

Updates: 7/29/21

SAUGERTIES CENTRAL SCHOOL DISTRICT

RESPONSE TO INTERVENTION

Plan

Grades K-6

2021-2024

WHAT IS RESPONSE TO INTERVENTION (RtI)?

*Response to Intervention is a three-tiered problem-solving approach that identifies early on general education students struggling in English Language Arts and Mathematics. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention depending upon identified need. RTI's goal is to close achievement gaps for all students by addressing learning (and in some cases, behavioral) roadblocks before they become insurmountable. Student progress is monitored during all points in order to provide information on each student's "response" to the particular intervention implemented. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum. If a disability is suspected, data gathered during the intervention process can be used as part of the evaluation information required to qualify a student for Special Education services.

- * NYSED Regulations define Response to Intervention as a school district's process to determine if a student responds to scientific, research-based instruction. Effective July 1, 2012, all school districts in NYS must have an RtI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.

Furthermore, Academic Intervention Services are NYSED-mandated services designed to help students achieve the learning standards in English Language Arts and mathematics in Grades K – 12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction);
- Students support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but are designed to respond to student needs as indicated through State assessment results and/or district-approved procedures that are consistent throughout the district at each grade level.

The Saugerties Central School District's Academic Intervention Services Plan will be a subset of its Response to Intervention Plan. [NYSED Regulations Part 100.2ee7: . . . *a school district may provide a Response to Intervention program in lieu of providing academic intervention services to eligible students. . . .*] Heretofore, in most contexts—district plan, services, teachers, teams-- the term *RtI* will replace *AIS*.

RtI AND THE THREE-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 help teachers implement research-based instructional practices designed to address the particular roadblock and to improve student achievement.

TIER 1 INTERVENTION: CLASSROOM

Tier 1 is considered the primary level of intervention and includes whole-class and differentiated instruction provided to all students. It also includes focused instruction for those students showing signs of academic struggle.

Students designated as requiring **Tier 1 Intervention (Classroom)** will be identified based upon the Universal Screening score and other criteria referred to in **Response to Intervention Guidelines**. Tier 1 instruction will include the following elements:

- Curriculum in ELA and Math aligned to the New York State Learning Standards
- Effective, highly engaging instruction within the general education setting that is explicit and systematic.
- Targeted, differentiated small-group instruction within the general education classroom that is in addition to, but not in place of, core instruction.

The student's progress will be monitored on a frequent basis and reviewed by the building's RtI team (formerly known as the AIS team) every 5 to 10 weeks. If a student is successful in the targeted areas to the extent that the Tier 1 designation can be dropped, the classroom teacher will do so, continuing to carefully monitor the student's progress throughout the rest of the year. If a student is not being successful after approximately 5 cycles (6 days each) of the Tier 1 intervention, the RtI team may consider moving that student into Tier 2.

TIER 2 INTERVENTION: TARGETED

Students will be designated as requiring **Tier 2 intervention (Targeted)** based upon criteria for students in Grades K – 6 based on the charts at the end of this document. Other criteria referred to in **Response to Intervention Guidelines**, and analysis of how the student has responded to Tier 1 intervention.

Tier 2 intervention will not supplant regular classroom instruction. The intervention should provide sufficient additional support for the students to gain the skills and strategies needed to close the achievement gap and to continue to make grade-level progress in Tier 1 instruction.

Features of targeted Tier 2 instruction include those of Tier 1 as well as the following:

- Evidence-based practice protocols
- Behavioral support and interventions
- Effective, highly engaging instruction in targeted areas
- Frequent progress monitoring
- Specialized, systematic, purposeful, focused, and consistent instruction
- More opportunities for students to process and practice the target skill or behavior
- More opportunities to have learning content broken down into smaller chunks and segments to facilitate learning

Each student's progress will be monitored on a frequent basis by the provider and reviewed by the building's Grand Round Teams team. If a student is being successful deemed by the charts at the end of this document, the student would then receive Tier 1 intervention. If a student is not being successful after approximately five cycles (6 days each) of Tier 2 intervention, the RtI team may consider moving that student into Tier 3. Other considerations, such as attendance, social and emotional variables, and stability of quality instruction, should be considered in the movement of tiers.

