CLINTON CENTRAL SCHOOL DISTRICT

RESPONSE TO
INTERVENTION/ACADEMIC
INTERVENTION SERVICE PLAN

2018-2019
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INTRODUCTION

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs. RtI uses learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of intervention and instruction, or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

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 the 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.
**APPROPRIATE INSTRUCTION**

The process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel.

**Reading**

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)]

**Math**

Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

**Social/Behavioral**

Appropriate instruction and support includes social skills group, lunch groups and 1:1 time with teachers and staff.

**INSTRUCTION MATCHED TO STUDENT NEEDS**

The process to determine if a student responds to scientific, research-based instruction shall include increasingly intensive levels of targeted intervention matched to student needs 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.
REVIEW OF STUDENTS
After universal screening (using i-Ready ELA/Math, NYS 3-8 assessments, class assessments or regents exams), students are referred to the Response to Intervention Team (RtI) for discussion of the most appropriate intervention. Individual student plans are then developed and implemented. Interventions are determined and progress monitored at a minimum of every five weeks. RtI teachers (WINN and Learning Center) will be required to utilize anecdotal record keeping sheets as well as the I-ready instructional planning report to track and monitor student progress. Using the data collected by the RtI teacher the SBIT committee will make informed data driven decisions concerning continued eligibility determination and/or discharge from RtI.

Students in grades K-5 who qualify for services as deemed necessary by the RtI team will be reevaluated by RtI instructors or general education classroom teachers to determine continued eligibility. Reevaluations will utilize classroom performance data as well as progress monitoring results from i-Ready.

Students in the Elementary School receive RtI based on a combination of assessments including NYS assessments, i-Ready and Fountas and Pinnell and teacher data.

Students in Middle School who receive below a level 3 on a NYS assessment in grades 6-8 will, following a minimum of two quarters of RtI services, will be reviewed to determine if services should be continued. A combination of state assessment data, local performance information and RtI teacher input will be used to determine continued eligibility.

Students in high school (grades 9-12) who score below state minimum requirements on assessments will have an AIS (Academic Intervention Services) Plan that will be reviewed and monitored semi-annually.

PARENT INVOLVEMENT IN PLACEMENT AND REVIEW OF RtI PLACEMENT
The parent(s) or the person(s) in parental relation to the student must be notified in writing, by the building principal, that his/her child will be receiving Response to Intervention services. Students over the age of (17) shall also receive written notification of such required service. Such notice must be provided in English and translated, when appropriate, into a parent’s native language.

The written notification must include the following:

- A summary of the Response to Intervention services to be provided
- The reason the student needs such services
The consequences of not achieving the expected performance levels
The principal shall also provide written parental notification when RtI services will be
discontinued. The written notification shall include the following:

- The criteria for ending service
- The performance levels obtained on district-selected assessments, if appropriate;
  and teacher recommendation rubrics
- Be translated, where appropriate, into the native language of the parent(s)

CSD is required to provide on-going communication to the parent(s) or person(s) in
parental relation to the student receiving the RtI services. The parent(s) shall be
provided an opportunity to consult with the student’s general education teacher(s) and
other staff providing RtI services at least once per quarter. Progress will be noted as
Satisfactory or Unsatisfactory on the quarterly report card. Parents of elementary and
middle school students shall be provided with reports at least once each quarter
reflecting progress that has been made.

**MULTI-TIER SERVICE DELIVERY MODEL**

**TIER 1- CLASSROOM TEACHER RESPONSIBILITIES**
**TIER 2- CLASSROOM TEACHER/RtI TEACHER RESPONSIBILITIES**
**TIER 3- RtI TEACHER RESPONSIBILITIES**
**TIER 4- SPECIAL EDUCATION TEACHER RESPONSIBILITIES**

When students are identified through screening, progress monitoring or other ongoing
assessment procedures as not making sufficient or satisfactory progress, the school’s
multi-tier service delivery model provides a range of supplemental instructional
interventions with increasing levels of intensity to address these needs. The various
tiers include distinguishing features such as:

- size of instructional group
- mastery requirements for content
- frequency and focus of screening
- duration of the intervention
- frequency and focus of progress monitoring
- frequency of intervention provided
- the instructor’s qualifications

A multi-tiered system can be viewed as layers of increasingly intense intervention that
respond to student-specific needs (a continuum of instructional support provided to a
student). CCSD has implemented a 4 tier model of intervention.
LEVELS OF INTERVENTION

TIER 1

Tier 1 is commonly 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 and supports are part of the core program. Tier 1 includes:

- core curriculum aligned to the NYS Common Core Learning Standards
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners
- universal screening administered to all students in the general education classroom three times per year (I-Ready Assessments for grades k-8)
- weekly progress monitoring of students initially identified as at-risk for five or six weeks. Data collected during the weekly monitoring must be available to administrators and/or parents for review
- differentiated instruction based on the abilities and needs of all students in the core program
- daily instruction in the core reading/ELA program

TIER 2

Tier 2 intervention is typically small group supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions a minimum of three days per six day cycle. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need.

