



GOUVERNEUR CENTRAL SCHOOL DISTRICT RESPONSE TO INTERVENTION PLAN

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Committee Members:

Jessica Anderson, School Psychologist
Mindy Backus, Special Education Teacher
Paula Bates, Reading Specialist
Donna Bushey, Administrator
Kyle DiTullio, School Psychologist
Christine Fenlong, Classroom Teacher
Robyn Knowlton, CSE Chairperson
Laura Kuhn, Special Education Teacher
Christine McMahon, Reading Specialist
Jennifer Nichols, School Psychologist
Pat Williams, Classroom Teacher
Charity Zawatski, Administrator

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RESPONSE TO INTERVENTION (RTI) PLAN

In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students who are not making adequate progress within the general education setting, the District will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

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 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 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 to demonstrate lack of 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.

Minimum Requirements of District's RTI Program

The District's RTI process shall include the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean 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;
- b) Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates;
- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those 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;
- d) 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;
- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services.

Staff members will work collaboratively on teams as appropriate to make decisions concerning student academic progress and further intervention strategies. Teams may include a combination of the following: Reading Teacher(s), General Education Classroom Teacher(s), Counselor(s), Psychologist(s), Building Level administrator(s);

- f) 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:
 - 1. The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations;
 - 2. Strategies for increasing the student's rate of learning; and
 - 3. The parents' right to request an evaluation for special services and/or special education programs.

Structure of Response to Intervention Program

The Gouverneur Central School District will implement a three-tiered RTI Model. As listed above, the following staff members may serve as part of the District's student support team with the charge of considering student academic progress and appropriate intervention strategies: General Education Classroom Teacher(s), Reading Specialists, Counselor(s), Psychologist(s), and Building Level Administrator(s).

The District's RTI program will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

RTI Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading teacher, designated administrators, and other individuals deemed appropriate by the District, will be available for each building/grade level classification to address the implementation of the District's RTI process.

The Response to Intervention Team's responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining whether to make a referral for special education programs and/or services.

Criteria for Determining the Levels of Intervention to be Provided to Students

Students in grades K through 5 will be given benchmark assessments three (3) times per year. Students will be identified as at-risk through the use of multiple measures such as: AIMSWEB®, Fountas & Pinnell Benchmark Assessments®, STAR®, Scholastic Reading Inventory (SRI)®, Scholastic Phonics Inventory (SPI)®, and NYS Assessments.

Types of Interventions

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those 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.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

ELA Tier One Instruction

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 instructional interventions and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- Core curriculum aligned to the NYS 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;
- Progress monitoring for six to eight weeks of students initially identified as at-risk;
- Differentiated instruction based on the abilities and needs of all students in the core program; and
- A daily continuous block of instruction in reading where no students are excused for supplemental instruction and services.

Tier Two Instruction

Tier 2 intervention is typically small group (3-5 students) 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 three to five days per week. 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. Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using curriculum-based measurements (CBM) that measure targeted skills.

The recommended length of time a student spends in the second tier of intervention will be a minimum of 14 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, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Tier Three Instruction

Tier Three 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 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 a small group setting (generally one to two students at a time) for a minimum of 30 minutes four days per week. The recommended length of time a student spends in the third tier of intervention will be 15 weeks. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by a certified teacher. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

Table: Description of Critical Elements in a 3-Tier RTI Model for ELA

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

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction, 3-5 students	Individualized or small group instruction (1-2 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but more continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Duration of intervention	School year	Minimum of 14 weeks	A minimum of 15-20 weeks
Provider of intervention	Classroom teacher	Classroom teacher, reading T.A. or reading specialist	Reading specialist

Mathematics Tier One Instruction

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 instructional interventions and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- Core curriculum aligned to the NYS 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;
- Progress monitoring for five or six weeks of students initially identified as at-risk;
- Differentiated instruction based on the abilities and needs of all students in the core program; and
- A daily continuous block of instruction in math where no students are excused for supplemental instruction and services.

