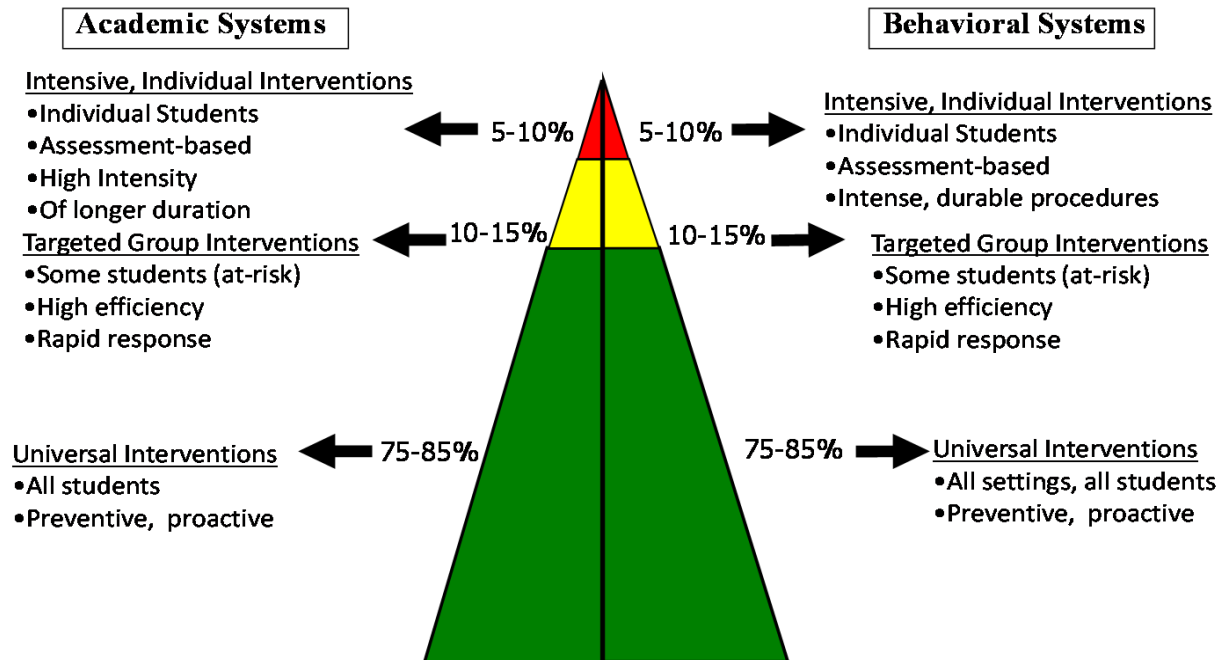


Adopted 5/27/14

**Webutuck
Response to Intervention (RTI)
Plan**

2014 - 2016

RTI Pyramid



Tier 1 (base): All students receive instruction in math, reading, and behavior. This is the base of the pyramid. Student progress is assessed several times a year and includes state-required assessments. Teachers match instruction to the needs of diverse learners.

Tier 2 (middle): Students having trouble learning the basic curriculum are given special help. Students are helped in small groups while still participating in the core curriculum. Progress is monitored more closely.

Tier 3 (top): A few students will need even more help than Tier 2. In Tier 3 these students get help individually or in small groups. Special education may also be considered if these interventions are not successful.

Introduction

According to the State Education Department (SED), RTI is a “multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systemically applied strategies and targeted instruction at varying levels of intervention”. All schools in the Webutuck Central School District utilize the principles of RTI at all grade levels.

Key Features of Response to Intervention

- RTI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.
- RTI is based on a problem-solving model that uses data to inform decision making.
- RTI interventions are systemically applied and derived from research-based practices.
- RTI is highly dependent on progress monitoring and data collection.
- RTI intervention plans are designed, implemented, and monitored by a multidisciplinary team of professionals.

Tier 1: Core Classroom Instruction

Tier 1 refers to core classroom differentiated instruction and support, a universal level of support that is available for all students, utilizing research-based practices to teach critical elements outlined in the Common Core Learning Standards. Most students, approximately 80%, will demonstrate proficiency with effective Tier 1 universal supports and interventions.

Tier 2: Supplemental Targeted Interventions

If students do not make adequate progress in Tier 1, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely. Tier 2 interventions should be targeted, scientifically based, and aligned with core classroom instruction/support. Approximately 10-15 percent of students will require Tier 2 interventions. The duration of this intervention varies based on student assessment and progress monitoring data, and may be provided by the classroom teacher and/or a specialist.

Tier 3: Intensive Targeted Intervention

Tier 3 is designed to provide intensive, targeted intervention to the most at-risk students, those who have not responded adequately to Tier 2 interventions. Learning or behavioral goals are highly individualized for students whose skills fall significantly below the academic or behavioral levels of most students at that grade level. This small percentage (3-5 percent) of students usually requires instruction/support that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data.

Tier 3 intervention may replace or supplement Tier 2 intervention, and may be provided by a specialist.

Assessment

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. An effective instructional program should include at least four types of assessment: screening, diagnostic, progress monitoring, and outcome. Some assessments can be used for multiple purposes.

Screening assessments are quick and efficient measures of overall ability or efficient measures of *critical skills* known to be strong indicators that predict successful student performance.

Diagnostic assessments define a student's weaknesses and strengths with critical skills in the curriculum area being measured. They typically take longer to administer than screening or benchmark assessments. Diagnostic assessments help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs.

Benchmark assessments are measures of a student's current achievement with reading/ math proficiency based on *grade level performance standards*. These assessments should be administered two or three times a year (Sept/Oct, January/Feb, and May). It is important to ensure these assessments are easy to administer, score, and interpret. Benchmark assessments provide information to plan instruction and inform needed interventions..

Progress monitoring assessments determine whether students are making adequate progress with critical skills and current instruction. These assessments should be administered as part of the instructional routine: weekly, biweekly, or monthly, depending on student need. The more intense the intervention (Tiers 2 and 3), the more frequently progress monitoring should occur. Progress monitoring ensures that all students continue to make adequate progress in targeted areas. They also ensure that group or individualized instruction is provided for students at risk for failure. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions.

Informal assessments provide additional information about student learning to assist educators in meeting the needs of students. They are typically not standardized; thus, they do not meet the technical criteria applied to more formal measures and should not replace formal assessments.

State Assessments are NCLB mandated standardized assessments given in grades 3-8 in ELA, mathematics and science. New York State Regents exams are given in High School level in English, math, science, and social studies. Results from these assessments indicate student achievement in meeting, exceeding or falling below state standards. They also provide a baseline for AIS services in grades 4-9.

The RTI Team

In establishing RTI teams, schools need to plan, organize, implement procedural guidelines, continue to evaluate effectiveness of interventions, and make adjustments as needed. Effective teams use a problem-solving process such as follows:

- Define the problem
- Analyze why it is occurring
- Develop and implement action plan
- Monitor student progress
- Evaluate plan effectiveness
- Continue with or adjust plan

School RTI Teams and Team Meetings: Team meetings may be initiated by staff members, however, meetings should be held regularly to assess the progress of students in the program.

At the **Elementary Level RTI Teams** may include all or some of the staff represented below:

Special Education Teacher

General Education Teacher

AIS Teacher

ESL Teacher

Administrator

OT/PT

Speech Therapist

Social Worker

Psychologist

Reading Specialist

Teaching Assistant

Service Provider related to the student's learning challenge

Parent of Student

At the **Secondary Level RTI Teams** may include:

(Same as above with the addition of the student's Guidance Counselor, and the Student Assistance Counselor if/when appropriate.)

School RTI teams are responsible for making recommendations to building principals regarding AIS assignments for general and special education students. RTI Team meeting minutes are recorded in the "To Do" Task section in RTIm Direct.

K-6 Tier 1 Core Classroom Instruction for All Students

Tier 1 refers to core classroom differentiated instruction and support, a universal level of support that is available for all students, utilizing research-based practices (RBP) to teach critical elements outlined in the Common Core Learning Standards. Most students, approximately 80%, will demonstrate proficiency with effective Tier 1 universal supports and interventions.

Duration: School Year

| Elements of Instructional Intervention | Description |
|---|---|
| Curriculum | <ul style="list-style-type: none">• Scope and Sequence for all subjects and grade levels |
| Instruction/Materials | <ul style="list-style-type: none">• Use of RBP intervention and content materials that support Tier 1 instruction and/or support• Differentiated curriculum materials to provide targeted support• Classroom based lessons in pro-social skills• School created lessons to instruct all students in expectations for behavior in all settings |
| Instructional Organization | <ul style="list-style-type: none">• Differentiated, small group instruction for application of skills, re-teaching, and/or additional practice as determined by benchmark and progress monitoring data |
| Instructor | <ul style="list-style-type: none">• Highly qualified classroom teacher |
| Assessment | <ul style="list-style-type: none">• Screenings, Benchmark, diagnostic, progress monitoring assessments for academic and behavioral skills• Parents informed of student progress at least every ten weeks unless there is a change in the level of support• Administer classroom content area assessments periodically to determine whether students are making progress or need extra support |
| Frequency | <ul style="list-style-type: none">• Initial instruction/support provided within classroom schedule• Applications of skills throughout the day across all content areas |
| Setting | <ul style="list-style-type: none">• General education classroom |
| Support | <ul style="list-style-type: none">• Possible use of trained paraprofessionals to provide practice opportunities• Professional development for school personnel |

