

Churchville-Chili Central School District

Response to Intervention (RtI) Plan

(First of a multi-year transition to a Multi-Tiered System of Support (MTSS) framework)

Guidance Document 2023-24

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Introduction

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of that intervention depending on a student's responsiveness, and to identify students who are not making significant progress as students with possible learning disabilities. (NCRTI, 2010).

New York State Regulations and Response to Intervention

Specifically, the NYS Regents Policy Framework for RtI [8 NYCRR section 100.2 (ii)]

1. Defines RtI to minimally include:

- **Appropriate instruction** 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.
- **Screenings** applied to all students to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and 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.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards (progress monitoring).
- **Data Collection and application of information** about student progress with an intervention **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 (when necessary).

New York State Regulations and Response to Intervention (Cont'd.)

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about :
 - the amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student’s rate of learning; and
 - parents’ right to request an evaluation for special education programs and/or services.
2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.
- [8 NYCRR section 100.2(ii)]*
3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model.
- [8 NYCRR section 100.2(ii)]*
4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

New York State Regulations and Response to Intervention (Cont'd.)

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

RtI Tiers of Instruction

Tiered Instruction - an instructional delivery model which outlines intensity of instruction within a multi- tiered prevention/intervention system.

Tier 1: Effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students. When students begin to struggle in the classroom, teachers may need to create a Tier 1 Intervention plan. In creating a Tier 1 Intervention plan, the teacher defines the problem, makes use of scientifically-based strategies, and progress monitors the intervention. Intervening early and at the classroom level often addresses the problem and ensures positive outcomes for each student.

Tier 2: Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide a

minimum of 20–30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skilled school personnel.

Tier 3: Supplemental, individualized and customized intervention provided to students in a smaller group format (ideally 1:1) and delivered with greater frequency and duration (3-5 times per week for 30-60 minutes). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator.

RtI for September 2023 (due to COVID-19 Pandemic Impact)

We are prioritizing intervention services for those students most impacted by the COVID-19 Pandemic. We will begin intervention services immediately in September 2023 and will monitor progress to drive further instructional decisions. We will continue to utilize our Response to Intervention process to monitor and intervene with students who are experiencing academic and/or social emotional struggles. Our instructional staff will focus on strengthening our core instruction for all and will create, implement and monitor Tier 1, 2 and 3 intervention plans for students who need extra support and/or extended learning opportunities.

APPENDIX A

UPK-12 Assessment Administration and Reporting Timeline 2023-24

Revised 8/7/2023

| Quarter 1 Assessments | Administration | Reported on ITS Site |
|--|--|--|
| MATH | | |
| Math Inventory (Gr. 1-6) | Sept. 11-22 | NA |
| Math Inventory (Gr. 9 - 12) | Sept. 15 | NA |
| Administer Performance Based Assessments (Gr. K-1) | By Nov. 9 | By Nov. 17 |
| ELA | | |
| Kindergarten: ELBA (Score 10/11 = Administer Engage Literacy) | Oct. 16 – Oct 27 | By Nov. 6 |
| Kindergarten: Sight Words, Letter ID, Sounds, PA - Rhyming & Syllables | By Nov. 9 | NA |
| Sight Words (Gr. 1-2) | By Sept. 30 | NA |
| Engage Literacy (Gr. 1) (fiction) | By Sept. 29 | By Sept. 29 (report independent level) |
| Engage Literacy (Gr. 2) (fiction) | Level I or lower by Sept. 29 Level J or higher by Oct. 30 | By Oct. 31 |
| DRA2+ (Gr. 3-6) (fiction) SRI score of basic or below basic | By Oct. 12 | <i>*Consider a Tier 1 plan for students who score in the below basic range, with progress monitoring using RR at an independent level.</i> |
| DRA2+ (Gr. 3-6) (fiction) SRI score of proficient or advanced | By Nov. 9 | By Nov. 9 |

