

Response to Intervention Plan

Marcellus Central Schools

**BOARD APPROVED:
JUNE 27, 2016**

Response to Intervention Plan

Marcellus Central Schools

District Mission Statement

Provide an education, which challenges, nurtures, and supports each child as a whole person.

The District RtI Team at Marcellus Central Schools is charged with the following responsibilities relative to RtI:

- Universal screening of all students grades K-12 in reading, writing and math
- Ranking students in need of services based upon multi-disciplinary criteria that includes researched based screenings, classroom performance, common assessments and state tests.
- Participate in data team meetings by grade level.
- Provide interventions to all students
- Consult with and support teachers providing Tier 1 interventions in the classroom.
- Progress-monitor all students receiving interventions.
- Change intervention when progress is not being made.
- Communicate student progress with teachers and parents.

Non Negotiables

- Focus on Student Learning
- Build Capacity
- Collaborate Professionally
- Assure our collective best for all students
- Structure learning using current research-based practices

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SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing high quality supplemental instruction and interventions targeted to their learning needs. The overall purpose of RtI at Marcellus Central Schools is to provide targeted intervention services to students at risk of not achieving grade level common core standards. It is a systematic; research based educational approach to close achievement gaps for all students, including students at risk, students with disabilities, and English as a New Language learners.

Response to Intervention Defined

RtI is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student who is struggling receives additional instructional support by matching instruction to a student's individual needs through a multi-tier instructional model. Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or longer instructional time focused on specific areas. RtI focuses on the early prevention of academic difficulty in the areas of reading, writing, behavior and math for students in grades K-8 and reading, writing, math, social studies and science in grades 9-12 by ensuring appropriate instruction for all students, monitoring students' progress; and providing additional levels of instructional assistance (intervention) for students who require support.

RtI is a data driven process to inform decisions. Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust instruction. 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 under the classification of LD, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading.

RtI services are available to students with disabilities on the same basis as non-disabled students, providing that services required are in an instructional area not addressed in a student's Individualized Education Plan (IEP).

For grades K-6 appropriate instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. For high-quality early literacy instruction, the core reading program will minimally be scheduled for two uninterrupted 45 minute literacy block. Appropriate instruction in math means explicit and systematic instruction in early numeracy, math computation, math concepts and application and problem solving. Appropriate instruction in reading and writing means implementing the Wonders program with fidelity in alignment with the Common Core Learning Standards. Appropriate instruction in behavior/social emotional expectations means instruction in character education provides the foundation for our positive behavioral supports and expectations for all students.

For grades 7-12 all secondary teachers are literacy teachers and are expected to integrate literacy in their content areas.

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Marcellus Central Schools a Three-tiered model is used. The RtI model provides services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Rate of progress over time is used to make important educational decisions. Core curriculum and intervention fidelity is critical to the integrity of an RtI model. Core curriculum and intervention fidelity refers to delivering instruction in the way it was designed to be delivered. If students are not making progress after receiving an intervention with fidelity, the intervention must be changed to other research-based practices.

Tier One- Core Instruction

Tier One is considered the primary level of intervention for all students and takes place in the general education classroom. In grades K-6 Tier 1 involves appropriate instruction in reading, writing, behavior and math 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. Appropriate instruction in Writing includes alignment with the Common Core Learning Standards. Appropriate instruction in math includes early numeracy, math computation, math concepts and application and problem solving. In addition, instruction in character education provides the foundation for our positive behavioral supports and expectations for all students. In grades 7-12, Tier 1 interventions focuses on scaffolding the learning standards in English, Math, Science and Social Studies to assure students have the foundational skills needed to meet Common Cores Standards and meet graduation requirements. All secondary teachers are literacy teachers and are expected to focus on agreed upon and shared content/discipline specific vocabulary and academic vocabulary through their core instructional curriculum. Literacy standards and academic vocabulary are aligned across all disciplines.

Students with low test scores in the classroom and on screening assessments will require a review of the students' instructional programs to ensure that explicit and research validated instruction is being provided. Building data teams will look at patterns of student responses to the core instruction to identify patterns of success and progress, as well as systemic needs within the Core Curriculum.

