Schalmont Central School District

Response to Intervention Plan

October 2017

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Schalmont Central School District
Mission Statement

The staff and community of the Schalmont Central School District will provide programs, resources, and facilities to foster a positive learning environment. Each individual will be encouraged and assisted to grow emotionally, intellectually, physically, and socially to meet the challenges of the future.

Table of Contents

The quality of a school as a learning community can be measured by how
effectively it addresses the needs of struggling students.
Jim Wright, 2005

What is RtI?
Response to intervention is a three tiered problem-solving approach that identifies students with a potential for remediation and or enrichment at all grade levels Kindergarten through twelfth grade. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention. The goal of RTI is to close achievement gaps for all students by addressing small learning problems before they become insurmountable (NYSED 2008).
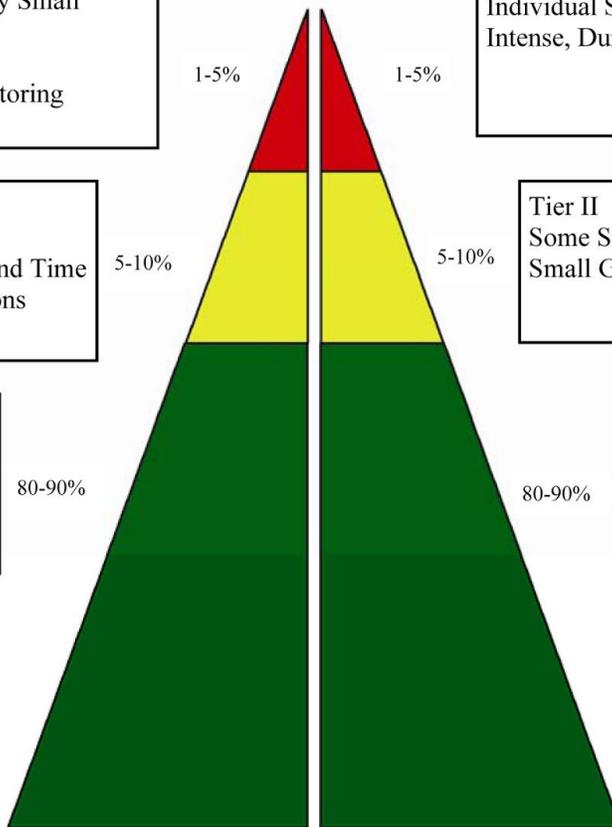
Tiered Model of School Support
The three tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that helps teachers implement research based curricular and instructional practices designed to improve student achievement.

Academic Systems

Behavioral Systems

| Tier III
Individual Students/Very Small Group
High Intensity
Frequent Progress Monitoring |
| Tier III
Individual Students
Intense, Durable Procedures |

1-5%   1-5%

| Tier II
Some Students (at-risk)
Additional Instruction and Time
Small Group Interventions
Progress Monitoring |
| Tier II
Some Students (at-risk)
Small Group Interventions |

5-10%   5-10%

| Tier I
All Students
Universal Screening |
| Tier I
All Settings
All Students
Preventive
Proactive |

80-90%   80-90%

Curriculum

The Schalmont Central School District has established a core instructional program by selecting curriculum that is aligned with Common Core State Standards. NYS adopted The Common Core Learning Standards on July 19, 2010 as set standards for literacy and mathematics in an effort to prepare students for college and careers in the 21st century.

Universal Screening and Progress Monitoring

All students are screened three times each year in literacy and in math. The results from the screenings are used in tandem with other measures to identify students for Tier 2 interventions. The results of multiple measures are used to:

1. Determine whether students are making progress
2. Determine which students need more assistance so they do not fall further behind
3. Inform instruction to ensure essential skills are mastered
4. Determine whether students will benefit from classroom enrichment activities.

Screening Guidelines

A Universal Screen is utilized K-8 to identify levels of baseline proficiency for all students.

Students in grades 9-12 are monitored and identified by teachers through multiple measures (ie: classroom assessment, performance, academic history, etc.) as needing further intervention. These students are looked at more closely through screening tools such as the STAR test and individual writing analysis.

The results from each benchmark and student data are collected and analyzed by the intervention teams at each building. The information is then shared with classroom teachers and instruction is directed accordingly based on this new information. Tier 2 and 3 groups are formed according to specific skills that students need in order to become more proficient readers. At specific points during the year, our school inquiry team reviews school wide data and makes appropriate recommendations that assist with the delivery of our intervention program.

Progress Monitoring

Progress monitoring will apply to all students. Students in Tier 1 will be taught the core curriculum with standard supports, such as differentiated instruction, flexible grouping, or enrichment. Content and skill assessment will occur regularly according to the teacher's plans. In addition to the teacher's assessments, Aimsweb, Fountas and Pinnell Benchmark Assessment, STAR, grade level or course assessments or other assessment tools (CFA's) may be used. The purpose of these assessments is to determine the level of student understanding of the core curriculum. The data received as a result of these assessments will be analyzed. If it indicates that a student is struggling, he/she may be recommended to be moved into Tier 2.

Tier 2 will consist of small group instruction on targeted areas of weakness(es). Supplemental instruction will occur, using research-based strategies and interventions. Students in Tier 2 will be assessed in regular intervals to determine if the student is moving toward his/her goals. A minimum of six to eight data points are necessary to determine the effectiveness of an intervention. (Data points could be taken through running records, words per minute tallies, math computation tests, comprehension questions, accurate responses to questions, etc.) Results will be analyzed and changes will be made to the student's plan for improvement accordingly. Such changes may include intervention intensity (change of tiers), duration, frequency, or group size. If, despite the additional support of Tier 2, a student fails to progress towards his/her goals, the Response to Intervention Team will meet to recommend the child's placement in Tier 3. Tier 3 will provide intensive support for detailed, specific skill deficits. Progress monitoring will continue to occur at greater frequency. If the student fails to progress toward the goal after a designated time frame as set by each, a referral may be requested for the Committee on Special Education.

Tiers

Tier 1

Tier 1 instruction (Academic)
Tier 1 Instruction- Core instruction takes place within the classroom and includes all students. Core instruction is aligned with the NYS Common Core Learning Standards and includes differentiation based on the abilities and needs of all students. For students consistently not responding to core instruction (i.e. meeting grade level or behavioral expectations), RtI teams will assist in identifying targeted skills, developing Tier 1 Instructional Support Plans, and determining the level of monitoring required to assess progress and response to instruction.

Tier 1 Behavioral Strategies
Tier 1 Behavioral- These are classroom-based, universal behavioral expectations and strategies. These consist of various incentive and consequence based strategies to reinforce the code of conduct and create an atmosphere of learning for all students. For students consistently not responding to Tier 1 behavioral strategies, RtI teams will assist in identifying targeted skills, developing Tier 1 Interventional Support Plans, and determining the level of monitoring required to assess progress and response to interventions.

Tier 2

Tier 2 core instruction plus targeted intervention (Academic)
Tier 2 is a secondary intervention intended for 10-15% of students who are not responding to core instruction at Tier 1. This supplemental instruction is provided **in addition to**, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on areas of student need or weakness that are determined from the results of the universal screening in combination with the uniform grade level/district assessments. Tier 2 interventionists may include:

Reading Teachers
ENL Teachers
Speech/Language Therapists
Special Education Teachers (with non-identified students)
Social Workers (behavior only)
Other highly qualified interventionists (as determined by building administrator).

The location of a Tier 2 intervention may be within the classroom or an alternate location to be determined by the school.

Other characteristics of Tier 2 instruction
1. Group size is flexible to meet student needs.
2. Frequency of intervention provided varies; however, it should be delivered at a higher frequency than Tier 1 and at regular intervals.
3. In order to determine the effectiveness of an intervention, a minimum of six to eight data points are necessary. Multiple interventions should be implemented at each tier before considering moving a student to a more restrictive tier.
4. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on individual student needs and responsiveness.
5. Progress monitoring will occur at regularly defined intervals.

Tier 2 Behavioral Strategies
Behavioral Tier 2 - interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on student need and responsiveness. Progress monitoring within the identified target area must occur.

Tier 3

Tier 3 core instruction plus targeted intervention (Academic)
Students who have received a minimum of two targeted interventions at Tier 2 and have failed to make progress or continue to demonstrate inconsistent progress at expected rates, shall be provided Tier 3 interventions. Tier 3 interventions are research-based and implemented with integrity and fidelity, consistent with the identified area of need. **Interventions are delivered in addition to, and not in place of, the core instruction provided in Tier 1.** Tier 3 is typically reserved for approximately 1-5% of students who require more intensive instruction in addition to their core instruction.

Tier 3 differs from Tier 2 in terms of time, duration, group size, frequency of progress monitoring, and focus. Individual diagnostic assessments may be conducted to determine specific patterns of strengths and weaknesses that the individual has for the purpose of designing effective instruction to remediate the student's deficits.

Tier 3 providers may include:
Reading Teachers
ENL Teachers

Speech/Language Therapists

Social Workers

Special Education Teachers (with non-identified students)

Other highly qualified interventionists (as determined by district administration)

The location of a Tier 3 intervention is always outside of the classroom.

Other characteristics of Tier 3 instruction

1. Group size is flexible to meet student needs.
2. Frequency of intervention provided varies; however, it should be delivered at a higher frequency than Tier 1 and at regular intervals.
3. In order to determine the effectiveness of an intervention, a minimum of six to eight data points are necessary. Multiple interventions should be implemented at each tier before considering moving a student to a more restrictive tier.
4. Tier 3 interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on individual student needs and responsiveness.
5. Progress monitoring will occur at regularly defined intervals.

Tier 3 Behavioral Strategies

Behavioral Tier 3 - interventions are supported by research and vary by targeted skill focus, frequency, and duration based on individual student needs and responsiveness. Interventions are always delivered individually. Daily progress monitoring within the identified target area must occur.

Critical Components: Reading and Math RtI

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a lack of sustained adequate progress with interventions
Program	Research Based Curricula	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction.	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to specific individual student learning goals.**
Grouping	Differentiated and flexible grouping formats to meet student needs	Differentiated and flexible grouping formats to meet student needs	Differentiated and flexible grouping formats to meet student needs
Frequency	60 minutes per day or more for reading/math (K-5) and required periods daily (6-12) as required by district using differentiated instruction	Frequency varies; however, it should be delivered in addition to Tier 1 instruction.	Frequency varies; could increase from Tier 2 and/or group size can be decreased. Also should be delivered in addition to Tier 1.
Duration	Throughout school year	In order to determine the effectiveness of an intervention, a minimum of six to eight data points are necessary. Multiple interventions should be implemented at each tier before considering moving a student to a more restrictive tier.	In order to determine the effectiveness of an intervention, a minimum of six to eight data points are necessary. Multiple interventions should be implemented at each tier before considering moving a student to a more restrictive tier.
Progress Monitoring	3 times/year unless otherwise specified	At regular intervals	At regular intervals
Resources	Journeys, NYS Modules	LLI, AIMSWEB Intervention Central Florida Center for Reading Research	

Critical Components: Behavioral

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a lack of sustained adequate progress with interventions
Program	Systematic plan for teaching/reteaching expectations District Code of Conduct	Systematic plan for teaching/reteaching expectations District Code of Conduct; Direct Social Skills Instruction	Systematic plan for teaching/reteaching expectations District Code of Conduct; Direct Social Skills Instruction individualized to student needs
Grouping	Multiple and flexible grouping formats to meet student needs	Multiple and flexible grouping formats to meet student needs	Homogeneous small group/individual instruction with a maximum of three students. Instructional focus must be on same skill deficits
Frequency	*Daily *Thoroughly teach school/classroom expectations *Provided by general education teachers.	Frequency based on student need and responsiveness	Frequency based on student need and responsiveness
Duration	*Beginning of school and review after each extended break.	Duration based on student need and responsiveness	Duration based on student need and responsiveness
Assessment	Behavior rubric(for use with students not responding to tier 1 intervention)	Behavior rubric(completed every 2-3 weeks) Gain 3 data points	Behavior rubric. Completed weekly until student reaches desired goal)
Progress Monitoring	Review office visits and/or referrals at regular intervals.	Review office visits on a more frequent schedule	Review documentation of progress monitoring for the behavior of concern
Resources	School pledge, School handbook, [Polk Elementary Resource](), Kelsoe's choice, Clip chart system, Parent call/note home, Loss of recess, Send to principal, Seat change, Loss of privilege, Praise when on task, Prize box, Earn privilege, Positive communication to parent	Social work lunch groups, School counseling, Carol Gray social stories, Informal behavior plans for individual students [Polk Elementary Resource]()	Behavior Intervention plans, FBA's, Individual/small group counseling of students with similar needs, [Polk Elementary Resource]()

RTI Teams

Jefferson:	*Middle School:*	*High School:*
K-2 Team	5-8 Team	9-12 Team
3-4 Team		9-12 Diagnostic Team

Purposes:
- To review academic and behavioral data and evaluate the effectiveness of Tier 1/Tier 2 instruction.
- To review student screening data and identify those needing additional support/intervention.
- To plan, implement, monitor, and modify academic and/or behavioral interventions

RtI Team membership:
- Principal(s)/PPS Director
- School psychologist
- Speech therapist
- Classroom teacher(specific to grade level)
- Special education teacher
- Reading specialist(s)
- Math specialist(s)
- Social worker(as needed)
- Guidance Counselor (as appropriate)
- School Nurse
- School Resource Officer (as needed)
- OT/PT (as needed)

Meeting schedule:
- As designated by individual school buildings
- Emergency meetings as needed

RtI Protocols
- Prior to each meeting teachers presenting a student for discussion to the RtI team will:
  - Parents must be contacted in advance of scheduling a meeting with the RtI committee. Parents may be provided the opportunity to attend this meeting.
  - Complete an RtI referral form according to building procedures
  - Each form must be completed with the requested data and background information specific to each student. The team encourages you to bring data collected from all Tier 1 interventions you have already implemented.
    - Data points could be taken through running records, words per minute tallies, math computation tests, comprehension questions, accurate responses to questions, etc.

- During the RtI committee meeting the team will:
    - Review evidence of interventions conducted with the student in question
    - Provide feedback to the classroom teacher in the form of:
        - Interventions to be implemented
        - Suggestion to increase or decrease Tiered interventions
        - Record keeping/and data form resources
        - Access to highly qualified interventionist
    - RtI committee will schedule a review meeting
- After the RtI committee meeting the teacher will:
    - Conduct an intervention or a series of interventions as outlined from the committee meeting. The interventions must be conducted to meet the allotted time frames and data points criteria as listed above.
    - Teachers will return to the committee meeting after upon the completion of the intervention(s) to determine if further action is needed
    - If multiple interventions have been implemented at Tier 3, and the student fails to progress toward the goal after a designated time frame, a referral may be requested for the Committee on Special Education.

Team Fidelity Checklists

Tier 1: Fidelity Checklist
☐ Parent RtI Brochure was sent home and parent contacted prior to meeting
☐ Add indicator for student in eSchool
☐ Tier 1 fidelity checks completed by RTI committee members (to assist teachers with the implementation of Tier 1 strategies)
☐ Regular progress monitoring of students receiving Tier 1 interventions
☐ Attendance in Tier 1 was reviewed and considered.

Tier 2: Process Fidelity Checklist
☐ Attendance in Tier 1 was reviewed and considered.
☐ The principal has verified Tier 1 fidelity and has approved consideration of an intensive intervention.
☐ A meeting was held with the building level RtI team and multiple data points were reviewed and analyzed.
☐ Progress monitoring in Tier 1 was completed and identified the student as a non-responder.
☐ Meeting minutes were taken and the student's individual plan has been initiated or updated.
☐ Progress updates have been sent to parents.
☐ Tier 2 notification letters are scheduled to be sent prior to intervention start date.

Tier 3: Process Checklist
☐ An action plan has been created and followed assigning roles and responsibilities of team members
☐ The student has received a minimum of two, Tier 2 interventions
☐ Progress monitoring in Tier 2 was completed and indicates limited to no progress. Guidelines for changes and progress monitoring have been followed.
☐ Multiple data points were reviewed and revealed areas of concern.
☐ Attendance in core instruction and Tier 2 intervention are both reviewed and considered.
☐ The principal has verified fidelity and has approved consideration of more intensive intervention.
☐ If additional assessments were completed, results were reviewed and support a more intensive intervention
☐ Progress updates have been sent to parents on a regular basis.
☐ Parents have been notified of the school's concerns regarding student lack of progress.
☐ The student's individual plan has been regularly updated and reviewed.
☐ Tier 3 notification letters are scheduled to be sent prior to intervention start date.

RtI Resources

Glossary

Questions and Answer

Jefferson RTI Referral Form

High School RTI Referral Form

High School RTI Resource Folder

Middle School RtI Referral Form

Parent Information Pamphlet Middle School

Tier One Interventions Folder Middle School

Middle School Data Forms