Tier 2 instruction may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

In Tier 2, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1.
The determination of a student’s achievement is well defined and mastery is achieved before moving on to the next step in the sequence. Progress monitoring occurs every tenth session using i-Ready Assessments or other district approved assessments that measure targeted skills.

The recommended length of time a student spends in the second tier of intervention will vary from approximately ten to twenty weeks, depending on such factors as the skill set to be learned, rate of student’s progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, the intervention should be adjusted and monitored.

**TIER 3**

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. 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 an individual or small group setting for 30 minutes up to six days out of a six day cycle. The progress of students at Tier 3 is monitored more frequently, at least every other week, to determine the student’s response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction.

**TIER 4**

Students that do not meet with success in Tier 3 may be recommended for referral to the Committee on Special Education. Students recommended for referral to the Committee on Special Education should continue to receive Tier 1 and 3 intervention until a decision has been made by the committee. At that time students may be recommended for classification as a student with a disability and will have an Individualized Education Program (IEP) developed based on individual needs.
# Description of Critical Elements In a 4-Tier RtI Model

The following table outlines the essential features of a four-tier model of RtI including ranges of frequency and duration of screening, interventions and progress monitoring.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tier 1 Core Curriculum and Instruction</th>
<th>Tier 2 Supplemental Instruction</th>
<th>Tier 3 Increased Levels of Supplemental Instruction</th>
<th>Tier 4 Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Instructional group</td>
<td>Whole class grouping</td>
<td>Small group Instruction</td>
<td>Individualized or Small group Instruction</td>
<td>Individualized or Small group Instruction per IEP</td>
</tr>
<tr>
<td>Mastery Requirements of Content</td>
<td>Relative to the cut points identified on screening measures and continued growth as demonstrated by progress monitoring</td>
<td>Relative to the cut points identified on screening measures and continued growth as demonstrated by progress monitoring</td>
<td>Relative to the student's level of performance and continued growth as demonstrated by progress monitoring</td>
<td>Relative to the student's level of performance and continued growth as demonstrated by progress monitoring and mastery of IEP goals</td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>Screening Measures 3 times per year</td>
<td>Varies, but no less than once every five weeks</td>
<td>Varies, but more continuous and no less than every other week</td>
<td>Varies, but more continuous and no less than once a week</td>
</tr>
<tr>
<td>Frequency of Intervention Provided</td>
<td>Per school schedule 40 minute blocks</td>
<td>Varies, but no less than three times per week for a minimum of 30 minutes per session</td>
<td>Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session</td>
<td>Varies, but based on IEP required services, typically 40 minutes per day</td>
</tr>
<tr>
<td>Duration of Intervention</td>
<td>School Year</td>
<td>10-20 Weeks</td>
<td>15-20 Weeks</td>
<td>Varies, typically the whole school year</td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher, RtI Teacher</td>
<td>Classroom Teacher, RtI Teacher</td>
<td>Classroom Teacher, Special Education Staff</td>
</tr>
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RESPONSE TO INTERVENTION SERVICES
Listed below are the Response to Intervention Services/Academic Intervention Services that are available in the Clinton Central School District.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Elementary Schools</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support provided by regular classroom teacher</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Remedial Instruction provided by remedial teacher (push-in or pull-out)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Before/During/After School Individualized Instruction provided by classroom teacher, remedial teacher or teacher assistant</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Summer School</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assistive technology utilizing educational computer software</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Response to Intervention scientifically based research interventions</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Counselor and / or Social Worker staff intervention</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students Assigned to ELA / Math Workshops</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Referral to School Based Intervention Team</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to Committee on Special Education</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to Agencies and/or family counseling services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to school nurse</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to school or family physician</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to Oneida County Probation Department (P.I.N.S.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to Oneida County Mental Health Tiers System via CANS Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to School Counselor or Social Worker</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to Insight House</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Child Life Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SRO</td>
<td>X</td>
<td>X</td>
<td>X</td>
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### Program Outline and Definitions

Four Core Curriculum Areas; Math, ELA, Science, Social Studies

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Intense</th>
<th>Moderate</th>
<th>Less Intense</th>
</tr>
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<tbody>
<tr>
<td>K-5</td>
<td>Follow tiered guidelines, pages 6-7 of the plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Learning Center</td>
<td>Learning Center</td>
<td>HS/college tutors After School</td>
</tr>
<tr>
<td>9</td>
<td>Learning Center</td>
<td>Learning Center</td>
<td>Academic Detention</td>
</tr>
<tr>
<td>10</td>
<td>Learning Center</td>
<td>Learning Center</td>
<td>Academic Detention</td>
</tr>
<tr>
<td>11</td>
<td>Learning Center</td>
<td>Learning Center</td>
<td>Academic Detention</td>
</tr>
<tr>
<td>12</td>
<td>Learning Center</td>
<td>Learning Center</td>
<td>Academic Detention</td>
</tr>
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**Learning Center** Students are assigned to work in the center two to five days, depending on need. The center is staffed by one certified special education teacher. Students receive small group (5-18 students) or individual remedial instruction. Assignment to a learning center is by the building RtI team and is part of students'
regular schedule. All state RtI notification and reporting procedures are followed. The center would focus on the four core curriculums (ELA, math, science, and social studies). Instruction will be diagnostic and prescriptive with multiple strategies employed to meet student needs. A variety of instructional materials will be provided so that multiple grade and performance levels can be served. Students will have access to and be encouraged to use technology to support practice and growth. Technology will also be utilized to monitor progress.

