



FRANKFORT-SCHUYLER

Pride

RESPONSE TO INTERVENTION & ACADEMIC INTERVENTION SERVICES DISTRICT PLAN

2020-2023

Frankfort-Schuyler Central School
Revised Fall 2020

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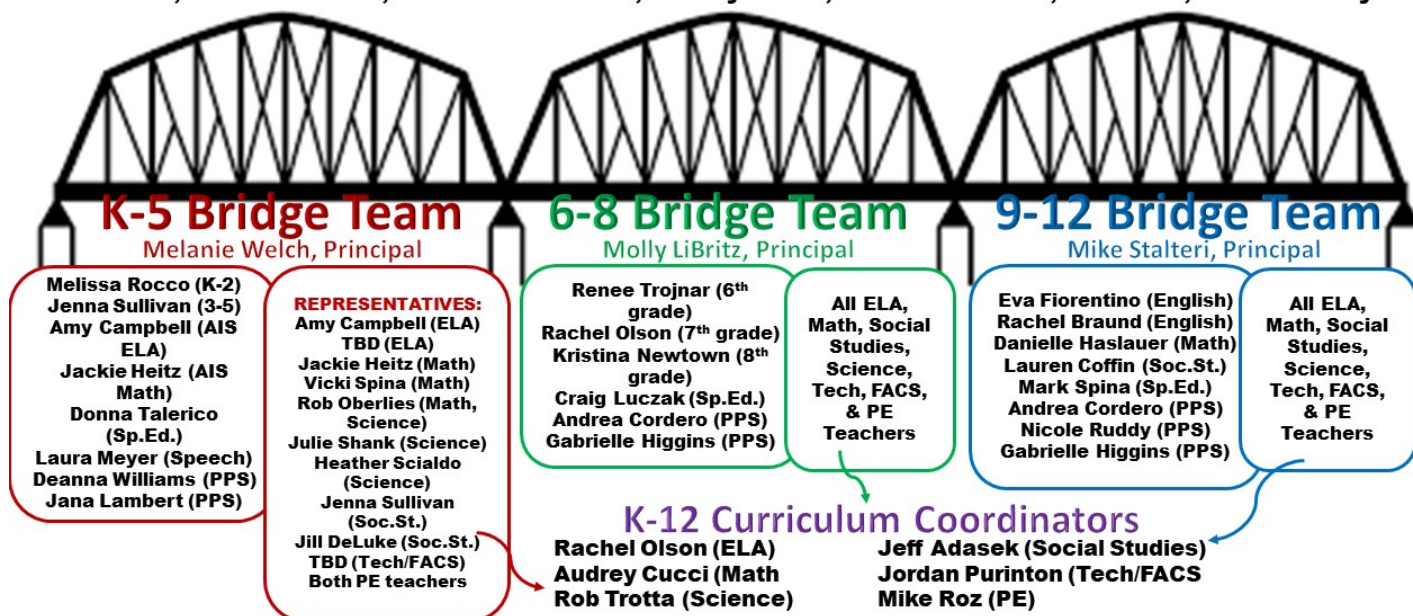
Bridge Teams and Members



Frankfort-Schuyler School District

District Bridge Team

Amy Gerhartz, Melanie Welch, Jenna Sullivan, Jackie Heitz, Donna Talerico, Deanna Williams, Jana Lambert, Molly LiBritz, Rachel Olson, Rob Trotta, Jeff Adasek, Andrea Cordero, Gabrielle Higgins, Mike Stalteri, Rachel Braund, Kristina Newtown, Audrey Cucci, Jordan Purinton, Mike Roz, Nicole Ruddy



Frankfort-Schuyler CSD Mission Statement

Our purpose is to provide a positive learning environment in which students and staff will have the opportunity to experience success and become lifelong learners.

Introduction

Frankfort-Schuyler CSD embraces the Response to Intervention framework as a system of service delivery using evidence-based interventions, assessments, and on-going progress monitoring for individual students. Informed decisions about students' academic and behavioral needs are made through the use of an RTI committee. Students who do not respond effectively to initial instruction may be provided with increasing intensity of intervention using a 3-tiered framework.

The Building Bridge Teams oversee and adjust processes and procedures as necessary. The District Bridge Team ensures streamlined continuity of service as well as RTI implementation with fidelity.

What is RTI?

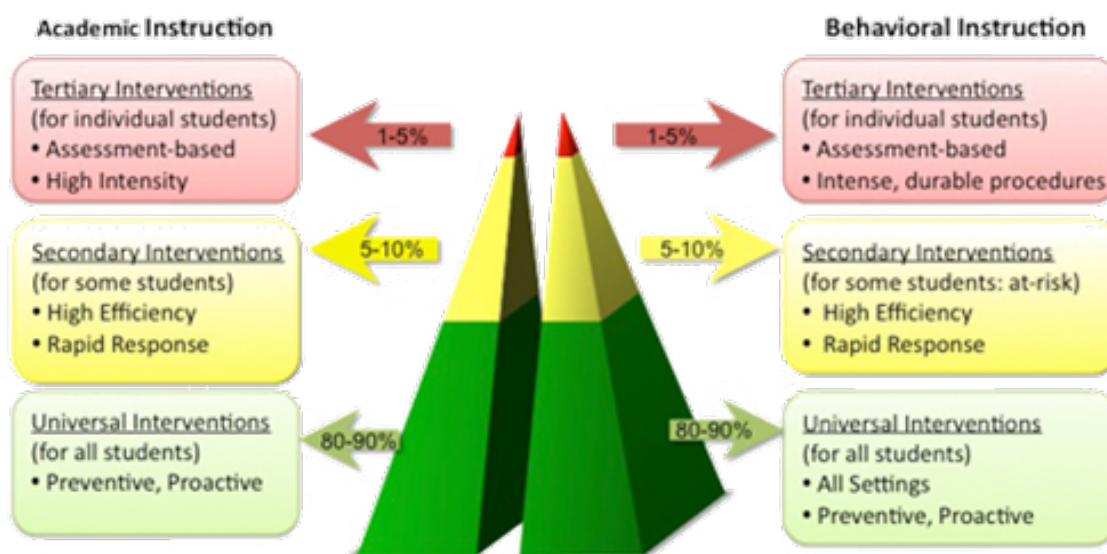
Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

RTI is a tiered framework, as seen in the diagram below for service delivery that is systematic and data based in order to identify students' academic and behavioral difficulties. Evidence-based instructional practices are used to address individual student needs.

The RTI framework provides:

- ☐ High-quality, systematic instruction and intervention matched to student needs.
- ☐ Universal screening and consistent progress monitoring to guide decisions regarding interventions, strategies, and potential services.