The teacher may slightly vary instructional routines or groupings to accommodate a Tier 1 student who is not meeting grade level expectations. In grades K-6, these students are progress monitored by their classroom teacher every 3 weeks, or more often if needed, to assess their

response to intervention. Students who do not show positive response with Tier 1 interventions should be brought to grade level data meetings with the principal and/or coordinators. In grades 7-12, students who are failing at the 5 week marking period will be brought to content data meetings with the principal and/or coordinators. In grades K-12, data meetings will look at academic and social emotional areas, including attendance and homework to target the intervention.

Tier Two

In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to the Tier 1 interventions. This supplemental instructional intervention **is provided in addition** to Tier 1 instruction. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, or in a diagnostic assessment. In grades K-6, Tier 2 intervention is typically small group (3-5) supplemental instruction. Students are often grouped according to instructional need. Selection criteria will be monitored by the building data team based upon number of students and providers. Tier 2 interventions may take place in an alternate location outside of the general education classroom or pushed into the general education classroom. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and durations. Individual student needs affect the determination of these variables. Our students in a Tier 2 intervention will be progress monitored once a week to determine intervention effectiveness. Students who respond to Tier 2 supplementary instruction may move back to Tier 1 if no other goals are needed. If continued interventions are not effective at Tier 2, the building level data team will meet to discuss the student's progress and may recommend changes to the interventions. Students not responsive to Tier 2 supplementary instruction move to Tier 3 with a change in interventions based upon progress monitoring data. In grades 7-12, content data meetings with principals and/or coordinators will develop an intervention plan with a progress monitoring schedule. Interventions focus on the areas of student need or weakness that are identified in the screening, in a diagnostic assessment or data meetings.

Considerations of Tier 2 Intervention/Instruction for English as a New Language Learners/ Special Education students: RtI services are available to students with disabilities and ENL students on the same basis as non-disabled students, providing that services required are in an instructional area not addressed in a student's Individualized Education Plan (IEP) or part of their ENL services.

Tier Three

In grades K-6, Tier 3 service differs from Tier 2 instruction in terms of time, duration, group size, frequency of progress monitoring, and focus. It is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. This tier provides greater individualized instruction in a small group (generally 1-2 students at a time) anywhere from 30 to 60 minutes 5 days per week and **is supplemental to Tier 1**. Our students in a Tier 3 intervention will be progress monitored at least once a week. If continued interventions are not effective at Tier 3, the Student Study Team will meet to discuss the student's progress, including attendance, behavior and homework and may recommend changes to the interventions or refer the student to the Committee for Special Education (CSE). In grades 7-12, students who do not respond to the intervention plan will be brought to the Student Study Team to discuss the student's progress, including attendance, behavior and homework, and may recommend changes to the interventions or refer the student to the Committee for Special Education (CSE).

Considerations of Tier 3 Intervention/Instruction for English as a New Language

Learners/Special Education students : RtI services are available to students with disabilities and ENL students on the same basis as non-disabled students, providing that services required are in an instructional area not addressed in a student's Individualized Education Plan (IEP) or part of their ENL services

SECTION 3:

ASSESSMENT WITHIN an RTI FRAMEWORK

An RtI framework uses a variety of assessments to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, common assessments, classroom performance, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes. Our school district's process to determine if a student responds to scientific, research-based instruction shall include the following: (a) instruction matched to student need with increasingly intensive levels of targeted intervention and, (b) 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 [8NYCRR §100.2(ii)(1)(iii)]. Our assessment system uses multiple measures to make instructional decisions, including classroom assessments, attendance, behavior and homework.

Screening

Screening results will be used to identify a student in need of intervention and those students will be progress monitored to confirm or disprove initial risk status.

All students in grades K –12 will be given a universal screening which is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills. Valid and reliable universal screenings are conducted three times per year for the purposes of identifying students who are at-risk for academic failure and for closer monitoring of their progress. Behavior will be monitored to screen for students at risk for social emotional concerns.

