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| Response to Intervention Plan |
|  |
| Name of District |

**Board Approved: Date**

Response to Intervention Plan

Name of District

The following individuals serve on the (name of district) Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

|  |  |  |
| --- | --- | --- |
| Name | Title/Position | School Building |
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District Mission Statement Here

The District RtI Team at (name of district) is charged with the following responsibilities relative to RtI:

* List roles and responsibilities of the team

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SECTION 1: INTRODUCTION

Response to Intervention (RtI) 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 RtI at (name of your district here) is to (Insert the purpose of RtI from your **district**’s perspective here).

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a

Multi-level prevention system to maximize student achievement. With RtI,

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 RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI 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 RtI process to determine a student’s response to research-based intervention.

*Minimum Requirements.* 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

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 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 an 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.

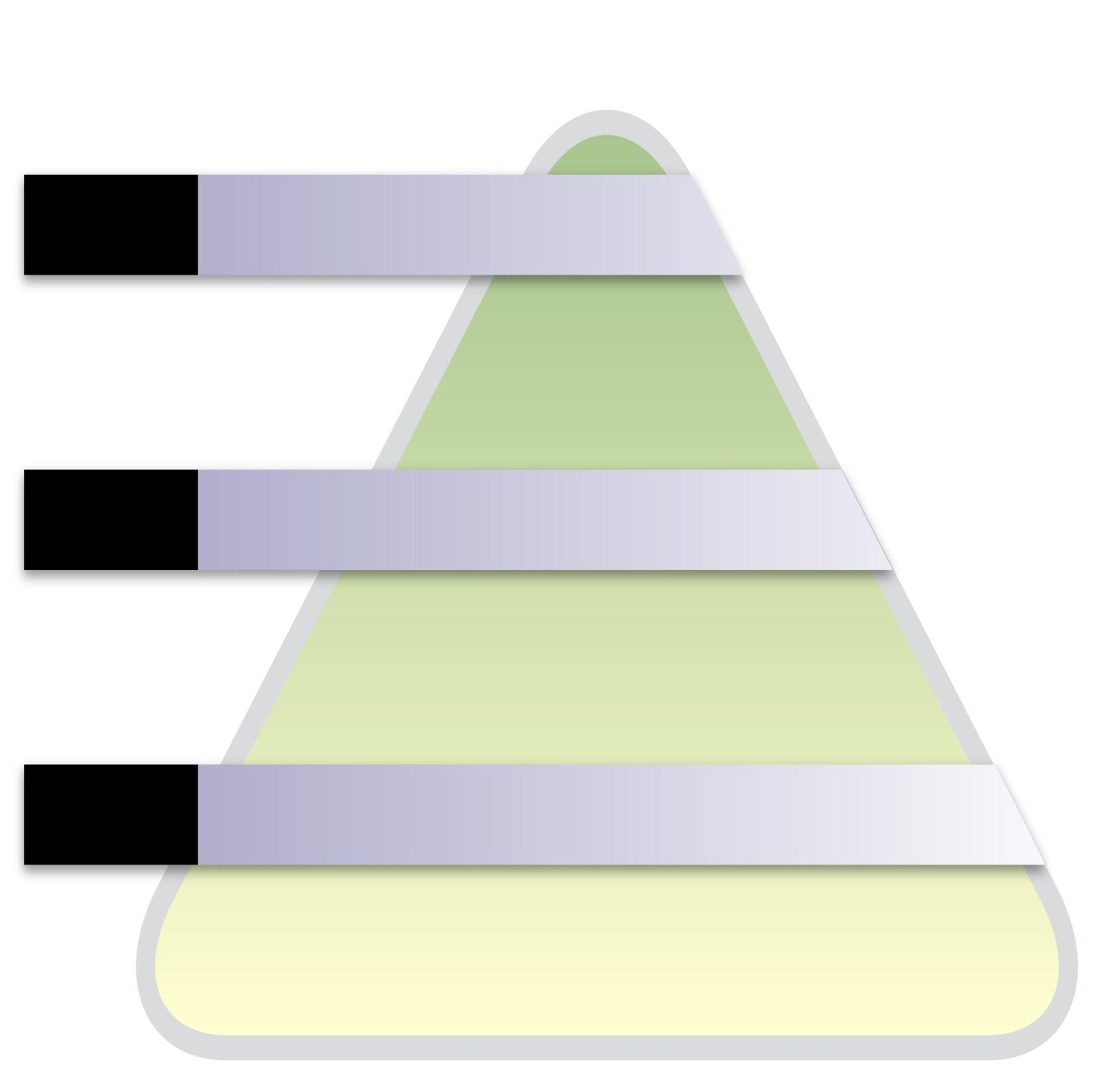
* Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematics abilities and skills.
* **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is 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 RtI 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 increasingly levels or tiers of instructional support. Within the (name of district here), a # (insert # of tiered within your model)-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.



