

**Tonawanda City School District
(TCSD)**

**RESPONSE
TO
INTERVENTION (RTI)
PLAN**

K - 5

2015-2016

RTI Committee Members

2015-2016

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MULTI-TIER PLAN

Tier I

The core program provided to all students by the general education teacher in the general education classroom. A program at this level should minimally include:

- Core curriculum aligned to the NYS state standards
- Appropriate instruction and research-based instructional interventions that meets the needs of *at least 80% of all* learners
- Universal screening administered to all students in the general education classroom three times per year
- Differentiate instruction based on the abilities and needs of all students in the core program
- A daily uninterrupted 90 minute block of instruction in reading
- A daily 60 minute block of instruction in math
- If concerned with student progress, teacher obtains an SST folder to gather and document student data and monitor progress for 4 to 6 weeks

Tier II

This supplemental instruction intervention is provided in addition to, and not in place of, the core instructional program. The at-risk students, typically in a group of 3-5 (about 5-10% of the class), would receive the prescribed Tier 1 instruction *plus* 20-30 minutes of supplemental interventions 2-5 days per week. These interventions focus on areas of weakness as identified by the screening and can take place in or out of the classroom, as determined by the school.

Progress monitoring of targeted skills occurs every two weeks using a Curriculum-Based Measurement.

Duration in the tier can last from 6-30 weeks. When progress monitoring of a Tier 2 intervention indicates a lack of adequate response, the school should consider adjusting the intervention method, intensity, or group size.

Tier III

When students demonstrate insufficient progress at the Tier 2 level, Tier 3 is recommended. This, again, is **not** in place of the regular classroom instruction; it is *in addition to* the regular Tier 1 classroom instruction. The duration ranges anywhere from an additional 30-80 minutes of instruction in areas of weakness determined by the screening at a minimum of four days per week. Students receiving Tier 3 support should be progress monitored at least once a week.

RTI Process

Universal Screening (September/January)

- District staff will administer the following universal assessments to students:

	ELA	Math
K	AIMSweb	iReady & AIMSweb
1st	iReady	iReady & AIMSweb
2nd	iReady	iReady
3rd	iReady	iReady
4th	iReady, AIMSweb, SRI	iReady & AIMSweb
5th	iReady, AIMSweb, SRI	iReady & AIMSweb

- The building-wide RTI team identifies students who fall just above, at, or below the benchmark on the fall universal assessments and determines the level of services necessary for each student.
- RTI teams send out parent information letters and compacts and schedule a parent information meeting.
- RTI specialists determine student schedules and set dates for administering the first progress monitoring.
- When a student is not making progress (data folders) the RTI teacher talks to the classroom teacher and moves the student to Tier 3 intervention.

RTI Progress Monitoring

- Building RTI team prints universal screening reports to review.
- Using the data and reports from the screening tools used, the building RTI team notifies the student's parents of:
 - the results of the probes the child has taken;
 - the Tier 2 and 3 interventions implemented for the child;
 - their legal right to request a special education evaluation, under the IDEA 2004 Federal Law.
- RTI specialists release students according to the AIS plan.

Improvement in Targeted Area of Instruction

- School RTI providers recommend that the Tier 2 and 3 interventions be continued through the rest of the year, monitored by the classroom teacher through classroom, district, and State assessments in addition to teacher observation. If progress continues, the classroom teacher (or RTI specialist) needs to initiate an exit meeting. In the event of student regression, the classroom teacher needs to initiate another SST meeting immediately.
- If a need for services in an additional subject area occurs between universal screenings, the general education teacher obtains a SST folder

- to get the student on the schedule for an SST meeting. The classroom teacher must complete the **RTI Progress Documentation Form** to document the Tier 1 interventions already implemented for the needed area and to request additional interventions using the scientific, research-based instruction menu for the new target area.
- School RTI providers set the date for the first RTI probe to be administered. This probe should be administered each week for Tier 3 and bi-weekly for Tier 2 to monitor progress.

