Response To Intervention

Greenwich Elementary

PLAN

Mission Statement:

The RTI team is a collection of educators representing various facets of the education system. The RTI team is tasked with supporting staff in their efforts to provide an education which challenges, nurtures, and supports students who are struggling academically and/or behaviorally.

What is RTI?:

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

Rationale for Implementation:

RTI 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 implement effective interventions that are based on research and evidence.

RTI Team Members may include:

- Building Leader
- General Education Teacher
- Special Education Teacher
- Academic Intervention Services Teacher
- Social Worker

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 Leader
- 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 level team and facilitate RTI meetings

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
- 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

RTI Team
- Communicate and collaborate with teachers and administrators regarding the RTI process.
- Function as a resource for student interventions at all levels

RTI Team Continued

- Participate in Tier 2 and 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 process
- Support their child(ren) at home with any interventions that have a home component
- Communicate; 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 i**ncreasingly 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 RTI process as part of a district's school wide approach. The school district must select and define the specific structure and components of its RTI 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 RTI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RTI 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 RTI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RTI program in place as part of the process to 8 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 improve 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 RTI 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 differentiated instruction and intervention model.
- Further develop an inventor of evidence-based and research-based best practices and intervention for implementation.

Response To Intervention
Benchmarking and Entry Framework

The Building Leader will be responsible each school calendar year for setting Universal Screening Dates. The Building Leader will be responsible for communicating those dates with Staff and the Screening Team (Reading and Math)

Universal Screening/Benchmarking

Universal screening is the process of providing an assessment to all students to identify those who may experience lower than expected academic outcomes. Universal screening is the first step in identifying those students who may be at risk in academic categories.

1. The process of universal screening of all students grades K-6 in reading will occur 2 times per year (Fall and Spring).
2. The process of universal screening of all students grades K-2 in math, will occur at the end of each year (Spring); the assessment will be summative.
3. The process of universal screening of all students grades 3-6 in math will occur 3 times per year (Fall, Winter, and Spring).

The data from each assessment will be used to make curriculum decisions and inform instruction for students.

ELA

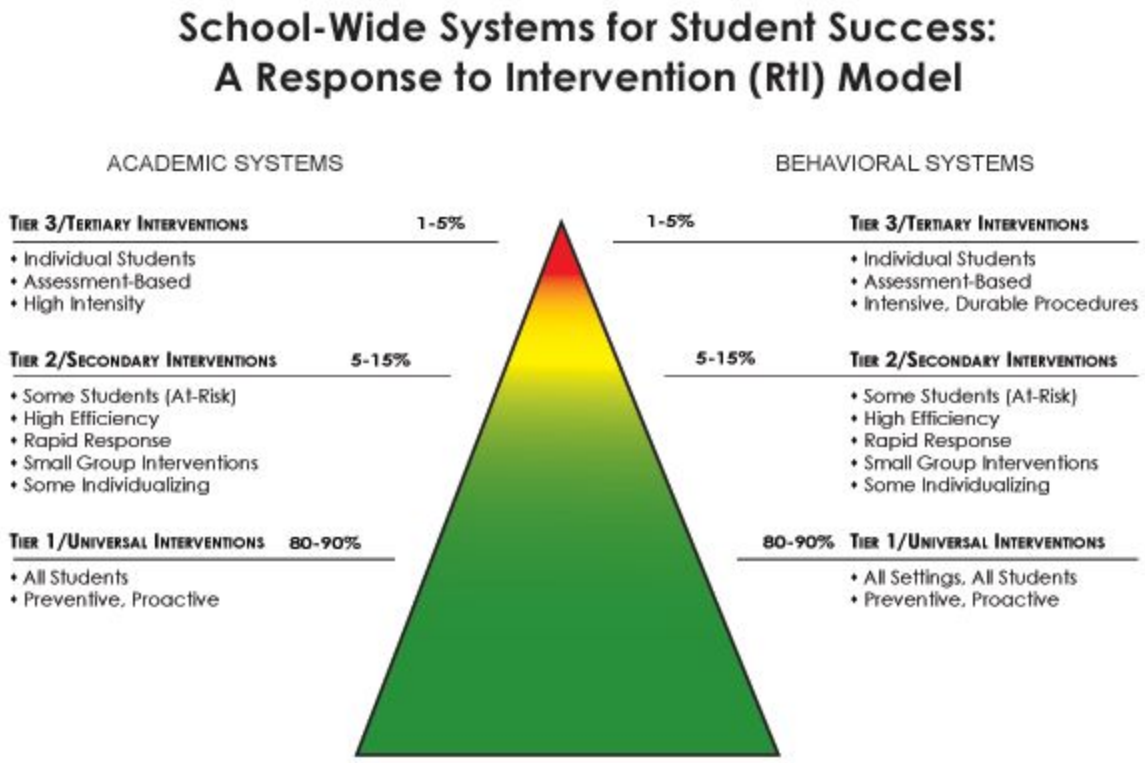
Assessment	*Administered **How***	*Administered to **Whom***	*Administered by **Who***	*Administered **When***
Fountas & Pinnell Benchmark Assessment	Individually	All K-6 Students *(those students who have successfully achieved a Z will no longer be tested)*	Reading Assessment Task Force	Currently Fall and Spring of each school year

