RESPONSE TO INTERVENTION PLAN

DUANESBURG ELEMENTARY SCHOOL

<u>Vision</u> - Duanesburg Central School District will become a model for smaller school districts in New York State. Instructional excellence will be the bedrock of the district characterized by a strong academic core, technology integration and a challenging and stimulating curriculum. Our educational program will include enrichment, interdisciplinary teaching and active roles for students. All students will be challenged and supported to achieve their highest abilities. The district will value its students and staff.   The community will value and participate in our mission

Definition of RtI

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.

The Core Principles of RtI:

- Intervene early;
- Use a multi-tiered model of service delivery;
- Use problem-solving logic to make data-driven decisions;
- Use research-based, scientifically validated interventions/instruction to the extent available;
- Monitor student progress to inform instruction;
- Use data to make decisions
- Use assessment for three different purposes: 1) screening; 2) diagnosis; 3) progress monitoring

DES Response to Intervention (RtI)

We believe…

❖ All students can learn and achieve at high levels through the proper blend of high quality classroom instruction, team work, and the belief that all students can succeed

❖ Most academic difficulties can be prevented with early identification of student needs followed by immediate intervention

❖ Data should be used constructively to guide and inform instruction and serve as a means to assess and celebrate progress

❖ Ongoing and meaningful engagement of families promotes student success

Duanesburg Central Schools
Response to Intervention Plan
Kindergarten – Grade 5

INTRODUCTION:

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDE, 2006)

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. 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.

Based on New York State Department regulations, RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instruction, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

Reading in the early grades is a primary focus of the RtI process, as this is the arena in which most of the research is available and the curriculum area in which the most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RtI can apply to other content areas as well as to behavioral issues that impact learning.

COMPONENTS OF OUR RTI PROGRAM:

1 – APPROPRIATE INSTRUCTION

- ❖ Research/evidence-based instruction hat has shown to be effective is provided to all students.
- ❖ Daily reading includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies.
- ❖ Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
- ❖ Differentiated instruction is used to meet a wide range of student needs.

- ❖ Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

- ❖ Culturally responsive instruction uses the cultural knowledge, prior experiences, performance styles and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

2 – UNIVERSAL SCREENING

- ❖ School-wide screenings for the elementary school occurs at least three times during the course of an academic year (fall, winter, spring).
- ❖ Screening results will help teachers determine the impact of the core curriculum and instruction on student learning.
- ❖ Criteria has been established that identify students who are performing at benchmark, at-risk and seriously at-risk levels, and those students who need further monitoring and assessment
- ❖ Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results.

Screening

- ❖ Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g. identifying letters of the alphabet or reading a list of high frequency words).
- ❖ Screenings are conducted for the purpose of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring and/or further assessment.
- ❖ Section 117.3 of the Regulations of the Commissioner of Education requires that students with low district/state test scores be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- ❖ Universal screening instruments provide a broad look at very basic, elemental skills while more diagnostic instruments "dig deeper" to provide the 'why' behind the 'what' that is indicted in the screening.

Procedures for Screenings

- ❖ Ongoing school-wide training that focuses on standardized administration of screening tool(s) and interpretation of results
- ❖ Dedicated team each school year to ensure screenings are completed consistently and reliably.
- ❖ Administer screening tools that are relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the state learning standards.
- ❖ Use grade level teams to review screening results to determine what changes or interventions are appropriate for the students identified
- ❖ The RtI service provider will notify parents in writing of the students who are identified as at-risk and who will be provided supplemental intervention and more frequent progress monitoring
- ❖ Within the first six weeks of school, the NWEA-MAP assessment will be administered. Results will be reviewed at grade level

- ❖ Also, within the first six weeks of school, The Fountas and Pinnell (F&P) will be administered by classroom teachers to all students. It will be administered again in June. Students who fall well-below the established benchmark in the fall will be reassessed in January.   Kindergarten will be using early literacy skills for their screening tools through January.
- ❖ The fall F&P results will be used, with other data points, in the decision-making process for initial RtI services to begin by early October. The June F&P results, as well as classroom data, will be used to determine if services need to be carried over for the following year.
- ❖ Students who qualify for RtI services will receive ongoing progress monitoring by the RtI Teacher in order to measures their skill acquisition