TIER 3 INTERVENTION: INTENSIVE

Students will be designated as requiring **Tier 3 Intervention (Intensive)** based upon criteria detailed below in charts. Among these are the Universal Screening score, reading program levels, the score on the State assessment of the previous year (for students in Grades 3 – 6), other criteria referred to in **Response to Intervention Guidelines**, and analysis of how the student responded to Tier 2 intervention.

Each student's progress will be monitored on a frequent basis by the provider and reviewed by the building's Grand Round Teams. If a student is being successful deemed by the charts at the end of this document, the student would then receive appropriate tier intervention. If a student is not being successful after approximately five cycles (6 days each) of Tier 3 intervention, the RtI team should consider moving the student into a group with fewer students or more frequent sessions. Other considerations, such as attendance, social and emotional variables, and stability of quality instruction should be considered in decision making.

Measures used to determine a learning disability and referral to CSE.

For Learning Disability:

- End of 2nd grade and beginning of 3rd grade
- 2 years behind grade level and have had RtI Tier 3 services for 1 year with limited typical growth using IReady Diagnostic.

Please consider chronic absenteeism defined by our district policy is 2 days missed per month. The Grand Rounds team should follow all district policy procedures regarding absenteeism.

ELIGIBILITY FOR RtI

The criteria for eligibility as well as exiting the program are given in the **Response to Intervention Guidelines** that follows. Teachers will present documentation regarding students for consideration in the RtI program to the School-Level RtI Committee.

iReady data is integral to the RtI eligibility process. Students taking the iReady ELA/Math diagnostic test remotely will be monitored by SCSD staff to ensure validity.

SCHOOL-LEVEL Grand Rounds COMMITTEE MEETINGS

This committee is facilitated by the RtI teacher in each elementary school with support from special education lead teacher and school psychologist. The team will meet on a quarterly basis, or more if needed, to consider RtI interventions for all students.

Quarterly meetings for Grand Rounds should be scheduled on:

November 15th and 16th, February 14th and 15th, April 25th and 26th, and June 13th and 14th.

IReady windows should have the following deadlines for assessment to be completed:

October 5th, February 11th, and June 10th.

Other interventions such as, but not limited to, related service consultations and attendance support should also be considered by committee.

Parent notification is completed by RtI teacher who is providing academic service. Other school personnel responsible for other interventions should notify parents.

PARENT NOTIFICATION

When a student requires an intervention beyond that provided to all students in the general education classroom written notification to the parents (or persons in parental relation) will be made as follows:

- i. Notification of commencement of services: The parent of a student who has been determined to need RTI/AIS services shall be notified in writing by the principal. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the services to be provided to the student, the reason the student needs such services, the amount and nature of student performance data that will be collected, and the consequences of not achieving expected performance levels.
- ii. Notification of the ending of services: The parent shall be notified in writing when services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
- iii. Ongoing communication with parents: The parent shall be provided with:
 - a. an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing services, at least once per semester during the regular school year;
 - b. reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications, or other means, in a language or mode of communication understood by the parent; and
 - c. information on ways to work with the child to improve achievement, monitor the child's progress, and work with educators to improve the child's achievement.
- iv. The parents' right to request an evaluation for special education programs and/or services.

INITIAL IDENTIFICATION PROCESS at Grand Rounds

- The classroom teacher has provided differentiated instruction as part of Tier 1 intervention.
- **The classroom teacher has compiled 5 weeks of documentation, specifying the interventions used and the student response to the intervention, and fills in the required paperwork.**
- The classroom teacher has discussed with the parent (or has attempted to contact) differentiated instruction and the interventions already provided for the child.

