

Wyoming Central School
Responses to Intervention Plan

Introduction

Response to Intervention (RtI) represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. Each day, educators make important data-driven decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction. Response to Intervention (RtI) is an effective and instructionally relevant process to make informed decisions as to whether a student has a learning disability. This 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.

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RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher (Tier 1). Instruction is matched to a student's need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of schoolwide screenings of all students and progress monitoring, students who have not mastered critical skills or who have not made adequate progress can be identified for supplemental intervention (Tier 2). If the student continues to make less than adequate progress after receiving intensive intervention (Tier 3), it may be determined that a referral for a comprehensive evaluation is needed.

RtI includes the following:

- Appropriate Instruction – delivered to all students in the general education class by qualified personnel.
- 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, arranged as tiers. This includes 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.

- Application of Information – about the student’s response to intervention to make educational decisions about changes in goals, instruction and/or services. This could then determine the possibility of a referral for further evaluations.
- Written Notification to the Parents – when the student requires an intervention beyond that provided to all students in the general education classroom a parent must be notified of the following:

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

Components of an Rtl Model

According to the New York State Education Department, Response to Intervention (Rtl) is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides systematically applied strategies and targeted instruction at varying levels of intervention. Response to Intervention is a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

1. Universal Screening:

- Screening assessments are administered to all students 3 times a year beginning in kindergarten. Universal screening is used to pinpoint early academic difficulties.

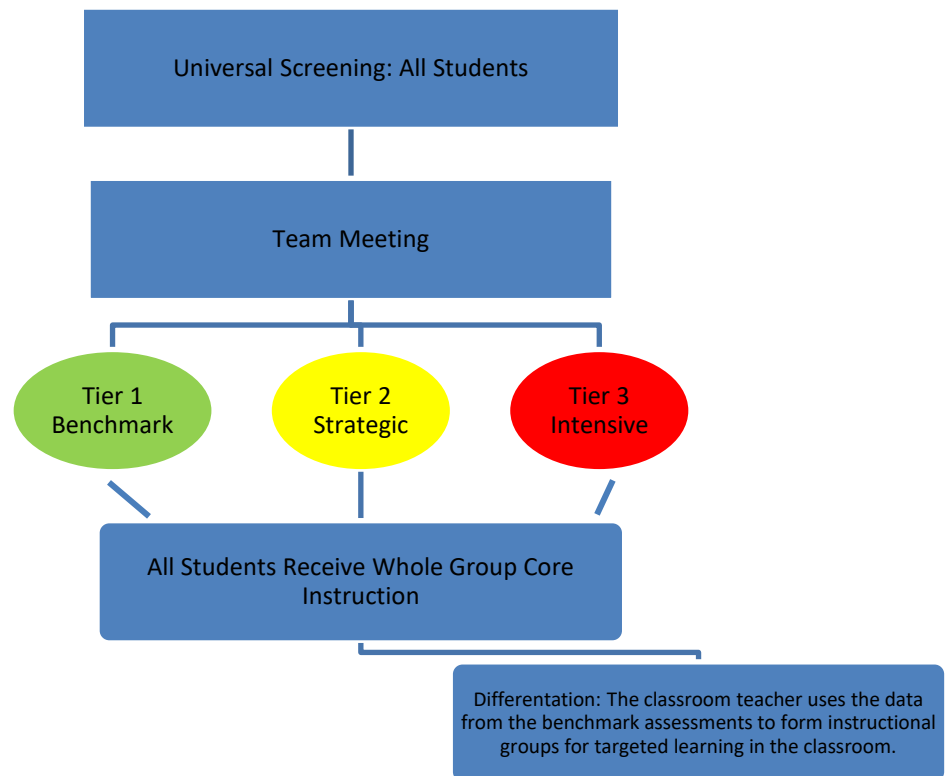
Grades K-5 Universal and Benchmark Screening Tools

Screenings are used to identify students who are at risk of poor learning outcomes. The screeners listed below are provided in the areas of reading, writing, math and behaviors that promote learning. These are approved screening instruments used in defining opportunities within Wyoming Central School.

Screeners	Assessment Window	Grade	Content
IReady	Beginning, Middle, End of academic year	K-8	ELA
IReady	Beginning, Middle, End of academic year	K-8	MATH
Fountas and Pinnell Benchmark Assessment	Beginning, Middle, and End of academic year	K-8	
Classroom Assessments	Ongoing	K-8	
Observational Data	Ongoing	K-8	
Attendance Data	Ongoing	K-8	
Grades	10 weeks	K-8	

2. Data Driven Decision Making:

- Baseline data will be used to formulate ongoing decision making. The decision making process is represented in the visual display below
- Baseline data will be disseminated to teachers for appropriate action



3. Progress Monitoring

- Frequent, multiple, and regular assessments of student performance will be administered and analyzed. Academic, social and behavioral data will be considered. In a Tier 1 model for academic intervention, student growth in all areas will determine future action plans. In a Tier 2 or Tier 3 model, regularly scheduled Rtl meetings will be held to analyze the success of intervention and guide further decision making.
- Follow up assessment may lead to an Rtl referral (See Appendix A; Referral to Rtl)

