MOUNT PLEASANT CENTRAL SCHOOL DISTRICT

2016-17

RESPONSE TO INTERVENTION PLAN

Last updated: May 2, 2017

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Response to Intervention Plan

The following individuals served on the 2013-14 Mt. Pleasant Central School District RTI/AIS Committee, and provided significant contributions to development of the District RtI Plan. Periodic updates are made to ensure the plan remains current.

Dr. Susan Guiney, Superintendent of Schools
Mary Ellis, Director of Curriculum and Instructional Services
Jennifer DelConte, Director of Special Education and Student Services

Jerome Schulman, Hawthorne Elementary School Principal
Michael Cunzio, Columbus Elementary School Principal
Dr. Robert Hendrickson, Westlake Middle School Principal
Keith Schenker, Westlake High School Principal

Anna Nazurak, Hawthorne Elementary School Teacher
Christine Cazes, Hawthorne Elementary School Reading Teacher
Blair Hoffman, Hawthorne Elementary School Reading Speech Teacher
Karen Trangucci, Hawthorne Elementary School Psychologist
Cathy Moore, Columbus Elementary School Teacher
Jill Coletta, Columbus Elementary School Reading Teacher
Stacey Hametz, Columbus Elementary School Speech Teacher
Chris D'Ippolito, Westlake Middle School Teacher
Connie Cotrone, Westlake High School Guidance Counselor
Lisa Alterio, Westlake High School Special Education Teacher

The District RtI/AIS Committee was charged with the following responsibilities:

Review/establish entrance and exit criteria for intervention services

Review/establish assessment instruments/data used for determining eligibility

Review/establish calendar for screening and progress monitoring

Review/establish forms used in the RTI/AIS process

Review/establish protocols for CST and RTI meetings

Ensure alignment to state and federal regulations

Identify professional development needed for successful implementation

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Note: The following documents are published separately. The Referral Sheet and Intervention Planning Sheet may be phased out with the implementation of RTImDirect.

SECTION 1: INTRODUCTION

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

RTI represents an important educational strategy to close achievement gaps for all students by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction or might have a learning disability. This 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 or approach. RTI is an effective and instructionally relevant process to inform these decisions.

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 using a problem-solving approach. 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 not to make 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.

Reading in the early grades is a primary focus of the RTI process, as this is the area in which most of the research is available and the curriculum area in which the most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RTI apply to other content areas as well as to behavioral issues that impact learning.

SECTION 2: REGULATIONS GOVERNING THE RTI PLAN

This Mount Pleasant Central School District's RTI Plan is designed as a comprehensive intervention plan to ensure that students receive the appropriate classroom support and necessary intervention, and replaces the 2005-2006 K-12 Academic Intervention Services plan.

Regulatory requirements for screening, assessment and the provision of appropriate instruction support the use of a multi-tiered, problem-solving approach to RTI. It is the integration of these requirements that forms New York's policy framework for school districts to use to systematize effective educational practice. These regulations include:

- Part 100 – Required Components of an RTI Program
- Part 200 – Requirements for Written Board of Education Administrative Policies and Practices
- Part 200 – Requirements for Procedures for Determining if a Student Has a Learning Disability
- Article 19 – Medical and Health Services

For more information, please visit the following websites at NYS Education Department:

- http://www.p12.nysed.gov/specialed/lawsregs/part200.htm
  http://www.p12.nysed.gov/part100/
- http://www.nysRTI.org/docs/NYSED_RTI_Guidance_Document.pdf
- http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/ARTIcle19Revisions.html

SECTION 3: DEFINITION OF KEY TERMS

Note: Key Terms that are either new or significantly different from previous RTI plans are highlighted.

Accommodation: An accommodation is intended to help a student with disabilities fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their general education peers.

Benchmark - a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Criterion-Referenced vs. Norm-Referenced - Criterion-referenced tests measure the degree to which an individual has mastered the expected content, often including all the expected content at a single level of learning. These tests are only capable of measuring how well a child has done on the level it is written to measure (most often a single grade level, for part or all of a year). The New York State Testing Program, which includes the grades 3-8 Math and ELA tests, and Regents exams, is exclusively made up of criterion-referenced tests. Alternatively, norm-referenced tests compare one individual to others who took the same test. Content on norm-referenced tests typically includes only questions that are good at differentiating between various levels of student knowledge. Individual achievement tests (OLSAT, AIMSWeb, SAT, ACT) are always norm-referenced.

