**OVERVIEW of RTI**

Response to Intervention (RtI) is a school-wide framework focused on closing achievement gaps for all students, including students with disabilities. The New York State Education Department has established guidelines to help districts create a multi-tiered system of instruction and interventions designed to meet the diverse needs of all learners. [8NYCRR 100.2] The Stockbridge Valley Central School District's RtI Plan was developed to meet these requirements in order to effectively close achievement gaps in reading and mathematics and to help identify students whose learning difficulties may be the result of a specific learning disability.

**REQUIREMENTS**

RtI begins with appropriate instruction for all students in the general education classroom taught by a qualified teacher. This instruction is aligned to the New York State learning standards, provides high quality, scientific research-based instruction, and provides differentiated instruction to meet a wide range of learning needs. Stockbridge Valley K-12 classrooms use New York State Common Core aligned curriculum for reading, English Language Arts, and mathematics.

The New York State Regents has defined appropriate reading instruction to be 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 strategies. [8NYCRR100.2 (ii)(1)(i) and 200.4(c)(2)(i)] Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

Screenings of all students in reading and mathematics is part of the process to determine if a student is responding to the scientific research-based instruction and is progressing academically at an acceptable rate. These universal screenings should occur 3 times a year using screening instruments that are considered, valid, reliable and aligned to the grade level standards. Cut scores are established for identifying students who are meeting benchmarks, at risk, or seriously at risk.

Parents are to be notified of the results of the universal screenings. In addition, parents of students who are identified as at-risk or seriously at-risk will be given written notification of their child's status and the intervention services they will receive to address such concerns.

Students are provided with instruction matched to the student's need that is provided through a tiered system of increasingly intensive targeted interventions. How well the student responds to the targeted instruction is regularly checked through a process called progress monitoring. These are short, curriculum-based, repeated assessments of student achievement which measure the extent to which the interventions are helping the student move toward meeting the grade level standards. [8NYCRR 100.2(ii)(1)(iv)]

*MULTI-TIERED MODEL*

**TIER 1: High quality Classroom Instruction, Screening and Intervention**

The RtI service model is made up of multiple tiers of service that vary in size, frequency and intensity. Tier 1 takes place in the general education classroom and is provided by a qualified general education teacher. Tier 1 incorporates the standards-aligned, scientifically-based core instruction in reading and math as well as differentiated instruction based on abilities and needs of all students in the classroom.  The universal screenings help identify at risk students, and teachers provide research-based differentiated instruction within the classroom instructional block. For students that continue to struggle, teachers provide targeted instruction for their skill deficit and student progress is tracked through a progress monitoring tool, such as a curriculum-based measurement (CBM) for a minimum of 5-6 weeks.

 If a student continues to struggle to make adequate progress, the teacher will refer the student to the Student Support Team (SST) to develop additional Tier I interventions and/or strategies for support. Lack of progress in Tier I may result in a referral for Tier II intervention.

**TIER 2: Targeted Interventions**

Students not making adequate progress with Tier 1 supports are provided with increasingly intensive instruction matched to their needs. Tier 2 services are supplemental instruction in addition to the Tier 1 instruction in the classroom. Tier 2 interventions can be provided either within the classroom or as a pullout service. Placement and grouping is based, in part, on the universal screening as well as other sources of performance data. Students are often grouped according to similar instructional need or weakness. Tier 2 intervention is typically provided in a small group for 20-30 minute blocks, 3 to 5 times a week, or on an every other day cycle depending on student needs.  Progress monitoring occurs more frequently and may vary from once every two weeks to once a week using Curriculum-Based Measurements (CBM) that measure the targeted skills. The recommended length of time spent in Tier 2 intervention can range between10 to 30 weeks.

**TIER 3: Intensive, Targeted Intervention**

Tier 3 intervention is provided to students who do not demonstrate adequate progress with Tier 2 interventions. Like Tier 2, Tier 3 intervention is in addition to Tier 1 instruction in the general education classroom. This tier varies from Tier 2 in the intensity of instruction, duration, and group size. Typically, students are seen in a very small group (1-3) for 30-40 minutes at a time for four to five days a week. Student progress is monitored using CBM tools at least once a week to determine the student's response to the intervention being provided. The duration of Tier 3 intervention is a minimum of 15-20 weeks. Students who do not make adequate progress in response to Tier 3 interventions will be referred to the Committee on Special Education (CSE)

for a comprehensive evaluation to determine if a student's lack of progress may be the result of a specific learning disability.