3- INSTRUCTION MATCHED TO STUDENT NEEDS

Multi Tier Service Delivery

When students are identified through screening or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:
- ❖ size of instructional group
- ❖ duration of the intervention
- ❖ frequency and focus of progress monitoring
- ❖ frequency of intervention provided and
- ❖ use of scientific, research-based instruction

Tier 1

Tier 1 is commonly identified as the classroom instructional program provided to all students by the general education teacher in the general education classroom. Research and evidence based instruction and positive behavior intervention and supports are part of the classroom program. Tier 1 also includes supplemental small group intervention support provided by the classroom teacher. The core components of our Tier 1 include:
- ❖ classroom curriculum aligned to the NYS common core learning standards
- ❖ appropriate instruction and research-based instructional interventions that meet the needs of students
- ❖ universal screening administered to all students in the general education classroom up to three times per year
- ❖ progress monitoring of students initially identified as at-risk for six to eight weeks
- ❖ differentiated instruction based on the abilities and needs of all students in the core program
- ❖ a daily 90 minute block of instruction in English Language Arts

Tier 2

Tier 2 intervention is typically small student to staff ratio supplemental instruction. This supplemental instructional intervention is provided in addition, and not in place of, the core instruction provided in Tier 1. For example a student who is receiving Tier 2 intervention would be provided core instruction plus 30-40 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment, or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need.

In Tier 2, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. The determination of a student's achievement is well defined and mastery is achieved before moving on to the next step in the sequence.

Progress monitoring occurs in Tier 2 and may vary from once every two weeks to once every four weeks using assessments that measure targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended (fidelity checks) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

The recommended length of time a student spends in the second tier of intervention will vary (it could be from 9 to 30 weeks), depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress toward established intervention goal, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates a lack of adequate response, alternatives will include: adjusting the intervention in terms of intensity, varying the instructional approach, etc.

Tier 3

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. *Tier 3 is typically reserved for approximately one to five percent of students in the class who will receive more intensive instruction in addition to their classroom instruction.* Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time, and anywhere from 30-60 minutes at a minimum of four days per week) with appropriate increase in duration and intensity. The progress of students at Tier 3 will be monitored more frequently to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need. The setting for Tier 3 intervention will be determined by the RtI Team.   It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 2 instruction. Similar to Tier 2, school personnel will conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

When a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents will be notified in writing of the amount and nature of data that will be collected and the general education services that will be provided, strategies to increase the student's rate of learning, and parents right to request an evaluation for special education programs and/or services.

4- REPEATED ASSESSMENTS OF STUDENT ACHIEVEMENT (PROGRESS MONITORING)

- ❖ Progress monitoring of student performance occurs across all tiers
- ❖ Measures are appropriate to the curriculum, grade level and tier level
- ❖ Data from progress monitoring are documented and analyzed
- ❖ When monitoring the progress of LEP/ELL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received interventions

Uses of Progress Monitoring Data

There are different uses of data from progress monitoring within the different tiers of intervention. Data from progress monitoring in Tier 1 will confirm or refute the student's initial screening results based on progress in the general education curriculum

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision –making regarding individual students' responsiveness or lack of responsiveness in two ways.
- ❖ Student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates
- ❖ "Levels of performance, or the student's relative standing on some dimension of achievement/performance compared to expected performance either criterion- or norm-referenced" (NASDE, May 2006)

Data from progress monitoring should be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier 2 intervention should be analyzed for level of performance and growth status.
- ❖ If student data reflect performance at or above benchmark, the student may return to Tier 1
- ❖ If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier 2 intervention can be made
- ❖ If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier 2 intervention or movement to a Tier 3 intervention may be considered

Tools for Progress Monitoring

The assessment tools selected for progress monitoring should be specific to the skills being measured. For example, in reading, an appropriate progress monitoring tool would target the specific essential elements(s) of reading with which an individual student is having difficulty, such as phonemic awareness, phonics, fluency, vocabulary and/or comprehension.

The use of informal assessments during the course of instruction will help provide teachers with additional information on which to base instructional decisions. A combination of formal and informal, ongoing assessments (checklists, running records) completed by teachers to monitor progress are recommended so that any one assessment is not the sole index of progress.

Additional and individual assessments may also be implemented to inform the nature of instruction that takes place in Tier 2 and beyond.