Core Instruction - Those instructional strategies that are used routinely with all students in a general-education setting are considered 'core instruction'. High-quality instruction is essential and forms the foundation of RTI academic support. At least 80% of students in the classroom or grade level are expected to perform at or above grade-wide academic screening benchmarks through classroom instructional support alone. While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices are not considered to be individual student interventions.

Curriculum Based Measurement (Assessment) —an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data-Driven Decision Making—the process of using student data to determine the efficacy of instruction and/or intervention, and to identify the best, most appropriate next course of action with respect to individuals and groups of students.

Diagnostic Assessment—a measure of what a student knows and can do in a specific subject or discipline for the purpose of identifying what to focus on instructionally.

Differentiated Instruction—involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Dual Discrepancy—refers to data showing that a student is performing both well-below

average compared to typical peers and exhibits a learning trajectory that is also below typical peers such that existing gaps will not be closed.

Fidelity of Implementation—refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered and/or administered in the way it was intended.

Intervention - A strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory. Interventions are always **supplemental** to core instruction; they may not **supplant** core instruction.

Intervention/Enrichment Period (I/E) — refers to a scheduled time in the elementary school day when students receive intervention and/or enrichment learning opportunities. No core instruction takes place during this time. Further information about the use of the I/E period is included in the appendix of this document.

Modification - A modification changes the expectations of what a student with disabilities is expected to know or to do, typically by lowering the academic standards against which the general education students are evaluated.

National vs. Local Norms - Some norm-referenced tests (see above) return two sets of results: scores based on **national norms**, and scores based on **local norms**. National norms are based on the group of students of the same grade who were tested to establish the test's results, during test development. If the test is well-designed, the children in this normalization population should include a cross-section of gender, race, income, urban-suburban-rural schools, etc. Local norms are scores generated based on the specific students in this school or district, in this grade, taking this test on this test date. With this kind of scoring, you see not only how your child compares to kids across the nation, but also to kids in your local district and classrooms.

Progress Monitoring - an assessment process that entails the periodic collection and analysis of student data to evaluate academic performance on specific skills and/or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Rate of Progress - student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed. This is also referred to as the *rate of improvement.*

Research-based instruction -involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Response to Intervention - A multi-tiered instructional framework and school-wide approach that identifies students at-risk, monitors the student's progress, provides evidence-based inter-

vention, and adjusts the intensity and nature of the interventions depending on a student's responsiveness. The use of RTI strategies cannot be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability under federal and state regulations.

District RTI/AIS Committee -a collaborative, multi-disciplinary team whose major function is the planning and development of an RTI process in their respective district.

RTI Problem-Solving Team - a collaborative and multi-disciplinary building-based team that meets on a regular basis for the purposes of reviewing the progress of General Education students. The team engages in the following activities: (1) evaluating student data, (2) planning interventions, and (3) monitoring student response to intervention. The RTI Problem-Solving Team may include the following: Principal or Assistant Principal, Teacher, School Psychologist, Speech and Language Teacher, OT, PT and/or others as needed and is typically chaired by the School Psychologist. The RTI Problem-Solving Team Meeting Protocol in included in Section 4 of this document. **Note: In some cases, the RTI Problem-Solving Team replaces functions done previously by the IST and/or CST.**

School-Based Inquiry Team (Data Team) - a collaborative team that includes the principal (or other administrator(s)), teacher leaders and teachers dedicated to the periodic (quarterly or greater) analysis of school-wide screening, achievement and other data in order to assess trends, the needs of groups of students, and to determine how to best utilize the building's intervention capacity.

Supplement vs. Supplant – interventions that are provided in addition to core instruction are supplemental; interventions that replace any part of the core instructional program are considered to supplant that program. By regulation, all interventions delivered as part of an RTI plan must be supplemental.

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

- **Tier I:** Effective, standards-based instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

- **Tier II**: Supplemental, small group instruction designed for specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are strategically designed to match the needs of students identified as at-risk through screening and progress monitoring measures. Tier II interventions may be provided by the general education teacher or by specialists.

- **Tier III:** Supplemental, individualized and customized intervention provided to students in a smaller group format and delivered with greater frequency than Tier II interventions. Students in Tier III continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

Universal Screening - an assessment process periodically used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, spring).