Multi-Tiered Systems of Support (MTSS): RTI-A for Academics; RTI-B for Behavior



Purpose of RTI

RTI represents an important educational strategy to close achievement gaps for all students, particularly those who are at risk, by preventing smaller learning problems from becoming insurmountable gaps. RTI leads to more appropriate identification of students with learning disabilities by providing multiple interventions and monitoring progress over time. The 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, approach, or lack of instruction. RTI is an effective and instructionally relevant process to inform these decisions.

Data-Informed Practices

RTI begins with high quality evidence-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum. Data is monitored using multiple measures of assessment. A variety of assessments are examined to determine potential supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction.

Universal Screening (Tier 1: for all students)

All students in grades K-8 participate in a universal screening assessment for ELA/Reading and Math. The STAR assessment is conducted three times per year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty. Results of the universal screening are to be shared with parents as well as any concerns and measures being taken to address concerns.

Once students are identified, a progress monitoring route will be used to determine if individual students are in need of additional instruction or intervention. Once other multiple measures are all also analyzed, differentiated instruction for identified students may be used during core instruction while additional progress monitoring data are obtained.

Multiple Measures (Tier 1: for all students)

Multiple Measures include a variety of formative and summative assessments generally conducted by the classroom teacher. Work samples can be used as long as it can be analyzed objectively. For instance, a rubric could be used to score a writing work sample instead of a subjective statement being given such as "the student writes poorly".

If an individual student scores below grade level in two or more assessments listed in the Entrance Criteria, including the STAR assessment, teachers should begin progress monitoring the student for a minimum of five weeks.

Progress Monitoring (Tiers 2/3: for some students)

Progress Monitoring begins in the classroom when a student is struggling and a skill deficit has been determined. Once a student has been initially identified as at-risk by the results of universal screening and multiple measures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.

Progress Monitoring is used to assess whether an intervention is working, or not. It provides routine data that display student growth over time to determine if the student is progressing as expected.

The RTI Committee

Each building at Frankfort-Schuyler CSD has an RTI Committee, which is an integral part of the general education program. The primary purpose of the RTI Committees is to ensure all students are given the opportunity to be successful in the general education classroom. The RTI Committees are responsible for analyzing assessment data as well as determining interventions and potential services for struggling learners. Each RTI Committee assists the District Bridge Committee by monitoring instructional fidelity and implementation of the interventions through the collection, analysis, and interpretation of data. RTI Committees may reconvene to identify possible reasons for non-responsiveness to intervention and to brainstorm other interventions to try.

RTI Committee Members may include

Elementary	Middle School	High School
<ul style="list-style-type: none"> • Psychologist • Counselor • *Classroom Teacher • *AIS Provider(s) • Related Service Provider(s) • <i>Principal</i> • <i>Director of Student Support Services</i> 	<ul style="list-style-type: none"> • Psychologist • Guidance Counselor • *Grade-level Core Content Teachers • *AIS Provider(s) • Related Service Provider(s) • <i>Principal</i> • <i>Director of Student Support Services</i> 	<ul style="list-style-type: none"> • Psychologist • Guidance Counselor • *Grade-level Core Content Teachers • *AIS Provider(s) • Related Service Provider(s) • <i>Principal</i> • <i>Director of Student Support Services</i>

*mandated members

italicized = at least one administrator should be present if recommending AIS or referral to CSE

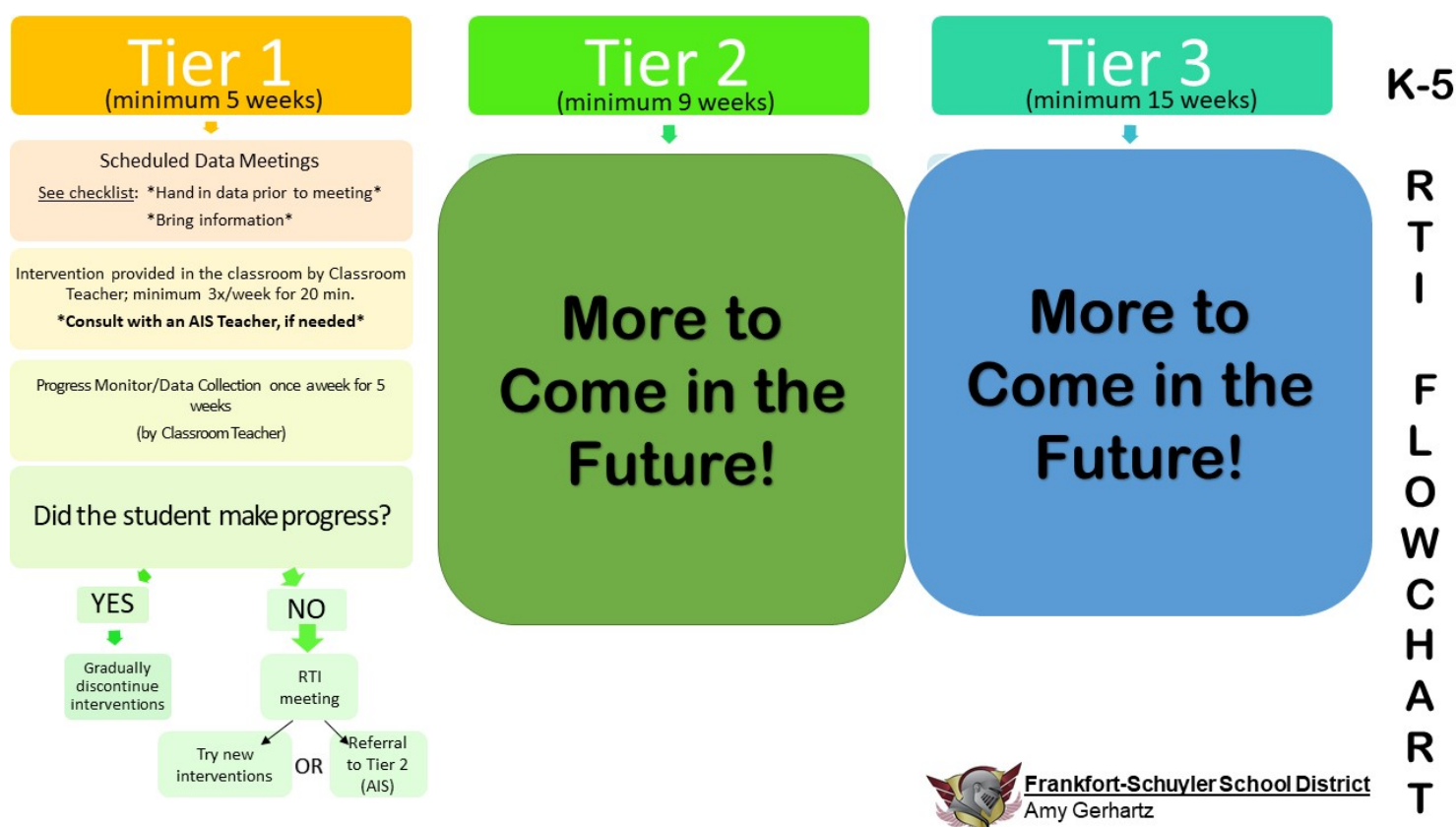
Elementary Framework

NOTE: This is currently a work in progress, which makes this portion of the District RTI/AIS Plan a working document for the time being. The Elementary Bridge Team is working diligently on processes and procedures which are doable as well as beneficial for both students and staff.