**High School Academic Intervention**

Starting in 9th grade, Academic Intervention Services (AIS) are structured around student needs identified through the 8th grade state assessment results, academic progress, and faculty and parent concerns. At-risk high school students who are experiencing academic difficulties may be referred to the Student Support Team for additional school and outside services supports.

Interventions may include one or more of the following:

- Tier I- In-Class monitoring; Students in 9th grade who are not significantly below the 8th grade target standards may be monitored and supported by the general education teachers through the core curriculum and differentiated instruction. After-School academic support instruction may also be used as a Tier I intervention.

- Tier II AIS: Students may be placed in a small group AIS class for remediation and re-teaching. These groups usually meet every other day. This may be for AIS reading, math, or targeted Regents review.

- Tier III: AIS, as described in Tier II, on a daily basis.


**Attendance and RTI**

Regular school attendance is a critical factor for RtI interventions. Without regular attendance, a child will not be able to receive the instruction they need to close the instructional gap. Regular attendance is necessary to ensure that the interventions are implemented as intended and that the results of the progress monitoring reflect the student's actual progress, or lack of, and is not a reflection of lack of instruction. Decisions about the effectiveness of instructional interventions can only be accurately made if a child is attending school regularly, but if a child is not, the Student Support Team and the Committee on Special Education cannot determine whether a child's learning struggles are predominantly due to lack of appropriate instruction or the result of a learning disability.

**Parent Notification**

Universal screening results for all students in Kindergarten through grade 8 will be shared with parents by means of the report cards for the first , second and fourth quarters.  Parents of students identified as at-risk will receive written notification at the time of placement into or movement out of Tier 2 or Tier 3 intervention services.

**Student Support Team**

The Stockbridge Valley K-12 Student Support Team meets twice a month to review data and make recommendations for students newly referred as well as reviewing previously referred students' progress.

All deliberations and data gathered by the SST are confidential. They may be shared when appropriate with committees or personnel to whom a recommendation is made to aid in the process of determining or delivering services and/or supports.

**Team Members**

Student support teams will consist of at least the following participants:

- ❏ Team Leader
- ❏ Principal
- ❏ Counselor
- ❏ Teacher
- ❏ Special Education Teacher (if working with student)
- ❏ Staff member initiating the referral
- ❏ AIS service provider

**Others who may be included:**

- ❏ School Psychologist
- ❏ School Nurse
- ❏ Related Service providers (OT, PT, Speech)
- ❏ Behavior Specialist
- ❏ Parent
- ❏ Physician or other Outside Service Provider for Student

**Reasons for Initial Referral**

- Any student who experiences persistent academic, behavioral or attendance difficulty in school should be referred to the Student Support Team.

- Students exhibiting behaviors which cause the teacher to suspect social, emotional or chemical related problems, or continually interfere with classroom learning.

**Process**

1) The Student Support Team reviews all data and makes appropriate recommendations. Data to be considered for students may include:

- ❏ Benchmark and Progress Monitoring reports
- ❏ Tier 1 interventions previously implemented

- ❏ Academic information including student strengths and weaknesses
- ❏ Attendance, discipline, health, behavior  and other pertinent school related data
- ❏ State Assessments
- ❏ Grades
- ❏ Information from parents, specialists and other professionals

The Student Support Team may recommend any of the following:

- ❏ Additional strategies or interventions in general education
- ❏ Placement into a Tier 2 or 3 intervention
- ❏ Modify duration, intensity, or delivery of Tier 2 or 3 intervention
- ❏ Movement into a less or more intensive intervention
- ❏ Evaluation by the counselor, behavior specialist or other specialist
- ❏ Referral for related services evaluation (Speech, OT or PT)
- ❏ Referral to the nurse for additional health screening
- ❏ Further evaluation and appropriate services
- ❏ Section 504 Committee evaluation
- ❏ Referral to Committee on Special Education for evaluation

2) Once the Student Support Team recommends strategies for intervention, a time frame and data collection tool are established. A meeting is scheduled at the end of the intervention time period to review the student's progress.

3) Upon review of student progress, The Student Support Team may recommend a continuation or dismissal of the intervention, an alteration to the current intervention, a different intervention, or an increase in the level of intervention services.