SECTION 4: ELEMENTS OF THE RTI PLAN

CORE INSTRUCTIONAL PROGRAM

The core instructional program is defined as those instructional strategies that are used routinely with all students in a general-education setting. High-quality instruction is essential and forms the foundation of RTI academic support. At least 80% of students in the classroom or grade level are expected to perform at or above grade-wide academic screening benchmarks through classroom instructional support alone. While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices are not considered to be individual student interventions.

As of the publication of this plan, the Mt. Pleasant Central School District employs the following for the core instructional programs in literacy and mathematics:

HAWTHORNE ELEMENTARY SCHOOL:

Literacy instruction is grounded in the Readers and Writers Workshop model and addresses the New York State Common Core Learning Standard. Instruction is based on the units of study written by Teachers College of Columbia University, and follows a district-developed planning calendar. Word study, which includes phonics, vocabulary and spelling instruction, is implemented using Fundations in Grades K and 1, and Words Their Way in Grade 2. Instruction in word study given in both whole-group settings and in small groups based on student readiness as determined by an inventory given to all students at the beginning of each school year, and on student progress throughout the year. In reading, a strong emphasis is placed on the acquisition of foundational concepts including decoding, encoding and the recognition of sight words. In writing, students learn to follow the writing process for purpose of personal expression across a wide variety of genres.

Mathematics instruction is grounded in an inquiry-based, hands-on model and addresses the New York State Common Core Learning Standards. All teachers utilize the Common Core Modules provided by the New York State Department of Education and follow a district-developed planning calendar. A strong focus is placed on the acquisition of number sense, fluency in basic facts, mathematical modeling and problem-solving.

COLUMBUS ELEMENTARY SCHOOL:

Literacy instruction is grounded in the Readers and Writers Workshop model and addresses the New York State Common Core Learning Standards. All teachers utilize the units of study written by Teachers College of Columbia University and follow a district-developed planning calendar. Word study, which includes phonics, vocabulary and spelling instruction, is implemented using Words Their Way. Instruction in word study given in both whole-group settings and in small groups based on student readiness as determined by an inventory given to all students at the beginning of each school year, and on student progress throughout the year. In reading, a strong emphasis is placed applying foundational concepts to increasingly more complex texts. In writing, students utilize the writing process to create increasingly sophisticated pieces across a wide variety of genres.

Mathematics instruction is grounded in an inquiry-based, hands-on model and addresses the New York State Common Core Learning Standards. All teachers utilize a district-developed curriculum and planning calendar that has been developed by adapting the Common Core Modules provided by the New York State Department of Education. A strong focus is placed on multiplication, division, fractions, mathematical modeling, and problem-solving.

WESTLAKE MIDDLE SCHOOL:

Literacy instruction is grounded in the Readers and Writers Workshop model and addresses the New York State Common Core Learning Standards. All teachers utilize the units of study written by Teachers College of Columbia University and follow a district-developed planning calendar. In reading, a strong emphasis is placed applying foundational concepts to increasingly more complex texts. In writing, students utilize the writing process to create increasingly sophisticated pieces across a wide variety of genres. Across all disciplines, research and the development of sound, evidence-based essays is a primary focus.

Mathematics instruction is grounded in an inquiry-based, hands-on model and addresses the New York State Common Core Learning Standards. All teachers utilize a district-developed curriculum and planning calendar that has been developed by adapting the Common Core Modules provided by the New York State Department of Education. A strong focus is placed on multi-digit operations, ratios and proportional reasoning, expressions and equations, as well as mathematical modeling, and problem-solving.

Many Grade 8 students elect to follow an accelerated path and begin Regents-level mathematics with the Common Core Algebra course. Beginning in the 2015-16 school year, the District anticipates that all Grade 8 students will participate in the accelerated course of study in mathematics.

WESTLAKE HIGH SCHOOL:

Both literacy and mathematics instruction at the high school level are designed to meet the New York State Common Core Learning Standards and to prepare students for both Regents and Advanced Placement examinations. Teachers utilize a wide variety of instructional practices and materials including material from the Common Core Modules provided by the New York State Department of Education.

UNIVERSAL SCREENING

Universal screening is a key component of a comprehensive RTI Plan and is the first step in identifying students who are in need of support. As part of the Mount Pleasant Central School District RTI Plan, we have selected technically sound, efficient measures to be used to screen all students at a grade level in targeted academic areas. These measures provide us with a common standard for assessing student academic risk as well as several key pieces of information.

