Intervention Planning

Use of Evidence-based Interventions

SY17   SY18   SY19

■ Strong ■ Moderate ■ Promising ■ Research-Based ■ No Evidence

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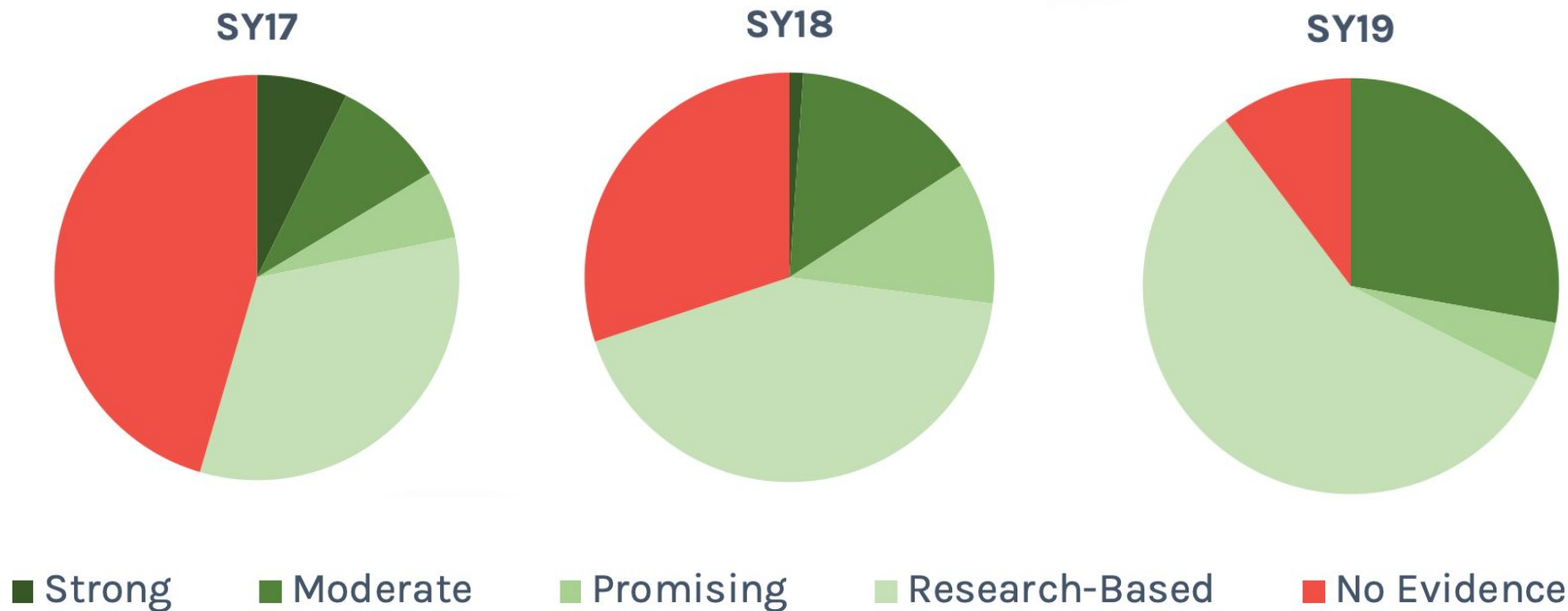
Increased growth for low performing students

