

Stamford Central School District
K-4 Reading Response to Intervention (RtI) Plan
2012-2013

STAMFORD CENTRAL SCHOOL DISTRICT

RtI Plan

Definition

Response to Intervention (RtI) is a philosophy of education that is consistent with the reauthorized 2004 Individuals with Disabilities Education Act (IDEA) regulations governing learning disability classification. The RtI model is used to organize academic support for all students. These interventions are based on the intensity of the presenting problem and can be provided by the classroom teacher, AIS provider, special education teacher, or designated personnel. A student's response to the intervention is used as the basis for modifying or intensifying interventions. RtI focuses on curriculum based screening, skill deficit identification, targeted strategies, a variety of evidence based interventions, and frequent progress monitoring. RtI is the framework identified in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), as an intervention approach that generates data to drive instruction and identify students who may require special education and related services in a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (President's Commission on Excellence in Special Education, 2002).

A key element of an RtI approach is the provision of early intervention when students first experience academic difficulties, with the goal of improving the achievement of all students. The skill-specific interventions, provided through RtI, are designed to help students achieve the NYS Common Core Standards in English Language Arts in grades K-4. This may mean the provision of extra time for focused instruction, small group instruction, or interventions specifically designed to address other skill areas impacting learning. The goal is for all students to receive the support they need to achieve the NYS Common Core Standards.

Since both time and staff are finite resources, a unique blend of Academic Intervention Services (AIS)/RtI support and scheduling may be required when multiple interventions are indicated. Designated stakeholders will assist in recommending AIS/RtI interventions. Implementation will be guided by the school's RtI team and will occur within our staffing resources.

District Support Services

We provide a wide variety of resources to support the academic, social/emotional, and behavioral needs of our students. The following list identifies some of the key support personnel who may be utilized for RtI supports:

- Administration
- AIS Providers
- Special and General Education Teachers
- CSE Chair

- Support Personnel
- Psychologists
- Counselors
- Speech/Language Therapists
- Nurses
- Occupational Therapists
- Physical Therapists
- Social Workers

District Procedures for RtI K-4

The RtI plan outlines the multi-tiered process for identifying and supporting students in grades K-4. This plan assures that multiple measures of assessment and other sources of evidence will be used in the identification of students in need of RtI services. These sources may include but are not limited to: student records, report cards, classroom participation, student work, performance on given assessments, diagnostic assessments, parent/teacher referrals to the RtI Team, and NYS assessments. All decisions will be based on the data collected.

Procedures include using the following as a basis for all decisions:

1. Referral process including:
 - a. Data on specific skill weaknesses
 - b. Criteria for beginning RtI support
2. Procedures for parent notification
3. RtI placement including:
 - a. Tiered level of supports
 - b. Frequency, intensity, and duration of service in a student specific plan
 - c. Criteria for changing the level of support

Parent Notification

Parents will be notified in writing when their child has been identified as a student in need of tier 2 or tier 3 RtI services.

Change of Intensity

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided at each tier. Students with the greatest need would receive more intense services, for a longer duration, and with more

frequent progress monitoring. Students with the least intensive needs might only require monitoring. Decisions regarding service intensity will be determined by the RtI Team.

Possible Reasons for a Change in Intensity

Decrease in Intensity- At least two of the following:

- a level of proficiency is reached on student assessments (DIBELS, STAR, Acuity, benchmarks, core assessments)
- consistent report card grade of a 3 or 75 or better in RtI academic area
- RtI Team recommendation for a change in tier based on valid, reliable data