- The general outcome measures indicate whether our core instruction is of “high-quality”. If less than 80% of students in a class, in a school, or across a grade meet the “average” level or higher on these measures, this indicates there is a problem with core instruction that needs to be identified and addressed.
- Universal screening data serve to efficiently identify struggling students who may be in need of additional intervention support.
- Universal screening data enable us to calculate a relative probability of academic success for individual students.

It is the goal of the Mt. Pleasant Central School District that the assessment tools used for universal screening also provide teachers with valuable, diagnostic information that assist in the development of instructional plans for all students, not only those who require intervention services. We continue to assess the efficacy of these tools and to consider adding others as indicated.

Universal screening is conducted on a period basis. Based on the assessment tool, universal screening is done at the beginning, middle and end of the school year or, in some cases, only the beginning and end of the school year. The Director of Curriculum and Instructional Services, in collaboration with building principals and Curriculum Leaders, develops and publishes an Assessment Calendar at the beginning of each school year. This Assessment Calendar is located in the Appendix of this document.

Benchmark scores are established for each assessment utilized within universal screening. Student achievement as measured against these benchmarks, as well as classroom performance and locally developed assessments form the multiple measures by which decisions are made regarding entrance and exit from tiered intervention services. Benchmark scores for each grade level are located in the Appendix of this document.

TIERED INTERVENTION MODEL

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

Tier I: Effective, standards-based instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

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

Tier III: Supplemental, individualized and customized intervention provided to students in a smaller group format and delivered with greater frequency than Tier II interventions. Students in Tier III continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

For further information about the tiered model of intervention, please refer to http://www.p12.nysed.gov/specialed/RTI/guidance/instruction.htm

DATA-INFORMED DECISION MAKING

Decisions regarding intervention services are based on data regarding a given student's performance using the dual-discrepancy model.

Under this plan the term "data" refers to universal screening, curriculum-based assessments, standardized assessments and student work. Parent and/or teacher observations must be supported by data to be considered when making decisions about intervention services.

Students who require interventions will present with dual discrepancies: they are performing both well-below average compared to typical peers **and** exhibit a learning trajectory that is also below typical peers such that existing gaps will not be closed. In other words, the student must be performing below expectations as indicated by assessments and/or classroom performance **and** must be progressing at a rate slow enough to indicate that they will not meet expectations without intervention. This is typically determined by creating an "aim line" indicating the required rate of progress and comparing progress monitoring scores to this line.

For further information about the use of student data in making education decisions, please refer to http://www.p12.nysed.gov/specialed/RTI/guidance/application.htm

GUIDELINES FOR THE INTERVENTION/ENRICHMENT (I/E) PERIOD

OVERVIEW:

The I/E period in each elementary building has been built into the master schedule to ensure the delivery of a consistent and coherent educational program for all students. During the I/E period, those students who require interventions and/or related services receive these services ***in addition to*** core instruction, not ***instead of*** core instruction. No new instruction takes place during the I/E period.

The primary purpose for the I/E period is to provide time for the following:

- short-term instructional interventions,
- practice/reinforcement,
- pre-teaching/re-teaching
- related services, and
- various forms of enrichment

INTERVENTIONS:

Interventions are short-term targeted instruction in an area of need for an individual student or a small group of students with similar needs. Selection of interventions, frequency, length, check-up date and assessment data are determined either by the classroom teacher or through the RTI Problem-Solving Team process and are recorded on the MPCSD Classroom Intervention Sheet. In addition, the classroom teacher keeps records of each intervention session.

PRACTICE/REINFORCEMENT:

All students benefit from the opportunity to engage in activities in which they practice and reinforce concepts and skills that have been learned during core instruction. Typical practice/reinforcement activities include independent writing, independent reading, partner reading, practicing math facts, math problem solving, games or centers.

PRE-TEACHING/RE-TEACHING:

Often there are a small number of students who require additional instructional time or varied approaches to access a particular skill or concept, but do not require ongoing intervention. This may include either re-teaching material that was covered in previous lessons and/or pre-teaching material that will be covered in future lessons. Teachers identify the need for pre-teaching and re-teaching based on formative assessments and classroom observation.

