

## Response to Intervention Plan K-5

### Overview

The West Genesee Central School District Response to Intervention (RtI) Plan is developed to meet the requirements of Section 117.3 to ensure student progress toward meeting state standards. RtI is the practice of providing high quality instruction and interventions matched to student needs. RtI represents a systematic, research-based educational approach 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. It has also been shown to lead to more accurate identification of students with learning disabilities and appropriate interventions for them.

Educators make important decisions daily regarding students' educational programs. These decisions include determining the need for changes in the nature of a child's current intervention or the need for special education services due to a learning disability. The decision as to whether a student needs an intervention change or has a learning disability must be based on extensive and accurate information. RtI is a data driven process to inform these decisions. Intervention services are aimed at helping students meet or exceed the New York State Learning Standards in English Language Arts and Math as measured by New York State Assessments. RtI services are available to students with disabilities on the same basis as non-disabled students, providing that services required are in an instructional area not addressed in a student's Individualized Education Plan (IEP).

The West Genesee RtI plan is designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-5. Appropriate instruction in reading consists of explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. For high-quality literacy instruction, the core reading program will minimally be scheduled for 90 minutes in grades K-5, which may be nonconsecutive. Appropriate math teaching consists of instruction in early numeracy, math computation, math concepts and application and problem solving. For high-quality math instruction, the core math program will minimally be scheduled for 60 minutes in grades K-5, which may be nonconsecutive.

### RtI Assessment Plan

All students in grades K-5 will participate in universal screening which is an assessment procedure characterized by efficient, repeatable testing of age-appropriate academic skills or behaviors.

Valid and reliable universal screenings are conducted three times per year for the purposes of monitoring students' academic progress more closely. Literacy skills assessed may include

assessments in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension. In the area of Mathematics, screening may include assessments in early numeracy, math computation, math concepts and application and problem solving. Our assessment system uses multiple measures to make instructional decisions. Having these screening measures in place will ensure compliance with Section 117.3 of the Regulations of the Commissioner of Education, which requires that students with low test scores be monitored periodically through screenings and on-going assessments of the students' reading and mathematics abilities and skills.

Universal screening results will be used to identify a student in need of intervention and those students will be progress monitored to confirm or disprove initial risk status. Typically, schools that employ a progress monitoring model will also differentiate instruction for all students in Tier 1 core instruction. Additional data to monitor a child's progress may be obtained (Jenkins, J., & Johnson, E., 2008).

Our school district's process to determine if a student responds to scientific, research-based instruction shall include the following: (a) instruction matched to student need with increasingly intensive levels of targeted intervention and, (b) 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 [8NYCRR §100.2(ii)(1)(iii)].

## **Rtl Tiered System**

The Rtl model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity, based on progress monitoring and data analysis. Rate of progress over time is used to make important educational decisions. Interventions must be targeted to a student's academic need using research-based practices. Although the instruction and interventions encompassing the Rtl model may involve many different levels of intensity and individualization, they are usually considered to fall within the following three broad, fluid tiers:

### **Tier 1-Core Instruction**

Tier 1 is commonly identified as the core instructional program, provided to all students by the general education teacher in the general education classroom. Our Tier 1 model includes a literacy block and a math block with differentiated instruction, with the goal of meeting the needs of at least 80% of students. The teacher will differentiate instructional routines or groupings, and monitor the progress of a Tier 1 student who is not meeting grade level expectations. Students who do not show positive response with Tier 1 interventions will be brought to the Data Inquiry Team.

## **Tier 2-Strategic Interventions**

In Tier 2, more intensive forms of strategic interventions are applied for those students who have demonstrated a need for additional support, through screening, diagnostics, or lack of success with interventions within Tier 1. Interventions at the Tier 2 level will be provided in small groups in addition to the core Tier 1 instruction. These interventions will focus on the areas of student need or weaknesses that have been identified. Interventions will be supported by research and vary by curriculum focus, group size, frequency, location, and duration. Students responsive to Tier 2 strategic interventions will continue to receive services until progress monitoring data supports that Tier 1 instruction is sufficient. Students not responsive to Tier 2 strategic interventions will be brought to the Data Inquiry Team and may transition to Tier 3.

## **Tier 3 – Intensive, Customized Intervention**

Intervention services at this level are delivered to students who have significant achievement gaps based on targeted assessment results. These services are supplemental to core instruction delivered in the Tier 1 classroom setting, but differ from services at the Tier 2 level in frequency, intensity, and duration. The progress of students receiving Tier 3 intervention services will be monitored regularly. They will continue with this service until data indicates the student no longer needs this level of support. At this time, they will transition to receiving interventions at the Tier 2 level. Students not responsive to Tier 3 customized interventions will be brought to the Data Inquiry Team. The Data Inquiry Team will discuss the potential referral of the student to the Committee for Special Education.

## **Parent/Guardian Notification**

In accordance with [8NYCRR §100.2(ii)(1)(vi)] of the Regulations of the Commissioner of Education, when a student requires additional support, parents will be notified in writing that the student is in need of intervention beyond that provided to all students in the general education classroom setting. This written notification includes the parents'/guardians' right to request an evaluation for special education programs and/or services.

Parents/Guardians will be informed of the student's progress on a regular basis, through reports, phone calls, emails, and/or conferences. This communication will include information about:

- The amount of support the student will receive
- The nature of student performance data that will be collected
- Strategies for increasing the student's rate of learning.

Parents/Guardians are an essential component of the Rtl process and need to ensure regular student attendance.

## **Professional Development**

In accordance with [8 NYCRR §100.2(ii)(3)] of the Regulations of the Commissioner of Education, effective implementation of a data-based decision making process like Rtl requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process. High-quality professional development will be provided for all instructional and supervisory staff.

## **Data-Based Decision Making**

Immediately following fall and winter universal screenings and diagnostic assessments, district and building level data teams will evaluate information based on the district's selection criteria for receiving Rtl services. This information will be used to determine intervention specifics. Students whose data supports the need for additional interventions outside the Tier 1 classroom setting will be serviced at the appropriate level (Tier 2 or Tier 3). The selection criteria will be monitored and updated regularly by the District Data Team and adjusted according to targeted learning goals based on NYS curriculum standards.

## **Conclusion**

It is important for all stakeholders to remember that Response to Intervention is an instructional concept/framework as opposed to an additional instructional method. Close communication with parents/guardians and the Data Inquiry Team is a driving factor for successful implementation of the Rtl plan. Teachers and administrators will strive for fidelity when working with Rtl. Therefore, proper and appropriate selection of interventions, as well as their frequency and intensity of implementation is required. Analysis of data is crucial in the identification of the problem area, intervention selection, and progress monitoring. When implemented with fidelity, the end result of Rtl will be increased early intervention opportunities, increased success in academics and more accurate identification of students with learning disabilities.