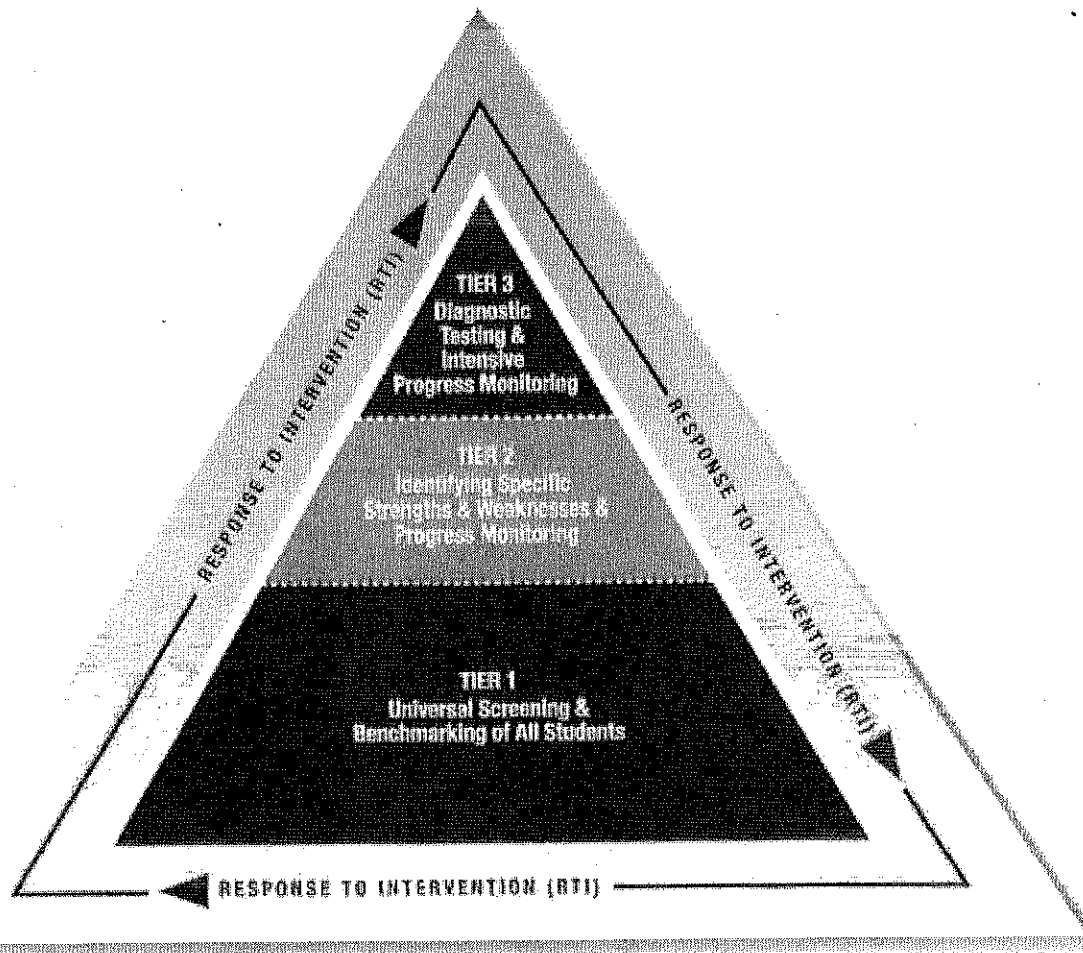
Increase in Intensity-

- lack of growth/progress on assessments (DIBELS, STAR, Acuity, benchmarks, core assessments)
- report card grade of a 1 or declining report card grade in RtI academic area
- RtI Team recommendation for a change in tier based on valid, reliable data

Individual Skill Deficit Identification Sources (include but are not limited to)

- Benchmarks
- Error analysis of student assessments
- Universal screening item analysis
- Analysis of student work
- Diagnostic assessments
- Disaggregated subject area assessments
- Records of absences
- Tardy patterns

Note: All students are eligible for RtI services based on need and present levels of performance.



RtI Tiers of Intervention Delivery Plan:

Tier 1	Program Description	Service Provider	Entrance Criteria for Tier 1 Interventions	Frequency/ Structures	Strategies	Assessments	Outcome
<p>Research based instruction in the general education setting</p> <p>Approximately 80% of all students should make adequate progress at the Tier 1 level</p>	<p>Tier 1 is designed to successfully provide research based instruction to all students</p> <ol style="list-style-type: none"> 1. Students receive high quality differentiated instruction in the general education setting 2. General education instruction is research based 3. General education instructors and staff assume an active role in assessment of the curriculum 4. School staff conduct universal screenings of academic areas 	<p>Highly qualified general education teacher</p> <p>AIS/RtI teacher</p> <p>LTA provided with lesson plans created by the highly qualified general education teacher</p>	<p>All students in general education</p>	<p>In general education setting</p> <p>Flexible groupings based on teacher data</p>	<p>Small groups based on instructional skill level within the general education classroom</p> <p>Standards and scientifically based instruction</p> <p>Differentiated instruction</p> <p>Instructional/ environmental accommodations</p> <p>Classroom management plan</p>	<p>Assessment of skills to determine skill deficits</p> <ul style="list-style-type: none"> • Benchmark assessment • Universal screening • Core assessments • Daily assessments, quizzes, tests • Diagnostic assessment • DIBELS • STAR • Acuity • Curriculum based measurement 	<p>Student has made adequate progress</p> <p>OR</p> <p>Student moves to Tier 2 based on lack of adequate skill progress</p>