INTERVENTION AND/OR RELATED SERVICES

Services that may require students to leave the classroom are scheduled during the I/E period. These may include Reading, Math, Resource Room, BIS, Counseling, OT, PT and/or Speech. When scheduling these services, every effort should be made to utilize only the I/E period. If additional time is needed, the student may not miss core instruction in English Language Arts or Mathematics.

ENRICHMENT

Students who are not engaged in any of the above activities during a given I/E period have the opportunity to extend and enrich their educational experience. Enrichment activities may include additional time for reading or writing, math problem solving, puzzles, games or projects that build on the goals of the core instructional program and/or instrumental music lessons. Every effort should be made to ensure that these opportunities are available to all students at regular intervals.

STRUCTURE

The benefit of a consistent and common time for intervention and enrichment is the opportunity for flexible grouping and collaboration among teachers. Teachers and principals are encouraged to take advantage of this opportunity by exploring the following options:

- In a **classroom-based I/E period**, the classroom teacher is responsible for designing and implementing the intervention and enrichment activities for the students who remain in the room during the period.

- In a **partner-based I/E period**, two teachers collaborate to design and implement the intervention and enrichment activities for the students. This allows for creation of small groups across the two classrooms. Teachers may elect to have one person monitor and support the independent and center work in one room while the other provides intervention in the other room. Alternatively, teachers may elect to regroup the students for independent and center work in both classrooms where each teacher also provides small group instruction.

- In a **cooperative I/E period**, several teachers collaborate to design and implement the intervention and enrichment activities for the students. This allows for creation of small groups across several classrooms and may include intervention specialists and related service providers.

Regardless of the structure, it is critical that the grouping of students and selection of activities remain flexible to best meet the needs of students as they respond to both core instruction and supplemental interventions.

Based on Elementary School Scheduling: Enhanced Instruction for Student Achievement (2008), by Robert Lynn Canday and Michale D. Rettig

PARENT COMMUNICATION

OVERVIEW:

Communication with parents is critical to the success of a student's participation in RTI. The Mount Pleasant CSD RTI plan strives to meet the Quality Indicators developed by the New York State Department of Education through written notifications, progress reports and ongoing communication between the school and home.

NOTIFICATION OF SERVICES:

Parents receive written notification when the following occurs:

- A child is identified as at risk for not meeting standards and the Response to Intervention Problem Solving Team determines the child qualifies for RTI Services. This notification provides the reason for services, level of intervention, provider and frequency.
- Based on the level of progress, the Response to Intervention Problem Solving Team determines the child will move to a lower or high tier of intervention. This notification provides the reason for services, new level of intervention, provider and frequency.
- Based on the level of progress, the Response to Intervention Problem Solving Team determines the child will discontinue RTI Services.

PROGRESS REPORTS:

Parents receive regular progress reports in addition to the report card that is provided for all students. The progress report indicates:

- The specific skills/strategies that are being addressed through RTI
- The child's progress towards meeting goals
- Suggestions for how a parent can support the child at home.

ONGOING COMMUNICATION:

Parents and RTI providers are encouraged to maintain regular and frequent contact regarding student progress.

SECTION 5: RTI PROBLEM-SOLVING TEAM PROTOCOLS

> A protocol consists of agreed upon guidelines for a conversation, and it is the existence of this structure, which everyone understands and has agreed to, that permits a certain kind of conversation to occur. Protocols are vehicles for building the skills, and culture necessary for collaborative work.
>
> *from the National School Reform Faculty*

In the case of the RTI Problem-Solving Team, the following protocols are designed to facilitate a discussion that is efficient and data-driven while ensuring that the presenting needs of the student are fully considered by all members of the team. The facilitator is responsible for ensuring that all participants are aware of the protocol and for ensuring that the group adheres to both the process and to the time limits.

RTI PROBLEM-SOLVING TEAM “FIRST LOOK” MEETING PROTOCOL - OVERVIEW

This protocol is used when a teacher has identified concerns about a student who is not currently receiving intervention services.

Step 1: Identify and Clarify Teacher Concerns (2-3 minutes)

Step 2: Review Baseline and Background Data (5 minutes)

Step 3: Define Student Problems (5-10 minutes)

Step 4: Set Outcome Goals and the Method for Assessing Progress (5 minutes)

Step 5: Design an Intervention Plan (5 minutes)

Step 6: Plan for How Information Will Be Shared with the Student’s Parents (2-3 minutes)

Step 7: Review Intervention and Monitoring Plans (2-3 minutes)

RTI PROBLEM-SOLVING TEAM "FIRST LOOK" MEETING PROTOCOL - DETAILED

This protocol is used when a teacher has identified concerns about a student who is not currently receiving intervention services.

