

# Response to Intervention Plan

## Port Byron Central School District

Board Approved: August 14, 2023



# Response to Intervention Plan

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## Port Byron Central School District

The following individuals serve on the Port Byron Central School District Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

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The mission of the Port Byron CSD is to prepare each student for a future of fulfillment, purpose, and productive citizenship by providing educational experiences that address their individual interests, social-emotional needs and academic goals.

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# SECTION 1: INTRODUCTION

Response to Intervention (Rtl) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of Rtl at Port Byron Central School District is to ensure that students receive appropriate research-based interventions to enhance their academic achievement

## Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With Rtl, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

## Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an Rtl policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for Rtl in regulations relating to school-wide screenings, minimum components of Rtl programs, parent notification, and the use of Rtl to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a Rtl process to determine a student's response to research-based intervention.

***Minimum Requirements.*** The Regents policy framework for Rtl:

1. Defines Rtl to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means 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.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
  - **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for 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.
  - **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.
  - The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
  - **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 the:
    - amount and nature of student performance data that will be collected and the general education services that will be provided;
    - strategies for increasing the student's rate of learning; and
    - parents' right to request an evaluation for special education programs and/or services
2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the Rtl process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
  - types of interventions,
  - amount and nature of student performance data to be collected, and
  - manner and frequency for progress monitoring.

*[8 NYCRR section 100.2(ii)]*

3. Requires each school district implementing an Rtl program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a Rtl

program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an Rtl program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

In addition to the above Rtl requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

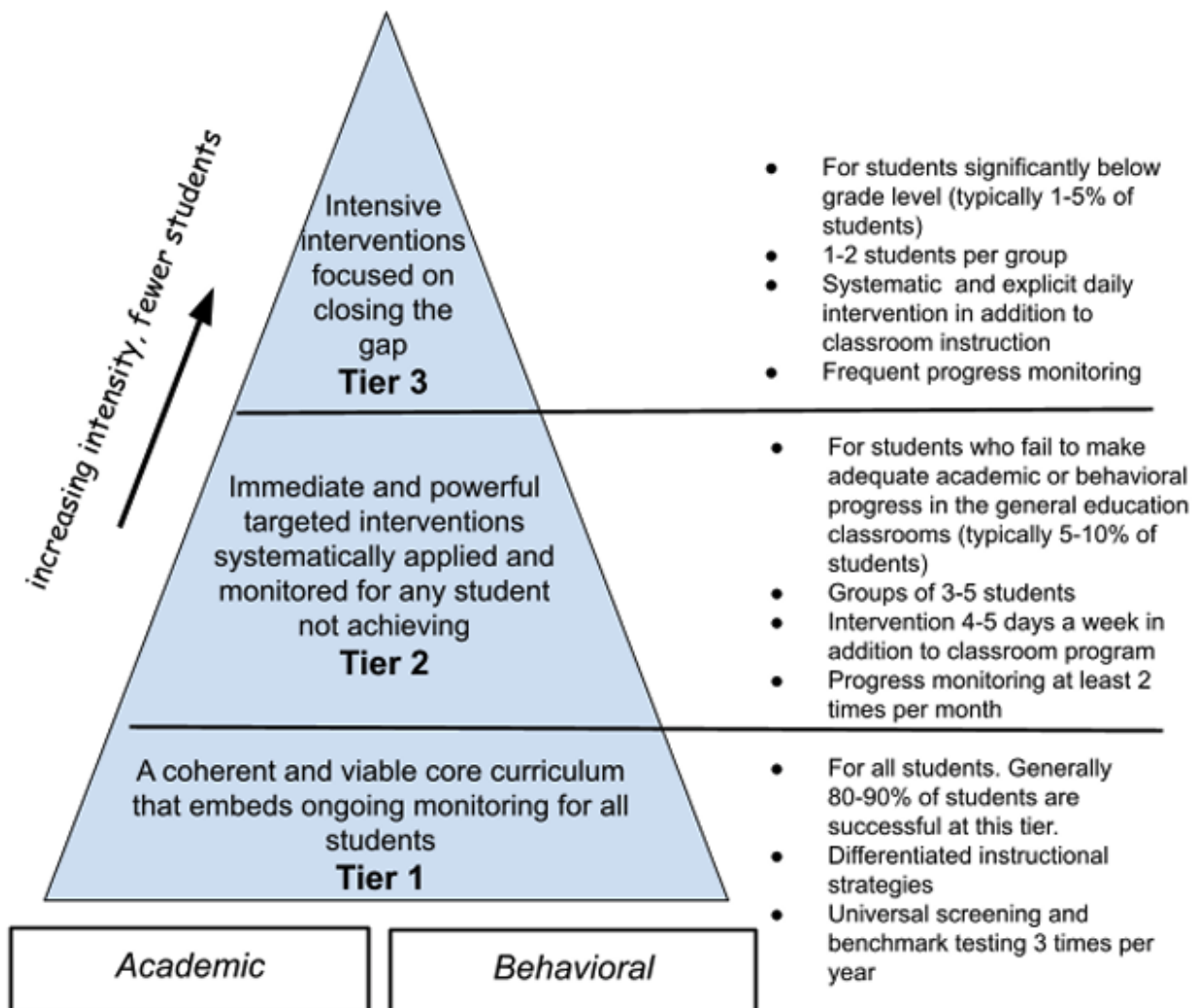
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An Rtl process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