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**Tier 3**

**Tier 2**

**Tier 1**

**Tier One**

Tier One is considered the primary level of intervention at (name of district here) and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading 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 (name of district here) in terms of core program, interventionist, frequency, duration, and location by grade level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tier One** | | | | | |
| **Grade** | **Core Program** | **Interventionist** | **Frequency** | **Duration** | **Location** |
| **K** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |

Description of Core Program:

**Evidence-based:** provide evidence that verifies your core program is scientifically or empirically validated for the population is it used with.

**Elements of core (five pillars**): provide evidence that verifies your core program in reading addresses critical components of the reading process: phonemic awareness, word identification, vocabulary, oral reading fluency, and comprehension.

**Differentiation strategies**: list the types of strategies that are used in your district to differentiate instruction for those students who struggle with your core program.

**Check for fidelity:** Identify the procedures used in your district to evaluate fidelity of your core program in reading. That is, how do you determine that instruction of your core program is implemented in the way it was intended(walkthroughs?, fidelity checklists?). Indicate the frequency in which this done.

**Considerations of Core Program for English Language Learners:** Indicate what considerations are made relative to the core reading program for students whose first language is not English. In this section you may want to list specific strategies your district uses to ensure ELLs are provided appropriate, culturally responsive instruction in the core.

**Tier Two**

Within the (name of district here) 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tier Two Supplemental Intervention** | | | | | | |
| **Grade** | **Program Options** | **Interventionist** | **Frequency** | **Duration** | **Location** | **Group Size** |
| **K** |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |

**Considerations of Tier 2 Intervention/Instruction for English Language Learners:** Indicate what considerations or program options are made relative to the Tier 2 supplemental instruction for students whose first language is not English. In this section you may want to list specific strategies or programs your district uses to ensure ELLs are provided appropriate, culturally responsive instruction relative to Tier 2.

Program options available to students at this tier are based on student need(s). A Tier 2 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

**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. The following matrix provides details on the nature of Tier 3 at (name of district here) in terms of program options, interventionist, frequency, duration, location and group size.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tier Three** | | | | | | |
| **Grade** | **Program Options** | **Interventionist** | **Frequency** | **Duration** | **Location** | **Group Size** |
| **K** |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |

**Considerations of Tier 3 Intervention/Instruction for English Language Learners:** Indicate what considerations or program options are made relative to the Tier 3 supplemental instruction for students whose first language is not English. In this section you may want to list specific strategies or programs your district uses to ensure ELLs are provided appropriate, culturally responsive instruction relative to Tier 3.

Program options available to students at this tier are based on the student needs. Appendix B provides information on the nature of program options available at Tier 3 for each grade level.

**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. Evidence of psychometric accuracy can be found at \_\_\_\_\_\_\_\_\_\_\_\_\_\_(insert # and location of source where an individual could find information about the validity and reliability of chosen screening tool. It is highly recommended that the tools used or selected have been reviewed for their psychometric properties.)

The table presented below provides descriptive information regarding the universal screening procedures used at (name of district here).

|  |  |
| --- | --- |
| Screening Tool(s): |  |
| Frequency of Administration: |  |
| Grades Screened: |  |
| Screening Administrator(s): |  |
| Location: |  |

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS** | | | |
| **Grade** | **Fall**  **(September)** | **Winter**  **(Jan/Feb)** | **Spring**  **(May/June)** |
| **Kindergarten** | **ISF + LNF** | **ISF + LNF + NWF + PSF** | **LNF + NWF + PSF** |
| **First Grade** | **NWF + PSF** | **NWF + PSF + ORF** | **NWF + PSF + ORF** |
| **Second thru Fourth Grade** | **ORF** | **ORF** | **ORF** |

**Considerations for Screening or Benchmark Assessments for English Language Learners:** Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that 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 the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010), demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

Indicate what considerations relative to universal screening are being made in your district for English Language Learners. Considerations may include the following strategies:

1. Use tools with demonstrated reliability and validity to identify and monitor students’ need for instructional support in reading in both L1 and L2.
2. Assess students’ language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
3. Evaluate the potential effect of the process of L1 and L2 acquisition on current

performance.