Tier Two Instruction

Tier 2 intervention is typically small group (4-6 students) 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 10-15 minutes of supplemental interventions for a minimum of three days per week. 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. Progress monitoring occurs more frequently in Tier 2, at a minimum of every 2 weeks using curriculum-based measurements (CBM) that measure targeted skills.

The recommended length of time a student spends in the second tier of intervention will be a minimum of 14 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, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Tier Three Instruction

Tier Three 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 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 a small group setting (generally one to two students at a time) anywhere from 15-20 minutes, at a minimum of four days per week for a minimum of 15 weeks. The progress of students at Tier 3 is at a minimum of once every 2 weeks to determine the student's response to intervention. Instruction is provided by a certified teacher. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

Table: Description of Critical Elements in a 3-Tier RTI Model for Math

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

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction, 4-6 students	Individualized or small group instruction (1-3 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures three times per year	Varies, but no less than once every two weeks	Varies, but no less than once every two weeks
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 10-15 minutes per session	Varies, but more frequently than Tier 2 for minimum of 15-20 minutes per session
Duration of intervention	School year	Minimum of 14 weeks	Minimum of 15-20 weeks
Provider of intervention	Classroom teacher	Classroom teacher	Classroom teacher

Adapted and reprinted with permission from Johnson, E., Mellard, D., Fuch, D., McKnight, M. for NRCLD (2006, August) Responsiveness to intervention (Ttl): How to Do It

Examples of Intervention Programs

- Leveled Literacy Intervention Systems (LLI)
- System 44
- FastForWord®
- Lexia®
- Small Group Skills Instruction
- Drill Practice
- Wilson Foundations®
- Center Based Instruction
- Accelerated Reader®
- Comprehension Tool Kit®
- Reading Assistant®
- Raz-Kids®

Examples of Progress Monitoring Tools

- Running Records/Reading Benchmarks
- RTI Report (Phonics Skills)
- AIMS WEB
- Lexia®
- FastForWord® Computer Report
- Writing Rubrics
- Sight Word Assessments
- Superkids®/Unit Assessments
- NYS Module Assessments
- Scholastic Reading Inventory (SRI)®
- Scholastic Phonics Inventory (SPI)®
- Other

❖ Disclaimer: The above are examples only. The District may/may not have these materials.

FORMS

Flowchart of RTI interventions

All students receive universal **Tier I** classroom supports.

If concerned, see School Psychologist.
Brief Tier 2 Initiation Form
RTI Team Referral
Intervention Data Form
 Progress monitoring: Bi-weekly.

After 6-8 weeks of Tier 2 classroom-based interventions:
 Classroom teacher bring completed Intervention Data Form to School Psychologist.
 Continue or increase intensity/change intervention?

Student is NOT making progress

Student is making progress

At Day 6 RTI Team meeting, develop **Intense Tier 2 Student Support Plan** Implement intense Tier 2 intervention for minimum of 8 weeks
 Progress monitor bi-weekly

Continue classroom based Tier 2 interventions/data collection
 Progress monitor bi-weekly

No progress

Making progress
 Continue to monitor.

Making progress
Intense Tier 2 Student Support Plan Follow-Up
 Continue interventions

No progress
Tier 3 Initiation Form
Tier 3 Student Support Plan
 Implement for 15-20 weeks

Making progress
 Continue to monitor.

Making progress

No progress

Move back to Intense Tier 2 Support Plan

Continue Tier 3
Tier 3 Student Support Plan Follow-Up

CSE Referral

GCSD RTI Team
Tier 2 Initiation Form

Student Name: _____ Grade Level: _____ Date: _____

Teacher: _____ General Area of Need: _____

It has been determined through a variety of classroom and computer-based assessments, as well as periodic benchmark assessments that the child listed above is not making adequate progress through the implementation of the Response to Intervention (RTI) Tier 1 framework, which includes:

- Core curriculum aligned to the NYS 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;
- Differentiated instruction based on the abilities and needs of all students in the core program;
- A minimum, daily uninterrupted 60 minute block of instruction in reading.

It has been determined that the student's level of support should be increased to a Tier 2, which will include additional small-group instruction (3-5 students), no less than three times per week, for a minimum of 20-30 minutes per session. Progress monitoring should take place no less than once every two weeks. Classroom-based Tier 2 interventions will take place for a minimum of 6 weeks.

Teacher

School Psychologist

Principal

Student Name: _____ Tier: _____

Gouverneur Central School District

Response to Intervention (RTI)

Grade: _____ Teacher: _____ Date: _____

INTERVENTION DATA FORM

Progress Monitoring Data

Baseline		WK _____		WK _____		WK _____		WK _____	
Date:	Score:	Date:	Score:	Date:	Score:	Date:	Score:	Date:	Score:

Intervention Focus: _____ Progress Monitoring Tool: _____

Goal: _____

Interventions

Week	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of min.
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
1 __/_ to __/_																
2 __/_ to __/_																
3 __/_ to __/_																
4 __/_ to __/_																
5 __/_ to __/_																
6 __/_ to __/_																
7 __/_ to __/_																
8 __/_ to __/_																

Legend:

T= Time (# of minutes)
P= Program/Strategy
F= Focus

Focus:

F= Fluency
P= Phonics
V= Vocabulary
C= Comprehension
PA= Phonemic Awareness

Other:
____ = _____
____ = _____
____ = _____
____ = _____

Program/Strategy

Create your own key:
Ex. SS= Soar to Success
____ = _____
____ = _____
____ = _____
____ = _____
____ = _____
____ = _____
____ = _____

Gouverneur Central School District
Response to Intervention (RTI) Team Initial Referral Form

Student Name: _____ **DOB:** _____ **Grade:** _____

Teacher: _____ **Date of Referral:** _____ **Retained: Y/N** Grade: _____

Parent Information: Name(s), Address, & Phone Number: _____

Please indicate areas in which student appears to have specific learning problems:

- | | | | | |
|---|---|--|---|---------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Speech & Language | <input type="checkbox"/> Motor |
| -Decoding | -Computation | | -Articulation | -Fine |
| -Comprehension | -Concepts | | -Language | -Gross |
| | | | Receptive | |
| | | | Expressive | |

Approximate Grades: ELA: _____ Math: _____ Social: _____ Science: _____

Standardized Measures: F&P: _____ SRI: _____ R-CBM: _____ STAR: R ____ M ____

NYS Tests: ELA: ____ M: ____

Student Strengths: _____

Prior Parental Contact: Date: _____ Summary/Reason/Outcome of Contact: _____

Health Information: (Please obtain the following information from the school nurse)

Vision: _____ Normal? Y/N **Hearing:** _____ Normal? Y/N

Medication: _____ **Other Health Issues:** _____

Absences: _____ **Tardies:** _____

Please state any other information that you feel is pertinent to this child's current academic functioning:

***PLEASE ATTACH INTERVENTION DATA FORMS** Date Referral Received: _____

GCSD RTI Team
Intense **TIER 2** Student Support Plan

Student Name: _____ Grade Level: _____ Date: _____

Teacher: _____ General Area of Need: _____

Approximate Grades: ELA: _____ Math: _____ Soc. _____ Sci. _____
Standardized Levels: STAR R: _____ M: _____ F&P: _____ SRI: _____ R-CBM _____

Goals

Note: Goals should be measurable and specific.	Baseline	Target
1.		
2.		

Tier 2 Interventions

Note: Tier 2 interventions should take place a minimum of three times per week for a minimum of 20-30 minutes per session.	Minutes	Freq.	Person Responsible
1.			
2.			
3.			
4.			