## SECTION 2:

### RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Port Byron CSD, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's RtI model. Further information for each tier follows the graphic.



#### Behavioral/Social-Emotional RTI

Port Byron CSD values an RTI approach for the social-emotional well-being of our students. A core team of our building level administration, mental health counselor,

school psychologist and school counselor make up our student support team. This team meets weekly to ensure that our students' needs are being met through an RTI and Tiered intervention approach.

Tiers of Support for Social-Emotional & Behavioral Intervention		
Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>• SEL Lessons</li> <li>• Responsive Classroom School-Wide Approach</li> <li>• Counselor classroom lessons</li> <li>• SRO classroom lessons (DARE, safety)</li> <li>• Classroom behavior management</li> </ul>	<ul style="list-style-type: none"> <li>• Social-skills group</li> </ul>	<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Check-in/Check-out</li> <li>• Counseling with School Psychologist</li> <li>• Individual or group counseling</li> </ul>

## Tier One

Tier One is considered the primary level of intervention at Port Byron and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading and math delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at Port Byron in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier 1 Instruction					
Grade	Core Program	Interventionist	Frequency	Duration	Location
<b>K-5</b>	Into Reading enVisions Mathematics	General Education Teacher	5 days/week	90 minute literacy block, 60 minute math block Whole group, small group instruction	General Education Classroom



6	Expeditionary Learning  enVisions Mathematics	General Education Teacher	5 days/week	90 minute literacy block, 80 minute math block Whole group, small group instruction	General Education Classroom
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### **Description of Core Program:**

The Core Instructional Program (Tier 1) at PBCSD includes:

- Core curriculum aligned to the New York State Standards ;
- Appropriate instruction and research-based instructional interventions that meet the needs of at least 80 percent of all learners. Appropriate instruction in reading includes explicit and systematic instruction in the BIG 5: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies;
- Universal screening administered to all students in the general education classroom three times a year;
- Bi-weekly progress monitoring of students initially identified as at-risk for four to six weeks;
- Differentiated instruction based on the abilities and needs of all students in the core program;
- Small group instruction for students reading below level 4 to 5 days a week;
- A daily, uninterrupted 90-minute block of instruction in literacy.

### **Considerations of Core Program for English Language Learners**

Teachers in Port Byron CSD collaborate with English as a Second Language (ESL) teachers to provide culturally responsive instruction and scaffolded instructional support within core classroom instruction for students whose first language is not English.

Research recommends that:

- Teachers must know the student’s level of language proficiency in their first language (L1) and second language (L2).
- Teachers must provide a curriculum that is culturally relevant: curriculum reflects the backgrounds, culture, and experiences of the students.

