

**Port Byron Central School District
Response to Intervention Plan**



May 2012
Revised September 2013

District Mission Statement:

The community, through the Port Byron Central School, will provide opportunities in a stable and caring environment for students to become literate, life-long learners and pursuers of dreams. We will nurture self-worth and develop personal integrity and social responsibility in our students. Our school will actively involve our community for the betterment of education.

RTI Vision Statement:

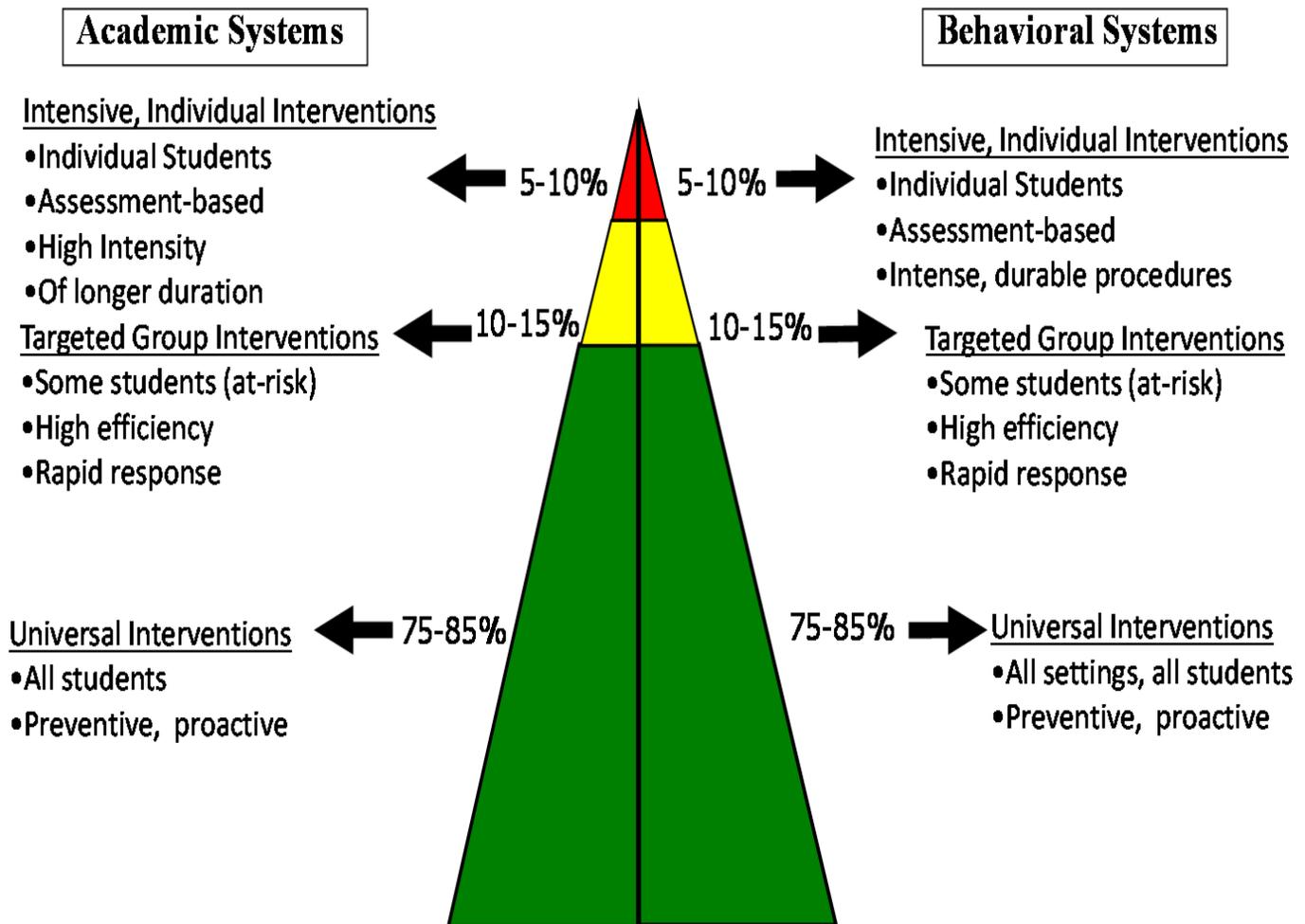
We will provide the highest quality instruction, best practices, and interventions that will match the needs of the individual student to ensure that all children reach their fullest potential. We will create a school wide learning community utilizing progress monitoring, evaluating outcomes and directed decision-making that will provide academic and behavioral support to meet all student needs.