Tier 2	Program Description	Service Provider	Entrance Criteria for Tier 2 Interventions	Frequency/ Structures	Interventions	Progress Monitoring Assessments	Outcome
<p>Intervention and support outside or in general education classroom</p> <p>Increasing duration and frequency of interventions</p> <p>Approximately 5% -15% of all students do not respond to Tier 1 instruction and therefore require a higher level of support that is provided at Tier 2</p>	<p>Tier 2 is designed to successfully provide for the instructional needs of struggling students by providing supplemental instruction</p> <ol style="list-style-type: none"> 1. Identification of specific skill deficits 2. Interventions address students specific skill deficits 3. Implementation of specific research-based interventions 4. Documentation of continuous progress monitoring 	<p>Highly qualified general education teacher</p> <p>AIS/RtI teacher</p> <p>LTA provided with lesson plans created by the highly qualified general education teacher/AIS teacher</p>	<p>Students who have not been successful with Tier 1 research based instruction as evidenced by lack of adequate progress in identified skill area(s) or deficit(s) based on:</p> <ul style="list-style-type: none"> • Level 1 or 2 on NYS ELA assessment • Strategic or intensive level on DIBELS • Significant area of need is evidenced from core assessments • Lack of growth as demonstrated on benchmark assessments and universal screenings • Other 	<p>Targeted interventions that occur in general education setting or a pull out setting (additional class/ instructional period for specific skill instruction)</p> <p>Flexible homogeneous small groups based on specific skill deficits</p> <p>Small targeted groups of 20-30 minutes at least 2 – 3 times per week</p>	<p>Targeted instruction provided through supplemental small group instruction</p> <p>Other strategies:</p> <ul style="list-style-type: none"> • Technology based supports • Pre-teaching • Reteaching 	<p>Continuous documentation of progress monitoring</p> <ul style="list-style-type: none"> • Benchmark assessments • DIBELS • Core assessments • Universal screenings • STAR • Acuity 	<p>Student moves to Tier 1 with continued classroom monitoring</p> <p>OR</p> <p>Student remains in Tier 2 with same/alternate interventions</p> <p>OR</p> <p>Student becomes eligible for Tier 3 based on lack of adequate skill progress</p>

Tier 3	Program Description	Service Provider	Entrance Criteria for Tier 3 Interventions	Frequency/ Structures	Interventions	Progress Monitoring Assessments	Outcome
<p>Intensified intervention</p> <p>Support outside general education classroom</p> <p>Approximately 1% - 5% of all students do not respond to Tier 1 and Tier 2 instruction and therefore require a higher level of support that is provided by Tier 3</p>	<p>Tier 3 provides:</p> <ol style="list-style-type: none"> 1. Increased frequency/duration for interventions 2. Smaller group size 3. Documentation of continuous progress monitoring 	<p>Special Education Teacher</p> <p>AIS/RtI teacher</p> <p>LTA provided with lesson plans created by the highly qualified teacher</p>	<p>Students who have not been successful with Tier 2 interventions</p>	<p>Targeted interventions in a pull out setting</p> <p>Flexible, homogeneous small groups based on skill specific deficits</p> <p>Targeted mini groups for a minimum of 30 minutes at least 5 times a week</p>	<p>Intensive skill intervention provided through AIS/RtI services or other supplemental small group instruction</p> <p>Other strategies:</p> <ul style="list-style-type: none"> • Technology based supports • Pre-teaching • Reteaching 	<p>Documentation of progress monitoring</p> <ul style="list-style-type: none"> • Benchmark assessments • DIBELS • Core assessments • STAR • Acuity • Universal screenings 	<p>Student has made adequate progress in skill deficit areas:</p> <p>consider movement to Tier 2 interventions</p> <p>OR</p> <p>Student remains in Tier 3 or with alternate intervention</p> <p>OR</p> <p>Insufficient progress:</p> <p>Consider CSE referral</p>