4)  If a student, despite having progressed through the RTI framework, continues to not make adequate progress, the SST may consider a referral to the Committee on Special Education (CSE). If a referral to CSE is determined to be the best action, the completed SST meeting minutes, Teacher Referral form, SST Parent Interview form, SST Health form, and Administrative/Guidance Report form are to be included with the written referral. In addition, copies of all data considered by the Student Support Team in making the recommendation must be included.

# STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS

| | TIER 1 | TIER 2 | TIER 3 |
|---|---|---|---|
| K I N D E R G A R T E N | RESEARCH-BASED CORE INSTRUCTION:<br><br>Core Knowledge NYS Language Arts program<br><br>Writer's Workshop<br><br>New York State Common Core Math modules<br><br>INTERVENTIONS<br><br>Guided Reading groups<br>Small group instruction<br><br>INTERVENTIONIST<br>Classroom teacher<br><br><br><br>FREQUENCY<br>daily<br><br>DURATION<br>during literacy block | INTERVENTIONS<br><br>Phonemic awareness instruction<br>Phonics Instruction,<br>Vocabulary Instruction<br>Fluency Instruction<br>Comprehension Instruction<br><br>Resources:<br>MORE Starfall<br>Reading Eggs<br>Raz Kids<br>Math Seeds<br><br>CKLA Supplemental Guide with grade level skill focus<br><br>Push in support during reading block<br><br>INTERVENTIONIST<br>Reading teacher<br>General Education teacher<br>Teaching Assistant<br>Special Education teacher<br><br>FREQUENCY<br><br>Every Other Day<br><br>DURATION<br><br>20-30 Minutes | INTERVENTIONS<br>Phonemic awareness instruction<br>Phonics Instruction,<br>Vocabulary Instruction<br>Fluency Instruction<br>Comprehension Instruction<br><br>Resources:<br> CKLA Supplemental Guide with grade level skill focus<br><br>MORE Starfall<br>Reading Eggs<br>Raz Kids<br>Math Seeds<br><br>INTERVENTIONIST<br>General Education eacher<br>Reading teacher<br>Special Education Teacher<br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br>20-30 minutes |

# STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS

| | TIER 1 | TIER 2 | TIER 3 |
|---|---|---|---|
| **G R A D E 1** | RESEARCH-BASED CORE INSTRUCTION<br><br>Core Knowledge NYS Language Arts program<br><br>Writer's Workshop<br><br>New York State Common Core Math modules<br><br><br><br>INTERVENTIONIST<br>classroom teacher<br><br>FREQUENCY<br>5 days a week<br><br>DURATION<br><br>Literacy Block | INTERVENTIONS<br><br>Phonics Instruction<br>Reading Fluency<br>Vocabulary Instruction<br>Comprehension Instruction<br><br><br>RESOURCES<br>CKLA Supplemental Guide<br><br>MORE Starfall<br>Raz Kids<br>Reading Eggs<br>Math Seeds<br><br><br>INTERVENTIONIST<br><br>AIS Reading teacher<br>Teacher Assistant<br>general education teacher<br><br><br>FREQUENCY<br>every other day<br><br>DURATION<br><br>30 minutes<br><br>10- 30 weeks | INTERVENTIONS<br><br>Phonics Instruction<br>Reading Fluency<br>Vocabulary Instruction<br>Comprehension Instruction<br><br><br>RESOURCES<br>CKLA Supplemental Guide<br><br>MORE Starfall<br>Raz Kids<br>Reading Eggs<br>Math Seeds<br><br><br>INTERVENTIONIST<br><br>AIS Reading teacher<br>Special Education teacher<br><br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br><br>30 minutes<br><br>10-30 weeks |

# STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS

|  | TIER 1 | TIER 2 | TIER 3 |
|---|---|---|---|
| **G R A D E 2** | RESEARCH-BASED CORE INSTRUCTION<br>Core Knowledge NYS Language Arts program<br><br>Writer's Workshop<br><br>New York State Common Core Math modules<br><br>INTERVENTIONS<br>Guided Reading-( Fountas and Pinnel leveling,)<br>*Reading A-Z* readers and fluency practice<br>Razz.Kids<br>Xtra Math<br>Flexible Writing Groups<br><br>INTERVENTIONIST<br>General Education teacher<br><br>FREQUENCY<br>5 days a week<br><br>DURATION<br><br>Literacy Block | INTERVENTIONS<br><br>CKLA Supplemental Guide<br><br>Reading comprehension strategies<br><br>Reading Fluency<br><br>Vocabulary Instruction<br><br>Phonics<br><br><br>INTERVENTIONIST<br><br>AIS Reading Teacher<br>Teacher Assistant<br>General Education teacher<br>Special Education Teacher<br><br><br>FREQUENCY<br>every other day<br><br>DURATION<br><br>30 minutes<br><br>10- 30 weeks | INTERVENTIONS<br><br>CKLA Supplemental Guide<br><br>Reading comprehension strategies<br><br>Reading Fluency<br><br>Vocabulary Instruction<br><br>Phonics<br><br><br>INTERVENTIONIST<br><br>AIS Reading Teacher<br>Special Education teacher<br><br><br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br><br>30 minutes<br><br>10-30 weeks |

# STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS

| | TIER 1 | TIER 2 | TIER 3 |
|---|---|---|---|
| **G R A D E 3** | RESEARCH-BASED CORE INSTRUCTION<br><br>NYS EXPEDITIONARY LEARNING ELA MODULES<br><br>NYS COMMON CORE MATH MODULES<br><br>GUIDED READING<br><br>WRITER'S WORKSHOP UNITS OF STUDY | INTERVENTIONS<br>Phonics<br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math | INTERVENTIONS<br>Phonics<br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math |
| | INTERVENTIONIST<br>General Education Teacher | INTERVENTIONIST<br><br>AIS Reading Teacher<br>Teacher Assistant<br>General Education teacher<br>Special Education Teacher | INTERVENTIONIST<br><br>AIS Reading Teacher<br>Special Education teacher |
| | FREQUENCY<br>5 days a week<br><br>DURATION<br><br>Literacy Block | FREQUENCY<br>every other day<br><br>DURATION<br><br>30 minutes<br><br>10- 30 weeks | FREQUENCY<br><br>Daily<br><br>DURATION<br><br>30 minutes<br><br>10-30 weeks |

# STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS

| | TIER 1 | TIER 2 | TIER 3 |
|---|---|---|---|
| **G R A D E 4** | RESEARCH-BASED CORE INSTRUCTION<br><br>NYS EXPEDITIONARY LEARNING ELA MODULES<br><br>NYS COMMON CORE MATH MODULES<br><br>GUIDED READING GROUPS<br><br>WRITER'S WORKSHOP UNITS OF STUDY | INTERVENTIONS<br><br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math | INTERVENTIONS<br><br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math |
| | INTERVENTIONIST<br><br>General Education teacher | INTERVENTIONIST<br><br>AIS Reading Teacher<br>Teacher Assistant<br>General Education teacher<br>Special Education Teacher | INTERVENTIONIST<br><br>AIS Reading Teacher<br>Special Education teacher |
| | FREQUENCY<br><br>Daily<br><br>Duration<br><br>15-30 minutes | FREQUENCY<br>every other day<br><br>DURATION<br><br>30 minutes<br><br>10- 30 weeks | FREQUENCY<br><br>Daily<br><br>DURATION<br><br>30 minutes<br><br>10-30 weeks |

# *STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS*

| | TIER 1 | TIER 2 | tier 3 |
|---|---|---|---|
| **G R A D E 5** | NYS EXPEDITIONARY LEARNING ELA MODULES<br><br>NYS COMMON CORE MATH MODULES<br><br>GUIDED READING<br><br>WRITER'S WORKSHOP UNITS OF STUDY<br><br>Individualized instruction/reteaching<br><br>Strategic Partner pairs during Math<br><br>INTERVENTIONIST<br><br>General Education teacher<br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br><br>15-30 minutes | INTERVENTIONS<br><br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math<br><br>INTERVENTIONIST<br><br>AIS Reading Teacher<br>Teacher Assistant<br>General Education teacher<br>Special Education Teacher<br><br>FREQUENCY<br><br>every other day<br><br>DURATION<br><br>30 minutes<br><br>10- 30 weeks | INTERVENTIONS<br><br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math<br><br>INTERVENTIONIST<br><br>AIS Reading Teacher<br>Special Education teacher<br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br><br>30 minutes<br><br>10-30 weeks |