- An instructional match must be established between the demands of the curriculum and the student’s current level of proficiency in the language of instruction.
- It is essential to examine the achievement of “true peers”--students with similar language proficiencies, culture, and experiential background. If multiple “true peers” are struggling, instruction for the entire group of students must be examined.
- Consideration is given to the educational background of the English Language Learner (ELL) student.
- Families are encouraged to be engaged in supporting language acquisition.
- Realistic progress goals are set in light of prior language acquisition.

## **Tier Two**

Within the Port Byron CSD Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process.

<b>Tier 2 Intervention</b>		
	<b>Kindergarten - 3rd Grade</b>	<b>4th Grade - 6th Grade</b>
<b>Entrance Criteria</b>	Determined by the RTI team through the PBCSD adopted procedure.	Score less than proficient as determined by SED on NYS exam and through PBCSD adopted procedure.
<b>Providers</b>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Certified Reading Specialist</li> <li>• Other highly qualified staff determined by administrator</li> </ul>	
<b>Location</b>	<ul style="list-style-type: none"> <li>• Classroom</li> <li>• AIS Room</li> <li>• Any alternate location to be determined by administrator</li> </ul>	
<b>Group Size</b>	4-6 Students	
<b>Frequency</b>	30 minutes, 4-5 days, in addition to classroom instruction	
<b>Duration</b>	Length of time will vary. If no progress is being made after 6 weeks, the Rtl team will reconvene to determine what program adjustments can be made to ensure more progress.	

<b>Programs/ Strategies</b>	<ul style="list-style-type: none"> <li>● All About Reading</li> <li>● SPIRE</li> <li>● Sound Sensible</li> <li>● Road to Reading</li> <li>● Heggerty</li> <li>● Phonics for Reading</li> <li>● Road to the Code</li> <li>● Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>● All About Reading</li> <li>● SPIRE</li> <li>● Road to Reading</li> <li>● Kilpatrick 1-Minute Drills</li> <li>● Phonics for Reading</li> <li>● Math: SuccessMaker</li> </ul>
<b>Progress Monitoring Tools</b>	<ul style="list-style-type: none"> <li>● DIBELS</li> <li>● Heggerty</li> <li>● LETRS Screener</li> <li>● Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>● DIBELS</li> <li>● Heggerty</li> <li>● LETRS Screener</li> <li>● Math: SuccessMaker</li> </ul>
<b>Exit Criteria</b>	Student is performing at grade level as evident from collected data.	<ul style="list-style-type: none"> <li>● Student is performing at grade level as evident from collected data.</li> <li>● Mandated NYS cut score</li> </ul>

**Considerations of Tier 2 Intervention/Instruction for English Language Learners:**

Tier 2 interventions listed above are provided to English Language Learners by the professional with the expertise most matched to the priority needs of the student as determined by progress-monitoring assessment. When language acquisition is the root cause of a student’s struggles, mandated ESL services already being delivered may be considered the most appropriate intervention. If a student is not progressing as expected in ESL services when compared to their true peers, the RtI Problem-Solving Team must engage in additional considerations including the ESL provider in examinations of interventions such as:

- Continued/revised ESL collaboration with the classroom teacher regarding curriculum supports
- Ensuring that ESL services have been uninterrupted and given sufficient time to yield results as measured by designated screening tests.
- Small group, “double dose,” targeted skill instruction provided by the classroom teacher or by a specialist (ESL, speech and language, reading or special education teacher)
- Progress-monitoring in light of language acquisition in both native language and second language.

**Tier Three**

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. 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 anywhere from 30 to 60 minutes at a minimum of four days per week. The following matrix provides details on the nature of Tier 3 at Port Byron CSD in terms of program options, interventionist, frequency, duration, location and group size.

