

Taconic Hills Central School District
Response to Intervention (RTI) Plan for Grades K - 4

In accordance with the regulations of the Commissioner of Education, The Board of Education of the Taconic Hills Central School District adopts this plan to provide quality instruction for all students with focused interventions for students who struggle in reading/literacy in grades K- 4. 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. RTI is a multi-tiered (Tier I, Tier II & Tier III), problem solving approach that identifies general education students struggling in reading/literacy early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. An essential component of RTI is the frequent monitoring of each student's response to the instruction and focused interventions. RTI provides a framework for **prevention** of learning difficulties through **identification** of students who need intensive **interventions** in addition to quality core instruction in the regular classroom in order to learn at grade-level expected rates.

The basic **academic components** of the District's RTI process include:

- **Scientific, research-based core instruction** in reading/literacy delivered to all students in the general education class by qualified personnel.
- **Academic Assessments** (Universal Screenings) for all students in K-4 at least three (3) times per year to identify those who are not making progress at the expected rates. These three assessments per year will create a trend line (Beginning of year, Midyear, & End of the year) for students.
- **Scientific and research-based instruction will be used along with best practices to target the students' needs and provide appropriate instructional interventions. Interventions will be delivered in a 3-tiered approach (Tier I, Tier II & Tier III) with the intensity of services increasing as the Tier level of intervention increases.** These levels will be fluid with the ability for a student to move up or down depending on their progress or lack of progress.
- **Progress monitoring** through **repeated assessments** of student achievement using curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards. Student instruction, interventions, and movement through the tiers will be based on data collected from progress monitoring.
- **Data** regarding a student's response to intervention and progress or lack of progress will be used **to make educational decisions** about changes in RTI goals, instruction and/or services and ultimately whether or not to make a referral for special education programs and/or services.
- **Both grade level and building level RTI teams** to determine at-risk criteria, review assessment data, and make decisions related to student performance and intervention need(s):
 - **Grade Level Teams** will be comprised of general education teachers, special education teacher(s), speech-language pathologist(s), intervention specialist(s) and other professionals as needed. Other individuals including, but not limited to, the school nurse and parents/guardians may attend to provide pertinent information.

- **The Building Level Team** will be comprised of a building administrator, a school psychologist and/or a counselor, an intervention specialist, a speech - language pathologist, a general education teacher, and a special education teacher. Other individuals including, but not limited to, the school nurse and parents/guardians may attend to provide pertinent information.
- **Staff Development** for all staff members involved in the development, provision and/or assessment of the District's RTI program. Such training shall include appropriate training to implement the District's RTI program including the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data and the manner and frequency of progress monitoring.
- **Written notice of entry, movement, or exiting of the Tiers to the parents** of a student that requires academic intervention at Tier II and Tier III. The information to be provided includes:
 - A description of the RTI services that will be provided
 - The parents' right to request an evaluation for special education programs and/or services

TACONIC HILLS CSD RTI PROCESS

Based on State regulations, RTI is a data driven process to assist students in grades K – 4 who are struggling in reading/literacy. Students move through the three Intervention tiers based on data. It is therefore imperative that classroom teachers and intervention specialists provide evidence (data) of the child's response to the intervention process. If at any point in this process, a teacher needs assistance identifying targets, creating specific goals or making probes, he/she should contact an intervention specialist, speech/language pathologist, special education or another classroom teacher for additional support.

Tier I Instruction/Intervention

- If a classroom teacher has a concern about a student not making adequate progress in the core reading/literacy program with differentiated instruction, the teacher is to:
 - Review background information and intervention history if available.
 - Develop 1-3 specific, focused, and measurable goals to target the specific deficit.
 - Establish a baseline from a quick probe (approximately ten items or an appropriate reading passage) targeting the specific deficit.
 - A probe is not a unit/classroom assessment.
 - Document strategies used and student progress by maintaining session notes to help guide planning for the next session.
 - Document student progress from periodic probes.
 - A probe is not given during every session.
 - Probe scores are the progress monitoring data.
 - Use session notes, progress monitoring data and professional judgment to determine strategy effectiveness and rate of progress towards mastering the goals.
 - Keep in mind that student response to intervention is dependent upon the frequency and duration of sessions **over time**, therefore the number of sessions required is not a fixed number.
 - Research has shown that shorter, more frequent sessions are more effective than longer, less frequent sessions.
 - Professional judgment and collaboration will be utilized to determine the effectiveness of student progress and the need for changes in the student's plan.
 - Schedule a grade-level team meeting after 4 - 6 weeks of intervention.
 - Notify Grade Level Coordinator of the desire to hold a grade level team meeting.
 - Come to the meeting prepared to discuss:
 - Nature of concern and student's intervention history
 - Targeted goals
 - Intervention strategies used
 - Progress monitoring data and session notes