5 – IMPLEMENTING RTI WITH LIMITED ENGLISH PROFICIENT/ENGLISH LANUGAGE LEARNERS (LEP/ELL)

- ❖ ESL is an integral part of core instruction for all LEP/ELL students, not an "intensive intervention" or additional tier in the RtI process
- ❖ ESL methodology and instruction is employed at all three tiers. Native language instruction or sup-port is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties
- ❖ Evidence based practices/interventions show to be effective and validated for LEP/ELL students are used
- ❖ Interventions are adapted, implemented and revised as needed to reflect cultural and linguistic considerations are based on sufficient data reflecting student results and program efficacy
- ❖ Research on second language development and the student's history of first and second language development are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention

6. NOTIFICATION TO PARENTS

Parents will be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom in an RtI process. Parents will specifically be notified in writing:

- ❖ Nature of intervention/instructional support, frequency/duration and provider
- ❖ How much and what kind of (data) the school will collect to monitor the student's progress
- ❖ The parents right to request an evaluation for special education services

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate, data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (8NYCRR 200.4(j)(ii)()b)).

SEE ATTACHED RTI LETTER AND INDIVIDUAL STUDENT RTI PLAN

7- USE OF RTI IN THE DETERMINATION OF A LEARNING DISABILITY

- ❖ The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation
- ❖ Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability
- ❖ The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity
- ❖ Student's skill level and rate of learning relative to age/grade level standards and criterion-referenced benchmarks are considered
- ❖ Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered
- ❖ Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability

❖ Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education

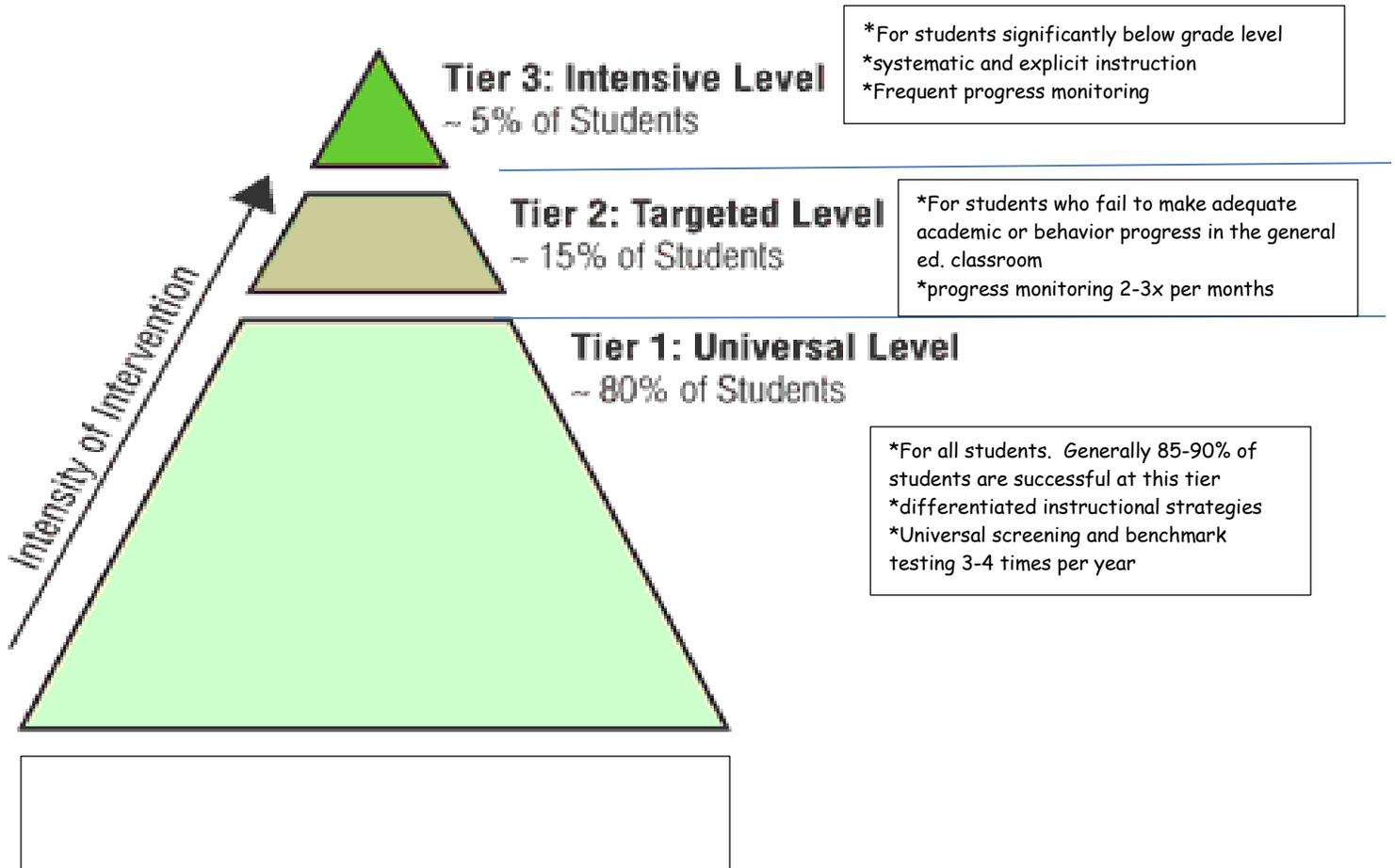**Criteria for Determining Learning Disability**