4. Plan instruction based on what is known about the student’s current level of

performance and his or her literacy experiences in L1 and L2.

5. Comparing ELL’s performance with “true peers” (i.e. students with similar language proficiencies and cultural and experiential backgrounds).

**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.

The (name of district) uses (name of progress monitoring tool) to determine a student’s movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at (name of district here).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Tier 1 | Tier 2 | Tier 3 |
| Frequency of Administration: |  |  |  |
| Administrator(s): |  |  |  |
| Location: |  |  |  |

**Considerations for Progress Monitoring for English Language Learners:** Indicate what considerations relative progress monitoring are being made in your district for English Language Learners.

**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.).

Appendix C – Reading Diagnostic Assessment Matrix provides information regarding diagnostic measures used to gather additional instructional information about a student’s performance in reading across grades (insert grade range of your district here).

**SECTION 4:**

**DATA-BASED DECISION MAKING**

A key component of an RtI 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 RtI 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 (name of district here) uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

|  |  |
| --- | --- |
| Determining Who’s At-Risk | |
| Primary Data Source: | Insert the name of your screening tool here |
| Secondary Data Source: | Insert the names of additional assessments that may be used in conjunction with screening data |
| Purpose: | * Identify who’s at risk * Identify the level of intervention a student requires * Provide preliminary information about the effectiveness of core instruction at Tier 1 |
| Who’s Involved: | List the individuals who are involved in making this decision |
| Frequency: | Indicate how often or when decisions involving initial risk status are determined? (Example: one week after each benchmark assessment at grade level meetings) |
| Decision Options and Criteria: | Indicate what options or decisions are available and include criteria that inform each option.  See Appendix D for a graphic illustration of decision rules related to Initial Risk Status |

**Determining Student Response to Intervention**

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The (**Name of district here**) 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 graphing the student’s performance and examining the data path, the RtI Core 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Determining Student Response to Intervention | | | |
| Primary Data Source: | Insert the name of your progress monitoring tool here | | |
| Secondary Data Source: | Insert the names of additional assessments that may be used in conjunction with screening data | | |
| Purpose: | * Determine student’s response to the intervention * Determine if the student is making progress towards grade level benchmarks * Determine the need for a lesser or more intensive intervention | | |
| Who’s Involved: | List the individuals who are involved in making this decision | | |
| Frequency per Tier: | Indicate how often or when decisions involving student response to intervention are determined per tier? | | |
| Tier 1 | Tier 2 | Tier 3 |
|  |  |  |
| Decision Options and Criteria: | Indicate what options or decisions are available and include criteria that inform each option.  See Appendix E for a graphic illustration of decision rules related to Determining Student Response to Intervention | | |

**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. Appendix F includes an SED approved form that is used for LD documentation purposes.

**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 RtI program and that such program is implemented consistent with…” the specific structure and components of the RtI process selected by the school district.

The (name of district here) provides (here you will need to describe the nature and scope of professional development offered to staff in order to developt a knowledge and skill base relative to an RtI framework and process.

**SECTION 6:**

**PARENT NOTIFICATION**

In the (name of district here) parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when (indicate when parents are notified) via letter 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

**Considerations for Parents Whose Native Language is Not English:** In this section, identify the strategies or accommodations your school district will implement for those parents whose native language is not English.

APPENDIX

1. Tier 2 Instructional Menu
2. Tier 3 Instructional Menu
3. Reading Diagnostic Assessment Matrix
4. Decision Rules for Determining Initial Risk Status
5. Decision Rules for Determining Student Response to Intervention
6. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

**REFERENCES**

Include any and all references used to support an RtI framework in your district.