Little to No Improvement in Targeted Area of Intervention

- The RTI provider selects *different* interventions using scientific, research-based instruction or increases the frequency or duration of the interventions.
- School RTI team sets the date for another **RTI Probe** to be administered on this same target area. This probe should be administered each week for Tier 3 or bi-weekly for Tier 2 to monitor progress.
- RTI provider meets with the classroom teacher to complete the **RTI Progress Documentation Form** to schedule a SST meeting to discuss the next steps for the student.

Rtl Grouping Outline

Rtl Providers

Step 1

- Print charts for each probe given.
- The following documents will be reviewed by the Rtl specialist:
 - NYS assessment rank lists from the results of the 3-5 tests
 - **Class Distribution by Scores and Percentile** for AIMSweb and **Norms Chart** for iReady
 - Previous Lexile levels
- At each grade level, examine each student's specific area of weakness. This will then identify the specific area of literacy (decoding, fluency, and/or comprehension) and/or mathematics (computation and/or application) needed.
- RTI providers form groups at each grade level based on student need. For example, first grade may have 4 groups for decoding and 2 groups for math, second grade may have 2 groups for decoding, 2 groups for comprehension, and 3 groups for math.
- When forming groups in grades 4-5, Rtl provider will need to check on the NYSED cut score for that year (scaled score).
- Students with IEP's may work with the Rtl provider under the following conditions:
 - The student's IEP does NOT contain reading and/or math goals.
 - The Rtl provider time does NOT interfere with the services on the IEP.

- Rtl providers will provide the school administrator and central office with a list of students to receive services.

Step 2

- Rtl providers complete and send home the initial letter to the parent for each student on his or her caseload based on the service list established in step 1. To begin services, Rtl providers will determine the interventions to be applied.
- Rtl providers will copy the notification letter sent home to the parent and place it in the RTI folder.



Notification of Response to Intervention (RtI) Services

Your child has recently completed Universal Screening given to *all* students in the district in grades K-5 to identify academic strengths and weaknesses. Based on the results, your child has been selected to work with a member of our Response to Intervention (RtI) team. Your child will be receiving a minimum of 30 minutes of small group, intensive, targeted instruction based on his/her weakest area of academic need. Because your child has been selected to receive RtI services, it does not necessarily mean that he/she is below grade level. Response to Intervention is intended to be a proactive approach to make sure a child's learning is solidified in all areas across a grade level. Below are the specifics pertaining to your child. If you have any questions, or would like to request additional testing for special education programs or services, please feel free to contact us using the information below.

Child's name: _____

Area of targeted instruction: _____

Frequency and duration: _____

Name/s of literacy/math specialist/s: _____

Contact information for literacy/math specialist/s: _____

Your child will be receiving services during the school day. If you have any questions or concerns, please contact the school to set up a meeting.

Please sign below that you have read and understand that your child will be receiving RtI services. Return this slip to your child's classroom teacher.