Step 1: Identify and Clarify Teacher Concerns (2-3 minutes)

At the opening of the meeting, the referring teacher presents his/her primary concerns about the student's academic difficulties. Team members ask clarifying questions.

Step 2: Review Baseline and Background Data (5 minutes)

Information collected prior to the meeting is presented to the team:

- CPSE Records (if applicable)
- Universal Screening Data
- Progress/Report Card History
- Classroom Assessments
- Samples of Student Work
- New York State Assessment Results
- Attendance/Disciplinary Records

Note: If the required data is not provided, the meeting must be tabled and rescheduled.

Step 3: Define Student Problems (5-10 minutes)

The team and the referring teacher identify the gap in skills/concepts that is preventing the child from accessing the content in the classroom and discuss intervention strategies that the teacher has implemented to date. They develop one or two Student Problem Definitions that can be stated in measurable and observable terms. These are recorded in the meeting notes on RTIDirect.

Step 4: Set Outcome Goals and the Method for Assessing Progress (5 minutes)

The team and the referring teacher set a specific goal that the student is expected to reach within 6-10 weeks, but no later than the follow-up RTI Problem-Solving Team Meeting. The check-up date, goal and the tool used to measure the student's progress are recorded in the meeting notes on RTIDirect.

Step 5: Design an Intervention Plan (5 minutes)

The team and the referring teacher will identify targeted interventions that are designed to move the student from the current level of performance toward the outcome goals. These interventions are recorded in the meeting notes on RTIDirect.

Utilizing the dual-discrepancy model of decision-making, the team will determine if the student will remain in the current tier or will be moved to a more intensive tier. To move to a more intensive tier, data must show that a student is performing both well-below average compared to typical peers and exhibits a learning trajectory that is also below typical peers such that existing gaps will not be closed.

Based on the identified tier, the team and the referring teacher will identify how the intervention will be delivered and this information will be recorded in the meeting notes on RTIDirect.

Step 6: Plan for How Information Will Be Shared with the Student's Parents (2-3 minutes)

The team assigns responsibility for communication with the parents.

Step 7: Review Intervention and Monitoring Plans

The team reviews the details of intervention plan including the following:

- The identified gaps in skills or concepts that are preventing the child from accessing the content in the classroom
- Specific interventions to be implemented by the classroom teacher
- Specific interventions to be implemented by the specialist (if applicable)
- Outcome goals and method of progress monitoring
- Length of time before next check-up

If any teacher not present at the meeting will be impacted by the intervention plan, the process for communicating the information will be determined.

RTI PROBLEM-SOLVING TEAM "CHECK-UP" MEETING PROTOCOL - OVERVIEW

This protocol is used to assess the impact of interventions based, and to adjust the students' RTI program accordingly.

Step 1: Review Student Problems and Intervention Plan (5 minutes)

Step 2: Assess Student Progress (5 minutes)

Step 3: Define Ongoing or New Student Problems (5-10 minutes)

Step 4: Set Outcome Goals and the Method for Assessing Progress (5 minutes)

Step 5: Design an Intervention Plan (5 minutes)

Step 6: Plan for How Information Will Be Shared with the Student's Parents (2-3 minutes)

Step 7: Review Intervention and Monitoring Plans

RTI PROBLEM-SOLVING TEAM "CHECK-UP" MEETING PROTOCOL - DETAILED

This protocol is used to assess the impact of interventions based, and to adjust the students' RTI program accordingly.

Step 1: Review Student Problems and Intervention Plan (5 minutes)

At the opening of the meeting, the referring teacher reviews the notes from RTIDirect including:

- the identified gaps in skills/concepts,
- the interventions that were to be implemented,
- the outcome goals, and
- the plan for monitoring progress towards those goals.

Step 2: Assess Student Progress (5 minutes)

The student's progress toward the identified goal is compared to the assessment data. Progress is assessed based on student performance data identified during the "First Look". Anecdotal evidence is not sufficient.

Utilizing the dual-discrepancy model of decision-making, the team will determine if the student will remain in the current tier, will move to a less intensive tier, or will move to a more intensive tier. To move to a more intensive tier, data must show that a student is performing both well-below average compared to typical peers and exhibits a learning trajectory that is also below typical peers such that existing gaps will not be closed.