What is RTI?

Response to Intervention (RTI): is the practice of providing high quality instruction and interventions matched to student need. RTI is a proactive, multi-levelled, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of instruction. RTI encompasses frequent progress monitoring and applying student data for responsive decision-making.

RTI is a general education initiative to maximize the effectiveness of academic instruction and behavioral interventions for all students.

RTI is neither a direct avenue to special education nor is it a barrier.



Description of Tiers

Tier I

Tier I provides high-quality instruction for *all* students. Instruction at this level is universal, differentiated, and primarily occurs in the classroom setting. Behavior intervention programs are developed to meet the needs of *all* students at this level. It is expected that 75-85% of students will be on course to meet state and local benchmarks through Tier I levels of instruction. Tier I interventions attempt to answer the question: *Are classroom instructional (behavioral) modifications appropriately designed and implemented to be effective in helping the student achieve success?*

Tier 2

Some students may not respond sufficiently to even the most effective Tier I instruction and curricula. These 10-15% of at-risk students will require additional intervention, tailored to their unique needs. At the Tier 2 level, students' ability levels needs are continuously assessed, and specific instruction is provided in small group formats either in or out of the classroom setting.

Tier 3

Most students receiving Tier 2 interventions should be able to close the gap with their Tier I level peers. However, 5-10% of students will not respond sufficiently and will continue to present with significant academic delays or behavioral problems. These students will require individualized and intensive supports, provided with high frequency and for a longer duration. Tier 3 interventions try to answer the question: *Can a highly individualized and intense intervention, provided over a long-term, bring this student up to the academic level of his or her peers?*

Referral To Special Education

Less than 5% of students will not be successful even with individual and intensive instruction, and these students' needs will not be met within the regular education setting. These students will require academic instruction that is *specialized*, and if sufficient progress has not been made at the previous three tiers, a referral to Special Education would be appropriate.

Elementary Rti Plan

School Based Intervention Team

Definition: The School Based Intervention Team is made up of 6 – 9 educators whose primary focus is to review student performance, address academic and/or behavioral concerns. Their task is to share ideas and to develop intervention strategies to be included in an Action Plan that will be implemented by the classroom teacher and/or intervention specialists to close gaps and enhance student performance. The SBIT team generally meets 1 time per week either before or after school. Meetings usually last about 1 hour. To keep meetings fluid and efficient, members of the team should receive a copy of the SBIT referral 1 week in advance of the meeting so that they can research possible interventions for recommendation at the meeting.

It is recommended that the SBIT include the following educators:

- School Psychologist
- Intervention Specialist(s)
- Related Service Provider(s)
- General Education Teachers from both the Primary and Intermediate grade levels. (At least 1 from k-2 and 1 from 3-6)
- Paraprofessionals (at least 1)
- Special Area Teacher

The roles of the members vary and should include:

- SBIT Coordinator- Collects the referrals, sets the schedules, and designates the case liaison.
- Facilitator- Conducts the meeting and focuses the discussions
- Note Taker-Takes the notes and scribes the Intervention Plan
- Time Keeper- Keeps the meeting moving and on time. (Meetings should last anywhere from 15 to 30 minutes per student dependent upon the type of meeting, i.e. Initial, Re-meet, etc.)
- Case Liaison- Meets with the referring teacher to assist with referral form and provide continual support through the process. Assists teacher in how to collect the data to make recommendations; sometimes collects the data using a CBM or other tool; provides measurement logs to the referring teacher for data collection within the classroom.