Average Growth of Student Below the 25%tile

MAP Percentile Growth over 5 months

Spring `16 — Pre-BrM

Spring `17 — < 1% BrM

Spring `19 — 43% BrM
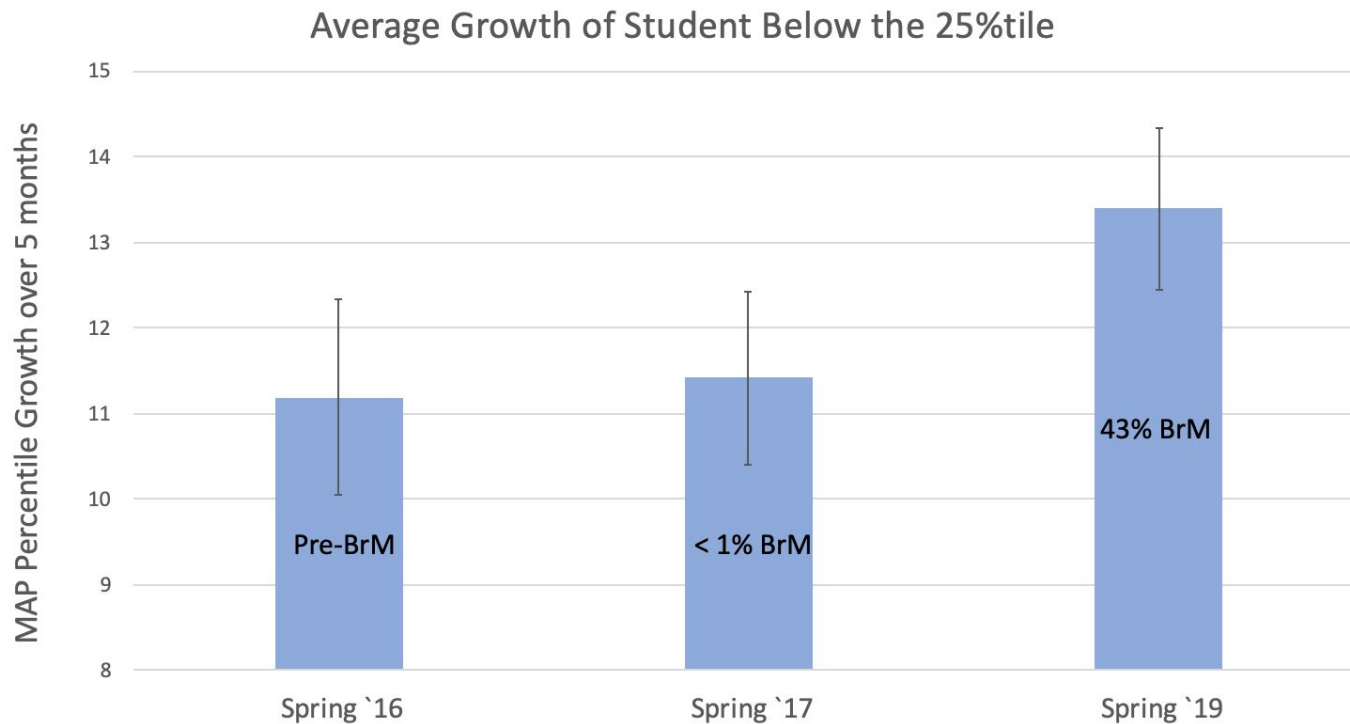
Mineola RTI Philosophy*

Our goal for students: The RTI framework of support allows students to be known, respected and supported across the diversity of their learning needs. Through an individualized approach, students may achieve success in their academics, personal relationships and eventual careers.

Our goal for educators: We aim to streamline the collection and documentation of observations and student data- as well as the planning and reporting process required for differentiation and intervention. Educators will provide consistent articulation about student programs throughout the school year and across grade levels.

Our Big Ideas:
- We believe that all students are capable of making incremental progress towards high expectations through **authentic experiences.**
- We believe that all students deserve a **proactive**, **individualized approach** to RTI/MTSS.
- We believe that a **growth mindset** should drive the goal setting process for teachers, parents and students

* Developed by RTI subcommittee

Mineola Collaborative Growth Plan

An **Inquiry-Based Problem Solving Process** drives the decisions made in the RtI/MTSS system and includes 4 steps:

1. **Problem Identification**

   "Who and what are we concerned about? What is an example of that?"

2. **Problem Analysis**

   "Why do we think the problem is occurring?"

3. **Plan Implementation**

   "What can we do about it?"

4. **Plan Evaluation**

   "Was our support successful?"

Collaborative Growth Plans are created for all students receiving tier 2 and tier 3 interventions.

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RTI Framework

Universal Screeners 3x/year

Academic Intervention Services

Tier 2 Services (at least 3x/week)	Tier 3 Services * (5x week)

Push-In Interventions (K-7)			Pull-out services	
Type	**When**	**Who**	**K-4**	**5-7**
Guided Reading Word Work	Double dose of guided reading Double dose of word work Separate guided reading period grades 5-7 every other day	Classroom Teachers Reading Teachers/ Specialists (every other day)	Everyday* *K-2: Intervention Block	Third instructional period every other day
Skills Support	Skills/ Ed-Tech time (apps) Math AIS	Classroom Teachers Math AIS Teachers	Classroom Teachers Reading teachers Specialists (ENL; Speech) Special Ed Teachers	Reading Teachers Specialists (ENL; Speech)

* Students may also receive Tier 2 push-in support

Comprehensive View of Student Needs

NWEA MAP

Sep 9, 2019	**Apr 29, 2019**	**Jan 14, 2019**	**Sep 3, 2018**	**May 7, 2018**
Reading (Overall)	Reading (Overall)	Reading (Overall)	Reading (Overall)	Reading (Overall)
Score: 191	Score: 192	Score: 186	Score: 186	Score: 179
Percentile: 18	Percentile: 17	Percentile: 14	Percentile: 24	Percentile: 10

Measure	Score	Level
Informational Text: Key Ideas and Details	188	Low
Informational Text: Language, Craft, and Structure	200	LoAvg
Literary Text: Key Ideas and Details	175	Low
Literary Text: Language, Craft, and Structure	198	LoAvg
Vocabulary Acquisition and Use	194	LoAvg

Higher Order Thinking →

→ Concept Formation →

→ Critical Thinking →

Executive Functions →

→ Self-Monitoring →

→ Working Memory →

→ Processing Speed →

Language →

→ Phonemic Awareness →

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