<b>Tier 3 Intervention</b>		
	<b>Kindergarten - 3rd Grade</b>	<b>4th Grade - 6th Grade</b>
<b>Entrance Criteria</b>	Determined by the RTI team <ul style="list-style-type: none"> <li>• Scores significantly below benchmark levels</li> <li>• Not making adequate progress in Tier 2</li> </ul>	Determined by the RTI team <ul style="list-style-type: none"> <li>• Scores significantly less than proficient as determined by SED on NYS exam</li> <li>• Scores significantly below assessment benchmark levels</li> <li>• Not making adequate progress in Tier 2</li> </ul>
<b>Providers</b>	<ul style="list-style-type: none"> <li>• Certified Reading Specialist</li> <li>• Other highly qualified staff determined by administrator</li> </ul>	
<b>Location</b>	<ul style="list-style-type: none"> <li>• AIS Room</li> <li>• Any alternate location to be determined by administrator</li> </ul>	
<b>Group Size</b>	Routinely 3-4 students	
<b>Frequency</b>	Routinely 30 minutes, 4-5 days, in addition to classroom instruction	
<b>Duration</b>	Length of time will vary. If no progress is being made after 6 weeks, the Rtl team will reconvene to determine what program adjustments can be made to ensure more progress.	
<b>Programs/ Strategies</b>	<ul style="list-style-type: none"> <li>• All About Reading</li> <li>• SPIRE</li> <li>• Sound Sensible</li> <li>• Road to Reading</li> <li>• Heggerty</li> <li>• Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>• All About Reading</li> <li>• SPIRE</li> <li>• Road to Reading</li> <li>• Kilpatrick 1-Minute Drills</li> <li>• Math: SuccessMaker</li> </ul>

<b>Progress Monitoring Tools</b>	<ul style="list-style-type: none"> <li>● DIBELS</li> <li>● Heggerty</li> <li>● LETRS Screener</li> <li>● Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>● DIBELS</li> <li>● Heggerty</li> <li>● LETRS Screener</li> <li>● Math: SuccessMaker</li> </ul>
<b>Exit Criteria</b>	<p>Student has made adequate progress to return to Tier 2 intervention Based on collected data benchmarks</p>	

**Considerations of Tier 3 Intervention/Instruction for English Language Learners:**

Tier 3 interventions listed above are provided to English Language Learners (ELL) as needed by the student, determined by progress-monitoring assessment. Intervention is provided by ESL teachers and additional providers. Tier 3 considerations include:

- Continued/revised ESL collaboration with the classroom teacher regarding curriculum supports.
- Additional opportunity to practice speaking, listening, reading, and writing of specific skills and targeted vocabulary specific to the ELL’s needs.
- Providing the opportunity to finish classroom with the ESL teacher, where the focus is ELA or content area.
- Change in frequency/intensity of Tier 2 interventions.
- Additional interventions.

## SECTION 3:

### ASSESSMENT WITHIN AN RTI FRAMEWORK

An RtI framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

#### **Screening**

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures used at Port Byron CSD.

<b>Grades</b>	<b>Assessment(s)</b>	<b>Frequency</b>	<b>Screening Administrator(s)</b>
UPK	DIAL Circle Progress Monitoring	1x/year 2x/year	Classroom Teacher
K-6	NWEA	3x/year	Classroom Teacher District Administrator
K-6	DIBELS	3x/year	Classroom Teacher AIS Reading Teacher

K-6	MSDA (Math Screener and Diagnostic Assessment)	3x/year	Classroom Teacher
K-5	HMH Growth Measure	3x/year	Classroom Teacher
3-6	MasteryConnect Formative Assessments	Weekly	Classroom Teacher
3-6	NYS Math and ELA Assessments	1x/year	Classroom Teacher

**Considerations for Screening or Benchmark Assessments for English Language Learners:**

Additional assessment may be needed to determine the risk-status of students whose native language is not English. For example, special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with weak native language literacy skills. Collecting language proficiency data in addition to using the reading screening measures may help to determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010). Working with New York State's Regional Bilingual Education Resource Network (RBERN), Port Byron CSD has determined that the screening tools described above for all students are appropriate assessments to determine an ELL student's present acquisition of the English language, and to plan appropriate instruction. If additional assessment is needed in an individual case, RBERN will assist in accessing such an assessment.

**Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

PBCSD uses the following assessments as the primary progress-monitoring tools to examine a student’s rate of progress and level of performance over time. Additional instructional assessments are used to give a more complete picture of the student’s progress and to inform instructional decisions about what the student needs next. The following table provides information regarding progress monitoring procedures within Tiers 1, 2 and 3 at PBCSD.