| | | |
|---|--|--------------------|
| SRI (Gr. 3-12) | By Sept. 23 | NA |
| DSA (Gr. 1-6) | Oct. 1- Oct. 30 | By Oct.31 |
| Quarterly ELA Benchmark (Gr. 7-8) | Oct 24. - Nov. 7 | NA |
| Report Card End of Quarter: Nov. 9 Window opens Nov. 2 | Entered by: Nov. 15 (UPK-6), Nov. 15 (7-12) | Available: Nov. 21 |

| Quarter 2 Assessments | Administration | Reported on ITS Site |
|--|--|---------------------------------------|
| MATH | | |
| 15 Week Math Benchmark (Gr. 7-12) | Dec. 4 - Dec. 21 | NA |
| Math Inventory (15 weeks) (Gr. 7 - 12) | Dec. 4 - Dec. 21 | NA |
| Math Inventory (Gr. 1-6) | Jan. 16 - 25 | NA |
| 20 Week Math Benchmark (Gr. K-6) | By Jan. 25 | By Feb. 2 for K-2, 3-6 in eDoctrina |
| ELA | | |
| Kindergarten Engage Literacy (nonfiction) | Jan. 2-24 | By January 25 |
| Kindergarten: Letter ID, Sounds, PA Assessment (all), | By Jan. 25 | |
| Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate) | Jan 2-12 | DSA by January 12 |
| Engage Literacy (Gr. 1) (nonfiction) | Level G or above by Dec. 22 Level F or below by Jan. 25 | By Dec. 22 (report independent level) |
| Engage Literacy (Gr. 2) (nonfiction) BELOW GRADE LEVEL ONLY | Level J or below by Jan. 25 | By January 25 |

| | | |
|---|---------------------------|---|
| DRA2+ (Gr. 3-6) (nonfiction) BELOW GRADE LEVEL ONLY as determined by an SRI score of basic or below basic. | By Jan. 25 | By January 25 (report independent level) *Consider a Tier 1 plan for students who score in the below basic range, with progress monitoring using RR at an independent level. |
| 15 Week ELA Benchmark (Gr. 2-8) | Dec. 11. - Dec. 15 | *2nd grade teachers please report on ITS, all others NA |
| SRI (Gr. 3-12) | Dec. 1-8 | NA |
| DSA (Gr. 1-6) | By Jan. 25th | Report on ITS by Jan. 25 |
| UPK | | |
| DIAL-4 | By Dec. 1 | NA |
| Report Card End of Quarter: Jan. 25 | Entered by: Feb. 1 (7-12) | Available on: Feb. 5 |

| Quarter 3 Assessments | Administration | Reported on ITS Site |
|---|---------------------|--|
| MATH | | |
| Administer Performance Based Assessments (Gr. K) | By April 19 | By April 25 |
| Universal Math Screening (9-12) | By April 19 | NA |
| ELA | | |
| Kindergarten: Letter ID, Sounds, PA Assessment (all) | By April 12 | NA |
| Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate) | March 25 - April 12 | DSA only by April 19 |
| Engage Literacy (Gr. K): Students at TRL~A, A, 1, Inst. 2 (for below grade level students only) (fiction) | By March 15 | By March 17 (report independent level) |

| | | |
|--|-------------------------------|---|
| Engage Literacy (Gr. 1) | Levels G or below by March 31 | By March 31 (report independent level) |
| Engage Literacy (Gr. 2) | Levels L or below by March 31 | By March 31 (report independent level) |
| DRA2+ (Gr. 3-6) (fiction) BELOW GRADE LEVEL ONLY as determined by a December SRI score of basic or below basic and/or currently instructing at a GR level below expected performance for grade level. | By March 31 | By March 31 (report independent level) *Consider a Tier 1 plan for students who score in the below basic range, with progress monitoring using RR at an independent level. |
| Quarterly ELA Benchmark (Gr. 7-8) | March 29 - April 12 | NA |
| Report Card End of Quarter: April 12 Window opens March 28 | Entered by: April 17 (UPK-12) | Available on: April 22 |