All students, including ENL and special education students, will be screened using standard measures. Decisions as to services will be made in conjunction with the service providers and administration. Students taking the NYSAA will not be screened.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional assessments. Progress monitoring data is also

used to determine a student's movement through the Tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

All students, including ENL and special education students, receiving Tier interventions will be progress monitored. Students taking the NYSAA will not be progress monitored.

Tier 1 students who are not meeting grade level expectations are progress monitored every three weeks by their classroom teacher in K-6 and at the five week mark for 7-12 to assess their response to intervention. Students receiving Tier 2 & 3 interventions and all special education and ENL students are progress monitored weekly by their content, RtI, ENL or special education teacher. Teachers will report to their principal every five weeks on students who are making minimal or no progress using their progress monitoring data.

Additional Assessment: Diagnostic

Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. Students who are identified on the screening as being at risk of not meeting academic standards will receive additional diagnostic assessments to determine if RTI services are appropriate. There are many factors that influence student performance on timed assessments that need to be part of the decision making process. Students who demonstrate meeting academic standards on the screeners but are struggling in the classroom or on the 3-8 assessments will be referred to grade /content data teams to look at other factors that impact classroom performance.

Students who are not making progress during progress monitoring will also receive diagnostic assessments to help identify changes in interventions. The application of information about the student's response to intervention is used 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. Students who are not making progress during Tier 1 progress monitoring should be referred to building level data teams.

SECTION 4

DATA-BASED DECISION MAKING

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments, common formative assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, three major decisions need to be made relative to student performance

1. Is the core curriculum being implemented with fidelity? Building Level data team
2. Who may be at-risk for academic failure? Grade level or department data meetings
3. How well is the student responding to supplemental, tiered instruction/intervention? Building level data team

Students in grades K-6 who are not responding to the interventions after three progress monitoring points that show little to no growth on their goals should be referred to building level data teams and should change interventions. Students in grade 7-12 who are not responding to interventions after two progress monitoring points (10 weeks) that show little to no growth on their goals should be referred to the building level data team and should change interventions. Changes are documented on the progress monitoring graphs and in the narrative. Students K-6 who do not show consistent growth after nine weekly progress monitoring points should be referred to the building level data teams for discussion of additional interventions. Students in grades 7-12 who do not show growth at the next five week marking period should be referred to the building level data teams for discussion of additional interventions.

Data Driven Instruction

Grade level teams will receive selection criteria and specific tier information immediately following fall and winter universal screenings. This information will be used to determine intervention specifics. Grade level or department level data meetings will be scheduled following each universal screening.

LD in Reading

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 under the classification of LD, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading.

Students in grades K-4 who have received RtI services in reading at the Tier 3 level (1:1 or 2:1) and have not made progress after three different intervention strategies (minimum of eight weeks per intervention) should be referred to CSE for determination if the student has a disability in reading. Students in grades 5-12 may be referred for additional testing to determine if there is a discrepancy between academic performance and cognitive ability.

SECTION 5:

PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district 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 RtI process selected by the school district.”

Members of building data teams will receive training in understanding different types of interventions, data analysis, problem solving, and decision making to help support teachers who refer students.

The District will continue to provide on-going, high-quality professional development for all instructional and supervisory staff. They will address multiple facets of RtI and Data Driven Instruction with a particular focus on research-based interventions. Professional development formats typically include: multi-day trainings, short workshops, professional book clubs, model lessons, and classroom coaching. In addition to district leaders, highly knowledgeable outside consultants may be retained to provide on-going, high-quality professional development in specific technical and/or procedural aspects of RtI.

SECTION 6:

PARENT NOTIFICATION

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing. Parents will receive quarterly data-based documentation of student progress. This is consistent with section 200.4(j) of the Regulations of the Commissioner of Education. Parents whose native language is other than English will have notices translated into their language as with other district notifications.

SECTION 7

Exit Criteria

Response to Intervention Services will discontinue when a student has successfully attained nine consecutive weeks above the target line as determined by progress monitoring. After three weeks above the target, intervention services may change Tier intensity. In grades 7-12, all students will receive RTI Services for one semester before they are eligible to exit the program.

Students who are exiting Tier 2 interventions will be progress monitored by the classroom teacher weekly. The RtI provider will set up an exit meeting with the classroom teacher, RtI teacher and an administrator, content specialist or school psychologist to develop a Tier 1 intervention plan.