Parent signature: _____

Date: _____

Student Name: _____

SST Meeting Date: _____

Classroom Teacher: _____

Current Grade Level: _____

What are you looking for as a result of this meeting? _____

RTI Process Documentation Form

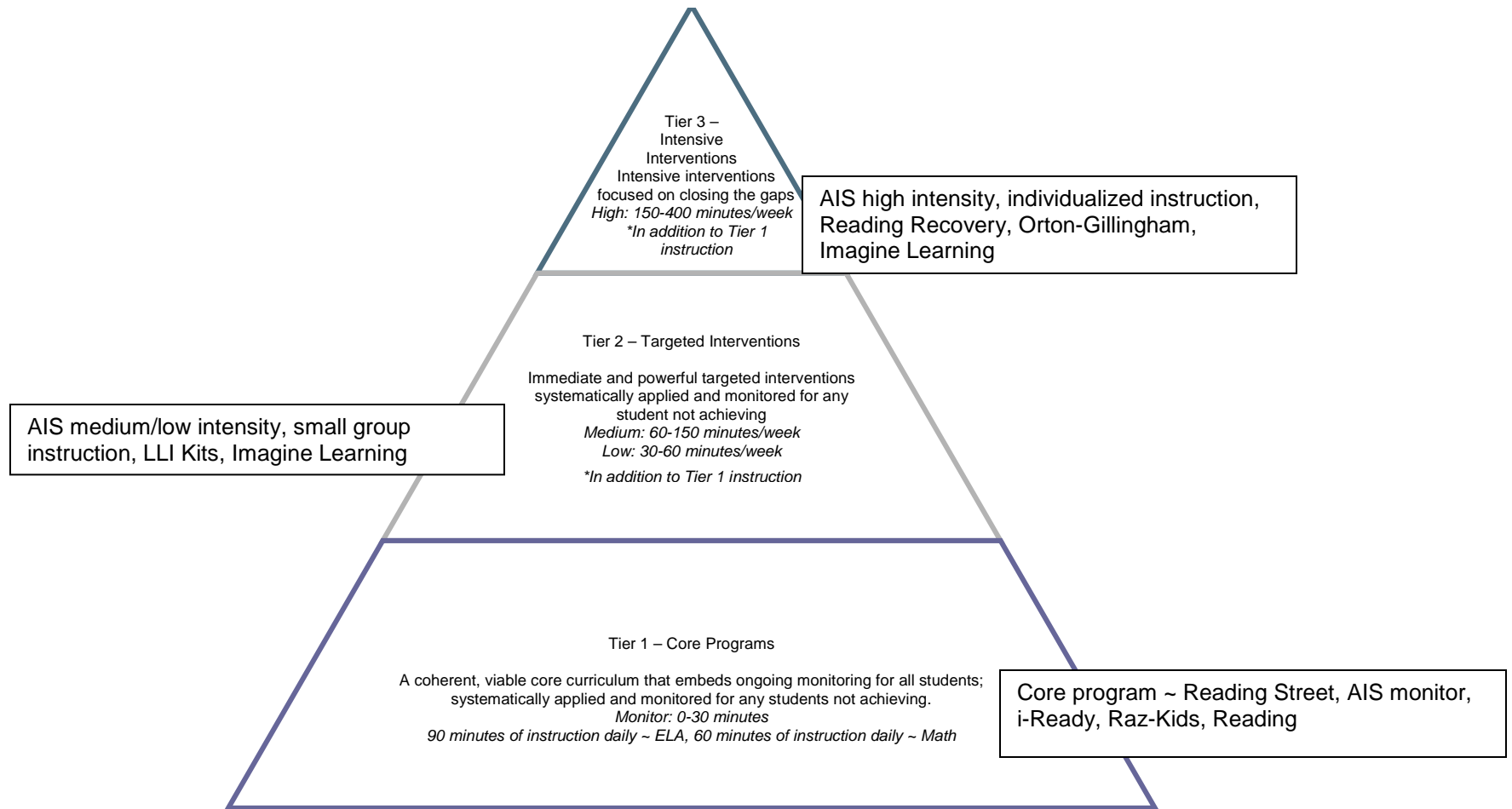
Please fill out PRIOR to coming to SST. Also, please make copies for all SST team members.