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Assessments</b>	DIBELS Heggerty LETRS Diagnostic SuccessMaker	DIBELS Heggerty LETRS Diagnostic SuccessMaker	DIBELS Heggerty LETRS Diagnostic SuccessMaker
<b>Frequency of Administration</b>	Ongoing	Biweekly	Weekly
<b>Administrator(s)</b>	Classroom Teacher Special Education Teacher	Classroom Teacher Special Education Teacher AIS Teacher	Special Education Teacher AIS Teacher
<b>Location</b>	Classroom	Classroom or alternate location	Classroom or alternate location

**Considerations for Progress Monitoring for English Language Learners:**

Working with New York State’s Regional Bilingual Education Resource Network (RBERN), Port Byron CSD has confirmed that the progress-monitoring tools described above for all students are appropriate assessments to monitor ELL students’ progress, and to plan appropriate instruction. If an ELL student is not progressing as expected and the RtI Team determines that an assessment in the student’s native language is needed to compare language acquisition in L1 and L2, RBE-RN will assist in accessing such an assessment.

**Additional Assessment: Diagnostic**

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student’s abilities. Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs the “what to teach” and the “how to teach.” They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).



## SECTION 4: DATA-BASED DECISION MAKING

A key component of an Rtl framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an Rtl framework, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

### **Determining Initial Risk Status**

To determine which students may be at-risk, the PBCSD uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

<b>Determining Who's At-Risk</b>	
Primary Data Source:	NWEA DIBELS MSDA HMH Growth Measure
Secondary Data Source:	Classroom based assessments Heggerty Assessment LETRS Diagnostic

	SuccessMaker MasteryConnect Classroom Work Samples Attendance, disciplinary and behavioral data NYS ELA/Math Tests
Purpose:	<ul style="list-style-type: none"> <li>• Identify who's at risk</li> <li>• Identify the level of intervention a student requires</li> <li>• Provide preliminary information about the effectiveness of core instruction at Tier 1</li> </ul>
Who's Involved:	Classroom Teacher Administrator/RTI Team Grade-level team
Frequency:	Benchmarking occurs 3 times per year. Data-analysis meetings are held immediately after benchmark assessments are administered.
Decision Options and Criteria:	For students below grade-level benchmark, and/or students who are reviewed by the Rtl Team, interventions are planned.

## **Determining Student Response to Intervention**

Another key decision made by the Rtl Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Port Byron Central School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By tracking the student's performance and examining the data path, the Rtl Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

<b>Determining Student Response to Intervention</b>	
Primary Data Source:	NWEA DIBELS SuccessMaker HMH Growth Measure MSDA Heggerty Assessment LETRS Diagnostic MasteryConnect

Secondary Data Source:	Classroom based assessments Classroom Work Samples Attendance, disciplinary and behavioral data NYS ELA/Math Tests		
Purpose:	<ul style="list-style-type: none"> <li>• Determine student's response to the intervention</li> <li>• Determine if the student is making progress towards grade level benchmarks</li> <li>• Determine the need for a lesser or more intensive intervention</li> </ul>		
Who's Involved:	Classroom Teacher Administrator/RTI Team School Psychologist		
Frequency per Tier:	Tier 1	Tier 2	Tier 3
	4-6 weeks	6-10 weeks	6-10 weeks
Decision Options and Criteria:	<p><b>Positive Response:</b></p> <ul style="list-style-type: none"> <li>• Continue or end</li> <li>• Monitor Progress</li> </ul> <p><b>Inadequate Response:</b></p> <ul style="list-style-type: none"> <li>• Change Intervention [and/or]</li> <li>• Move to Tier 2</li> </ul> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	<p><b>Positive Response:</b></p> <ul style="list-style-type: none"> <li>• Continue or move to Tier 1</li> <li>• Monitor Progress</li> </ul> <p><b>Inadequate Response:</b></p> <ul style="list-style-type: none"> <li>• Change Intervention</li> <li>• Consider more diagnostic assessment</li> <li>• Move to Tier 3</li> </ul> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• AIS Teacher</li> </ul>	<p><b>Positive Response:</b></p> <ul style="list-style-type: none"> <li>• Continue or move to Tier 2</li> <li>• Monitor Progress</li> </ul> <p><b>Inadequate Response:</b></p> <ul style="list-style-type: none"> <li>• Change Intervention</li> <li>• Consider comprehensive educational evaluation for special education services</li> </ul> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• AIS Teacher</li> </ul>