With that said, in the school year 2020-2021, the elementary building is focusing on mainly Tier 1. Grade-level teams will be participating in consistently scheduled Data Meetings to discuss results of all assessments. These Data Meetings will serve multiple purposes including, but not limited to, the following:

- ☐ Analyze student data across grade levels
- ☐ Determine which priority standards need to be retaught or taught in a different way
- ☐ Provide teachers with data-based information to begin monitoring specific individual students
- ☐ Provide an opportunity for teachers to collaborate in a manner which improves, streamlines, and aligns instruction

For students who the team determines needs further monitoring, interventions or strategies will be provided for a minimum of five weeks. A quick data check will be collected once a week within those five weeks. Teachers will examine this data to determine if the student is making progress, or not. Teachers are encouraged to consult with their colleagues, including AIS providers, for intervention ideas. If the individual student does not make progress, teachers will complete an RTI Referral and an RTI Committee meeting will be scheduled.



Specific to Academic Intervention Services (AIS)

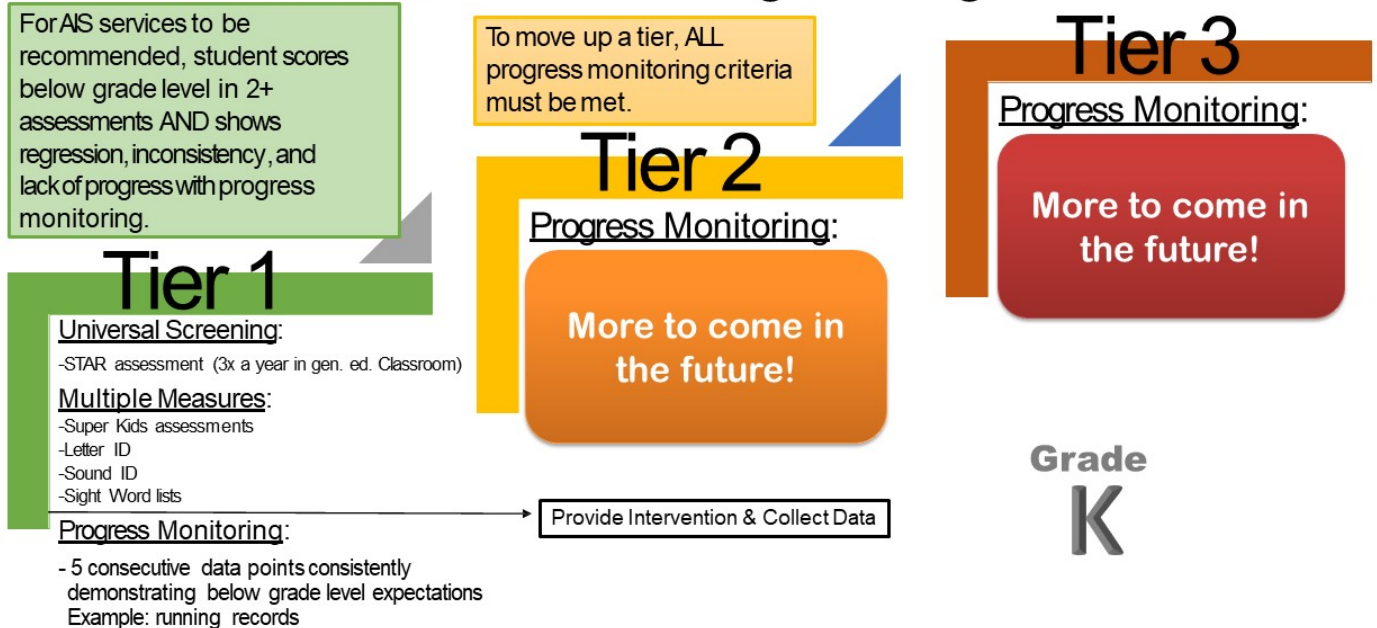
If the RTI Committee determines a referral to Tier 2 AIS is necessary, an AIS plan will be developed including the continuation of interventions provided in the classroom as well as the skill deficit to focus on and the type of services to be provided (frequency and duration). Data collection method(s) will be chosen including what will be used, how often it will be conducted, and who will be responsible. Progress monitoring will continue under the direction of the AIS provider and will be logged in RTI Edge.

Parents will be notified of the need for their child receiving AIS. A copy of the District RTI/AIS Plan will be available on the school website. AIS providers must be certified and qualified in the content area of intervention.

Entrance Criteria for Each Tier

READING

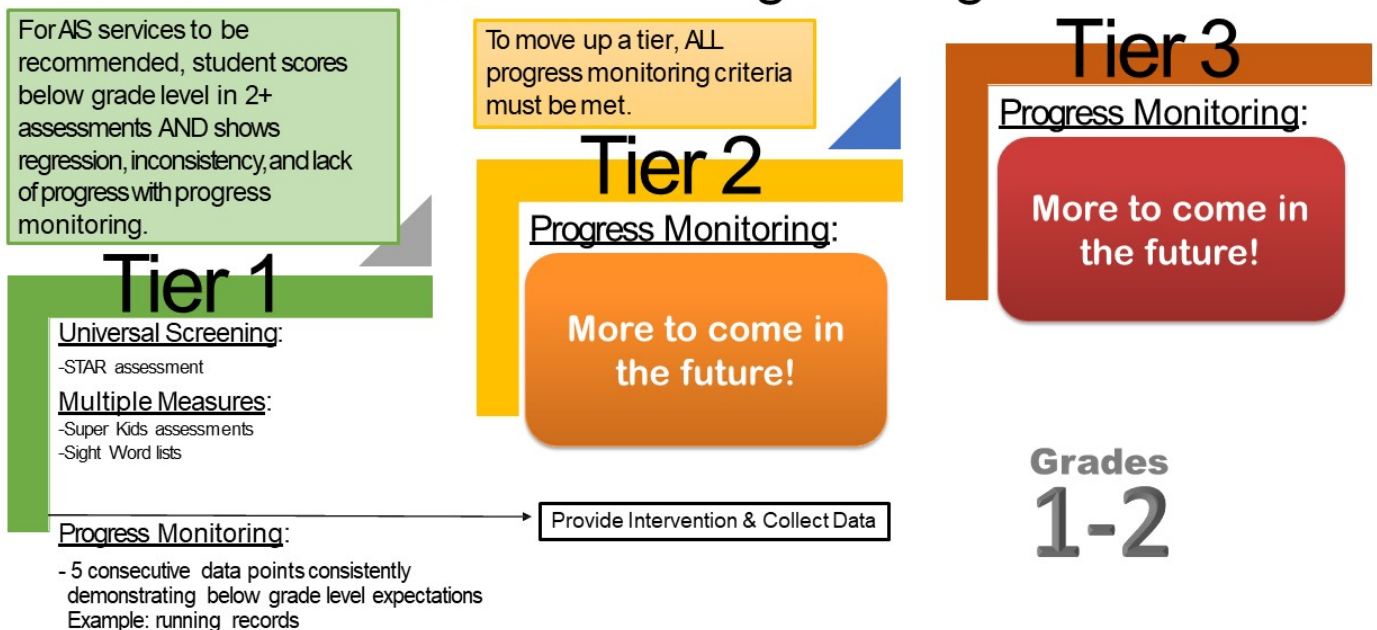
Entrance Criteria for Reading AIS in grade K



Frankfort-Schuyler School District
Amy Gerhartz

August 2020

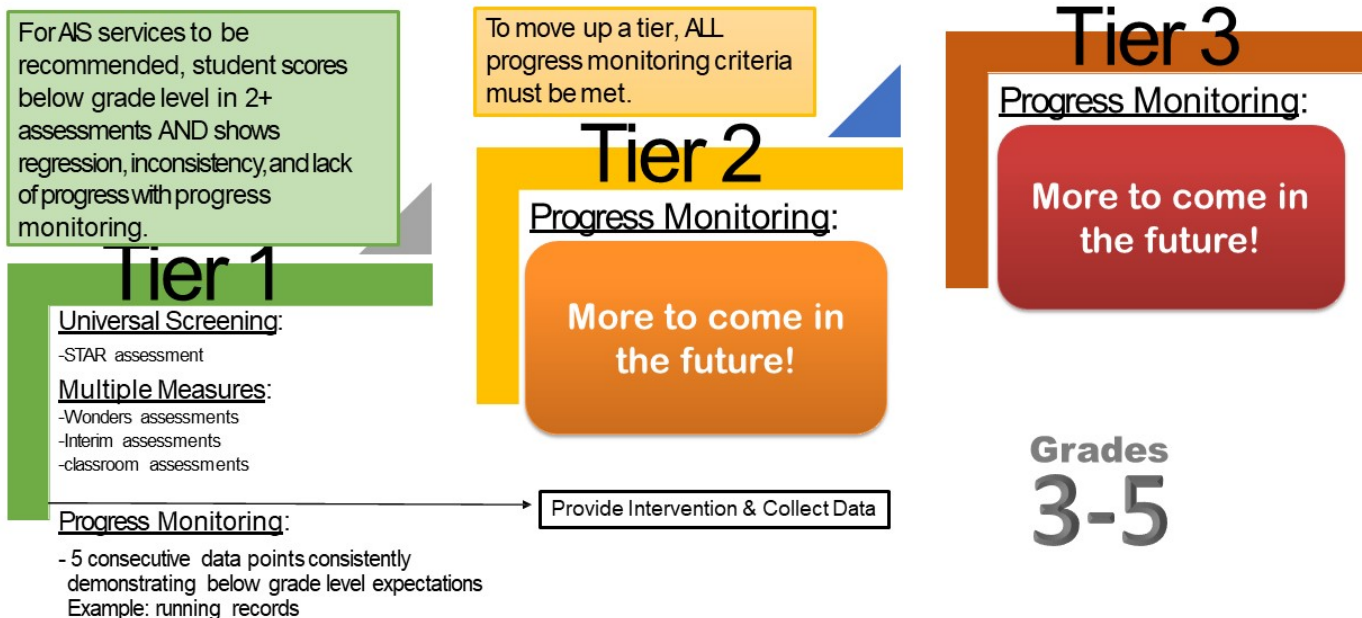
Entrance Criteria for Reading AIS in grades 1-2



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Amy Gerhartz

August 2020

Entrance Criteria for Reading AIS in grades 3-5

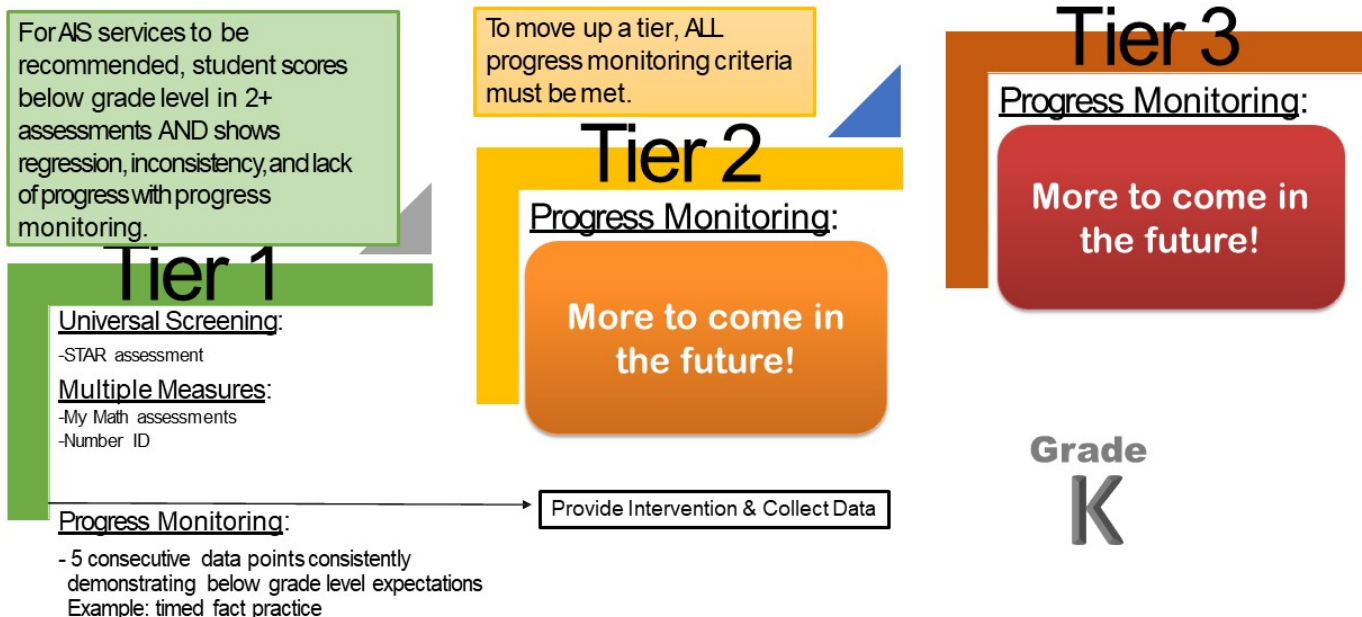


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August 2020

MATH

Entrance Criteria for Math AIS in grade K



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Amy Gerhartz

August 2020

Entrance Criteria for Math AIS in grades 1-2

For AIS services to be recommended, student scores below grade level in 2+ assessments AND shows regression, inconsistency, and lack of progress with progress monitoring.