K-6 Tier 2 Supplemental Targeted Instruction

Tier 2 provides supplemental targeted instruction/support in addition to Tier 1, and addresses the specific needs of students who do not make adequate progress in Tier 1. Tier 2 interventions should be targeted, scientifically based, and aligned with core classroom instruction/support. Approximately 10-15 percent of students will require Tier 2 interventions. **Duration: 9-30 weeks**

| Elements of Instructional Intervention | Description |
|---|--|
| Instructional Materials and Supports | <ul style="list-style-type: none">• Use of research based intervention and content materials that support Tier 1 instruction• Differentiated curriculum materials to provide targeted support• Additional behavior supports |
| Instructional Organization | <ul style="list-style-type: none">• Homogeneous small group (3-5) or individual instruction• Explicit instruction/support targeting special skill deficits• Opportunities for review and practice |
| Instructor | <ul style="list-style-type: none">• Highly qualified classroom teacher which may include consultation with or assistance from the reading and/or math specialist, special education teacher, English Language Learner (ELL) teacher, speech/language therapist, or other specialists as needed |
| Assessment | <ul style="list-style-type: none">• Diagnostic progress monitoring occurring at approximately bi-weekly or weekly intervals• Parents informed of student progress at least every ten weeks through progress reports |
| Frequency | <ul style="list-style-type: none">• Daily/weekly schedules as determined by the RTI Team, in addition to general classroom Tier 1 instruction |
| Setting | <ul style="list-style-type: none">• General education classroom and/or specialist setting |
| Support | <ul style="list-style-type: none">• Possible use of trained TA's to provide support to the classroom teacher as he/she provides Tier 2 intervention• Professional development for all school personnel |

K-6 Tier 3 Intensive Targeted Intervention

Tier 3 is designed to provide intensive, targeted intervention to the most at-risk students, those who have not responded adequately to Tier 2 interventions. Learning or behavioral goals are highly individualized for students whose skills fall significantly below the academic or behavioral levels of most students at that grade level. This small percentage (3-5 percent) of students usually requires instruction/support that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 intervention may replace or supplement Tier 2 intervention, and may be provided by a specialist. Tier 2 and 3 interventions do not replace Tier 1. **Duration: 15-20 weeks**

| Elements of Instructional Intervention | Description |
|--|--|
| Instructional Materials and Supports | <ul style="list-style-type: none">• Research based intervention programs and materials that specifically target identified deficits• Tier 1 and Tier 2 materials and programs, continue if appropriate |
| Instructional Organization | <ul style="list-style-type: none">• Small, homogeneous groups (1 or 2 students)• Explicit, intense, differentiated instruction/support• Use of multi-sensory approaches, as appropriate |
| Instructor | <ul style="list-style-type: none">• Reading and/or math specialist, special education teacher, ELL teachers, speech/language therapist, or other person qualified to provide interventions and work with students who continue to struggle |
| Assessment | <ul style="list-style-type: none">• Weekly progress monitoring• Functional behavior assessment as appropriate• Parents informed of student progress at least every 10 weeks through RTI Direct |
| Frequency | <ul style="list-style-type: none">• Daily/weekly schedules as determined by the RTI Team, in addition to general classroom Tier 1 instruction |
| Setting | <ul style="list-style-type: none">• Appropriate setting inside the school |
| Support | <ul style="list-style-type: none">• Classroom teacher as he/she provides Tier 2 intervention• Professional development for all school personnel |

7-12 Tier 1 Core Classroom Instruction for All Students

Tier 1 refers to core classroom differentiated instruction and support, a universal level of support that is available for all students, utilizing research based intervention (RBI) to teach critical elements outlined in the WCSD Curriculum. Most students, approximately 80%, will demonstrate proficiency with effective Tier 1 universal supports and interventions. **Duration: Year Long**

