

The Watervliet City School District

Watervliet Elementary School (K-6) Response to Intervention Plan



Presented & Approved: BOE Meeting, December 14, 2010

INTRODUCTION

Response to intervention (RTI) is a framework that promotes an integrated system connecting general, compensatory, gifted and special education in providing high quality,

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standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.

RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions (NASDSE, 2005)

The NYS Education Department (NYSED) has established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification and use of RTI in the identification of students with learning disabilities. The Regents policy establishes RTI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RTI:

1. Defines RTI 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.

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[8 NYCRR section 100.2(ii)]

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI 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 a RTI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RTI 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 RTI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RTI 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 RTI 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 mathematic 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

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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.

District Personnel involved in the preparation of this plan:

Kirsten DeMento, Director of Curriculum and Instruction
Kathleen Strangis, Director of Reading and UPK
Janelle Yanni, Director of Programs and Pupil Services
Terri O'Brien, School Building Principal, WES
Daniele Tetrault, School Psychologist and RTI Case Manager
Mary Alice Hipwell, Speech Therapist and RTI Case Manager
Veronica Bedard, School Psychologist
Cristi Green, WES Special Education Teacher
Michele Deguire, Math Specialist
Allison Reynolds, Speech Therapist
Heidi Waldron, Math Specialist
Michaeleen Backus, Reading Coach/Teacher

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WE BELIEVE.....

SUCCESS OF ALL STUDENTS

- All staff members are focused on student success.
- Students have many avenues and opportunities to learn.

HIGH EXPECTATIONS

- All children have access to a rigorous, standards-based curriculum and research based instruction.
- Intervening at the earliest indication of need is necessary for student success (PreK-6).

CONTINUOUS IMPROVEMENT

- A system of tiered interventions is essential for addressing a full range of student needs.
- Student results improve when ongoing academic and behavior data can inform instructional decisions.

RESPECT AND INTEGRITY

- Collaboration among educators and families is the most effective way to lay the foundation for effective problem solving and instructional decision-making.
- All members of the school community must continue to gain knowledge and develop expertise to build sustainable results using the response to intervention model.

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THE BASIC COMPONENTS

Response to Intervention (RTI) is a three tiered model which allows schools to effectively identify and support student needs both behaviorally and academically.

The components of the RTI process for pre-kindergarten through grade six include:

- ◆ Scientific, research-based core instruction in reading and mathematics.
Reading instruction shall address: phonemic awareness, phonics, vocabulary development, fluency and comprehension.
Math instruction shall address: concepts and computation.
- ◆ Screening for all students at least 3 times per year to identify those who are not making academic progress at the expected rates.
- ◆ Research-based interventions matched to the student's targeted need at increasing levels of intensity for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards
- ◆ Repeated assessments of targeted skill areas using curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- ◆ A building based team to establish at-risk criteria (cut scores), review screening data, and make decisions related to student performance and intervention need.
- ◆ Written notice to the parents when the student requires an intervention beyond the general curriculum. The information provided to parents will include: techniques, strategies, and/or programs that will be used to address weaknesses and improve performance level and student's rate of learning.

WATERVLIET ELEMENTARY SCHOOL STRUCTURE OF RTI

Preliminary Review of all students (summer):

Review all students' prek-6 tests/data/teacher concerns to determine eligibility and/or level of needed service(s) { The math specialists,

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reading coach, principal, director of reading and case managers will review the data. }

Phase I:

A. Assess Teacher Concerns (Initial Meeting and Continuously)

- Teachers will make initial referrals in writing
- A multi-disciplinary team (the Child Study Team) of school professionals meets on a regular basis to address teachers' concerns about struggling students and to help design intervention plans.

