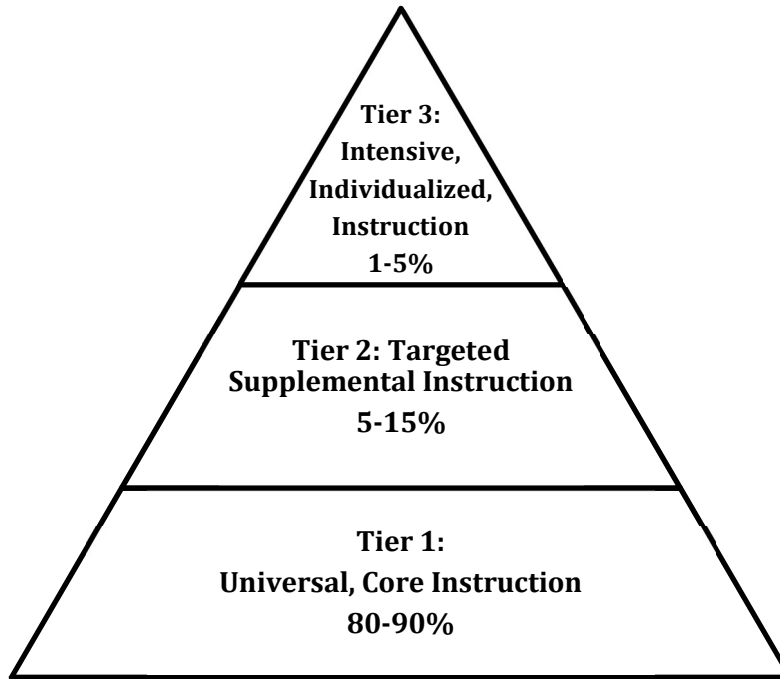


Lake Shore Central Schools
Evans-Brant Central School District
959 Beach Road
Angola, New York 14006
716-549-2300

Response to intervention (RtI) Plan High School



Dr. Charles A. Galluzzo, Superintendent of Schools
Melissa Bergler, Assistant Superintendent of Schools
Jill Benedict, Director of Pupil Personnel Services
Christine Koch, High School Principal

Adopted by the Board of Education on:



Lake Shore Central RtI Plan

NYS Education Department Requirements for RtI:

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

The Regents policy 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 [and mathematics].** *“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)]

Parents have the right to request an evaluation from the school district to determine if their child has a disability and whether their child is eligible for special education and related services.

What is RtI? A PROCESS of implementing high quality scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. This involves:

- Using differentiated instructional strategies for all learners.
- Providing all learners with scientific research-based interventions.
- Continuously measuring student performance using scientifically research-based monitoring instruments for all learners.
- Making educational decisions based on a student's response to intervention.

RtI is a general education approach that aligns resources from general, remedial and special education through a multi-tiered service delivery model in order to provide scientific, research-based interventions to struggling students.

RtI encompasses all students. Students with IEP's should always be considered to be part of the three-tiered model. It is imperative to include special education staff in the problem-solving process in order to review student eligibility, individual goals and objectives, and modifications on the IEP. Please reference page 9 for a flowchart when a student with an IEP is identified as At-Risk on the District benchmark.

Grade Levels: 9-12

Cycle of Review: *The RtI committee will review and adjust the plan as needed.*

Goals of RtI in the Lake Shore Central School District:

- Modify instruction and implement scientifically based interventions based on student needs, with the ultimate goal being student success in the form of increased academic achievement and positive behavior as early as possible.
- Identify student needs early.

Lake Shore Central RtI Plan

- Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress based on up-to-date data.

Three Essential Components of RtI:

1. Use a three-tier model of school supports.
2. Utilize a problem-solving method for decision-making designed to inform the development of interventions.
3. Have an integrated data collection system to inform decisions at each tier of service delivery.

Purposes of Data Collection/Assessment System in RtI:

- Inform instruction through data-based decision making.
- Provide early intervention.
- Monitor progress at the student, class, school, and district levels.
- Evaluate instructional programs/strategies.

District Universal Screenings:

Teachers and counselors at the High School level have access to a wealth of data that already exists to determine students who are not making academic progress at expected rates. This data usurps the need for Universal screening tools. This data includes:

- Attendance Monitoring: Identify students with excessive absences. Develop a plan with the student and the parent to improve the problem and track the student to the end of the year.
- NYS Grade 8 ELA & Math assessments
- NYS Regents Assessments
- Grade 8 STAR Screening Reading and Math

Grade Level & