make decisions regarding student progress and invention strategies.
- 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 as enumerated in Commissioner's Regulations
- strategies for increasing the student's rate of learning.
- the parents' right to request an evaluation for special education programs and/or services.

### **Structure of Program**

The District's multi-tiered intervention process will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Instructional Support Teams (IST), whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading specialists, and administrators will be available for each building to address the implementation of the District's MTSS and/or AIS process.

The IST's responsibilities shall include, but are not limited to, the following:

- determining the level of interventions/student performance criteria appropriate for each Tier at the intermediate level.
- analyzing information/assessments concerning a student's intervention and making educational decisions about changes in goals, instruction and/or services.
- determining whether to make a referral for special education programs and/or services.

### **Secondary Level Types of Interventions**

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction 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. It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

#### **Tier One Instruction**

Tier One instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading will be provided by the general education teacher and/or other qualified personnel as appropriate. It will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by

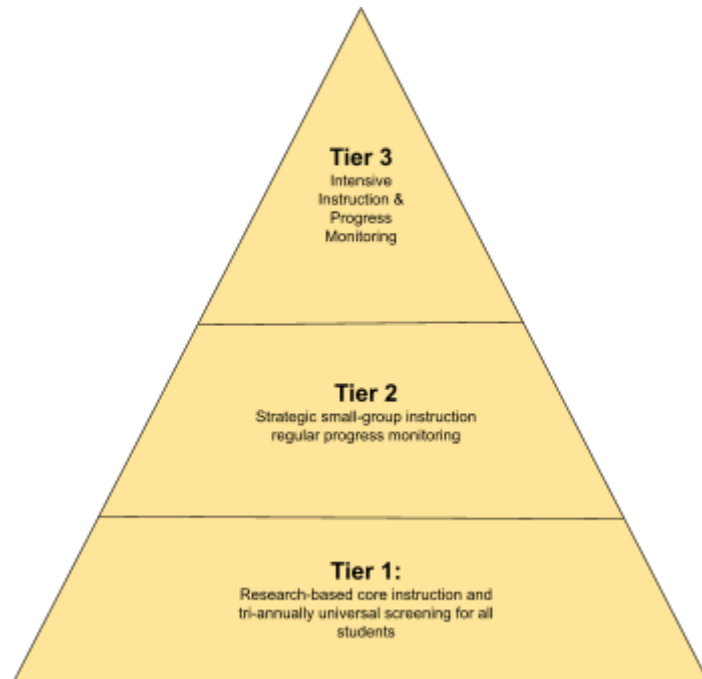
the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two level of instruction.

### **Tier Two Instruction**

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being “at risk” who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions that are provided to all students in the general education setting.

In the areas of Math and ELA at the intermediate level reading and math specialists are tasked with monitoring iReady data to determine students who need additional support inside or outside of the classroom. Working with the general education teachers, the specialist will devise a schedule to provide additional support during the small group instruction portion of the workshop model.



At the High School level students will be recommended for Math or ELA lab to provide additional support in the efforts in mathematics and literacy.

Tier Two instruction may be provided by specialized staff, such as reading teachers, as determined by the IST. At the conclusion of Tier Two instruction, the IST will review the student’s progress and make a determination as to whether Tier Two interventions should be maintained; the interventions stopped if satisfactory progress has been made; or the student referred for Tier Three instruction.

### **Tier Three Instruction**

Tier Three instruction is the provision of more intensive instructional interventions tailored to the needs of the individual student and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Based upon the significant needs of the student, Tier Three instruction may include more intensive periods of intervention program and services than those provided in the first two tiers.

Tier Three instruction will be provided by those specialists, as determined by the IST, who are best qualified to address the individual student’s targeted area(s) of need. If deemed

appropriate by the Team, and in accordance with applicable law and regulation, a referral of the students may be made to the Committee on Special Education.

The needs of these supports should be supported by additional universal screeners, classroom assessments, and qualitative observations by the classroom teacher and/or specialist.

These supports can include AIS Early Bird, AIS Lunch, AIS class, and/or Literacy Support classes.