1. Prior to the meeting teachers may be asked to complete the following:

- a. Inventory Student Strengths and Talents
(See Appendix I- Student Learning Styles Profile)
- b. Gather and Review Background/Baseline Data
(Data may include, but is not limited to: observation checklist, DIBELS, theme skill tests, core program tests, Achievement reports, writing assessments, homework and grade level conversations)
- c. Prioritize Concerns

2. During the Child Study Team Meeting the Committee will:

- a. Set Academic and/or Behavioral Goals
Data/goals will be entered into RTI Edge at the meeting.
 - b. Design an Intervention Plan
Description of the PLAN and Services, as well as strengths and weaknesses of the student will be input into RTI Edge by the note taker at the meeting and by all service providers.
 - c. Select Method(s) for Progress Monitoring
Note taker will input into the RTI Edge software the methods/instruments that will be used to progress monitor the student.
- Share on going Information with the Students' Parents

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Classroom teachers will call parents if concerns regarding academics or behaviors develop during the school year.

- Any student that sees a service provider on a regular basis will have a letter and a progress monitoring report sent by the service provider to the parent/guardian. (Math, speech, reading, OT, PT and Behavior.) Case managers will coordinate the printing. They will be mailed home through the main office.

Phase II:

A. Review the Intervention Plan and Conduct Progress Monitoring (The case manager will monitor testing, notes and observations of students as needed.)

- Meet formally on all students in RTI Tier 2 and 3 at least 3 times a year. (Summer, January and June)

Phase III:

A. Summative meeting on all RTI Tier 2 and 3 students at end of year.

- Meetings will be set by the case managers in coordination with administration.
- Outcomes will be documented in RTI Edge for each student by the note taker.

TYPES OF INTERVENTIONS

Tier I-Instruction includes high quality, research based curricula and instructional strategies that support the district's curriculum guidelines. Tier I provides core instruction for all students. Flexible grouping that targets specific skills are included so that the instructional goals of all students can be met.

Tier II-offers supplemental instruction in addition to the standards based curriculum received in Tier I. The curriculum and instruction at Tier II is designed to meet the needs of students NOT progressing as expected in Tier I.

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Tier III-instruction includes more explicit instruction that is focused on a specific skill/need, whether it is an accelerated need or a remedial need.

Based on the review of data, the child study team will determine whether a “Tier III” student is making adequate progress to meet age or grade level standards, or if a referral to the Committee on Special Education is needed.

Criteria for Determining the Levels of Interventions

All students in grades UPK-6 will be screened at least three times per year using probes such as CIRCLE, DIBELS and MClass Math. Additional tests include Peabody Picture Vocabulary test pre and post K as well as post test in grade 1; DIBELS 3D/Mondo for those students scoring strategic and intensive needs on benchmark exams and who require Tier II interventions.

Students who score below the established benchmarks OR below the cut score of district and state assessments (Level 1 or 2) will be reviewed and considered first for additional classroom or Tier II interventions.

Data Collection

Progress monitoring of students at risk will be conducted on a regular schedule to determine if the interventions in place are resulting in student progress and/or meeting grade level standards. The team will review progress and adjust student goals, make changes to strategies and/or interventions. The review will take place: after screening, after the completion of the intervention, on a scheduled basis throughout the duration of the interventions or at the request of a parent.

Problem Solving Process

- ✓ What is the problem?
- ✓ Why is it happening?
- ✓ What should be done about it?
- ✓ Did it work?

Parent Involvement

- Parents will be contacted by the classroom teacher if there are academic or behavioral concerns.
- Parents are encouraged to contact the school if they have concerns about their child’s progress in the classroom and/or if they would like a meeting with their child’s teacher.
- Parents of students who receive additional assistance through the RTI process will receive quarterly progress updates mailed to them.

Roles and Responsibilities

Administration

District Level Administration:

- Will attend summer data reviews of all students as needed

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- Will assist with the facilitation of resources including specialist, books, supplies, and technology as needed
- Will investigate new programs to help specific needs
- Will oversee the review process including ensuring that all students receive the needed services
- Will Facilitate January and June full team meetings

Building Level Administration:

- Will monitor parent notification and review and sign letters to be sent home
- Will manage and select case managers
- Will participate in summer review as well as ongoing review of data throughout the school year
- Assist with the creation of staff schedules for intervention services
- Will be standing members on the Child Study Team and attend as needed
- Will assist the case managers when needed