# *STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS*

| | TIER 1 | TIER 2 | TIER 3 |
|---|---|---|---|
| **G R A D E 6** | NYS EXPEDITIONARY LEARNING ELA MODULES<br><br>NYS COMMON CORE MATH MODULES<br><br>WRITER'S WORKSHOP UNITS OF STUDY<br><br>scaffolding and differentiated instruction during core instruction<br><br>pre-teaching/re-teaching in small groups<br><br><br>INTERVENTIONIST<br><br>General Education teacher<br><br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br><br>15-30 minutes | INTERVENTIONS<br><br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math<br><br><br>INTERVENTIONIST<br><br>AIS Reading Teacher<br>Teacher Assistant<br>General Education teacher<br>Special Education Teacher<br><br><br>FREQUENCY<br><br>every other day<br><br>DURATION<br><br>30 minutes<br><br>10- 30 weeks | INTERVENTIONS<br><br>Reading Comprehension<br>Fluency<br>Vocabulary Instruction<br><br>Math computation and applications<br><br>RESOURCES<br>Mobymax<br>Reading A-Z<br>Xtra Math<br>IXL Math<br><br><br>INTERVENTIONIST<br><br>AIS Reading Teacher<br>Special Education teacher<br><br><br>FREQUENCY<br><br>Daily<br><br>DURATION<br><br>30 minutes<br><br>10-30 weeks |

# STOCKBRIDGE VALLEY RTI TIERED DESCRIPTORS

|  | TIER 1 | TIER 2 | tier 3 |
|---|---|---|---|
| **G R A D E  7 & 8** | NYS EXPEDITIONARY LEARNING ELA MODULES<br><br>NYS COMMON CORE ALIGNED MATH CURRICULUM<br><br>Individualized instruction/ re-teaching<br><br><br>INTERVENTIONIST<br>Classroom teacher<br><br><br>FREQUENCY<br><br>daily<br><br>DURATION<br><br>during core instruction | INTERVENTION<br><br>Math and/or ELA AIS<br><br><br>RECOURCES<br><br>NewsELA<br>Moby Max<br>Problem Attic<br>IXL Math<br>Writer's Work Shop<br><br><br>NTERVENTIONIST<br><br>Content area teacher<br>Special Education Teacher<br><br>FREQUENCY<br><br>Every Other Day<br>40 minutes<br><br>DURATION<br><br>minimum of one full semester | INTERVENTION<br><br>Math AIS<br>ELA AIS<br><br>RESOURCES<br><br>NewsELA<br>Moby Max<br>Problem Attic<br>IXL Math<br>Writer's Workshop<br><br><br>INTERVENTIONIST<br><br>Content area teacher<br>Special Education Teacher<br><br>FREQUENCY<br><br>Every Day<br>40 minutes<br><br>DURATION<br><br>minimum of one full semester |

# HIGH SCHOOL LEVEL PROGRAM AND PROCEDURES

| SUBJECT AREA | CRITERIA FOR SELECTION | SERVICE OPTIONS |
|---|---|---|
| **ENGLISH/LANGUAGE ARTS** | 9th :<br>• ELA 8 scores below state standard<br>• Teacher documented concerns<br>10th:<br>• ELA 8 scores below standard<br>• Teacher documented concerns<br>• Failure of English 9<br>11th:<br>• Teacher documented concerns<br>• Failure of English 10<br>12th:<br>• ELA Regents score below 65% | • In-Class monitoring<br>• AIS<br>• After School support |
| **MATHEMATICS** | 9th :<br>• Math 8 scores below state standard<br>• Teacher documented concerns<br>10th:<br>• Teacher documented concerns<br>• Failure of Algebra or Pre-Algebra<br>• Algebra Regents score below 65%<br>11th:<br>• Math Regents exam score below 65%<br>12th:<br>Math Regents Exam score below 65% | • In-Class monitoring<br>• AIS<br>• After School support |

# HIGH SCHOOL LEVEL PROGRAM AND PROCEDURES

| SUBJECT AREA | CRITERIA FOR SELECTION | SERVICE OPTIONS |
|---|---|---|
| **SCIENCE** | • Science Regents Exam scores below 65%<br>• Teacher documented concerns based on course grades | • In-Class monitoring<br>• AIS<br>• After School support |
| **SOCIAL STUDIES** | • Social Studies Regents scores below 65%<br>• Teacher documented concerns based on course grades | • In-Class monitoring<br>• AIS<br>• After School support |