| Quarter 4 Assessments | Administration | Reported on ITS Site |
|--|--------------------|--------------------------------------|
| STATE ASSESSMENTS | | |
| ELA State Test (Grades 3 - 8) | CBT: April 17 & 18 | NA |
| NYS Math Assessment (Grades 3-8) | CBT: May 1 & 2 | NA |
| Grades 5 & 8 CBT Science Assessment | CBT: May 14 | NA |
| MATH | | |
| Math Inventory (Gr. 1--8) ● 8th grade Algebra students have the option to take MI assessment after Regents Exam | May 28 - June 5 | NA |
| 40 Week Math Benchmark (K-6) | By June 12 | By June 17 for K-2, 3-6 in eDoctrina |
| 35 Week Math Benchmark (7-12) | By May 24 | NA |
| ELA | | |

| | | |
|--|-------------------------------------|---|
| Kindergarten: Letter ID, Sounds, PA Assessment (all) | By June 14 | NA |
| Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate) | June 3-14 | DSA only by June 14 *Dictated sentence goes in student work folder |
| Engage Literacy (Gr. K-2) (nonfiction) | June 3-14 | By June 14 (report independent level) |
| DRA2+ (Gr. 3-6) (nonfiction) | June 1 - June 14 | By June 14 (report independent level) |
| DSA (Gr. 1-6) | May 1-31 | By May 31 |
| 35 Week ELA Benchmark (Gr. 2-8) | May 15- May 22 | *2nd Grade Teachers Report on ITS, all others NA |
| SRI (Gr. 3-12) | By June 9 | NA |
| Report Card End of Quarter: June 21 Window opens June 7 | Entered by: June 21 9:00 AM (UPK-6) | Available June 25 (UPK-6) |

- 15 and 35 week ELA benchmark assessments administered using eDoctrina will populate data within eDoctrina. The results do not need to be reported on ITS for these assessments.
- IEP testing accommodations are not used for ELA benchmark assessments or Math Inventory.
- IEP testing accommodations are used for Math benchmark assessments.
- Special class teachers may select a benchmark assessment that reflects the level at which the student is currently being instructed.

- **Marking Periods:**
- Q1 November 9, 2023
- Q2 January 25, 2024
- Q3 April 12, 2024
- Q4-6/25/24 (Last day students)

APPENDIX B

| Grade | Beginning of Year (Aug – Sept.) | 1st Interval Assessment (Nov. – Dec.) | 2 nd Interval Assessment (Feb. - Mar.) | End of Year (May - June) |
|-------|------------------------------------|---|---|-----------------------------|
| K | | C+ | D+ | E+ |
| | | B 1-2 | C 3-4 | D 6 |
| | | A | B | C |
| | | | | Below C |
| 1 | E+ | G+ | I+ | K+ |
| | D/E 6-8 | F 10 | H 14 | J 18 |
| | C | E | G | I |
| | Below C | Below E | Below G | Below I |
| 2 | K+ | L+ | M+ | N+ |
| | J/K 18-20 | K 20 | L 24 | M 28 |
| | I | J | K | L |
| | Below I | Below J | Below K | Below L |
| 3 | N+ | O+ | P+ | Q+ |
| | M/N 28-30 | N 30 | O 34 | P 38 |
| | L | M | N | O |
| | Below L | Below M | Below N | Below O |
| 4 | Q+ | R+ | S+ | T+ |
| | P/Q 38-40 | Q 40 | R 40 | S 40-50 |
| | O | P | Q | R |
| | Below O | Below P | Below Q | Below R |
| 5 | T+ | U+ | V+ | W+ |
| | S/T 40-50 | T 40-50 | U 50 | V 50 |
| | R | S | T | U |
| | Below R | Below S | Below T | Below U |
| 6 | W+ | X+ | Y+ | Z |
| | V/W 50-60 | W 60 | X 60 | Y 70 |
| | U | V | W | X |
| | Below U | Below V | Below W | Below X |
| 7 | Z | Z | Z+ | Z+ |
| | Y 70 | Y 70 | Z 70-80 | Z 80 |
| | X | X | Y | Y |
| | Below X | Below X | Below Y | Below Y |
| 8 | Z+ | Z+ | Z+ | Z+ |
| | Z 80 | Z 80 | Z 80 | Z 80 |
| | Y | Y | Y | Y |
| | Below Y | Below Y | Below Y | Below Y |