Case Managers

- Will include reviewing an academic referral via email from the classroom teacher, entering the date of the referral and area of concern in the AIS edge
- Researches student's academic records and discusses any past academic referrals with previous year's case manager and/or psychologist
- Schedules a meeting with all current student providers to further discuss the most effective instructional approaches to help the child learn
- Case managers schedule summarize meetings for January and June
- Use of assessment to determine discontinuation or need for a new focus
- Oversees and monitors the RTI process
- Summer data review of all students to determine RTI initial needs for the school year

Teachers

- Will be make contact with case managers if they see a need to have a child study team meeting
- Will make initial referral in the RTi Edge program
- Will provide background and baseline data consisting of:
 - Observation checklist
 - DIBELS Reading and Math benchmark and progress monitoring
 - Achievement reports
 - Theme Skills tests
 - Writing assessments
 - Homework
 - Behavior notation
 - Attendance information
 - Anecdotal notes
- Meet with CST team and plan with the team for interventions and progress monitoring
- Conduct progress monitoring

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- Implement interventions and supports for 6-8 week cycles to determine progress of interventions and supports
- Continue to meet with team on progress of all students
- Continue to contact parents and keep them abreast of academic and behavioral issues

The Role of the Specialists in the CST Meetings

Math/Reading

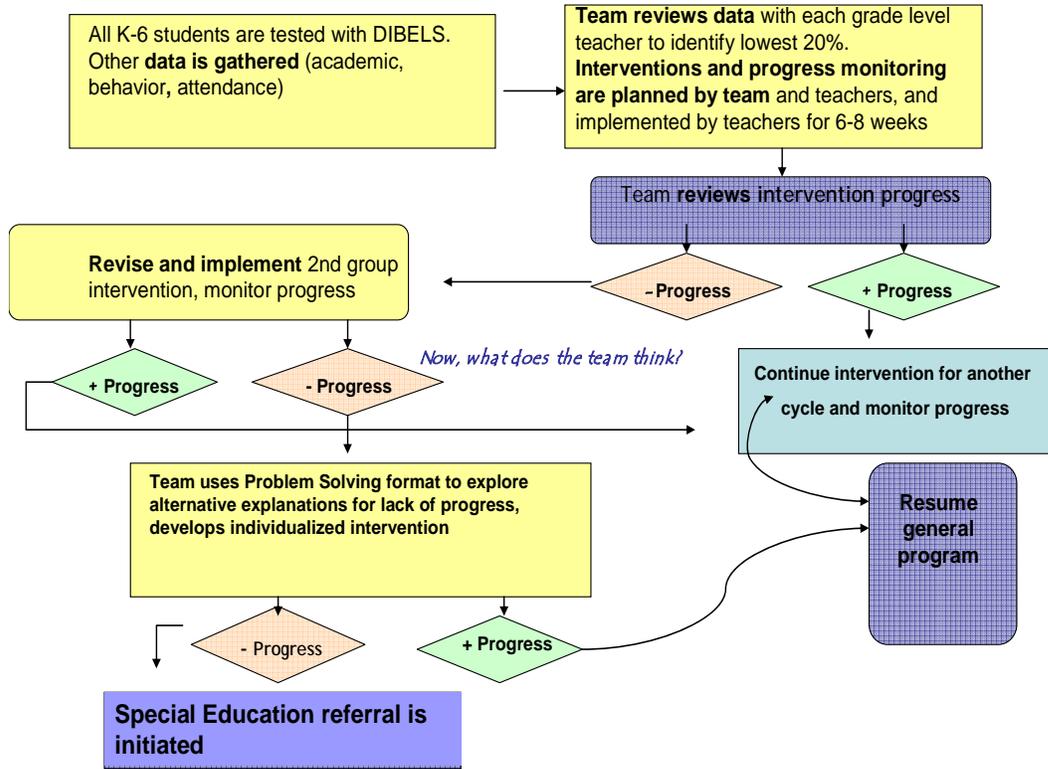
- Observe and Monitor:
 - Whether the student understands the concept being taught. (Can they complete steps accurately?)
- Versus*
- Whether the student is lacking previously learned skills and foundations needed to problem solve. (Do they lack math facts skills?)
Example – Strand 1 - Number Sense and Operations
- Scores and Assessments:
 - Evaluate State Scores and classroom assessments such as NYS Mathematics Test, Chapter Tests and quizzes, Dibels, Terra Novas.
- Learning Environment:
 - Does the student work best to retain and master concepts in a smaller group setting? (3:1)
- Or*
- Does the student work best to retain and master concepts in a larger group setting? (8:1 or whole group)
- Or*
- Does the student benefit from a 1:1 ratio?
- Communication
 - With Case Manager and Teacher
- Meetings
 - CST - attend as needed
 - Summer – attend as needed