If the student will continue to receive interventions, this is reflected in the meeting notes on RTIDirect.

Note: If the required data is not provided or the intervention was not implemented as designed, the meeting must be tabled and rescheduled.

Step 3: Define Ongoing or New Student Problems (5-10 minutes)

The team and the referring teacher identify the gap in skills/concepts that continues to prevent the child from accessing the content in the classroom. The team and the referring teacher develop one or two Student Problem Definitions that can be stated in measurable and observable terms. These are recorded in the meeting notes in RTIDirect.

Step 4: Set Outcome Goals and the Method for Assessing Progress (5 minutes)

The team and the referring teacher set a specific goal that the student is expected to reach within 3-6 weeks, but no later than the follow-up RTI Problem-Solving Team Meeting. The check-up date, goal and the tool used to measure the student's progress are recorded in the meeting notes in RTIDirect.

Step 5: Design an Intervention Plan (5 minutes)

The team and the referring teacher will identify 2-3 targeted interventions that are designed to move the student from the current level of performance toward the outcome goals. They will consider continuing the current intervention(s) as well as alternate intervention strategies. The interventions are recorded in the meeting notes in RTIDirect.

Utilizing the dual-discrepancy model of decision-making, the team will determine if the student will remain in the current tier, or will be moved to a more intensive tier. Under the dual-discrepancy model, data must show that a student is performing both well-below average compared to typical peers and exhibits a learning trajectory that is also below typical peers such that existing gaps will not be closed.

Based on the identified tier, the team and the referring teacher will identify how the intervention will be delivered and this information will be recorded in the meeting notes in RTIDirect.

Step 6: Plan for How Information Will Be Shared with the Student's Parents (2-3 minutes)

The team assigns responsibility for communication with the parents.

Step 7: Review Intervention and Monitoring Plans

The team reviews the details of intervention plan including the following:

- the identified gaps in skills or concepts that are preventing the child from accessing the content in the classroom,
- specific interventions to be implemented by the classroom teacher,
- specific interventions to be implemented by the specialist (if applicable),
- outcome goals and method of progress monitoring, and
- length of time before next check-up meeting.

If any teacher not present at the meeting will be impacted by the intervention plan, the process for communicating the information will be determined.

SECTION 6: RECOMMENDED INTERVENTION PRACTICES

When selecting interventions to be utilized as part of the Response to Intervention model, the RTI Problem Solving Team is responsible for assisting the teacher in identifying the gaps in concepts and/or skills and then identifying interventions that have evidence of effectiveness and are directly tied to student need based upon progress monitoring data and diagnostic data. The following includes a list of such strategies. The RTI Team is encouraged to utilize other resources including:

http://www.interventioncentral.org/
Florida Center for Reading Research
National Council of Teachers of Mathematics
Center on Response to Intervention
School-Wide Strategies for Managing Mathematics

WORD SOLVING STRATEGIES (WORD DECODING):

- Snap Words: TC, Fountas & Pinnell, Fry, Dolch High Frequency Words Lists (1-2-3-4-5) with cards, magnetic letters, white boards for writing, word hunt.
- Onset & Rime with Fountas & Pinnell Phonograms: (a-i-e-o-u) with cards, magnetic letters, sorting, word lists, white boards, nonsense words, word hunt, sound hunt.
- Vowel It with Short and Long Vowels: CVC words, CVVC words, Silent e, Vowel Teams, Vowel Digraphs/Dipthongs compound words, multisyllabic words with cards, slides, magnetic letters, word lists, word hunt, sound hunt.
- Blend It with consonant blends with cards, word lists, magnetic letters, interactive writing.
- Chunk the Open-Closed Syllables with cards, magnetic letters, word lists.
- Solve It with Fix-Up Strategies: Fountas & Pinnell, Dianna Jump
- Wilson Word Study Skills.
- PAF Word Study Skills.
- Error Word Drills with cards or word lists
- Cut-Up Story with sentence strips in fiction and non-fiction texts.
- Word Ladders with magnetic letters, dry erase boards, cards.
- Nonsense Words with cards, dry erase boards, magnetic letters.
- Interactive Writing with dry erase boards, lined or unlined paper.
- Dictation with dry erase boards, lined or unlined paper.
- LA Concepts: recognize letters, hear letter sounds, rhyming, syllable segmentation, initial/final consonants, phoneme segmentation with cards, magnetic letters, interactive writing, slides, sound hunts, leveled trade books, poems, songs, nursery rhymes.