- **Possible Outcomes of the Grade Level Team Meeting**

- Based on the data, the student remains in Tier I with updated intervention plan including:
 - Change of goals
 - Change of strategy
 - Modification of probes
- Based on the data, the student is scheduled and assigned Tier II intervention.
 - **Tier I intervention continues in conjunction with Tier II intervention.**

Tier II Intervention

- Intervention specialist in consultation with the classroom teacher develops Tier II plan.
- Plan will include specific, focused, measurable goals to target the specific deficit(s).
- Plan is shared with others who work with student in target area.
 - **Tier I intervention continues in conjunction with Tier II intervention.**
- Tier II Intervention teacher implements plan (minimally 10 weeks), monitors progress bi-weekly, records data, and modifies interventions based on the data.
- Depending on the student's response to intervention, a grade level team meeting is convened.

- **Possible Outcomes of the Grade Level Team Meeting**

- Based on the data, student is making adequate progress and no longer requires Tier II intervention. Classroom teacher continues to monitor student progress, and provides Tier I intervention as needed.
- Student remains in Tier II intervention with an updated plan. Tier I support and data collection continues in conjunction with Tier II intervention.
- Student is not making adequate progress and is referred to Building Level RTI Team for Tier III consideration.
 - Classroom teacher and Tier II Intervention specialist request a Building Level RTI Team Meeting. Both Tier I and Tier II data are provided to the Building Level RTI Team organizer. Data must reflect the goals and interventions used to meet those goals.
 - Building Level RTI Team organizer will schedule the meeting and provide the data to all meeting attendees approximately one week prior to the meeting.

Tier III Intervention (Building Level RTI Team)

- Building Level RTI Team determines Tier III eligibility.
- If eligible, Building Level RTI Team develops Tier III plan.
- Plan will include specific, focused, measurable goals to target specific deficit(s).
- Plan is shared with others who work with student in target area.
 - Tier I support and data collection continues in conjunction with Tier III intervention.

- Tier III Intervention teacher implements plan (minimally 10 weeks), monitors progress weekly, and records data.
- Between 10-20 weeks of instruction/intervention the Building Level RTI Team will review the student's response to the interventions.
- **Possible Outcomes of the Building Level Team Tier III Review Meeting**
 - Based on the data, student is dismissed from Tier III and returns to Tier II intervention with new plan at the appropriate level of instruction.
 - Student remains in Tier III with updated plan.
 - Student is referred to the Committee on Special Education (CSE):
 - Classroom teacher, with support from the Building Level Team, completes CSE referral form, attaches history of Tier I, Tier II, and Tier III intervention data and submits to principal.
 - Principal reviews, signs, and submits CSE referral form to the CSE Office.

The chart below provides additional details regarding our RTI process.