The Role of the Note Taker

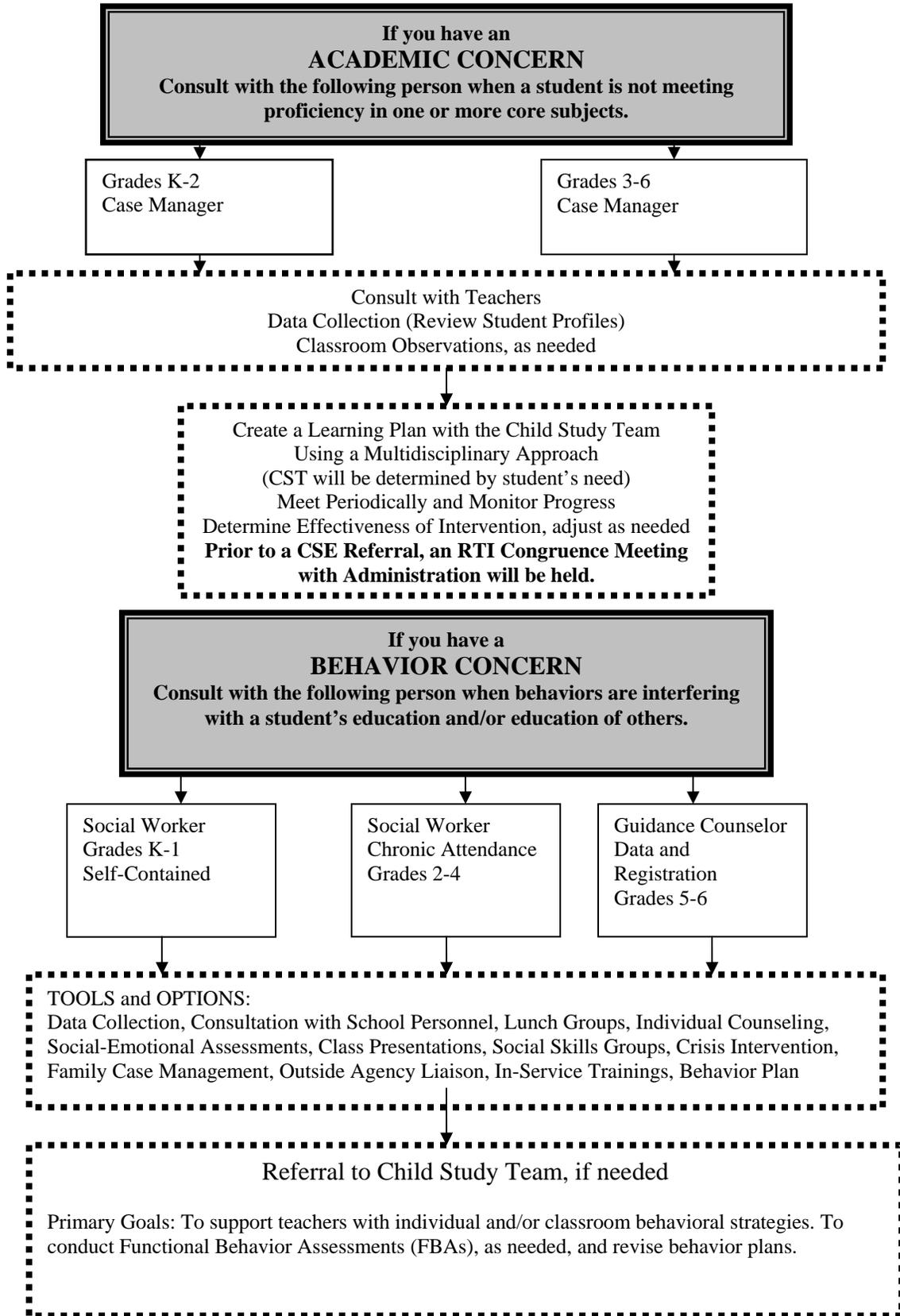
Each RTI meeting will have a note taker. This role will be assigned/volunteered for once everyone arrives to the meeting. This person will input the groups' discussion directly into the RTI program as well as take any additional notes that need to be saved and or distributed.