ORAL READING FLUENCY: *EXPRESSIONS AND PHRASING:*

- Echo Reading/leveled stories: LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.
- Re-Reading/leveled stories, LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books, poems.
- Choral Reading/leveled stories: LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.
- Partner Reading/leveled stories, LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.
- Readers Theater/leveled trade book plays to practice appropriate expression.
- Phrase It Longer/leveled stories: LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.
- Punctuate It with leveled stories: LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.

ORAL READING FLUENCY *RATE:*

- Re-Reading/leveled stories: LLI, RR, SRA, HBJ, Zanier-Bloser, poems, leveled trade books.
- Lower It with lower level texts: SRA, HBJ, Zainer-Bloser, leveled trade books.
- Know It with familiar texts: SRA, HBJ, Zanier-Bloser, leveled trade books.

ORAL READING FLUENCY: *ACCURACY WORD ANALYSIS:*

- Self-Correct (MSV) leveled stories: LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.
- Chunk It: take words apart to problem solve unknown words in leveled texts: LLI, RR, SRA, HBJ, Zanier-Bloser, leveled trade books.

COMPREHENSION:

- Preview It using background knowledge to analyze title, illustrations, and text in fiction and non-fiction texts.
- Predict It using background knowledge and textual clues for fiction and non-fiction texts.
- Stop and Think by monitoring meaning in fiction and non-fiction texts.
- Re-Read It to monitor meaning in fiction and non-fiction texts.
- Visualize It with sketches and mental images in fiction and non-fiction texts.
- Visualizing & Verbalizing: Lindamood Bell.
- Determine Importance by jotting important words or key details, and identifying important message with evidence in fiction and non-fiction texts.
- Questioning by asking “Why?” “What does it mean?” “How can I prove it?” and Multiple Choice Questions.
- Infer It by concluding author’s lessons and supporting your own opinion with details from the fiction or non-fiction text.
- Re-Tell It sequentially (B-M-E) using key words and specific details in fiction and non-fiction texts for literal comprehension.
- Graph It using graphic organizers for character traits, story elements, and problem solution in fiction and non-fiction texts.
- Reading Reponses demonstrating important messages and specific information reflecting text evidence in fiction and non-fiction texts.
- Chunk It dividing text into episodes to monitor meaning in fiction and non-fiction texts.
- Oral Storytelling using pictures in text or graphic organizer for personal stories, fiction or non-fiction texts.

ORAL READING FLUENCY

from the Teachers College Reading and Writing Project

Why Oral Reading Rate matters:

Oral reading rate, when it assesses fluent reading, is a measure of word recognition automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

If a student performs at Level 1 in Oral Reading Rate:

Almost by definition the reader cannot in fact read this text with accuracy, comprehension and fluency and needs to be reading a just right text.

When students read very slowly, it is an indicator of compromised fluency, accuracy, and/or comprehension and probably the student is not well-matched to the level of book he or she is reading. The first step for most students scoring at Level 1 would be to reassess the reading level. You could look again at notes from your assessment of the student's independent reading level. Does the running record indicate that the student is reading with 96% to 100% accuracy or better? Does the retell of the passage indicate a strong understanding of the passage? Was the student able to answer three of the four comprehension questions correctly? Was the passage read with features of level three or four fluency as noted in the fluency scoring guide?

If the child did, indeed, read with high comprehension and accuracy, and the intonation for fluency was appropriate, but he or she reads aloud very slowly, then you could work on the automaticity work we recommend for Level 2 range readers. You might also compare the student's oral and silent reading rates, while checking comprehension. It is possible that some English Language Learners may be reading silently with comprehension, but when they read aloud to you, their fluency and oral rate are low. These children probably need to hold two levels of books then – see below.

If a student performs in the Level 2 range of Oral Reading Rate:

This student needs support in reading with automaticity. One recommendation is that the student has two books going simultaneously. One book is the independent reading book; the other book is a book for fluency practice.

The fluency practice book is at a level in which the student scores in the level 3 range for oral reading rate. This is the book in which the student will practice strategies for fluent reading. For example: a student might have a level K book for independent reading and a level J book for practicing fluency. In short – the independent book is at the independent reading level and the fluency practice book is at a level in which the student scores in the level 3 range on the oral reading rate scale.