Movement through the Tiers-

Students should receive 6 weeks of targeted intervention, implemented consistently and with integrity before being considered for movement to the next tier.

Procedures for Identifying Students for Receipt of Intervention Services:

Intervention Services may address academic performance, chronic attendance or behavioral issues that negatively impact his or her academic performance.

- ***Kindergarten***- Students are identified using DIBELS, Kindergarten Screening
- ***1st Grade***- Students are identified using DIBELS, Curriculum Based Measurements and Performance on Local Math and/or ELA Assessments
- ***2nd Grade***- Students are identified using DIBELS, Curriculum Based Measurements and Performance on local Math and/or ELA Assessments
- ***3rd Grade***- Students are identified using DIBELS, Local Assessments, Curriculum Based Measurements and Performance on local Math and/or ELA Assessments, Writing Samples
- ***4th Grade***- Students are identified using DIBELS, Scores from the NYS Assessments for ELA and Mathematics, Curriculum Based Measurements, Performance on local Math and/or ELA Assessments, Writing Samples
- ***5th Grade***- Students are identified using DIBELS, Scores from the NYS Assessments for ELA and Mathematics, Curriculum Based Measurements, Performance on local Math and/or ELA Assessments, Writing Samples
- ***6th Grade***- Students are identified using DIBELS, Scores from the NYS Assessments for ELA and Mathematics, Curriculum Based Measurements, Performance on local Math and/or ELA Assessments, Writing Samples

Parental Notification and Involvement:

1. Notification of Commencement of Tier I Services will come from classroom teacher (IN SEPTEMBER) in the form of a general notification letter from the building principal.
 - The classroom teacher should notify parents of students being brought before SBIT for Tier I services verbally.
2. Notification by classroom teacher to parent of referral to SBIT for further recommendations for Tier I or Tier II (low intensity) services.
 - Prior to meeting of the SBIT team, verbal notification will be made by classroom teacher.
 - Following the SBIT meeting, parent contact by the classroom teacher will be made to explain the results of the meeting and the action plan.
3. Notification of Recommendation for Tier II or III (high intensity) services.
 - Parent contact by the classroom teacher will be made to explain the action plan. This contact should include suggestions for parental support at home.
 - A Quarterly Progress report will be sent home. *This report will be the responsibility of the Intervention Specialist assigned to the student receiving the services to the individual child.*
4. Notification of Discontinuation of Tier II or higher services
 - A documented intervention plan will include the successful outcome, which qualified student to exit services.
 - Notification of completion of services will be delivered to parent within two weeks of discontinuation of services.

**Intervention Specialist is defined as the AIS teacher or Special Education teacher or the Teaching Assistant assigned to the Special Education teacher. Teaching Assistants will report data to the assigned Intervention Specialist to be included in the Intervention Plan.

Tier Transition - The procedures for transitioning among the tiers include:

Tier 1:

- Interventions must be implemented and documented for no less than 6 weeks before movement from one tier to another will be considered.
- An administrator may intervene in the case of a severe behavioral issue or unique situation.

Benchmark: Compare progress made by “intervention” student with the progress made by an “average” student.

*Comparison must be based on local, district, school, or classroom norms.

Compare the *learning slope* of the average student and the *learning slope* of the student receiving interventions, during the intervention period:

- If the *gap* between the progress made by the “intervention” student and the “average” student *remains the same* Tier 1 interventions continue.
- If the *gap* between the two *decreases*, Tier 1 interventions may be discontinued.
- If the *gap* between the two *increases*, Tier 2 interventions may be implemented.

Tier 2:

- Interventions must be implemented and documented for no less than 6 weeks before movement from one tier to another will be considered.
- An administrator may intervene and reduce the 6 week requirement in the case of a severe behavioral issue or other unique situation.

Benchmark: Compare progress made by “intervention” student with the progress made by an “average” student.