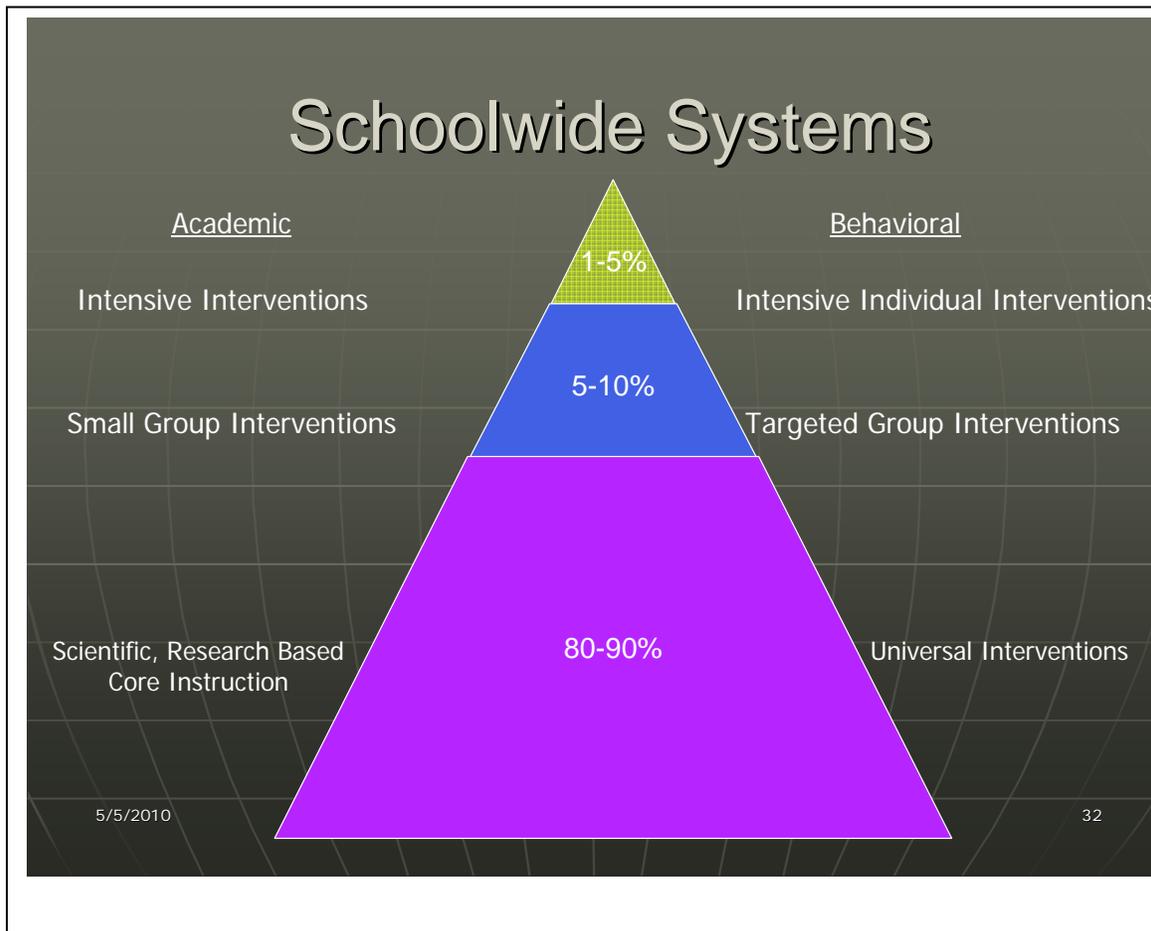
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STEPS WITHIN THE RTI PROCESS:



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- **80-90% of typical students fall into Tier I the largest group of students who are on track with reading and math skills and need minimal interventions from teachers or other providers.**
- **Students who are in Tier II need more targeted interventions and more frequent monitoring to ensure academic success.**
- **Students in Tier III need more intense interventions. This is the smallest tier with 1-5% of the student population fitting this category.**

This pyramid represents the national norm and should be our goal.