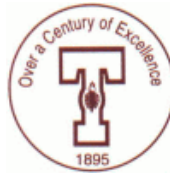
Lexile Levels (Quarterly)	i-Ready (ELA)	i-Ready (Math)	AIMSweb	Module Assessments
<p>End of Previous Year: _____ L Grade Proficiency Range: _____</p> <hr/> <p>• Beg of Current Year: _____ L Grade Level Proficiency Range: _____</p> <p>• 10 Weeks: _____ L Increase/Decrease of: _____ L (Since previous SRI)</p> <p>• 20 Weeks: _____ L Increase/Decrease of: _____ L (Since previous SRI)</p> <p>• 30 Weeks: _____ L Increase/Decrease of: _____ L (Since previous SRI)</p> <p>• 40 Weeks: _____ L Increase/Decrease of: _____ L (Since previous SRI)</p>	<p>Beginning of Year Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>10 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>20 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>30 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>40 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p>	<p>Beginning of Year Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>10 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>20 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>30 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p> <p>40 Weeks Overall Scale Score/Placement: _____ Domains Below Grade Level: _____</p>	<p>Grade: K 1 (circle one) Fall:</p> <p>Winter:</p> <p>Spring:</p> <p>Grade: 2 3 4 5 (circle one)</p> <p>FALL R-CBM: _____ MAZE: _____ M-CAP: _____ M-COMP: _____</p> <p>WINTER R-CBM: _____ MAZE: _____ M-CAP: _____ M-COMP: _____</p> <p>SPRING R-CBM: _____ MAZE: _____ M-CAP: _____ M-COMP: _____</p>	<p>Mod 1 _____ Rank: _____ out of _____</p> <p>Mod 2 _____ Rank: _____ out of _____</p> <p>Mod 3 _____ Rank: _____ out of _____</p> <p>Mod 4 _____ Rank: _____ out of _____</p> <p>Mod 5 _____ Rank: _____ out of _____</p> <p>Mod 6 _____ Rank: _____ out of _____</p> <p>Mod 7 _____ Rank: _____ out of _____</p> <p>Mod 8 _____ Rank: _____ out of _____</p>