*Comparison must be based on local, district, school, or classroom norms.

Compare the *learning slope* of the average student and the *learning slope* of the student receiving interventions, during the intervention period:

- If the *gap* between the progress made by the “intervention” student and the “average” student *remains the same*, Tier 1 and Tier 2 interventions continue.
- If the *gap* between the two *decreases*, Tier 2 interventions may be discontinued, Tier 1 interventions will continue.
- If the *gap* between the two *increases*, Tier 3 interventions may be implemented; Tier 1 and Tier 2 interventions will continue.

Tier 3:

- Interventions must be implemented and documented for no less than 6 weeks before movement from one tier to another will be considered.
- An administrator may intervene in the case of a severe behavioral issue or other unique situation.

Benchmark: Compare progress made by “intervention” student with the progress made by an “average” student.

*Comparison must be based on local, district, school, or classroom norms.

Compare the *learning slope* of the average student and the *learning slope* of the student receiving interventions, during the intervention period:

- If the *gap* between the progress made by the “intervention” student and the “average” student *remains the same*, Tier 1, 2, and 3 interventions continue.
- If the *gap* between the two *decreases*, Tier 3 interventions may be discontinued; Tier 1 and 2 interventions continue.
- If the *gap* between the two *increases*, a referral for standardized testing may be made to determine the need for Special Education services.

Criterion for Exiting Interventions Services (at least two of the criterion must be met in order for student to exit services at Tier II or higher)

- Demonstrates mastery of skill worked on as determined by the teacher and/or Intervention Specialist
- Consistent passing grade level performance on **local** Math and/or ELA Assessments
- Performance of a minimum of Mid-two on NYS Assessments of ELA or Math
- De-Classification by the CSE
- DIBELS meets the benchmark for three consecutive weeks.
- Progress Monitoring- those students who are identified, as *At Risk*- will be monitored every week. Those who are identified as *At Some Risk*- will be monitored every other week (possibly during a guided reading activity). Data collected during progress monitoring should be delivered to the school psychologist by the previously scheduled date. Data will be charted and forwarded to the data coordinator (or whoever gave the booklet to school psychologist).
- Attendance and behavior that no longer negatively impact classroom performance.

