

Update 7/28/21

SAUGERTIES CENTRAL SCHOOL DISTRICT

RESPONSE TO INTERVENTION Plan

Grades 7 & 8

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 being successful in the targeted areas to the extent that the Tier 1 designation can be dropped, the classroom teacher will do so, continuing to monitor carefully 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)** for students in Grades 7 & 8 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 Rounds 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 Rtl 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, the score on the State assessment of the previous year (for students in Grades 6 &7), 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 Rounds 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 two quarters (every other day) of Tier 3 intervention, the Rtl team should consider moving the student into a group with less 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.

GRAND ROUNDS

- monthly round table discussion between teachers, student support staff, and administration to collaborate plans for student success
- A live google sheet will be kept during the marking periods
- Parents will be contacted by guidance counselors/teams to make parents aware of any new strategies being put into place

GRAND ROUNDS

Principal Assistant Principal Classroom Teacher Guidance Counselor School Psychologist Social Worker School Nurse

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 to a student who has been determined to need RTI 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

- The classroom teacher has provided differentiated instruction as part of Tier 1 intervention.
- The classroom teacher has compiled 6 weeks of documentation, specifying the interventions used and the student response to the intervention, and fills in the required paper work.
- The classroom teacher has discussed with the parent (or has attempted to contact) differentiated instruction and the interventions already provided for the child.
- The classroom teacher contacts the RTI team facilitator and sets up a meeting.
- The RTI facilitator looks over the paper work ahead of time to make sure everything is complete. Meetings can be rescheduled if need be.

ELA and Math
RTI GUIDELINES

GRADE	ASSESSMENT	ELIGIBILITY CRITERIA		
		TIER 1	TIER 2	TIER 3
Grade 7	IReady	iReady Tier	iReady Tier	iReady Tier
	Grade Levels Mid-Term/ Finals		Score under 75	Score under 65
	Benchmarks		Score under 75	Score under 65
GRADE	ASSESSMENT	ELIGIBILITY CRITERIA		
		TIER 1	TIER 2	TIER 3
GRADE 8	IReady	iReady Tier	iReady Tier	iReady Tier
	Grade Levels Mid-Term/ Finals		Score under 75	Score under 65
	Benchmarks		Score under 75	Score under 65