### Middle School Grade Teaming MTSS

**Wantagh Middle School MTSS Program**  
*Instructional Support Team Referral Process*

**1 Teacher / team is concerned about a student:**

- General education student struggling with academics, SEL, behavior, etc.
- Classified special education student struggling in an area unrelated to the student's classification
- Seeking placement in Math/Reading AIS

1. Fill out the IST Request Form (Classlink)  
2. Fill out the progress monitoring data form as a team before your scheduled IST meeting

**2 IST meeting date is set.**

IST consists of the MTSS Coordinators, Executive Director for Curriculum & Instruction, Principal, Assistant Principal, the guidance counselor, and related staff (the team of teachers, etc.).

**At the IST meeting, an action plan is developed.**  
The team will leave the meeting with an action plan to provide intervention and address the identified issue(s).

**3 IST follow up meeting date is set (~6 weeks later)**

**It worked!**  
At the follow up meeting, the team will discuss and celebrate successes. They will continue successful implementation of interventions.

**Can we try something else?**  
At the follow up meeting, the team will discuss areas of success and areas where additional support is needed. If applicable, discuss Tier III intervention (Math/Reading AIS) placement.

**4 Continued Intervention**

1. Follow new intervention / Tier III intervention (Math/Reading AIS) for the pre-determined time.
2. Complete the progress monitoring data section of the child's form with the team as intervention continues.
3. Meet at the next IST to review continued progress.

**5 Still need more support?**  
Frequency will be increased, intensified, or modified. If no improvement, the team will convene to discuss a possible building referral.

## Instruction Support Team

The Instruction Support Team (IST) will meet once a month, based on a six day cycle, at each school. Months that have four weeks can allow for additional time if needed. Teachers who have students that are in need of a discussion for support, need to complete the appropriate information prior to the assigned meeting date in order to ensure that the IST has the appropriate members on the panel.

Unclassified Students - IST convenes to identify the interventions that are appropriate for each individual student's need for support in the areas of core subjects and behavior. At the intermediate level, AIS specialists review data and make decisions regarding the appropriateness of the interventions used and recommend changes in the student's instructional program based on the analysis of the data.

At the High School level the AIS coordinate facilitates this analysis and discussions.

For students receiving Tier II or Tier III intervention, the principals meet with the professional staff who provide intervention in order to monitor the students' performance in the targeted areas. Students are referred back to the IST who then determine whether students are making progress and when, or if, a referral to the CSE is appropriate.

Classified Students - Anything that applies to a classified student's existing or modified IEP accommodations, including PT, OT, and speech, will be reserved for the CSE team. Classified students whose progress monitoring data indicates a need for additional support unrelated to the students classification can be discussed and arranged when needed through the IST team.

### Instructional Support Team Members

Building Administrators\*

AIS Coordinator\*

Psychologist

Math and/or Reading Specialists

Guidance Counselor\*

Special Education

Social Worker

Classroom Teacher\*

\*Present at all IST meeting

**Student Progress Reports:** Parents or persons in parental relation to students receiving intervention services shall be provided with reports on student's progress at least once each trimester during the regular school year. In addition, there will be an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing intervention services, at least once per semester during the school year.

**Student Records – Program Descriptions:** Each service provider will keep a record of services provided to a student. Such a record will include parent notifications, diagnostic records, a plan, tracking of interventions, measurable goals, and progress monitoring of the student’s skills and goals. A description of services and ongoing dated comments will be included. All records will be maintained electronically through the year and filed in the student’s Intervention file at the end of the year, as required by Title I regulations.

## **Resources**

For more information on the process, please visit:

“New York State RTI Guidance Document.” [www.nysrti.org](http://www.nysrti.org). NYSED. Albany, NY: 2010.

Making RTI Work. Renaissance Learning, Inc. Wisconsin Rapids, WI: 2011.

Hanson, Helene, M. “RTI & DI: Response to Intervention & Differentiated Instruction.” Dude Publishing, NPR. Port Chester, NY: 2009.

## **Regulatory References**

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311

Education Law Sections: 3208, 4002, 4401, 4401a, 4402, 4410

New York Code of Rules and Regulations (NYCRR) Sections 100.2 (ii), 200.2(b)(7), 200.4 (a), 200.4 (j)(3)(i), 200.4