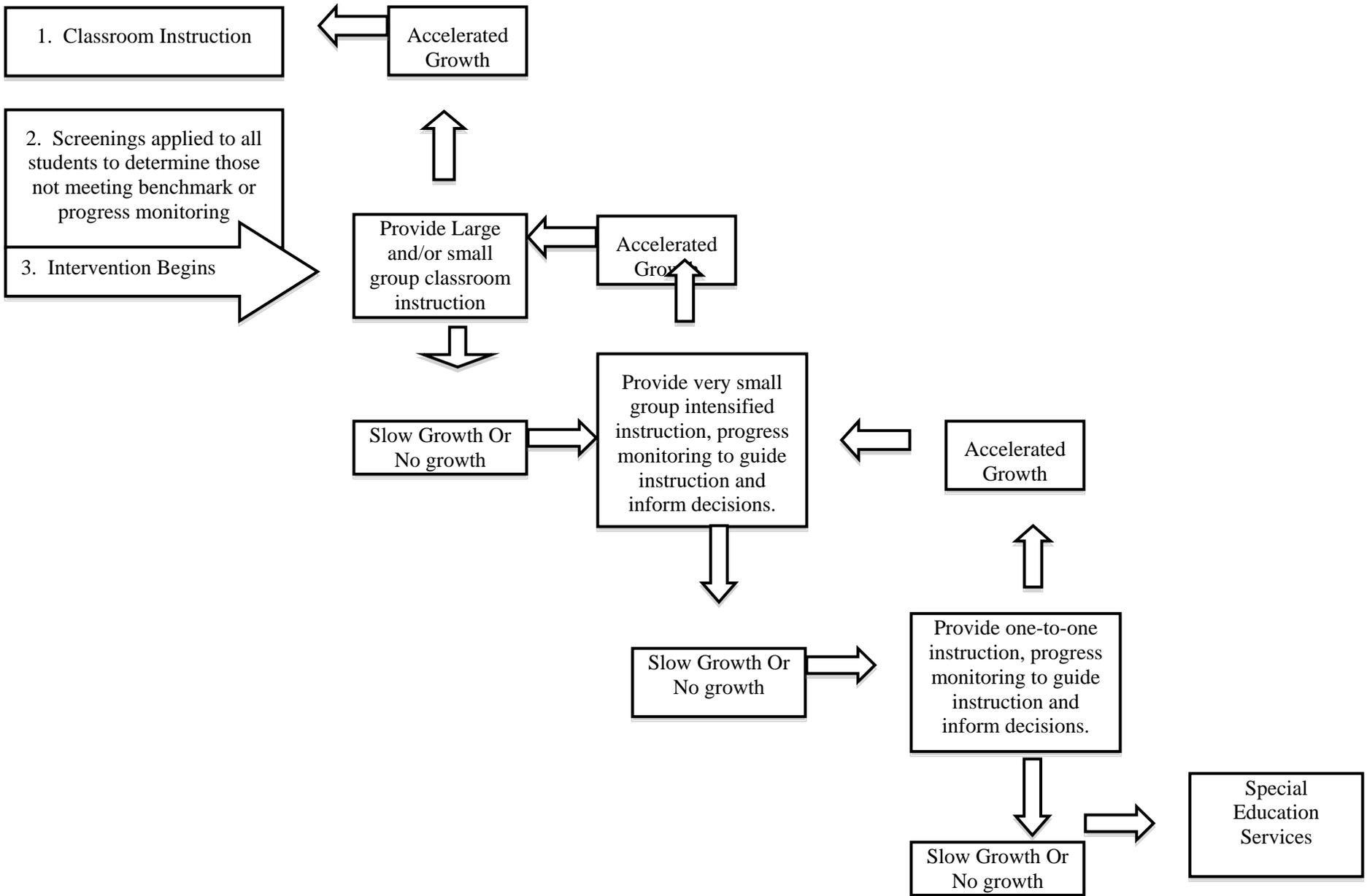
Tracking students who have passed through the SBIT system

- An “Intervention Folder” will be assembled by the SBIT team liaison. In early September the SBIT team divides the folders and then meets with the new classroom teacher of each students to explain the interventions previously implemented.

A.A. Gates Elementary Procedures for Response to Intervention (RTI) and/or Academic Intervention Services (AIS)