NYS ELA (If Applicable)	NYS Math (If Applicable)	NYS Science (If Applicable)	Other							
Grade: _____ Score: _____ 1 2 3 4 Grade: _____ Score: _____ 1 2 3 4	Grade: _____ Score: _____ 1 2 3 4 Grade: _____ Score: _____ 1 2 3 4	Grade: _____ Score: _____ 1 2 3 4 Grade: _____ Score: _____ 1 2 3 4								
Independent Reading (In Classroom)	Writing Portfolio (Bring writing samples to mtg.)	Anecdotal Notes (Bring notes to mtg.)								
# of Books Read: _____ As of (date): _____ # of Book Summaries: _____ As of (date): _____	Overall Writing Score: 1 2 3 4 # of Independent Pieces Completed: _____ As of (date): _____ # of Teacher Directed Pieces Completed: _____ As of (date): _____	<table border="1"> <thead> <tr> <th data-bbox="863 464 1262 505"><u>READING</u></th> <th data-bbox="1262 464 1661 505"><u>WRITING</u></th> <th data-bbox="1661 464 2032 505"><u>MATH</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="863 505 1262 1188"> Strengths: Weaknesses: If this is an area of weakness, please list how have you differentiated your instruction for this student: </td> <td data-bbox="1262 505 1661 1188"> Strengths: Weaknesses: If this is an area of weakness, please list how have you differentiated your instruction for this student: </td> <td data-bbox="1661 505 2032 1188"> Strengths: Weaknesses: If this is an area of weakness, please list how have you differentiated your instruction for this student: </td> </tr> </tbody> </table>			<u>READING</u>	<u>WRITING</u>	<u>MATH</u>	Strengths: Weaknesses: If this is an area of weakness, please list how have you differentiated your instruction for this student:	Strengths: Weaknesses: If this is an area of weakness, please list how have you differentiated your instruction for this student:	Strengths: Weaknesses: If this is an area of weakness, please list how have you differentiated your instruction for this student:
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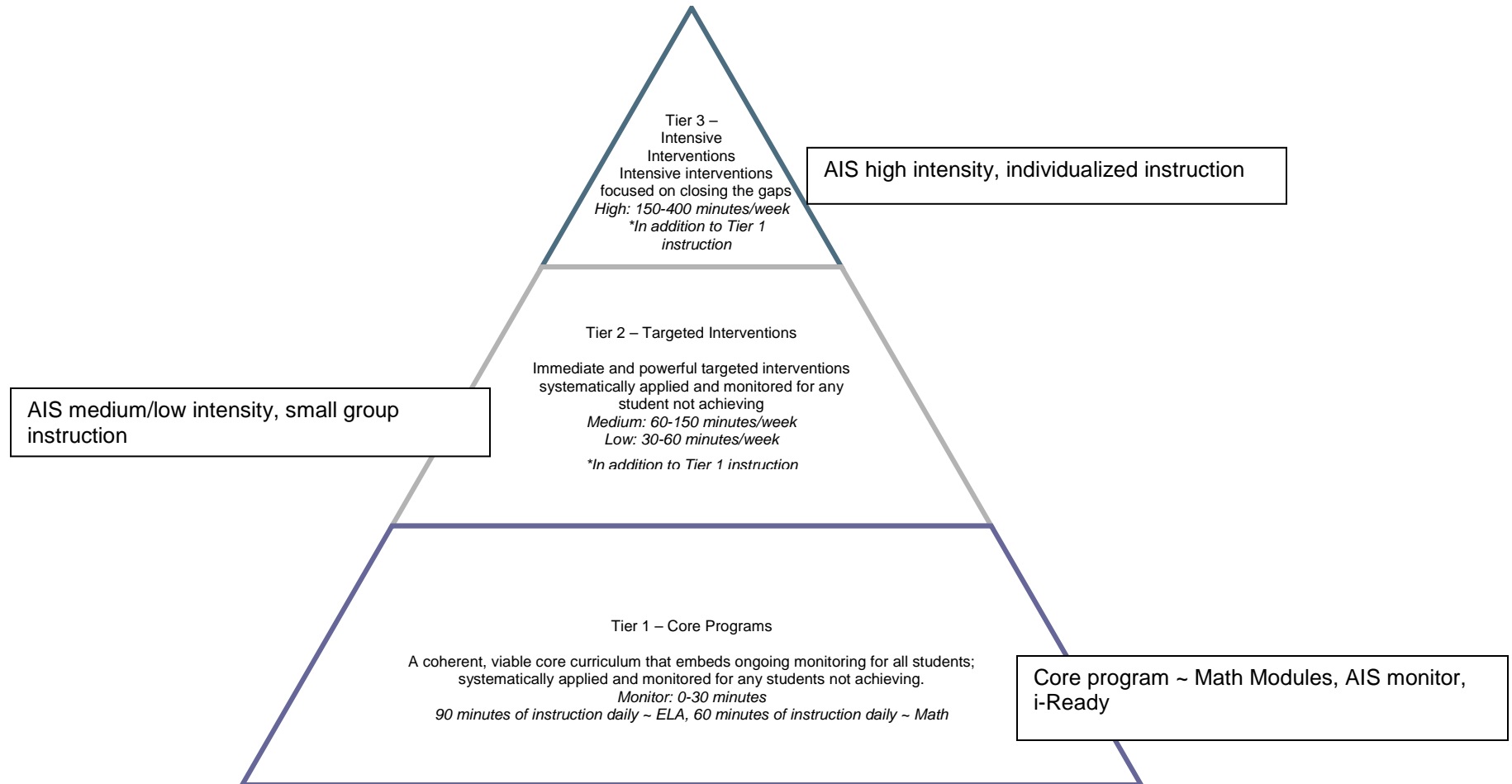


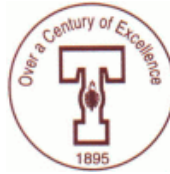
Response to Intervention (RtI) Academic Pyramid K-3 ELA ~ Mullen and Riverview



