



WAINSCOTT COMMON FREE SCHOOL DISTRICT

Response to Intervention (RtI)

DISTRICT PLAN

Revised July 2017

WAINSCOTT COMMON SCHOOL DISTRICT

Response to Intervention DISTRICT PLAN

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The Wainscott Common School District, in response to Part 100 of the Commissioner of Education Regulations, devised and implemented a district wide program to provide Response To Intervention for students in grades K through 3, who score below the designated performance level on state assessments, and/or who are not performing on track to graduate from high school college or career ready. The district plan was initially implemented in September 2011, and is revised bi-annually to reflect current goals and student needs.

RESPONSE TO INTERVENTION Grades K-3

Eligibility for RtI for students in grades K through 3:

RTI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners. RtI is an effective and instructional relevant process that has been shown to lead to more appropriate identification of students with learning disabilities.

The New York State Education Department (NYSED) has established a regulatory policy framework for RtI in relation 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.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need 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 progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

The RtI Program will address the needs and eligibility of students in grades K-3. Eligibility is determined using assessments of early literacy/reading readiness and math performance. In Wainscott, this includes teacher reports and observations, review of student performance, diagnostic testing, attendance, as well as recommendations by staff, parents, or self-referral by students. Students who are new entrants or who are absent for required assessments will be screened for possible RtI placement.

1. Identification of Need for RtI:

Students who are performing at 12 months below grade level on norm-referenced, criterion-referenced, and in-class assessments, or who score a Level 1 or 2 on a State Assessment in ELA, Math or Science, will be referred to and placed in RtI. Parents are informed of their child's needs and current functioning levels as compared to expectations for appropriate progress and promotion.

2. Assessment Measures:

Students may be assessed using one or more of the following tools:

- New York State Assessments in grade 3
- AimsWeb Plus
- Go Math
- Hardcourt Reading Program
- Journey's Benchmark:
Unit tests & Weekly tests
- Dial 4 Kindergarten Screening
- Go Math
- Woodcock-Johnson IV

In addition, teacher and parent recommendations are essential factors in the assessment and placement process.

3. Tiers of RtI: Instruction Matched to Student Need

When students are identified as not making sufficient progress, a multi-tiered model that provides a range of supplemental instructional interventions with increasing levels of intensity is implemented to address these needs.

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs. Response to Intervention consists of three tiers of interventions:

4. Exit Criteria:

When successful interventions result in student academic performance at or above grade level, the student will be placed in a less restrictive tier, or if in Tier 1, exited from RtI.

Tier 1:

Tier 1 is identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research based instruction and positive behavior intervention are part of the core program. Our tier 1 core program includes:

- Core curriculum aligned to the Common Core Learning Standards
- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners.
- Universal screenings that are appropriate to grade level are given at least three times per year.

- Weekly progress monitoring of students initially identified as at-risk for five to six weeks.
- Differentiated instruction based on the abilities and needs of all students in the core program may be individual or small group within the classroom.
- A daily 90 minute block of instruction in ELA.

Our reading program is a scientific research-based program that includes explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.

The general education teacher and / or the Reading facilitator is responsible for progress monitoring of students, and a building administrator will oversee testing requirements.

Tier 2:

Tier 2 intervention is typically small group instruction with 3-5 students. This instructional intervention is provided in addition to and not in place of core instruction in Tier 1. Tier 2 interventions focus on the areas of the student needs that are identified in the screening, assessment or progress monitor reports from Tier 1. The students are often grouped according to instructional need. Frequency of intervention provided varies but should be no less than three times per week for a minimum of 20-30 minutes per session.

The location of Tier 2 intervention is determined by the school. It may take place inside or outside of the general education classroom. The determination of which interventions will be provided to an individual student will be made through a problem-solving process with the Instructional Support Team ("IST"). Specifics as to who provides the instruction, frequency and duration of the intervention, the materials used and frequency of progress monitoring are determined by the IST. Research based interventions may include such programs as: LexiaCore5, Reflex Math, Lumis Math, Successmaker Grades 2 – 3, Waterford: Grades K–I, Razz Kids, MYON. Journey's Supplemental Support Materials – RtI, Go Math Supplemental Support Materials–RtI.

In Tier 2, direct systematic instruction provides more teacher directed instruction that is carefully structured and sequenced to the individual student than was provided in Tier 1. Progress monitoring occurs more frequently and may vary, but occurs no less than once every two weeks. Specific assessments that correspond with the intervention given will be used in addition to universal progress monitoring.

The recommended length of time a student spends in Tier 2 will vary depending on the needs and documented progress of the student. These individually focused interventions can be before school, after school, or within the school day. Specific interventions will be for four to six weeks in duration depending upon progress. Additional interventions will be delivered and monitored as need.

A designated member of the IST committee will be responsible for maintaining the data for review. The IST committee along with the classroom teacher and the intervention teacher will determine when to review the data and progress. All data will be shared with the school administration.