Tier 1

Universal Screening:

-STAR assessment

Multiple Measures:

-My Math assessments
-IXL Diagnostic

Progress Monitoring:

- 5 consecutive data points consistently demonstrating below grade level expectations
Example: timed fact practice, IXL practice

To move up a tier, ALL progress monitoring criteria must be met.

Tier 2

Progress Monitoring:

More to come in the future!

Provide Intervention & Collect Data

Tier 3

Progress Monitoring:

More to come in the future!

Grades
1-2



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Amy Gerhartz

August 2020

Entrance Criteria for Math AIS in grades 3-5

For AIS services to be recommended, student scores below grade level in 2+ assessments AND shows regression, inconsistency, and lack of progress with progress monitoring.

Tier 1

Universal Screening:

-STAR assessment

Multiple Measures:

-Envisions assessments
-IXL Diagnostic
-Interim assessments
-classroom assessments

Progress Monitoring:

- 5 consecutive data points consistently demonstrating below grade level expectations
Example: timed fact practice, word problems, IXL practice

To move up a tier, ALL progress monitoring criteria must be met.

Tier 2

Progress Monitoring:

More to come in the future!

Provide Intervention & Collect Data

Tier 3

Progress Monitoring:

More to come in the future!

Grades
3-5



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August 2020

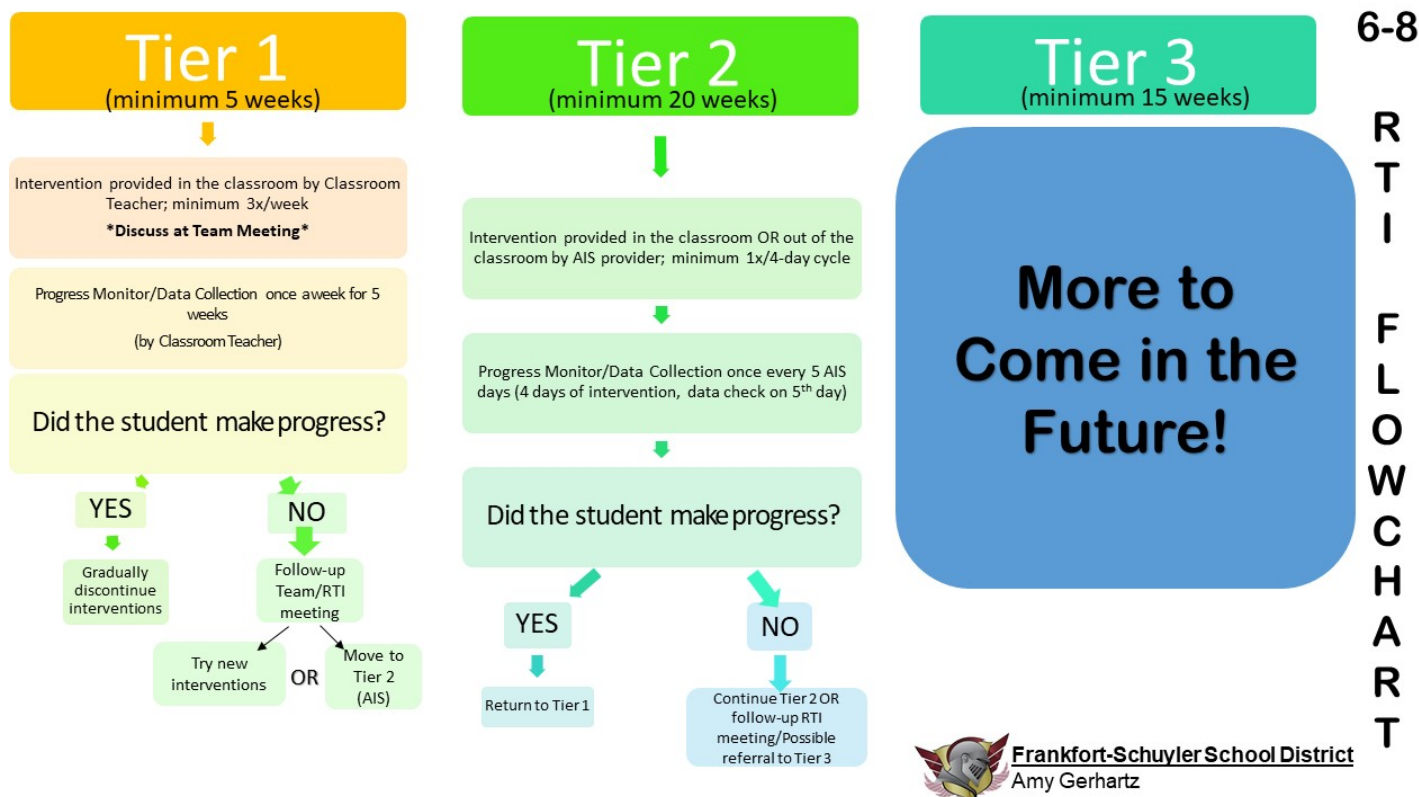
Middle School Framework

NOTE: This is currently a work in progress, which makes this portion of the District RTI/AIS Plan a working document for the time being. The Middle School Bridge Team is working diligently on processes and procedures which are doable as well as beneficial for both students and staff.

With that said, in the school year 2020-2021, the middle school building is focusing on mainly Tiers 1 and 2. Grade-level teams will be participating in consistently scheduled Team Meetings to discuss students of concern. These Team Meetings will serve multiple purposes including, but not limited to, the following:

- ☐ Analyze student data across subject areas
- ☐ Determine which priority standards need to be retaught or taught in a different way
- ☐ Provide teachers with data-based information to begin monitoring specific individual students
- ☐ Provide an opportunity for teachers to collaborate in a manner which improves, streamlines, and aligns instruction

For students who the team determines needs further monitoring, interventions or strategies will be provided for a minimum of five weeks. A quick data check will be collected once a week within those five weeks. Teachers will examine this data to determine if the student is making progress, or not. Teachers are encouraged to consult with their colleagues for intervention ideas. If the individual student does not make progress, teachers will complete an RTI Referral and an RTI Committee meeting will be scheduled within Team Meetings.