Initial Screening	Tier I <i>Services provided in the classroom to all students.</i>	Entry Criteria for Tier II & Tier III	Tier II <i>Services provided in the classroom to ~20% of students.</i>	Tier III <i>Type & intensity of service based on individual need to ~5% of all students.</i>	Criteria for Exiting Tier II & Tier III
UPK – 6 th Grade	General Ed / AIS / Special Ed	General Ed / AIS / Special Ed	General Ed / AIS / Special Ed	General Ed / AIS / Special Ed	General Ed / AIS/ Special Ed
<ul style="list-style-type: none"> • DIAL3 (K only) • DIBELS • Curriculum Based Assessment (CBA) • Guided Reading • Fountas & Pinnell • Teacher Based Assessment • Easy CBM Math • Grade 4-6 - NYS ELA or Math Assessment (from previous grade level) 	<p>It is expected that in Tier I, the classroom teacher will use a variety of strategies with ALL learners in order to get 80% of the students to proficiency in the content & skills (knows & dos) of the curriculum (Core instruction).</p> <p><u>Provided By:</u> Classroom Teacher, Assistant, Aide, AIS Teacher, Special Ed Teacher, Support Staff, or Parent Helper (<i>within</i> the Classroom setting whenever possible)</p> <p><u>Progress Monitoring:</u> Standard Classroom Assessments</p> <p><u>Frequency:</u> Benchmarking will occur 3-4 times annually</p> <p><u>Possible Classroom Strategies:</u></p> <ul style="list-style-type: none"> • Small group instruction for students with similar skills & abilities • Differentiated Instruction • Monitoring by classroom teacher • Additional skill work • Support materials for at home use • Peer Tutoring • Enrichment • Consultation with other professionals, both from within the school & from the Community • PBIS – Behavioral expectations taught in monthly assemblies, daily-weekly class meetings to teach PAWS & build a positive classroom environment 	<ul style="list-style-type: none"> • At-Risk on any Screening tool • Teacher Recommendation <p><i>-For struggling students –documentation of classroom interventions & progress is required before a referral is made to SBIT. Weekly documentation of progress needs to be graphed for 5-6 weeks.</i></p>	<p>It is expected that in Tier II, the classroom teacher plans & uses a variety of interventions with ~20% of students who are not responding to Tier I instruction. SBIT reviews for next steps.</p> <p><u>Provided By:</u> Classroom Teacher, Assistant, Aide, AIS Teacher, Special Ed Teacher, Support Staff, or Parent Helper (<i>within</i> the Classroom setting whenever possible)</p> <p><u>Progress Monitoring:</u> Minimal 2xs monthly & progress graphed</p> <p><u>Frequency:</u> 20-30 minutes, 3-4 times weekly (academic)_As Needed (Behavior)</p> <p><u>Possible Interventions:</u></p> <ul style="list-style-type: none"> • SBIT Recommendations • Sunrise Scholars (Grades 4-6) • Co-Teaching • Support Staff Observations & Recommendations • Consultation with other professionals, both from within the school & from the Community • Small Group instruction of 1-8 for students with similar skills & abilities • Differentiated Instruction • Speech Improvement Services to push-in or pull-out • ASP Tutoring (Grades 4-6) • Summer School (SLAM) (K-6) • PBIS –Referral to SBIT, Referral for Support services within or outside of School, Daily/Weekly Behavior Charts, Social Stories, Social Skills Groups, Individual & Small Group Counseling, Scheduled Breaks, Peer Mentoring, Check-in/Check-out Program for PAWS <p><u>Minimum Duration</u> 12 Weeks</p>	<p>It is expected that in Tier III the AIS or Special Education teachers use a variety of intensive interventions that will support the classroom teacher with ~5% of the students who are not responding to Tier II interventions (usually outside of the classroom setting)</p> <p><u>Provided By:</u> Classroom Teacher, AIS Teacher, Special Ed Teacher, Assistant, Aide, Support Staff</p> <p><u>Progress Monitoring:</u> Daily-Weekly – Consistent Documentation – Progress Graphed</p> <p><u>Frequency</u> 5xs a week for 30 minutes (academic) As Needed (Behavior)</p> <p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Small Group Instruction (no more than 4 students w/similar needs) • Push-in & Pull-out instruction • Direct Instruction – LLI, Corrective Reading, Wilson Program, Fountas & Pinnell Phonics Lessons, Road to the Code, Phonics for Reading • PBIS – Referral to outside support Services, Individual or small Group instruction on PAWS, Individualized Check-in/Check-Out Program, FBA & BIP, Extra Adult Support within classroom <p><u>Minimum Duration</u> 6 Weeks</p> <p><i>Failure to respond to the most intensive interventions provided at Tier III will result in a referral to Committee on Special Education. Students can be supported by both systems at this level.(Classroom Teachers are responsible for acquiring & completing the CSE Referral packet, with help from other professionals supporting the student)</i></p>	<ul style="list-style-type: none"> • Grade level appropriate Scores on DIBELS, Fountas & Pinnell or other bench-Marks • Recommendation of Teacher/Adminis tration • Classroom Performance Data on grade level