Progress Monitoring Tool	Frequency	Person Responsible
1.	Bi-Weekly	
2.	Bi-Weekly	
3.	Bi-Weekly	
4.	Bi-Weekly	

Date of Next Follow-Up Meeting: _____
(Tier 2: Minimum of 8 weeks)

Participants:

GCSD RTI Team
Intense TIER 2 Student Support Plan
FOLLOW-UP

Student Name: _____ Grade Level: _____ Date: _____

Teacher: _____ General Area of Need: _____

Goals

Note: Goals should be measurable and specific.	Baseline	Target	Actual
1.			
2.			
New Goals: (If Applicable)			

Continued/Modified/New Tier 2 Interventions

Note: Minimum of three times per week for a minimum of 20-30 minutes per session.	Minutes	Frequency	Person Responsible
1.			
2.			
3.			
4.			

Progress Monitoring Tool	Frequency	Person Responsible
1.	Bi-Weekly	
2.	Bi-Weekly	
3.	Bi-Weekly	
4.	Bi-Weekly	

Date of Next Follow-Up Meeting: _____
 (Tier 2: minimum of 8 weeks)

Outcome of meeting: Continue Tier 2 Move to Tier 3

Participants:

Student Name: _____ Grade Level: _____ Date: _____

Teacher: _____ General Area of Need: _____

It has been determined through a variety of classroom and computer-based assessments, as well as periodic benchmark assessments that the child listed above is not making adequate progress through the implementation of the Response to Intervention (RTI) Tier 1 or Tier 2 framework, which includes:

- Core curriculum aligned to the NYS 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;
- Differentiated instruction based on the abilities and needs of all students in the core program;
- A minimum, daily uninterrupted 60 minute block of instruction in reading.
- Additional small group (3-5) supplemental instruction provided in addition to the core instruction provided in Tier 1. Tier 2 interventions have been implemented for a minimum of 14 weeks, no less than three times per week for a minimum of 20-30 minutes per session.

It has been determined that the student's level of support should be increased to a **Tier 3**, which will include additional instruction (1:1 or 1:2), no less than four times per week, for a minimum of 30 minutes per session. Progress monitoring should take place no less than once a week. Tier 3 interventions will take place for a minimum of 15-20 weeks.

Tier 3 Teacher

School Psychologist

Principal

Tier 3 WAIT LIST

Anticipated Start Date: _____

TIER 3 Student Support Plan

Student Name: _____ Grade Level: _____ Date: _____

Teacher: _____ Tier 3 Provider: _____

Anticipated Tier 3 Start Date: _____ Tier 3 Removal Criteria: _____

Goals & Student Progress

Note: Goals should be measurable and specific.	Baseline	Target
1.		
2.		

Tier 3 Interventions

Note: Tier 3 interventions should take place more frequently than Tier 2, for a minimum of 30 minutes per session	Minutes	Freq.	Person Responsible
1.			
Continued/Modified/New Tier 2:			
2.			
3.			
4.			

Progress Monitoring Tools

Tier 3	Frequency	Person Responsible
1.	Weekly	
Tier 2:		
2.	Bi-Weekly	
3.	Bi-Weekly	
4.	Bi-Weekly	

Date of Next Follow-Up Meeting: _____
(Tier 3: 15-20 weeks)

Participants:

Student Name: _____

Grade: _____ Date: _____ Teacher: _____

Tier 3 Provider: _____ Tier 3 Removal Criteria: _____

Goals & Student Progress

Note: Goals should be measurable and specific.	Baseline	Target	Actual
1.			
2.			
New Goals: (If Applicable)			

Tier 3 Interventions

Continued/Modified/New Tier 3:	Minutes	Freq.	Person Responsible
1.			
Continued/Modified/New Tier 2:			
2.			
3.			
4.			

Progress Monitoring Tools

Tier 3	Frequency	Person Responsible
1.	Weekly	
Tier 2:		
2.	Bi-Weekly	
3.	Bi-Weekly	
4.	Bi-Weekly	

Outcome of meeting: Continue Tier 3 Move to CSE referral

Date of Next Follow-Up Meeting: _____

Participants: _____ (Tier 3: 15-20 weeks)