	Tier I Core Instruction/Classroom Intervention	Tier II Targeted Group Intervention	Tier III Targeted Intensive Intervention
Target Group	All students	Students who do not respond to Tier I based on evidence from both intervention data and standardized assessments	Students who have not responded to Tier I and Tier II based on evidence from both intervention data and standardized assessments
Instructor	Classroom teacher and/or Co-teacher	<ul style="list-style-type: none"> Intervention Specialist Classroom Teacher continues Tier I instruction/intervention 	<ul style="list-style-type: none"> Intervention Specialist Classroom teacher continues Tier I instruction/intervention
Program	Scientifically based curricula aligned with state standards	Specialized, best practice, research or evidence-based interventions	Intensive, specialized, research or evidence-based interventions or best practice
Instruction	<p><u>Core:</u></p> <ul style="list-style-type: none"> Explicit, systematic standards based curriculum on instructional level Differentiated instruction on instructional level <p><u>Intervention:</u></p> <ul style="list-style-type: none"> Additional targeted instructional support provided by classroom teacher or Co-teacher Based on data, the classroom teacher and/or Co-teacher will review and adjust previous materials, methods, pace, and/or duration 	<ul style="list-style-type: none"> Targeted, supplemental, instructional interventions determined by data Intervention specialist consults with the classroom teacher regarding instruction/intervention Based on data the intervention specialist will review and adjust previous materials, methods, pace, and/or duration 	<ul style="list-style-type: none"> Targeted, supplemental, instructional interventions determined by data Intervention specialist consults with the classroom teacher regarding instruction/intervention Based on data the intervention specialist will review and adjust previous materials, methods, pace, and/or duration
Setting	General education classroom	Can occur in and /or out of the general education classroom	Typically, pulled out to another learning environment

	Tier I Core Instruction/Classroom Intervention	Tier II Targeted Group Intervention	Tier III Targeted Intensive Intervention
Time	<p>Core:</p> <ul style="list-style-type: none"> As required by school/program for different content areas Daily <p>Intervention:</p> <ul style="list-style-type: none"> Ongoing (year-long) to collect evidence and documentation Frequency and duration varies based on student needs Support continues in conjunction with tier II or III intervention 	<ul style="list-style-type: none"> 3 to 4 times per week 20-40 minutes in duration Minimally 10 weeks 	<ul style="list-style-type: none"> Daily 30 to 40 minutes in duration Minimally 10 weeks
Assessment(s)	<ul style="list-style-type: none"> Universal screening at least 3 times a year (will give ability to create a trend line) Interim assessments Regular classroom tests, quizzes, class work, teacher observations, etc. 	Formal and Informal measures	Formal and Informal measures
Progress Monitoring	<p>Intervention:</p> <p>Intervention data on target skill(s) to measure student response to intervention</p>	Bi-weekly on target skill(s) to measure student response to intervention	Weekly on target skill(s) to measure student response to intervention
Parent Communication	Information about student progress routinely provided to parents via report cards and parent-teacher communication (normal parent teacher communication that occurs with any student)	Ongoing, periodic communication with parents regarding progress on target skill(s) by intervention specialist.	Ongoing, periodic communication with parents regarding progress on target skill(s) by intervention specialist

	Tier I Core Instruction/Classroom Intervention	Tier II Targeted Group Intervention	Tier III Targeted Intensive Intervention
Grouping	Flexible grouping formats	Typically, 3 to 5 students in a group with similar instructional needs/goals	Typically, 1 to 3 students in a group with similar instructional needs/goals
Professional Development	Ongoing to provide teachers with necessary tools to promote engaging delivery of curricula and interventions	Focused, specialized, and ongoing to provide training in specialized interventions	Focused, specialized, and ongoing to provide training in specialized interventions
RTI Team	<ul style="list-style-type: none"> Grade level teams comprised of general education teachers, special education teacher(s), speech - language pathologist(s), intervention specialist(s) & other professionals as needed Make decisions (Continue with Tier I or add Tier II) based on data & evidence Meetings are scheduled by referring classroom teacher as needed 	<ul style="list-style-type: none"> Grade level teams comprised of general education teachers, special education teacher(s), speech - language pathologist(s), intervention specialist(s) & other professionals as needed Meetings will include all teachers working with the particular student Review the data to determine the effectiveness of the intervention Make decisions (Continue with Tier II, discontinue Tier II, or make referral for Tier III) based on data & evidence Meetings are scheduled by classroom teacher and Tier II intervention specialist 	<ul style="list-style-type: none"> Building level team comprised of building administrator(s), school psychologist(s) and/or counselor(s), intervention specialist(s), speech - language pathologist(s), general education teacher(s), special education teacher(s) & other professionals as needed Review data to determine the effectiveness of the intervention Make decisions (Move from Tier II to Tier III, from Tier III to II or from Tier III to referral to CSE) based on data & evidence Meetings are requested by the classroom teacher and Tier II intervention specialist Meetings are scheduled by the Building Level Team Organizer