NYS has established criteria for the CSE to use when determining if a student has a learning disability. These criteria include consideration of data and instructional information obtained through an RtI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information on how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. Does not adequately achieve grade level standards in the areas of reading and/or mathematics;

<div align="center">and</div>

2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with the RtI model;

<div align="center">Or</div>

   (b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;

<div align="center">and</div>

3. has learning difficulties that are not primarily the result of visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Response To Interventions
At Duanesburg Elementary School

Intensity of Intervention

Tier 3: Intensive Level
~ 5% of Students

*For students significantly below grade level
*systematic and explicit instruction
*Frequent progress monitoring

Tier 2: Targeted Level
~ 15% of Students

*For students who fail to make adequate academic or behavior progress in the general ed. classroom
*progress monitoring 2-3x per months

Tier 1: Universal Level
~ 80% of Students

*For all students. Generally 85-90% of students are successful at this tier
*differentiated instructional strategies
*Universal screening and benchmark testing 3-4 times per year

Student: **Grade:**	***Scheduled RtI Meeting Date:**
Intervention Start Date:	**Date of Birth:** _____ **Student ID #:** _____

NWEA Results

Year____ _____Fall _____Winter _____Spring
Year____ _____Fall _____Winter _____Spring
Year____ _____Fall _____Winter _____Spring
Year____ _____Fall _____Winter _____Spring

Benchmarks
Independent Level _____Fall _____Spring
Instructional Level _____Fall _____Spring
High Frequency Words ____Fall ____Spring
Letter Recognition ____Fall ____Spring
Letter Sounds ____Fall ____Spring

Reason for Referral   (Describe academic and/or behavioral difficulties in detail)

Cumulative Record Review	
Do you see attendance or tardiness as an issue? _____**Yes** _____ **No**	**Health Conditions:**

Please check all that apply. Please highlight current services.
 ____Private Tutoring
 ____Banana Splits
 ____Speech/Language Services
 ____Counseling
   ___a. in school
   ___b. private
   ___c. recommended in the past
 ____Motor Group   ____OT/PT (circle one or both)
 ____RtI for reading- # of years___   ___RtI for math- # of years ___
 ____Behavior Management Plan
 ____Retention
 ____Referral to CSE- found ineligible
 ____Special Education Services -current
 ____Special Education Services- past
 ____504 Plan
 ____Social Skills Building
 ____Other: _____
	Parent Communication regarding student concern:
	
	 Date(s): _____
	
	 Outcome/Comments:

Describe this student's general classroom behavior and work habits:

Strengths:

| |
| |
| |
| |

Weaknesses:

| |
| |
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| |

Describe what you would like the student to be able to do that he/she is not currently doing:

| |
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| |

****Please attach a copy of the most recent report card and/or progress report****

For each classroom intervention/differentiated strategy used, please document the following:

Intervention/Strategy	Start/End Date	Frequency	Level of Performance Before Intervention	Level of Performance after Intervention

*Provide any additional documentation you feel is relevant

_____

Referring Teacher Signature