To provide an extra layer of support at the Tier 1 level, Enrichment Activities are being included in the schedule to support struggling learners as well as provide challenging opportunities for excelling students.

Enrichment Activities during Homebase

6th grade

Daily Independent Reading

- Alphabetized labeled boxes will be kept in the cafeteria
- A bulletin board will show how many books each student read

7th-8th grades

Rotating Activities

- Day 1: Problem Solving Puzzle Day
- Day 2: IXL Math
- Day 3: NewsELA
- Day 4: Independent Reading

*Kristina will prepare activities for Day 1; Rachel will set up assignment for Day 3. Each grade will have a Google Classroom with needed links/assignments.

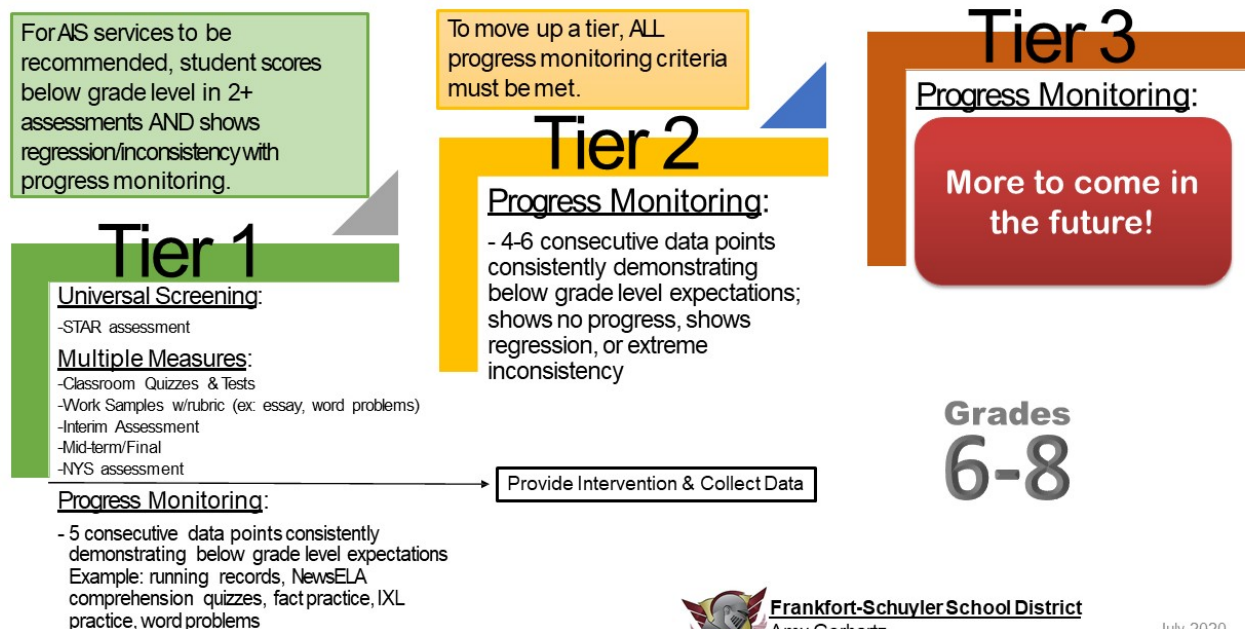
Specific to Academic Intervention Services (AIS)

If the RTI Committee determines a referral to Tier 2 AIS is necessary, an AIS plan will be developed including the continuation of interventions provided in the classroom as well as the skill deficit to focus on and the type of services to be provided (frequency and duration). Data collection method(s) will be chosen including what will be used, how often it will be conducted, and who will be responsible. Progress monitoring will continue under the direction of the AIS provider and will be logged in the Google Form created by the building-level Bridge Team.

Parents will be notified of the need for their child receiving AIS. A copy of the District RTI/AIS Plan will be available on the school website. AIS providers must be certified and qualified in the content area of intervention.