| Elements of Instructional Intervention | Description |
|---|---|
| Curriculum | <ul style="list-style-type: none">• Based on Common Core Learning Standards |
| Instruction/Materials | <ul style="list-style-type: none">• Instructional materials supporting specific core content areas• Use of research based materials and practices• Differentiated curriculum materials• Character and behavioral education support materials |
| Instructional Organization | <ul style="list-style-type: none">• Classroom instruction• Differentiated, small group instruction for application of skills, re-teaching, and/or additional practice as determined by benchmark and content assessment |
| Instructor | <ul style="list-style-type: none">• Highly qualified classroom teacher |
| Assessment | <ul style="list-style-type: none">• Screening, benchmark, diagnostic, progress monitoring, and outcome-based assessments when appropriate• Parents informed of student progress every 5 weeks• Administer classroom content area assessments periodically to determine whether students are making progress or need extra support |
| Frequency | <ul style="list-style-type: none">• Daily/weekly schedules as determined by the RTI Team |
| Setting | <ul style="list-style-type: none">• General education classroom setting |
| Support | <ul style="list-style-type: none">• Professional development for school personnel• Encouragement of parent/school partnership• Use of RTI team members for consultation• Point person to provide communication among teachers and progress monitoring teams• Discussion at grade level team meeting as applicable |

7-12 Tier 2 Supplemental Targeted Instruction

Tier 2 provides supplemental targeted instruction/support in addition to Tier 1, and addresses the specific needs of students who do not make adequate progress in Tier 1. Tier 2 interventions should be targeted, research based, and aligned with core classroom instruction. Approximately 10-15 percent of students will require Tier 2 interventions. The duration of this intervention varies based on student assessment and progress monitoring data, and may be provided by the classroom teacher and/or a specialist. **Duration: 9-30 weeks**

| Elements of Instructional Intervention | Description |
|---|--|
| Instruction/Materials | <ul style="list-style-type: none">• Use of intervention and content materials that support Tier 1 instruction• Differentiated curriculum materials to provide targeted support• Use of recommended research based intervention |
| Instructional Organization | <ul style="list-style-type: none">• Homogeneous small group• Explicit instruction targeting special skill deficits• Opportunities for review and practice |
| Instructor | <ul style="list-style-type: none">• Highly qualified classroom teacher, reading and/or math specialist, special education teacher, speech/language therapist, and/or other specialist as needed |
| Assessment | <ul style="list-style-type: none">• Screening and progress monitoring• Parents informed of student progress every 5 weeks• Progress, and outcome-based assessments |
| Frequency | <ul style="list-style-type: none">• Daily/weekly schedules as determined by the RTI Team, in addition to general classroom Tier 1 instruction |
| Setting | <ul style="list-style-type: none">• General education classroom and/or specialists setting |
| Support | <ul style="list-style-type: none">• RTI team and other collaborative teams• Professional development for all instructional and support staff• Point person to provide communication among teachers and progress monitoring teams• Discussion at grade level team meeting as applicable• Encouragement of parent/school partnership• Guidance counselor, social worker, school psychologist, and other support staff |

7-12 Tier 3 Intensive Targeted Intervention

Tier 3 is designed to provide intensive, targeted intervention for the most at-risk students, those who have not responded adequately to Tier 2 interventions. Learning or behavioral goals are highly individualized for students whose skills fall significantly below the academic or behavioral levels of most students at that grade level. This small percentage (3-5 percent) of students usually requires instruction/support that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 intervention may replace or supplement Tier 2 intervention, and may be provided by a specialist. **Duration: 15-20 weeks**

| Elements of Instructional Intervention | Description |
|--|---|
| Instruction/Materials | <ul style="list-style-type: none">• Research based intervention programs and materials that specifically target diagnosed deficits• Tier 1 and Tier 2 materials and programs, continue if appropriate |
| Instructional Organization | <ul style="list-style-type: none">• Small, homogeneous groups (1 or 2 students)• Explicit, intense, differentiated instruction• Use of multi-sensory approaches, as appropriate |
| Instructor | <ul style="list-style-type: none">• Reading/math specialist, special education teacher, English Language Learner (ELL) teacher, speech/language therapist, or other person qualified to work with students who continue to struggle |
| Assessment | <ul style="list-style-type: none">• Further diagnostic assessments, as needed, and weekly progress monitoring• Parents informed of student progress every 10 weeks via RTIm Direct progress reports• Functional Behavioral Assessment as appropriate• Evaluation of interventions on a monthly basis |
| Frequency | <ul style="list-style-type: none">• Daily/weekly schedules as determined by the RTI Team, in addition to general classroom Tier 1 instruction |
| Setting | <ul style="list-style-type: none">• Appropriate setting within the school |

| | |
|---------|--|
| Support | <ul style="list-style-type: none"> • RTI team and other collaborative teams • Professional development for all school personnel • Point person to provide communication among teachers and progress monitoring teams • Discussion at grade level team meeting • Encouragement of parent/school partnership • Guidance counselor, social worker, school psychologist, and other support professionals |
|---------|--|