APPENDIX C

Response to Intervention Assessments

The following describes the assessments that will be used to establish baseline information about readers as well as provides on-going information about student progress. The purpose of these assessments is to give teachers information about how each student is progressing towards the goal of making at least a year's growth in a school year.

Running Reading Records (RRR)-A running reading record is an assessment tool used to monitor and analyze a student's reading process by recording the reader's oral reading exactly as it is performed. The RRR gives information about the student's reading accuracy, fluency, and comprehension.

Early Literacy Behaviors Assessment (ELBA)-The Early Literacy Behaviors Assessment provides information about ways to teach young children how to look at print. Critical early concepts help them understand how to look at letters, how letters are put together to make words, and how print is arranged from left to right. These basic understandings are important as foundations for using letter-sound relationships.

Sight Words-The sight word assessment measures the student's ability to automatically and accurately identify and write sight words from a grade-specific list.

Writing Post Assessment-The writing assessment is administered at the end of a unit of study and assesses the student's ability to respond to a specific writing prompt. The writing sample is assessed for meaning, development, organization, language use and conventions.

Letter Identification, Sounds and Rhyming-This series of tasks measures a young reader's knowledge of letter names and sounds, as well as the ability to distinguish rhyming and non-rhyming words.

Scholastic Reading Inventory (SRI)-The Scholastic Reading Inventory is an untimed, computer adaptive assessment that determines a student's reading level. The student reads short passages and answers multiple-choice and fill-in-the blank questions about the passage.

Developmental Reading Assessment 2 (DRA2)-The Developmental Reading Assessment is an individually-administered assessment that determines each student's independent level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension.

Developmental Reading Assessment 2+ (DRA2+)-DRA2 + Progress Monitoring Assessment consists

of 95 brief , leveled passages and passage-specific Teacher Observation Guides that measure reading growth and provide information on: oral reading rate, oral reading accuracy, comprehension skills, vocabulary and word reading skills.

Developmental Spelling Analysis (DSA)-The Developmental Spelling Analysis provides information about a student's knowledge of word study. The DSA determines a student's word study stage of development , as well as strength and needs within that stage.

Universal Math Assessment (UMA)--Created by our district math interventionists, this assessment measures the essential skills at each grade level.

Math Inventory--Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments.

APPENDIX D

Distinguishing between Key Terms

Intervention can sometimes be confused with other terms more closely linked to special education. The table below clarifies some differences.

| Core Instruction | Intervention | Accommodation | Modification |
|--|---|--|---|
| <p>Those instructional strategies that are used routinely with all students in a general-education setting are considered ‘core instruction’. High- quality instruction is essential and forms the foundation of RTI academic support. NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not ‘count’ as individual student interventions.</p> | <p>A strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory.</p> | <p>An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.</p> | <p>A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.</p> |
| <p><u>Example:</u> At least 80% of students in the classroom or grade level are performing at or above grade-wide academic screening benchmarks through classroom instructional support alone.</p> | | <p><u>Examples:</u> -Students are allowed to supplement silent reading of a novel by listening to the book on tape. -For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and provides students with performance feedback and praise for each completed ‘chunk’ of assigned work.</p> | <p><u>Examples:</u> -Giving a student 5 math problems for practice instead of the 20 problems assigned to the rest of the class. -Letting a student consult course notes during a test when peers are not permitted to do so. -Allowing a student to select an easier book for a book report than would be allowed to his or her classmates.</p> |