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WES RTI/AIS INTERVENTIONS

TIER III

| Subject | Criteria | INTERVENTIONS |
|----------------------------|--|--|
| Curriculum Reading | <ul style="list-style-type: none"> ➤ DIBELS Red ➤ ELA- low 1-2 ➤ Terra Nova - below 20 percentile ➤ Class failure/teacher recommendation ➤ MONDO Below guided reading level | <ul style="list-style-type: none"> ➤ Road to the Code (K) ➤ Wilson/ Foundations/ Level ➤ Literacy Interventions Reading Specialist small group 3-5x30/week ➤ pull outs 3-5 x 30 ➤ AIS After - school 2-4x/week ➤ Homework Club |
| MATH | <ul style="list-style-type: none"> ➤ NYS Math- Low 2,1 ➤ Terra Nova: <23 percentile ➤ Class failure/teacher recommendation | <ul style="list-style-type: none"> ➤ Math Specialist 2-5 x20/week ➤ AIS Afterschool 2-4x/week ➤ Homework Club |
| Behavior management | <ul style="list-style-type: none"> ➤ Multiple discipline referrals ➤ Teacher recommendation | <ul style="list-style-type: none"> ➤ PBIS wrap around services ➤ Project STRIVE ➤ Individual Behavior Plan ➤ (Psych/SW) |

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TIER II

| Subject | Criteria | INTERVENTIONS |
|-----------------------------------|---|---|
| <p>Curriculum Reading</p> | <ul style="list-style-type: none"> ➤ DIBELS Yellow ➤ ELA- high 2/low 3 ➤ Terra Nova - below 63 percentile ➤ Class failure/teacher recommendation ➤ MONDO- Below guided reading level | <ul style="list-style-type: none"> ➤ Reading Specialist small group 3-5x30/week ➤ pull outs 3-5 x 30 ➤ Early Success/Soar to Success ➤ Quick Reads ➤ Tech Vaughn Vocabulary Fluency ➤ AIS After - school 2-4x/week ➤ Homework Club |
| <p>MATH</p> | <ul style="list-style-type: none"> ➤ NYS Math- high 2 ➤ Terra Nova: 23-30 percentile ➤ Class failure/teacher recommendation | <ul style="list-style-type: none"> ➤ Math Specialist 2-5 x20/week ➤ AIS Afterschool 2-4x/week ➤ Homework Club ➤ Refer to OT for handwriting · Refer to ST for vocabulary development |
| <p>Behavior management</p> | <ul style="list-style-type: none"> ➤ Multiple discipline referrals ➤ Teacher recommendation | <ul style="list-style-type: none"> ➤ PBIS daily check-ins ➤ FBA (ABC Charts, R+ Assessment) ➤ Teacher development interventions |

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TIER I

| Subject | CRITERIA | INTERVENTIONS |
|---------------------|--|---|
| Curriculum Reading | <ul style="list-style-type: none"> ➤ DIBELS ➤ NYS ELA/Terra Nova Core program assessments | <ul style="list-style-type: none"> ➤ Houghton Mifflin Core Program K – 3 : 90 minutes 4 – 6 : 60 minutes ➤ Grade Level Meetings |
| MATH | <ul style="list-style-type: none"> ➤ Harcourt Math Core K – 2 : 40 minutes 3 – 6 : 30 minutes | <ul style="list-style-type: none"> ➤ NYS Math/Terra Nova (gr1-2) ➤ Harcourt program assessments |
| Behavior management | <ul style="list-style-type: none"> ➤ Expected good behavior | <ul style="list-style-type: none"> ➤ Classroom Management Plan ➤ School wide PBIS/Character Ed |