Math K-2

Assessment	*Administered **How***	*Administered to **Whom***	*Administered by **Who***	*Administered **When***
End of Year Math Benchmark	Small group K Whole Group 1	All K-1 Students	AIS Math Teacher K-2	Currently Spring of each school year

Math 3-6

Assessment	*Administered **How***	*Administered to **Whom***	*Administered by **Who***	*Administered **When***
Math Benchmark Assessment	Whole Class	All 3-6 Students	AIS Math Teacher 3-6	Fall, Winter, and Spring *(trimesters)*



Entry Framework

Tier 2

Students can enter AIS Reading and AIS Math for Tier 2 direct services based on:

1. NYS Assessment data for ELA and/or Math
   (see yearly guidance from NYS on "cut scores" within Score of 1-2 population).
2. Performance on ELA and/or Math Benchmark assessment
3. Documentation of Tier 1 instructional goals not being met; data brought to RTI team.
    a. For K see:
        i. ELA: letter/sound ID information
        ii. MATH: Pre/Post Math assessment
    b. For 1-6 see:
        i. ELA reading level/sight word knowledge
        ii. MATH: Mid Module/Module Assessment Data

Following ELA/Math Benchmarking decisions on students who will receive Tier 2 Intervention will be made based only on data from the benchmark.

Definition of Tier 2 Interventions

1. Small group instruction with focus on specific skill area/need
2. 3-4 times per week
3. Direct instruction by trained professional in area of need and in specific intervention
4. Interventions that are research-based and evidence-based for specific area of need. (see InterventionCentral.org or FCRR, professional books and other resources).
5. Title 1 services
6. (Additionally) Summer School

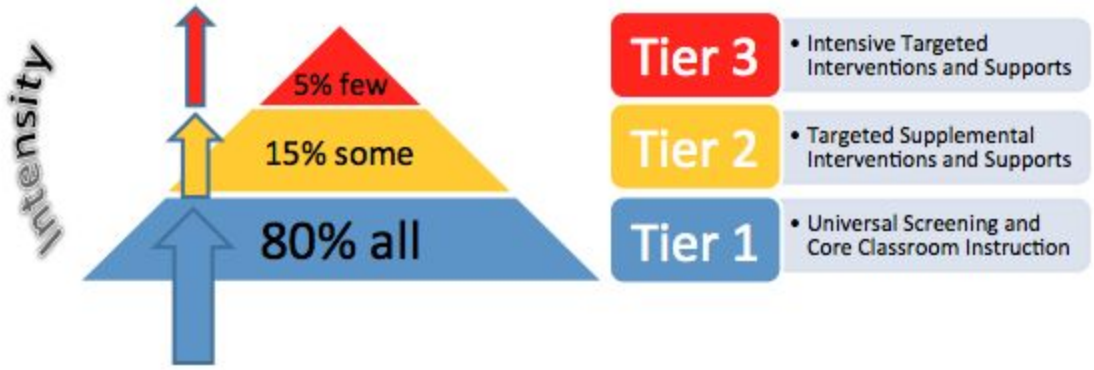
The district will determine specific research-based instruction strategies to be used at each grade level across the district.

Definition of Tier 3 Interventions

1. 1:1 or 2:1 instruction on a specific skill
2. 4-5 per week (in addition to Tier 2 instructional time)
3. Direct instruction by trained professional in area of need and in specific intervention
4. Data will be tracked weekly

Students moving from Tier 2 to Tier 3 have exhibited a lack of progress toward their stated goals shared with the RTI team, as measured by AIS provider(s) (classroom teachers may also collect additional data to support progress or lack thereof).
See RTI Referral Form, Tier 1 data collection, Tier 2 and 3 data collection forms in Staff Resources Shared folder on Google Drive.

Those students who are not responding to the current Tier 2 intervention in place, will be given additional Tier 3 services to help target a necessary skill further.