Entrance Criteria for Each Tier

Entrance Criteria for ELA/Math AIS in grades 6-8



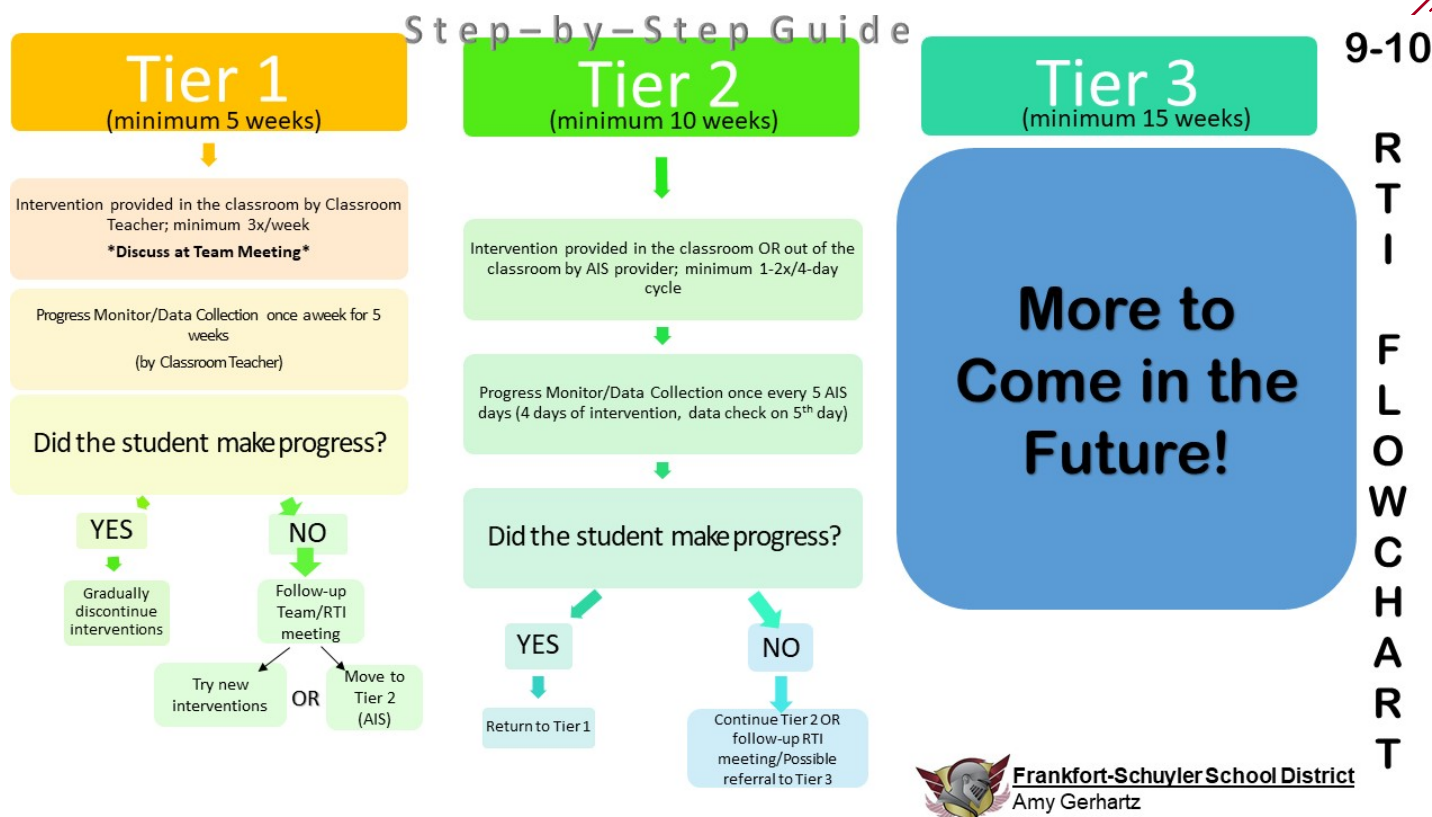
High School Framework

NOTE: This is currently a work in progress, which makes this portion of the District RTI/AIS Plan a working document for the time being. The High School Bridge Team is working diligently on processes and procedures which are doable as well as beneficial for both students and staff.

With that said, in the school year 2020-2021, the high school building is focusing on mainly Tiers 1 and 2. Grade-level teams will be participating in consistently scheduled Team Meetings to discuss students of concern. These Team Meetings will serve multiple purposes including, but not limited to, the following:

- ☐ Analyze student data across subject areas
- ☐ Determine which priority standards need to be retaught or taught in a different way
- ☐ Provide teachers with data-based information to begin monitoring specific individual students
- ☐ Provide an opportunity for teachers to collaborate in a manner which improves, streamlines, and aligns instruction

For students who the team determines needs further monitoring, interventions or strategies will be provided for a minimum of five weeks. A quick data check will be collected once a week within those five weeks. Teachers will examine this data to determine if the student is making progress, or not. Teachers are encouraged to consult with their colleagues for intervention ideas. If the individual student does not make progress, teachers will complete an RTI Referral and an RTI Committee meeting will be scheduled within Team Meetings.



9th grade can be a difficult transition into high school expectations. Due to this, Low Tier 2 and High Tier 2 options are being offered for both Literacy and Math.

9th grade Tier 2 Options	
Literacy	Math
<p><i>Low Tier 2:</i></p> <ul style="list-style-type: none"> • ELA <u>OR</u> Social Studies AIS 1 day/4-day cycle (renamed Literacy for both) • Minimum 20 weeks; 4 days intervention, 5th day data check <p><i>High Tier 2:</i></p> <ul style="list-style-type: none"> • ELA <u>AND</u> Social Studies AIS 1 day/4-day cycle = Literacy AIS 2 days/4-day cycle • Minimum 10 weeks; 4 days intervention, 5th day data check 	<p><i>Low Tier 2:</i></p> <ul style="list-style-type: none"> • Math AIS OR Math Lab 1 day/4-day cycle • Minimum 20 weeks; 4 days intervention, 5th day data check <p><i>High Tier 2:</i></p> <ul style="list-style-type: none"> • Pre-Algebra based on set criteria (all year) • Math AIS or Math Lab may also be added

Specific to Academic Intervention Services (AIS)

If the RTI Committee determines a referral to Tier 2 AIS is necessary, an AIS plan will be developed including the continuation of interventions provided in the classroom as well as the skill deficit to focus on and the type of services to be provided (frequency and duration). Data collection method(s) will be chosen including what will be used, how often it will be conducted, and who will be responsible. Progress monitoring will continue under the direction of the AIS provider and will be logged in the Google Form created by the building-level Bridge Team.

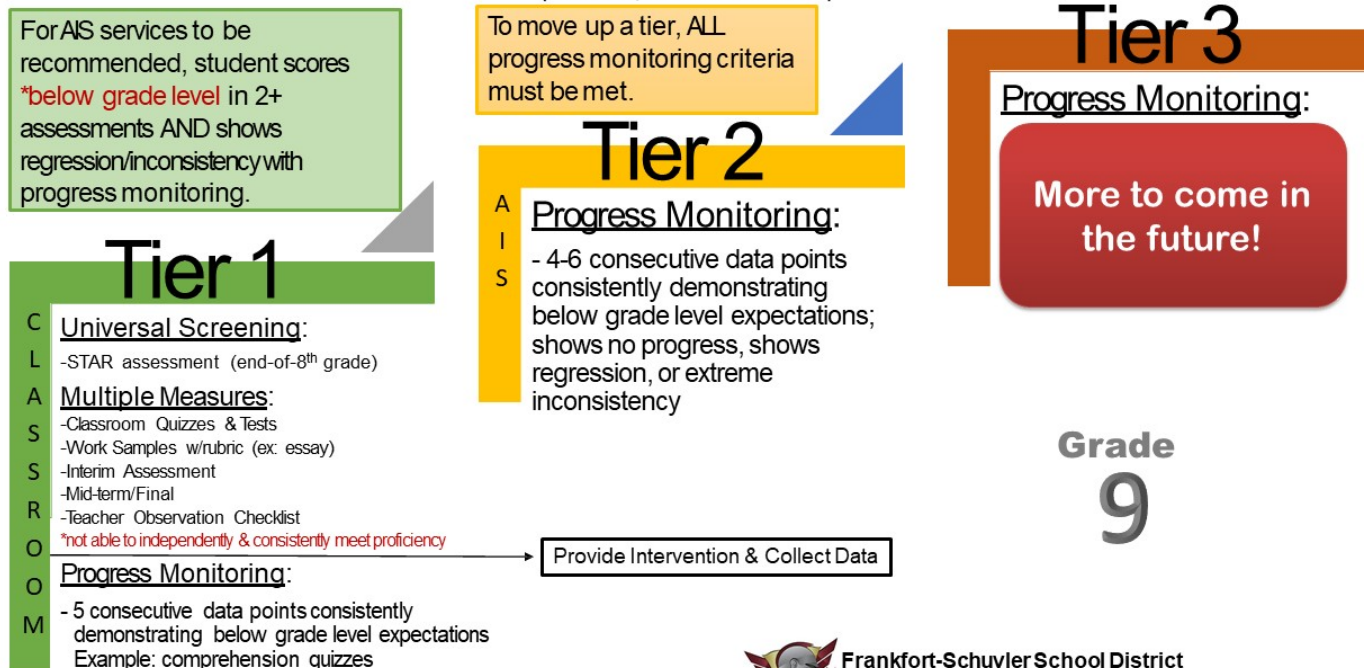
Parents will be notified of the need for their child receiving AIS. A copy of the District RTI/AIS Plan will be available on the school website. AIS providers must be certified and qualified in the content area of intervention.