**There are two CST/RTI teams at
WES**

Kindergarten - Grade 2

- *Case Manager- School Psychologist
- *Referring Classroom Teacher
- *Specialist working with student

When applicable:

Reading Teacher
Math Teacher
Special Education Teacher
Occupational Therapist
Physical Therapist
Speech/Language Therapist
Guidance Counselor
Social Worker

Consultation with: Administrators
(School Building Principal, Assistant
Principal, Director of Pupil Services,
and Director of Reading)

*Required CST Members

Grade 3 - Grade 6

- *Case Manager-Speech Therapist
- *Referring Classroom Teacher
- * Specialist working with student

When applicable:

Reading Teacher
Math Teacher
Special Education Teacher
Occupational Therapist
Physical Therapist
Speech/Language Therapist
Guidance Counselor
Social Worker

Consultation with: Administrators
(School Building Principal, Assistant
Principal, Director of Pupil Services,
and Director of Reading)

*Required CST Members

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Resources/Links

- www.rti4success.org
- www.nrcl.org
- www.ncl.org
- www.nasdse.org
- www.aimsweb.com
- www.dibels.org
- www.interventioncentral.org

The Watervliet Elementary School RTI plan as stated is a work in progress. Changes and updates will be implemented as necessary to ensure all students' needs are being addressed.

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WATERVLIET CITY SCHOOL DISTRICT Watervliet Elementary School

Dear Parent(s)/Guardian(s) of _____,

At Watervliet Elementary School, staff work together to foster an atmosphere in which students feel they can learn, contribute, and belong. Students come to us with different levels of academic, behavioral, and social-emotional skills. In order to meet the various educational and behavioral needs of our students, school personnel utilize a Response to Intervention approach. Simply, "Response to Intervention" refers to a process that emphasizes how well students respond to changes in instruction.

The essential elements of an RTI approach are: the provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student progress to shape instruction and make educational decisions. The core features of an RTI process are as follows:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.

As part of your child's educational program, it has been determined that he/she will receive the following intervention(s):

| Type of Intervention | Frequency | Duration | Intervention Specialist | Contact Information |
|----------------------|-----------|----------|-------------------------|---------------------|
| | | | | |
| | | | | |
| | | | | |

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We believe that all children have the ability to be successful in the school environment with the right supports in place. Should you have any questions or concerns, please do not hesitate to contact me at 629-3200.

Educationally yours,

Terri O'Brien

Principal

Appendix 1

Student Learning Style Observation

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Student Name:
Teacher Name:

Date:

Check the behaviors that you observe the student exhibiting frequently.

| Visual | Auditory |
|---|---|
| <ul style="list-style-type: none"><input type="radio"/> Taking copious notes Drawing or doodling Wanting to look at the pictures accompanying test<input type="radio"/> Needing eye contact to listen well<input type="radio"/> Choosing visual tasks, such as reading<input type="radio"/> Closely examining objects and pictures<input type="radio"/> Commenting on the visual aspects of something | <ul style="list-style-type: none"><input type="radio"/> Choosing to listen to audiotapes<input type="radio"/> Following verbal directions while not appearing to be listening<input type="radio"/> Showing a preference for music or singing<input type="radio"/> Showing an interest in oral discussions<input type="radio"/> Reading aloud to self<input type="radio"/> Sounding out words<input type="radio"/> Talking to self |
| Tactile | Kinesthetic |
| <ul style="list-style-type: none"><input type="checkbox"/> Touching objects on shelves<input type="radio"/> Fiddling with items in desk<input type="radio"/> Carrying small objects around in hand<input type="radio"/> Choosing to work with manipulatives whenever possible<input type="checkbox"/> Grabbing items<input type="radio"/> Playing with pencils and pens | <ul style="list-style-type: none"><input type="radio"/> Walking around the room<input type="radio"/> Standing while working at desk<input type="radio"/> Jumping out of seat<input type="radio"/> Using body movements for expression<input type="radio"/> Enjoying physical education and other movement opportunities<input type="radio"/> Volunteering to demonstrate or run errands<input type="radio"/> Acting and playing roles |