APPENDIX

A The following individuals have reviewed the Marcellus Central Schools Response to Intervention Task Force recommendations to update the current RTI Plan adopted in 2013.

Name	Title/Position	School Building
Gary Bissaillon	Principal	KCH
Ginger Holleran	RTI Math/Content specialist	KCH
Patty Barry	RTI Reading	KCH
Katie Walsh	Speech	KCH
Lisa MacLachlan	2 nd grade teacher	KCH
Janet O'Mara	Principal	DMS
Brenda Eschelbacher	Special Ed 7-8	DMS
Erin Maloney	5 th grade teacher	DMS
Judith Walsh	RTI Math	DMS
Pam Springer	RTI Reading	DMS
Katie Bazydlo	Special Ed 4-6	DMS
Ryann Riefler	English 7-8	DMS
Theresa Ferro	RTI Math 7-8	DMS
Nancy vandeVen	6th Grade teacher	DMS
Diana Finn	School Psychologist/Content Specialist	DMS
John Durkee	Principal	SHS
Ryann Riefler	English Content Specialist	SHS
Lisa Hitchcock	Social Worker	SHS
Richelle Schettine	Math	SHS
Bonnie Shutts	Math	SHS

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Description of Core Program

Reading K-6

Wonder and Wonder works

Phonemic awareness- Equipped for Success and Wonders/Wonderworks

Word identification- Wonder or wonder works

Vocabulary- Wonder or wonder works

Oral reading fluency - Direct Instruction reading groups

Comprehension- Direct Instruction reading groups

Academic Vocabulary

Writing

Wonder Writing

Academic Vocabulary

Math

Investigations K-1, 3

Mymath 2,4-5

Early numeracy

Math computation

Math concepts and application

Problem solving.

Academic Vocabulary

Content specific vocabulary

Math 6

Glencoe Math Series (McGraw Hill)

Academic Vocabulary

Content specific vocabulary

Behavior

Character Education is the core program.

Grades 7-12 – All Content areas

Academic vocabulary
Content specific vocabulary
Literacy standard aligned with the content

Screening tools.

K-3 will use AIMSweb PLUS for reading and math, K-2 will be given the **Phonological Awareness Skills Test (PAST)**. 4-12 will use STAR Reading and Math. K-6 will use the end of the year Wonder writing assessment and rubric, 7-12 will use a standardized writing prompt and rubric.

Student behavior is not screened. The district utilizes the behavior reporting form to document students at risk for behavioral intervention needs.

Tier 2

Math

Number Worlds, McMillan.
McGraw -Hill Strategic intervention Handbook (a component of the My Math series used at grades K-6)
Various “Reteach”, “Skills Practice”, and “Below Level” activities provided in the My Math series used in grades K-5, McGraw-Hill, and Glencoe Math Course 1, grade 6
IXL

Reading

Leveled readers
Road to the code
Road to reading
Wonderworks
Rewards
Raz Kids(Computer based program)
HELPS(Fluency Intervention)-(Begeny, Mann, Cunningham & Tsuen)
Leveled Literacy Intervention (Fountas & Pinnell)

Tier 3

Reading

Reading Recovery

LLI

Direct instruction in Reading

Helping Early Literacy With Practice Strategies (HELPS Fluency)

Florida Center for Reading Research Activities

Road to Reading

Road to the Code

Math

Number Worlds

Do The Math created by Marilyn Burns, Scholastic (Addition, Subtraction, Multiplication, Division, and Fraction components)

Diagnostic Assessments

Running Record

Quick Phonics Screener (QPS)

Road to Reading Phonics Level Assessment

Advanced Phonics Assessment

Qualitative Reading Inventory-5

Phonological Awareness Skills Test (PAST)

Parent notification

Written notification is provided to parents (after fall and winter benchmarks) that indicate:

- The nature of the intervention their child will be receiving
- Type of intervention
- Frequency
- Duration
- Interventionist
- Location
- The amount and nature of student performance data that will be collected
- Type of data

- Screening tool
- Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services