Entrance Criteria for Each Tier

For now, much focus is being placed on 9th and 10th grades in the area of RTI as students in 11th and 12th grades are focusing on achieving necessary credits for graduation and there is limited time for formal scheduled Tier 2 and 3 services. In addition, a Universal Screening is not being given at the high school level at this time.

Entrance Criteria for Literacy AIS in grade 9

(ELA and/or Social Studies)



Frankfort-Schuyler School District
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August 2020

Entrance Criteria for Literacy AIS in grade 10

(ELA and/or Social Studies)

For AIS services to be recommended, student scores ***below grade level** in 2+ assessments AND shows regression/inconsistency with progress monitoring.

Tier 1

C Multiple Measures:
L -Classroom Quizzes & Tests
A -Work Samples w/rubric (ex: essay)
S -Interim Assessment
S -Mid-term/Final
R -Teacher Observation Checklist
O ***not able to independently & consistently meet proficiency**
M Progress Monitoring:
 - 5 consecutive data points consistently demonstrating below grade level expectations
 Example: comprehension quizzes

To move up a tier, ALL progress monitoring criteria must be met.

Tier 2

A Progress Monitoring:
I - 4-6 consecutive data points consistently demonstrating below grade level expectations;
S shows no progress, shows regression, or extreme inconsistency

Provide Intervention & Collect Data

Tier 3

Progress Monitoring:

More to come in the future!

Grade
10



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Entrance Criteria for Math AIS in grades 9-10

For AIS services to be recommended, student scores ***below grade level** in 2+ assessments AND shows regression/inconsistency with progress monitoring.

Tier 1

C Multiple Measures:
L -Classroom Quizzes & Tests
A -Work Samples w/rubric (ex: word problems)
S -Interim Assessment
S -Mid-term/Final
R -Teacher Observation Checklist
O -NYS exam (from 8th grade)
M ***not able to independently & consistently meet proficiency**
Progress Monitoring:
 - 5 consecutive data points consistently demonstrating below grade level expectations
 Example: word problems

To move up a tier, ALL progress monitoring criteria must be met.

Tier 2

A Progress Monitoring:
I - 4-6 consecutive data points consistently demonstrating below grade level expectations;
S shows no progress, shows regression, or extreme inconsistency

Provide Intervention & Collect Data

Tier 3

Progress Monitoring:

More to come in the future!

Grade
9-10

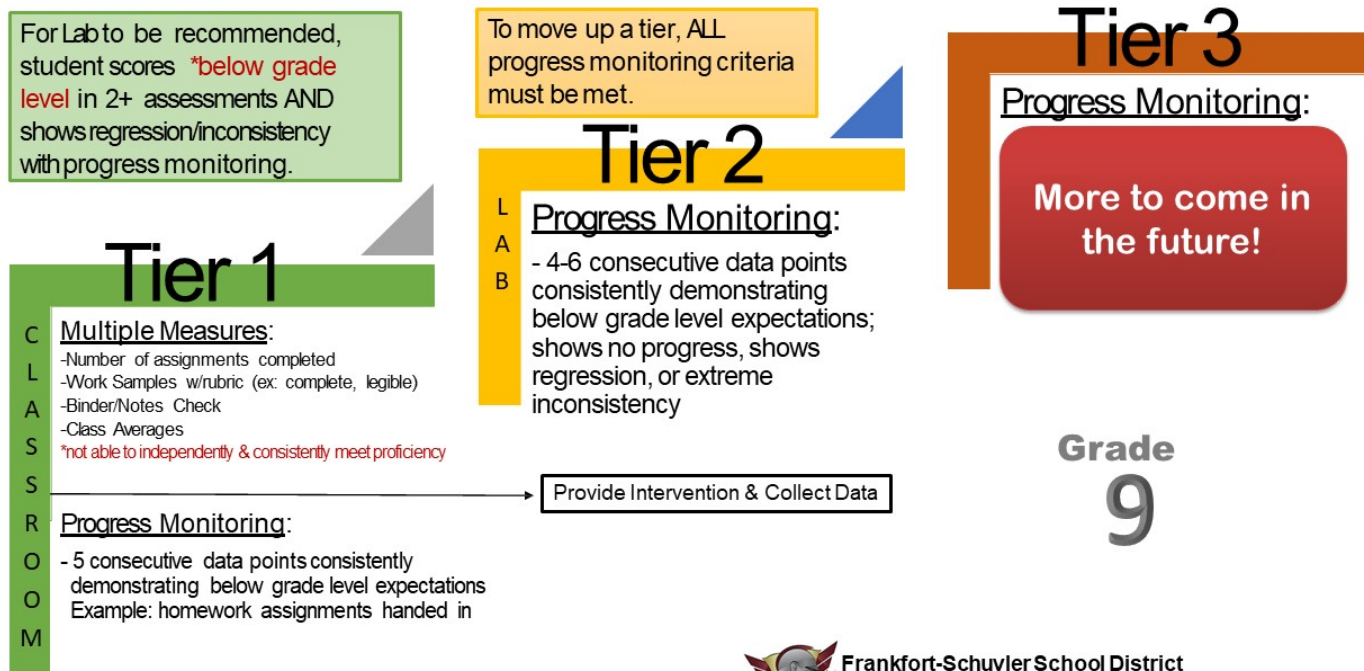


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Math Lab is a means to assist students with necessary Executive Functioning skills such as organization, time management, motivation, homework completions, studying for assessments, and so forth.

Entrance Criteria for Math Lab in grade 9



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August 2020

Resources

Academic and Behavioral Interventions; Curriculum-Based Assessments

www.interventioncentral.org

Florida Center for Reading Research

www.fcrr.org

NYS website for RTI; includes interventions for Reading & Math

www.nysrti.org

Curriculum Skill Strands; Remediation Guides

www.engageNY.org

OTHER ONLINE RESOURCES (see District Bridge Team members for more info):

www.heggerty.org (see Amy Campbell for more info)

OHM SLS Digital Services

Achieve the Core

NewsELA

Rewordify

Starfall

Day by Day NY

Visual Dictionary Online

BOOKS

The Writing Revolution

The Novel Approach