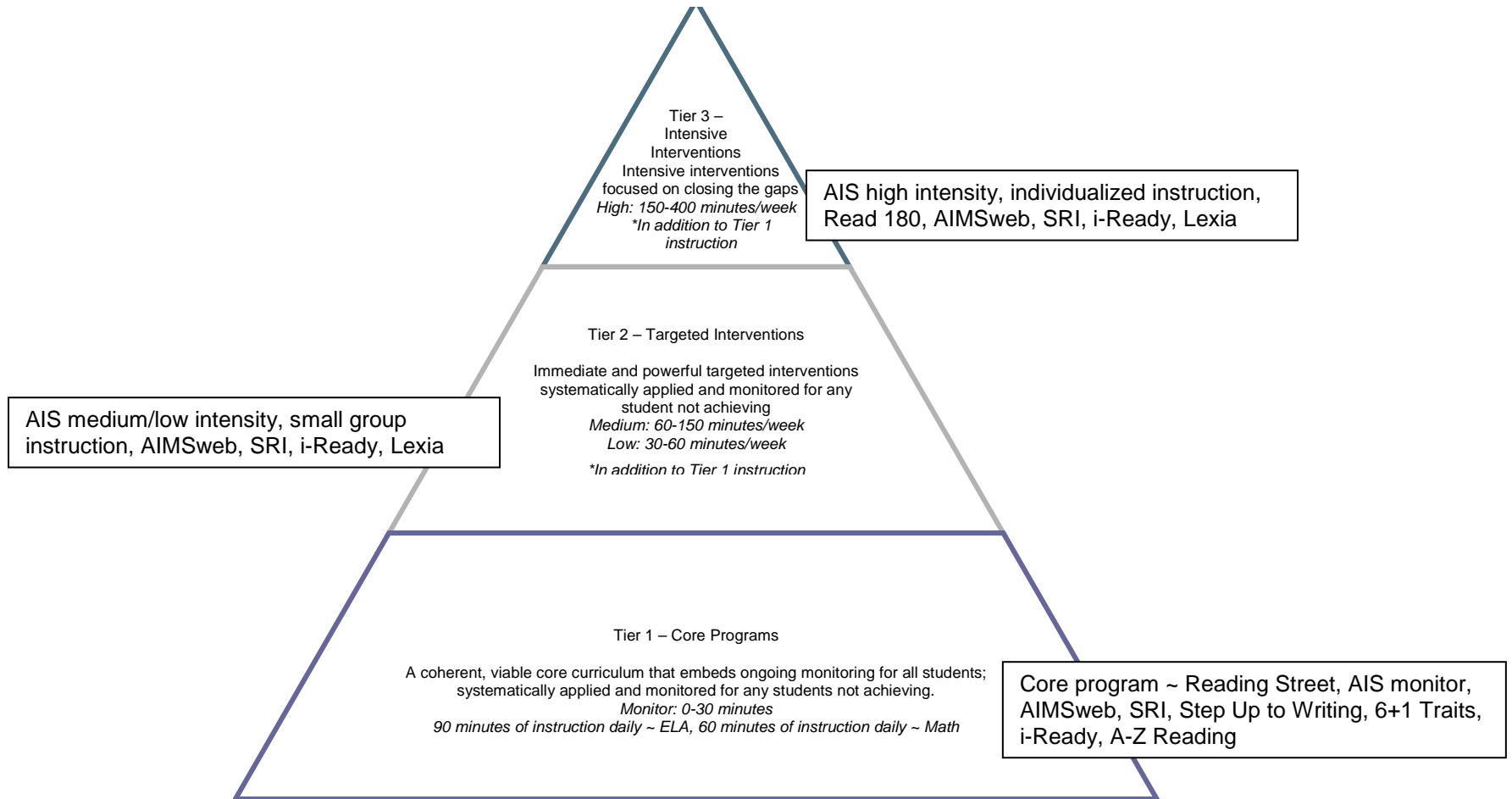


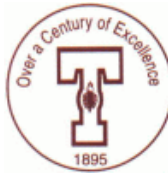
Response to Intervention (RtI) Academic Pyramid K-3 Math ~ Mullen and Riverview