Grades K-8 Progress Monitoring Tools for Students in Tier II and Tier III

Tiers	Reading	Math
Tier II: Supplemental Instruction (Twice a month)	I-Ready Assessment Leveled Literacy Intervention Running Records	I-Ready Assessment
Tier III: Targeted Instruction (Once per week)	I-Ready Assessment Leveled Literacy Intervention Running Records	I-Ready Assessment

4. Who is referred to the Rtl Team:

- Referrals would be made for those students not making adequate progress at Tier II or Tier III interventions at the Team Meetings.
- The team would also meet on the following:
 - ✓ Students new to district if records indicate the students were receiving intervention services in their previous district;
 - ✓ Students new to district who demonstrate a need following local screening;
 - ✓ Students who may have behavior/attentional issues interfering with academic progress;
 - ✓ Students with fine and gross motor concerns, and speech concerns
 - ✓ Students who are struggling at the Tier 1 level

5. Making a Referral to the Rtl Team:

- Classroom teacher meets with Rtl Team facilitator
 - ✓ Complete referral packet (See Appendix A)
- Teacher makes contact with parent and fills out parent contact sheet (See Appendix A)

- Rtl Team facilitator conducts a classroom observation
- Classroom teacher and Rtl Team facilitator debrief
- Facilitator may make contact with parent regarding any further questions
- Rtl Team meeting is scheduled

6. Write an Action Plan Once the problem is identified an intervention plan must be written that includes:

- Size of Instructional Group
- Duration, schedule and setting of the intervention
- Measurable outcomes relative to grade level expectations in terms of student growth, achievement or skill level
- Description of skill measurement and recording techniques
- Person responsible for implementation of the intervention

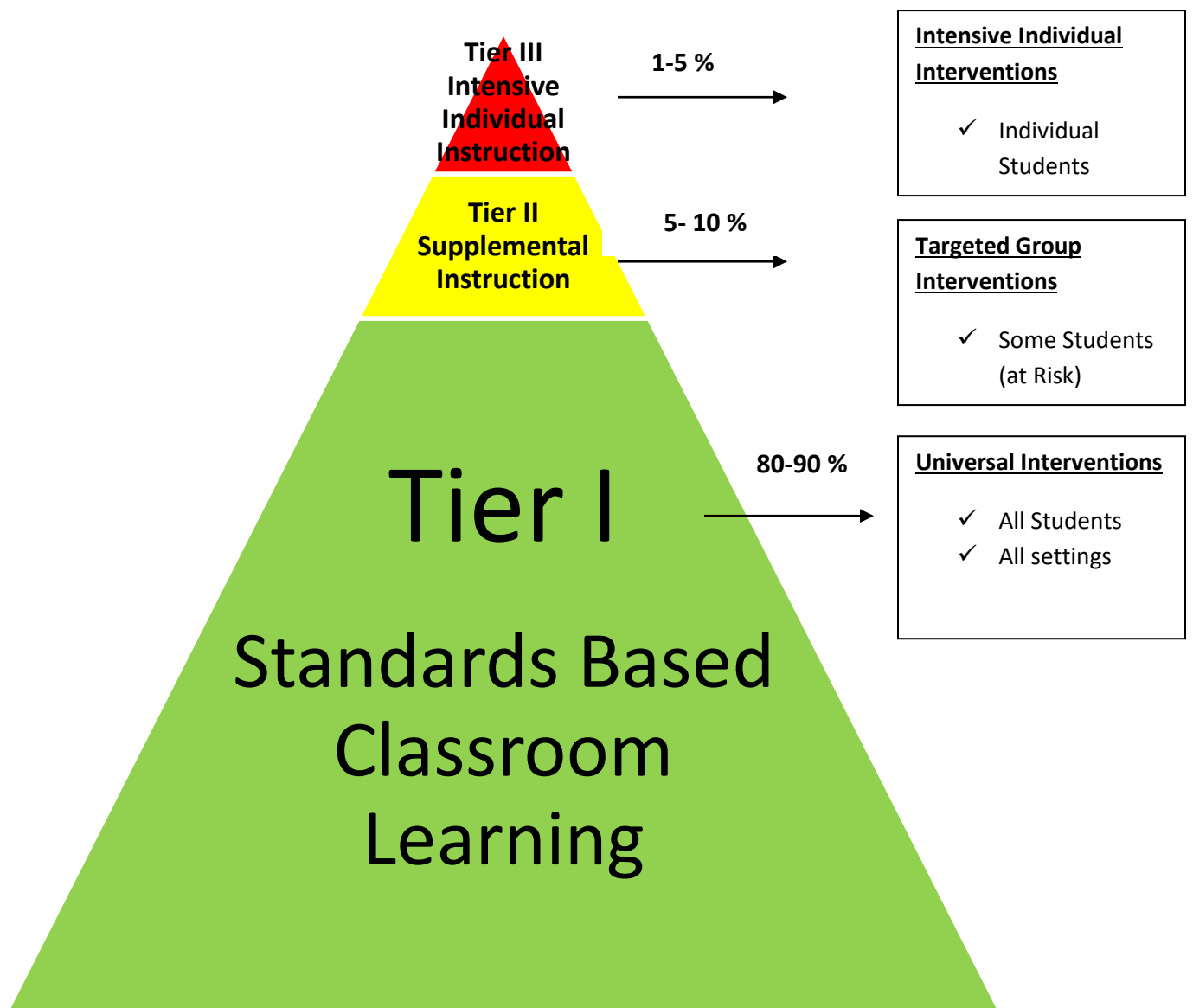
Who is the Rtl Team?