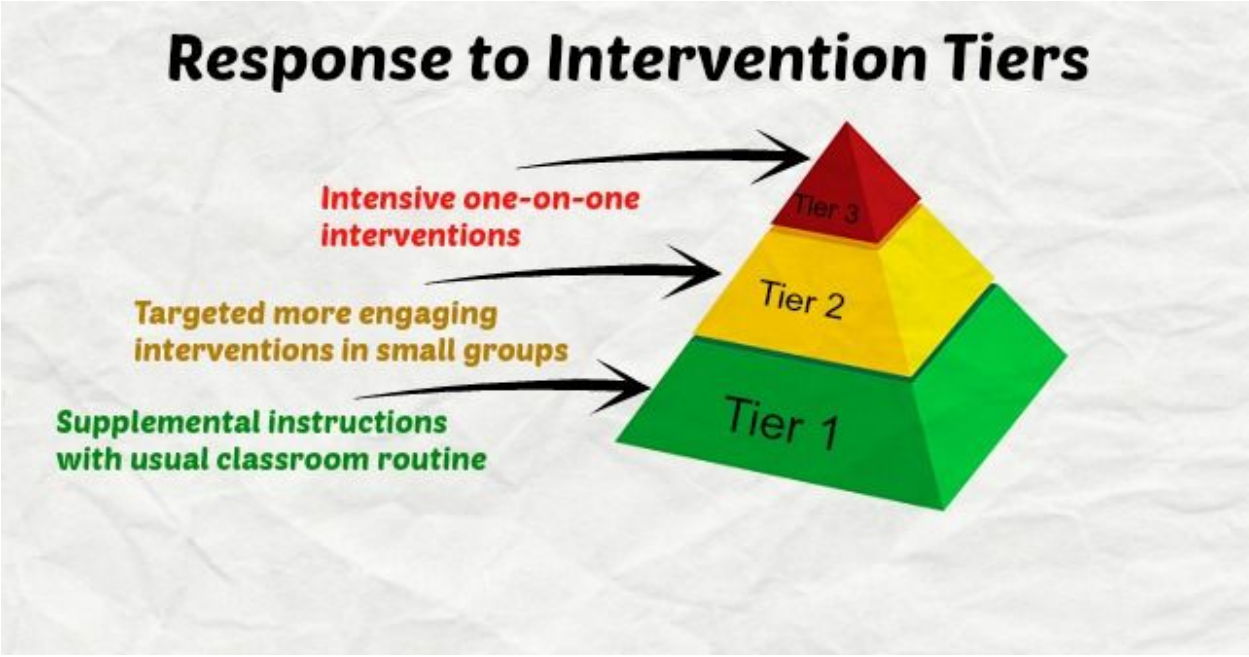


ELA:

- Tier 1 instruction occurs within the classroom using the workshop model for reading and writing. Phonics instruction is also included in the Tier 1 model for K-2. All ELA modes are aimed at meeting the Next Generation Learning Standards for ELA.
- Tier 2 instruction is based on the Leveled Literacy Intervention Program.

Math:

- Tier 1 instruction occurs within the classroom using the Eureka/EngageNY Modules as the vehicle of delivering instruction of the Common Core Standards for Mathematics, transitioning to the Next Generation Standards for Mathematics K-6.
- Tier 2 instruction is based on student performance toward the learning standards for each grade level.



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 RTI team 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 6-8 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:

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

- Time delivered(e.g., amount of time weekly the intervention is delivered), **and**
- Size of group (e.g., individualized or small group).

Problem Solving / Referral Process

Purpose

There are many reasons for learning difficulties 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 Tier 2 provider has completed required Tier 2 data analysis and progress towards goal is lacking. (Movement from Tier 2 to Tier 3 will involve the RTI team and any/all Tier 1/2 data).
2.Parent involvement on the results of RTI meetings will be an integral part of the entire RTI process.
3. Based on Tier 2 data the RTI team and classroom teacher will discuss the appropriateness of Tier 3 intervention.
4. Tier 3 (in addition to current Tier 2) intervention services will begin following RTI meeting where Tier 2 progress/lack of is discussed. Tier 3 data will be kept and shared at a follow-up meeting.
5. A follow-up meeting will be scheduled to review data and/or develop a further intervention plan.

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

- Continue with the current level of service plan for a time
- Gradually phase out Tier 3 from the intervention plan
- Extend the Tier 2 intervention to other settings
- Design additional strategies for other problem areas of learning

*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 CSE for students in the Tier 3 Intervention Process:

Discrepancy Data / Integrity
Tier 2 and 3 data show the student's academic trend. 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.

Resources

GES Teacher Resources

RTI Presentation/Updated Slides

- Can be found in the shared Staff Resources Folder on Google Drive

RTI Initial Referral form

- Can be found in the shared Staff Resources Folder on Google Drive

Tier 1 (academic and/or behavior) data collection form

- Can be found in the shared Staff Resources Folder on Google Drive

Tier 2/3 data collection form

- Can be found in the shared Staff Resources Folder on Google Drive

Additional Resources for Teachers/Staff

• 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/wwe
• Intervention Central- Response to Intervention Resources www.interventioncentral.org
• Total RtI http://thertisite.learningtodayonline.com
• National Center on Response to Intervention www.RtI4success.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.RtI4success.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

Academic Intervention Services

AIS

Greenwich Elementary

PLAN

Definition:

Academic Intervention Services include additional instruction meant to supplement the instruction provided in the general curriculum. These services aim to help students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-6.

These additional general education services include:

- Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS; these services are known as Tier 2 services provided in Math and ELA for grades K-6.
    - Two AIS Math providers: K-2 and 3-6.
    - Four AIS ELA providers:
        - K and Grade 1
        - Grade 2 and Grade 3
        - Grade 4 and Grade 5
        - Grade 5 and Grade 6
- Building Level Support services include **Social Work**. The goal is to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family- related issues, discipline problems, social skills, and health-related issues.
- See RTI Plan for identification of services, entry/exit plan, and framework at GES.