**Students released from Tier 2 intervention are still considered at risk and are progress monitored by the classroom teacher in the Tier 1 core program for 10 weeks.**

## LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

At PBCSD, during Tier 3 intervention, prior to requesting a psycho-educational assessment, the RtI Team will engage in the following examinations to determine the appropriate course of action on behalf of the student:

- Examine the sufficiency of interventions
- Analyze multiple data points
- Consider the degree of discrepancy and rate of progress
- Observe the student in the classroom
- Consider achievement testing

## **SECTION 5:**

### **PROFESSIONAL DEVELOPMENT**

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with...” the specific structure and components of the Rtl process selected by the school district.

Effective implementation of a data-based decision making process like Rtl requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process.

#### Instructional and Supervisory Staff

An effective Rtl model requires knowledge and skill in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students’ trajectories of learning (the speed with which they acquire new skills) to determine the need for intervention. It also requires designing, implementing, and evaluating interventions in support of students whose trajectories of learning will not result in grade level achievement.

#### Members of Instructional Decision-making Teams

Individuals who will be participating in instructional decision-making teams should have a broad understanding of interventions and become highly skilled in data analysis, problem solving, and decision making in support of improving instructional programs for students referred to the team.

## **SECTION 6:**

### **PARENT NOTIFICATION**

In the Port Byron CSD parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. When an intervention plan is developed for a student, parents are informed via letter of the details of the intervention plan that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

# APPENDIX

## A. Tier 2 Instructional Menu

<b>Tier 2 Intervention</b>		
	<b>Kindergarten - 3rd Grade</b>	<b>4th Grade - 6th Grade</b>
<b>Entrance Criteria</b>	Determined by the RTI team through the PBCSD adopted procedure.	Score less than proficient as determined by SED on NYS exam and through PBCSD adopted procedure.
<b>Providers</b>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Certified Reading Specialist</li> <li>• Other highly qualified staff determined by administrator</li> </ul>	
<b>Location</b>	<ul style="list-style-type: none"> <li>• Classroom</li> <li>• AIS Room</li> <li>• Any alternate location to be determined by administrator</li> </ul>	
<b>Group Size</b>	3-5 Students	
<b>Frequency</b>	30 minutes, 4-5 days, in addition to classroom instruction	
<b>Duration</b>	Length of time will vary. If no progress is being made after 6 weeks, the Rtl team will reconvene to determine what program adjustments can be made to ensure more progress.	
<b>Programs/ Strategies</b>	<ul style="list-style-type: none"> <li>• All About Reading</li> <li>• SPIRE</li> <li>• Sound Sensible</li> <li>• Road to Reading</li> <li>• Heggerty</li> </ul>	<ul style="list-style-type: none"> <li>• All About Reading</li> <li>• SPIRE</li> <li>• Road to Reading</li> <li>• Kilpatrick 1-Minute Drills</li> <li>• Math: SuccessMaker</li> </ul>

	<ul style="list-style-type: none"> <li>Math: SuccessMaker</li> </ul>	
<b>Progress Monitoring Tools</b>	<ul style="list-style-type: none"> <li>DIBELS</li> <li>Heggerty</li> <li>LETRS Screener</li> <li>Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS</li> <li>Heggerty</li> <li>LETRS Screener</li> <li>Math: SuccessMaker</li> </ul>
<b>Exit Criteria</b>	Student is performing at grade level as evident from collected data.	<ul style="list-style-type: none"> <li>Student is performing at grade level as evident from collected data.</li> <li>Mandated NYS cut score</li> </ul>