The Wyoming Central School Rtl Team is a group comprised of educational professionals with the goal of providing a higher level of support for struggling students. The members of the Rtl Team may include, but is not limited to the following: teachers (general and/or special education), school psychologist, speech therapist, reading specialist, math specialist, building administrator, nurse, and school counselor.

Criteria for Determining the Appropriate Levels of Intervention

Levels of Intervention

RtI serves as a multi-tiered prevention/intervention model with increasing levels or tiers of instructional support. It is expected that use of the Tier level of instruction be specific to each student's needs and will be an ongoing process. Students will enter and exit tiers of intervention according to the analysis of student performance data and progress monitoring.



Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. The students at this tier have been found to be meeting expectations or are on grade level (on I-Ready Assessments, and/or a level 3 or 4 on NYS Assessments) . They will not need to be screened again until the next benchmark date unless it is at the request of the Rtl Team. Research-based instruction and positive behavior intervention and supports are part of the core program. A school district's core program (Tier 1) meets the academic needs of at least 80 % of all learners and should minimally include:

- Core curriculum aligned to the NYS/Common Core learning standards
- Universal screening administered to all students in the general education classroom four times a year
- Differentiated instruction utilizing a balanced literacy/mathematics framework and the abilities and needs of all students in the core program
- A daily uninterrupted block of instruction in reading.
- A daily uninterrupted block of instruction in math.
- Clear behavioral expectations

Tier 2

Tier 2 is typically small group (3-5 students) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. The students at this tier are approaching expectations (a mid to high 2 on the NYS Assessments). These students may receive supplemental support from a classroom teacher or an intervention specialist. These students should be progress monitored a minimum of 2x's a month. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10% of students in a class receive Tier 2 intervention. Tier 2 interventions should minimally include:

- Academic Intervention Services in reading and/or math (Push-in, Pull-out as prescribed by the Rtl Team)
- Progress monitoring minimally once every two weeks (I-Ready, LLI)
- Teacher provided intervention

Tier 3

Tier 3 is designed for those students who demonstrate insufficient progress in Tier 2 or who are not meeting expectation on benchmark assessments (I-Ready Assessments, and/or a low 2 or 1 on the NYS Assessments). Tier 3 is typically reserved for

approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size (1-3), and frequency of individualized instruction. Tier 3 interventions should minimally include;

- Additional individualized, targeted research based interventions
- Progress monitoring weekly utilizing Curriculum-Based Measurement (I-Ready, other)
- Consideration for further evaluation
 - ✓ Following further evaluation the Rtl Team may make a referral to the Committee on Special Education or to the 504 Committee

LD Determination

Effective as of July 1, 2012, a school district must have an Rtl 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 Learning Disabled, the Committee on Special Education must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

Parent Notification

Regular communication with families is a vital component in developing the relationships necessary to support student success. Throughout the Rtl process, regular communication with families will include but are not limited to:

- Regular contact from the classroom teacher: agenda, notes, phone calls, emails etc.
- Notification of initial referral
- Teacher/Parent Interview
- Follow up from all meetings
- Notification of movement between Tiers of Intervention

Additionally, families will be routinely informed of:

- The amount and nature of data that will be collected and the general education services that will be provided
- Strategies to increase the students' rate of learning
 - Ongoing Rtl Team meetings. These meetings provide ample opportunity to discuss additional services that may be necessary.

Structure of Wyoming Central School Rtl Process

When the Rtl Team meets in an effort to prescribe individualized interventions aimed at improving student achievement, the following structure will be utilized and maintained:

1. Team members will be prepared, having pre-read student data
2. The Rtl team will conduct a brief discussion reviewing current status of the designated student
3. No more than 2 goals will be established for the designated student
4. Specific interventions will be outlined for the designated student
5. Establish follow up meeting on master calendar

**RTI Student Data Referral Form
School**

Wyoming Central

Date: _____

Student Information

Student Name: _____

Grade: _____

Name of Referring Teacher: _____

Name of Parent/Guardian: _____ Phone Number: _____

Parent Contact Prior to Referral: Phone Call Note Home Conference

Assess Concerns

List and describe area(s) of concern with academic progress, if any:

List and describe area(s) of concern with behavior, if any:

List and describe other area(s) of concern:

Attachments

Documentation must be provided for each student concern/problem. Multiple sources of data are used assist the Multi-Tier System Support (MTSS) team in determining the most appropriate interventions for student success. The following list contains types of information that may be used to support the referral process. Gather supporting evidence and check each type of information being submitted.

- _____ Student Work Samples/ Homework Samples
- _____ Results from Universal Screening (iReady)
- _____ Classroom Assessments