ELA
RTI GUIDELINES
1st Quarter

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
K No Pull-out Service until Novem ber	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY			
	ESGI			20% Letter ID/Sounds

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
1 ST	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	Level 6	Level 3 & 4	Below Level 3
	Foundations Unit Tests	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
2 ND	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	= > Level 10	= > Level 7	Below Level 6
	Foundations Unit Tests	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
3 RD	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level M	= >Level N	Below Level L

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
4	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level P	=> Level O	Below Level N

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
5	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level S	=> Level R	Below Level Q

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
6	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level U	=> Level T	Below Level S

ELA
RTI GUIDELINES
2nd Quarter

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
K	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY			
	Local K assessment			50% Letter ID/Sounds

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
1 ST	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	=> Level 8 & 9	=> Level 5, 6, & 7	Below Level 5
	Foundations Unit Tests	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
2 ND	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	= > Level 12	= > Level 9	Below Level 8
	Foundations Unit Tests	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
3	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level Q	=> Level N	Below Level 0

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
4	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level T	=> Level S	Below Level R

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
5	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level V	=> Level U	Below Level T

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
6	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level X	=> Level W	Below Level V

ELA
RTI GUIDELINES
3rd Quarter

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
K	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY			
	Local K assessment			30% Sight Words
GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
1 ST	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	= > Level 19	= > Level 6	Below Level 5
	Foundations Unit Tests	75-100%	60-74%	<59%
GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
2 ND	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	= > Level 13	= > Level 12	Below Level 11
	Foundations Unit Tests	75-100%	60-74%	<59%
GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
3 RD	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level P	=> Level O	Below N
GRADE	ASSESSMENT	CRITERIA		
4		TIER 1	TIER 2	TIER 3
	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level R	=> Level O	Below Level P
GRADE	ASSESSMENT	CRITERIA		
5		TIER 1	TIER 2	TIER 3
	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level T	=> Level S	Below Level R
GRADE	ASSESSMENT	ELIGIBILITY CRITERIA		
6		TIER 1	TIER 2	TIER 3
	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level W	=> Level V	Below Level U

ELA
RTI GUIDELINES
4th Quarter

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
K	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY			
	ESGI			50% Sight Words

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
1 ST	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	= > Level 11	= > Level 8	Below Level 7
	Fundations Unit Tests	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
2 ND	IREADY	iReady Tier	iReady Tier	iReady Tier
	RIGBY	= > Level 14	= > Level 12	Below Level 11
	Fundations Unit Tests	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
3 RD	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level P	=> Level O	Below N

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
4	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level R	=> Level O	Below Level P
		75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
5	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level U	=> Level T	Below Level S

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
6	IREADY	iReady Tier	iReady Tier	iReady Tier
	F & P Level	=> Level V	=> Level U	Below Level T

Math
RTI GUIDELINES
1st Quarter- 4th Quarter

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
K No Pull-Out service until January	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	Local K assessment	=>71%	=>51%	<50%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
1 ST	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	iReady Data(Lesson Quizzes, Cum. Practice Tests, Comp Checks, Exit Tickets)	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
2 ND	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	iReady Data(Lesson Quizzes, Cum. Practice Tests, Comp Checks, Exit Tickets)	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
3 RD	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	iReady Data(Lesson Quizzes, Cum. Practice Tests, Comp Checks, Exit Tickets)	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
4	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	iReady Data(Lesson Quizzes, Cum. Practice Tests, Comp Checks, Exit Tickets)	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
5	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	iReady Data(Lesson Quizzes, Cum. Practice Tests, Comp Checks, Exit Tickets)	75-100%	60-74%	<59%

GRADE	ASSESSMENT	CRITERIA		
		TIER 1	TIER 2	TIER 3
6	iReady Diagnostics	iReady Tier	iReady Tier	iReady Tier
	iReady Unit Tests	75-100%	60-74%	<59%
	iReady Data(Lesson Quizzes, Cum. Practice Tests, Comp Checks, Exit Tickets)	75-100%	60-74%	<59%