## B. Tier 3 Instructional Menu

<b>Tier 3 Intervention</b>		
	<b>Kindergarten - 3rd Grade</b>	<b>4th Grade - 6th Grade</b>
<b>Entrance Criteria</b>	Determined by the RTI team <ul style="list-style-type: none"> <li>Scores significantly below benchmark levels</li> <li>Not making adequate progress in Tier 2</li> </ul>	Determined by the RTI team <ul style="list-style-type: none"> <li>Scores significantly less than proficient as determined by SED on NYS exam</li> <li>Scores significantly below assessment benchmark levels</li> <li>Not making adequate progress in Tier 2</li> </ul>
<b>Providers</b>	<ul style="list-style-type: none"> <li>Certified Reading Specialist</li> <li>Other highly qualified staff determined by administrator</li> </ul>	
<b>Location</b>	<ul style="list-style-type: none"> <li>AIS Room</li> <li>Any alternate location to be determined by administrator</li> </ul>	
<b>Group Size</b>	Routinely 1-2 students	
<b>Frequency</b>	Routinely 30 minutes, 4-5 days, in addition to classroom instruction	
<b>Duration</b>	Length of time will vary. If no progress is being made after 6 weeks, the Rtl team will reconvene to determine what program adjustments can be made to ensure more progress.	



<b>Programs/ Strategies</b>	<ul style="list-style-type: none"> <li>● All About Reading</li> <li>● SPIRE</li> <li>● Sound Sensible</li> <li>● Road to Reading</li> <li>● Heggerty</li> <li>● Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>● All About Reading</li> <li>● SPIRE</li> <li>● Road to Reading</li> <li>● Kilpatrick 1-Minute Drills</li> <li>● Math: SuccessMaker</li> </ul>
<b>Progress Monitoring Tools</b>	<ul style="list-style-type: none"> <li>● DIBELS</li> <li>● Heggerty</li> <li>● LETRS Screener</li> <li>● Math: SuccessMaker</li> </ul>	<ul style="list-style-type: none"> <li>● DIBELS</li> <li>● Heggerty</li> <li>● LETRS Screener</li> <li>● Math: SuccessMaker</li> </ul>
<b>Exit Criteria</b>	Student has made adequate progress to return to Tier 2 intervention Based on collected data benchmarks	

**C. Reading Diagnostic Assessment Matrix**

- Please see [DIBELS Benchmark Goals](#)
- [NWEA Norms](#)

**D. [Student Intervention Template](#)**

## E. Definitions of Performance Levels for the NYS ELA/Math Tests

### Definitions of Performance Levels for the 2022 Grades 3-8 Mathematics Tests

**NYS Level 1:** Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered insufficient for the expectations at this grade.

**NYS Level 2:** Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient on Common Core Learning Standards at this grade.

**NYS Level 3:** Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered sufficient for the expectations at this grade.

**NYS Level 4:** Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered more than sufficient for the expectations at this grade.

**Scale Score Ranges Associated with Each Performance Level**

<b>Grade</b>	<b>NYS Level 1</b>	<b>NYS Level 2</b>	<b>NYS Level 3</b>	<b>NYS Level 4</b>
3	522-586	587-599	600-614	615-649
4	517-587	588-601	602-613	614-649
5	523-591	592-603	604-615	616-648
6	529-591	592-603	604-615	616-650
7	518-592	593-605	606-617	618-647
8	524-595	596-609	610-621	622-656

**Definitions of Performance Levels  
for the 2022 Grades 3-8 English Language Arts Tests**

**NYS Level 1:** Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered insufficient for the expectations at this grade.

**NYS Level 2:** Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient on Common Core Learning Standards at this grade.

**NYS Level 3:** Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered sufficient for the expectations at this grade.

**NYS Level 4:** Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered more than sufficient for the expectations at this grade.

**Scale Score Ranges Associated with Each Performance Level**

<b>Grade</b>	<b>NYS Level 1</b>	<b>NYS Level 2</b>	<b>NYS Level 3</b>	<b>NYS Level 4</b>
3	535-582	583-601	602-628	629-656
4	528-583	584-602	603-618	619-654
5	518-593	594-608	609-621	622-658
6	517-589	590-601	602-613	614-662
7	518-590	591-606	607-622	623-656
8	502-583	584-602	603-616	617-657