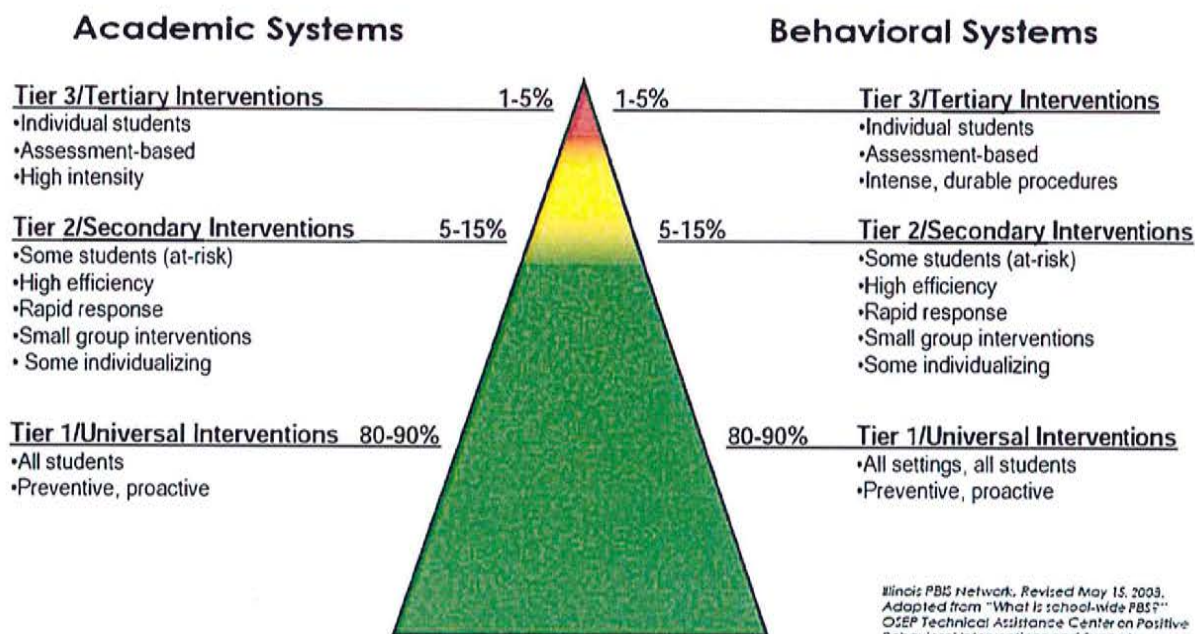
Tier 3:

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. 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 (1-2 students) anywhere from 30-60 minutes at a minimum of four days a week.

The progress of students at Tier 3 is monitored at least once a week to determine the student's response to the intervention. Instruction is provided by school personnel who are highly qualified and trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention will be outside the classroom.

Tiers 2 and 3 are supplemental instruction to Tier 1 and are not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Illinois PBS Network, Revised May 15, 2003.
Adapted from "What Is School-Wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Support.
Accessed at <http://pbis.org/schoolwide.htm>

RECORDS OF PROGRESS:

Student records of progress in RtI sessions must be maintained on all grade levels. RtI student records must include attendance, duration and group size of sessions, on-going assessments of student progress in RtI classes, and consultations with classroom teachers. Group size of RtI classes, regardless of subject area and level, will not exceed ten (10) students.

PARENTAL NOTIFICATION AND INVOLVEMENT:

Parents/guardians must be notified in writing by the principal of the school that the student attends that his/her child will be receiving RtI. The notification must be provided and translated, when appropriate, into the parent's native language or preferred mode of communication. See sample letters attached for each school in the Wainscott Common School District.

The commencement of services notification must include the following:

- A summary of the academic intervention services to be provided;
- The reason the student requires such services;
- Consequences of not achieving expected performance levels;
- Frequency of progress reports

The discontinuance of services notification must include the following:

- The criteria for ending service;
- The performance levels obtained on district-selected assessments; and

Parents/guardians are provided with opportunities for consultation with the classroom teacher, RtI teachers, and other staff members providing academic support services. Quarterly reports on student progress will be provided to parents/guardians. Parents/guardians may request information on ways to become involved with working with their child, monitoring progress, and working with school personnel to improve their child's academic outcomes.

PROGRESS REPORTING:

The principal of each building will ensure that progress reports are sent to parents quarterly. Progress Reports may be provided to parents in a variety of methods, and may include one or more of the following:

- Telephone calls
- Parent-Teacher Conferences
- Letters from principal, or teacher
- Quarterly Report Cards
- Mid-Quarter Progress Reports

RtI teachers must document in writing all progress reporting provided to parents.

WAINSCOTT COMMON SCHOOL DISTRICT SAMPLE LETTER

Date

Dear Parent/Guardian:

The New York State Education Department has mandated that schools provide Academic Intervention Services to students believed to be at risk of not meeting the Common Core State Standards. At Wainscott School, The Response to Intervention framework is used for all students requiring academic intervention in grades K-3. Based upon your child's progress, as evidenced by [assessments], classroom performance, and/or teacher recommendation, your child has been identified to be in need of intervention services for the [2014/2015] school year.

The services to be provided will include:

[Tier] [minutes/day] [frequency] [duration] [teacher]
[Service]

Your child's teacher has already utilized [intervention] as a means to assist your child. RtI provides remediation through direct instruction with an academic specialist. Progress Monitoring is provided for students who show minimal risk of not meeting the Common Core State Standards. This includes close classroom teacher monitoring of the student's progress in a particular skill area, periodic progress monitoring, and quarterly reporting of the student's performance on Progress Reports.

All attempts will be made to deliver these services without disrupting your child's schedule. Ongoing assessment during the year will help determine the need to continue, modify, or terminate these services. The overall objective for providing these services is to increase the likelihood that your child will be successful in meeting the New York State Graduation Requirements.

You will receive reports on your child's progress for this intervention on a quarterly basis. You may contact your child's teacher, counselor, or intervention provider at any time to discuss your child's progress.

Once your child shows sufficient progress and is performing at grade level, he/she will be exited from this program and you will receive notification of same.

Thank you for your continued concern and involvement in your child's education.

Sincerely,

Principal

**WAINSCOTT
Sample Letter
RTI**

Date

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Glossary of Terms

We need to decide what terms we want to define
here:

RtI
IST
Progress Monitoring
Assessment
Intervention

Etc.