**Learning Center**: Help Periods focus on daily work and general academic performance. Study skills, organizational issues, and general guidance would be incorporated into the design of these facilities. Students drop-in, are assigned by classroom teachers or school counselors, or the SBIT/RtI committee. Students receive extra-help from a subject specific certified teacher or teaching assistant.

**Test Prep/After School**: This program provides secondary students specific instruction in the content area of a state assessment they have failed or are in jeopardy of not passing. General test taking strategies are also introduced. Test prep sessions are conducted after-school.

**Support Services**: These students exhibit behaviors that indirectly have a negative impact on academic success. Students are referred to school or outside agencies for counseling, school counselor, school social worker, school nurse, family physician or probation department as deemed necessary by the SBIT committee.

**ELIGIBILITY AND QUALIFICATIONS FOR RtI/AIS SERVICES**

*Eligibility*

Students eligible for RtI, including those with disabilities and / or limited English Proficiency, are:

- Those who score below the designated NYSED cut scores on elementary, intermediate and commencement-level state or local assessments in English Language Arts, mathematics, social studies and science, as well as those who demonstrate limited progress as noted in other locally selected measures (i.e. classroom performance, I-Ready testing); and/or
- Students who are limited English proficient and do not meet performance standards in English Language Arts; and/or
- Students identified as homeless
Students eligible for RtI are those students whom have been identified via a universal school-wide screening (i-Ready ELA and i-Ready Math, NYS 3-8 Assessments or NYS Regents Exams) to accurately identify those at risk for learning difficulties. Screenings are to take place at least three times per year.

**Qualifying Assessments**
The New York State and locally adopted assessments listed below are those to be used when measuring student performance.

**English Language Arts**

Grade K  
K screening, 1:1 Assessments, iReady, Fountas and Pinnell Benchmark Assessment System (Mid year), Running Records, Absence Reports

Grade 1  
iReady, Fountas and Pinnell Benchmark Assessment System, Running Records, Absence Reports

Grade 2  
iReady, Fountas and Pinnell Benchmark Assessment System, Running Records, Absence Reports

Grade 3-5  
NYS ELA Assessment, iReady, Fountas and Pinnell Benchmark Assessment Systems Running Records, Absence Reports

Grade 6-8  
NYS ELA Assessments, iReady
Referrals must be completed for students scoring below the NYSED designated cut scores, Absence Reports

Grade 10  
Course Benchmark Assessments, Absence reports

Grade 11  
ELA 11 Regents Exam
Referrals for students scoring below 65%

Grade 12  
ELA Regents Exam, Course Benchmark Assessments, Absence Reports

**Math**

Grade K  
K screening, 1:1 Assessments, iReady, Fountas and Pinnell Benchmark Assessment System (Mid year), Running Records, Absence Report

Grade 1  
iReady Math, K screening, Classroom Math Benchmark Assessments, Running Records, Absence Reports, referrals must be completed for students scoring in the low cohort.
Grade 2  iReady Math, Classroom Math Benchmark Assessments Systems, Absence Report, Running Records, referrals must be completed for student scoring in the low cohort

Grade 3  iReady Math, Classroom Math Benchmark Assessments, Absence Report, Running Records, referrals must be completed for students scoring in the low cohort

Grade 4  iReady Math, Classroom Math Benchmark Assessments, Running Records, Absence Report, referrals must be completed for students scoring in the low cohort.

Grades 6-8  iReady Math, Classroom Math Benchmark Assessments, Running Records, Absence Report, referrals must be completed for students scoring in the low cohort.

Grade 9-12  Classroom Math Benchmark Assessments, Running Records, Absence Report, All students who are enrolled in Algebra have opportunity to be recommended for the Stretch class over a period of two years. All students enrolled in Geometry will have an additional Math Lab period.

Social Studies
Grade 10/11 World History & US History and Government Regents Exams
   Referrals must be completed for students scoring below a 65%*

Science
Grade 9  Earth Science or Living Environment
   Referrals must be completed for students scoring below a 65%* on the first required assessment only

* Students with a disability may be exempt via State ‘safety net’ regulations
The following Academic Intervention Services Plan has been reviewed by the below shown committee members. Signatures indicate that the members have reviewed and accepted the Plan.

Dr. Stephen Grimm, Superintendent of Clinton Central School District  

Kathleen Fonda, Director of Pupil Personnel Services  

Debora Van Slyke, Director for Curriculum & Instruction  

Dr. Matthew Lee, High School Principal  

Dr. Shaun Carney, Middle School Principal  

Ellen Leuthauser, Elementary Principal  

Date  

2/28/19  

2/20/19  

2/26/19  

2/26/19  

Date