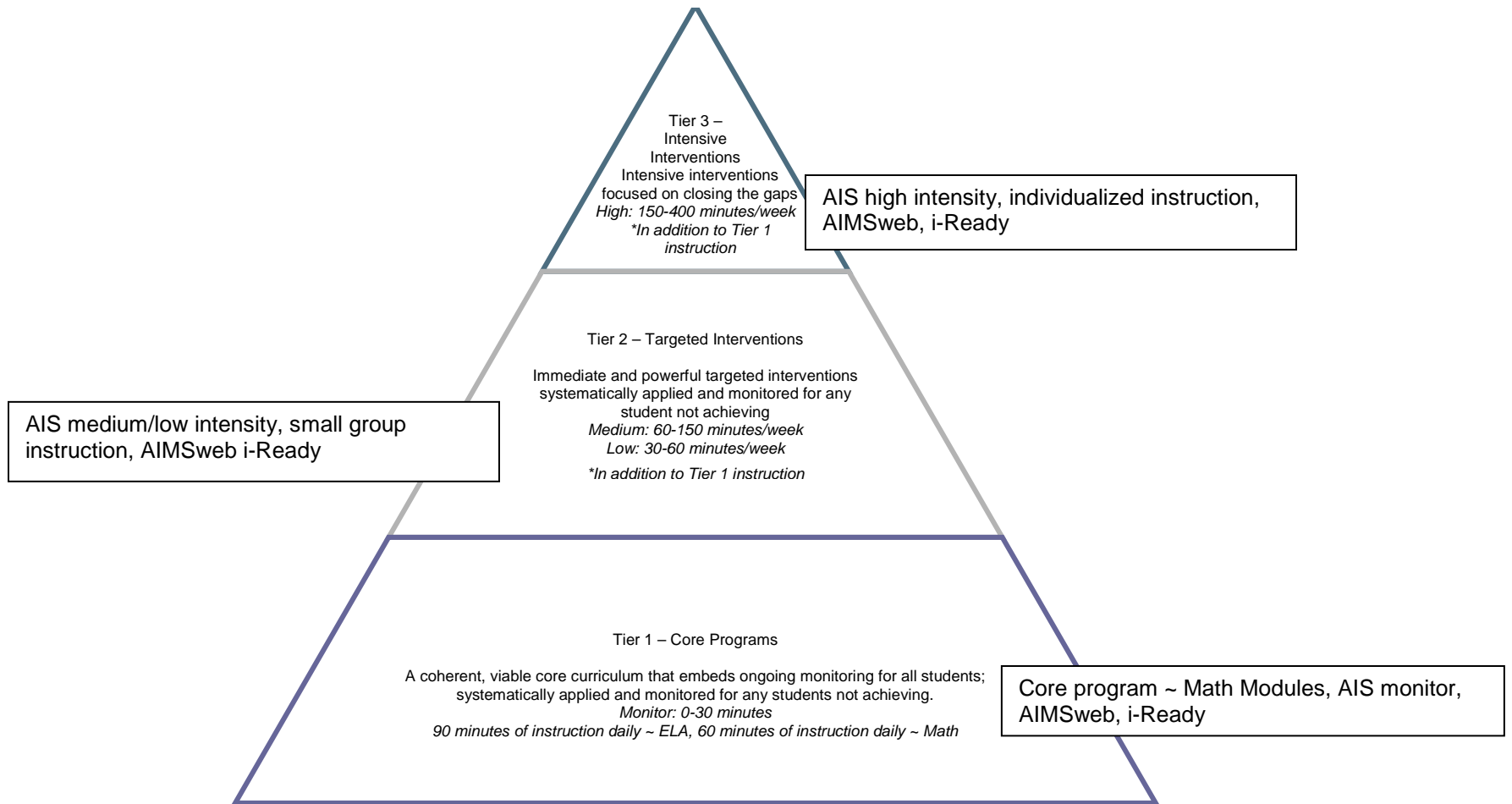


Response to Intervention (RtI) Academic Pyramid 4-5 ELA ~ Fletcher





Response to Intervention (RtI) Academic Pyramid 4-5 Math ~ Fletcher



The Key Role of Classroom Teachers in RTI: 5 Steps

1. The teacher defines the student's academic or behavioral problem/s clearly.
2. After conversations with colleagues (principal, past classroom teachers, grade level team, OT/PT, speech teacher, etc.), the teacher selects "evidence-based" interventions.
3. The teacher documents the student's Tier 1 intervention strategies for 4 – 6 weeks.
4. The teacher monitors the student's response (progress) to the intervention plan.
5. If the student fails to make adequate progress with Tier 1 interventions alone, the classroom teacher will bring a completed Tier 1 Intervention Tracking form to the designated person at each building and will then be given a date for an SST meeting.