RTI Flow Chart



Initial Screening	Tier I <i>Services provided in the classroom to all students.</i>	Entry Criteria for Tier II & Tier III	Tier II <i>Services provided in the classroom to ~20% of students.</i>	Tier III <i>Type & intensity of service based on individual need to ~5% of all students.</i>	Criteria for Exiting Tier II & Tier III
7 th - 12 th Grade	General Ed / AIS / Special Ed	General Ed / AIS / Special Ed	General Ed / AIS / Special Ed	General Ed / AIS / Special Ed	General Ed / AIS/ Special Ed
<ul style="list-style-type: none"> 7-8 ELA/Math State Tests AIMSWeb (7th & 8th) Regents Exam Grades (9th-12th) Report Card Grades Curriculum Based Assessment (CBA) Teacher Based Assessment 	<p>It is expected that in Tier I, the classroom teacher will use a variety of strategies with ALL learners in order to get 80% of the students to proficiency in the content & skills (knows & dos) of the curriculum (Core instruction).</p> <p><u>Provided By:</u> Classroom Teacher, Assistant, Aide, AIS Teacher, Special Ed Teacher, or Support Staff (<i>within</i> the Classroom setting whenever possible)</p> <p><u>Progress Monitoring:</u> Standard Classroom Assessments</p> <p><u>Frequency:</u> Benchmarking will occur 3-4 times annually</p> <p><u>Possible Classroom Strategies:</u></p> <ul style="list-style-type: none"> Small group instruction for students with similar skills & abilities Differentiated Instruction Monitoring by classroom teacher Additional skill work Support materials for at home use Peer Tutoring Enrichment Consultation with other professionals, both from within the school & from the Community 	<ul style="list-style-type: none"> At-Risk on any Screening tool Teacher Recommendation 70 or below grade from previous or current year report card Summative assessment data Regents exams Interim Assessments AIMSWeb progress monitoring (7th & 8th) Attendance Parent Request <p><i>-For struggling students –documentation of classroom interventions & progress is required. Weekly documentation of progress needs to be graphed for 5-6 weeks.</i></p>	<p>It is expected that in Tier II, the classroom teacher plans& uses a variety of interventions with ~20% of students who are not responding to Tier I instruction.</p> <p><u>Provided By:</u> Classroom Teacher, Assistant, Aide, AIS Teacher, or Special Ed Teacher (<i>within</i> the Classroom setting whenever possible)</p> <p><u>Progress Monitoring:</u> Varied based on need, at least every 5 weeks</p> <p><u>Frequency:</u> Intensity of service based on need</p> <p><u>Possible Interventions:</u></p> <ul style="list-style-type: none"> Co-Teaching Support Staff Observations & Recommendations Consultation with other professionals, both from within the school & from the Community Small Group instruction of 1-8 for students with similar skills & abilities Differentiated Instruction ASP Tutoring Credit recovery Nova Net AIS Peer Tutoring Online courses 4L & 5L Content support Monitoring by classroom teacher Summer school <p><u>Minimum Duration</u> 5 Weeks</p>	<p>It is expected that in Tier III the AIS or Special Education teachers use a variety of intensive interventions that will support the classroom teacher with ~5% of the students who are not responding to Tier II interventions (usually outside of the classroom setting)</p> <p><u>Provided By:</u> Classroom Teacher, AIS Teacher, Special Ed Teacher, Assistant, or Aide</p> <p><u>Progress Monitoring:</u> Daily-Weekly – Consistent Documentation – Progress Graphed</p> <p><u>Frequency</u> Intensity of service based on need</p> <p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> Small Group Instruction (no more than 4 students w/similar needs) Push-in & Pull-out instruction <p><u>Minimum Duration</u></p> <p><i>Failure to respond to the most intensive interventions provided at Tier III will result in a referral to Committee on Special Education. Students can be supported by both systems at this level.(Classroom Teachers are responsible for acquiring & completing the CSE Referral packet, with help from other professionals supporting the student)</i></p>	<ul style="list-style-type: none"> Recommendation of Teacher/Administration Classroom Performance Data on grade level Grade of 85 or above at 10 Week MP Review of records Pass state/regents exam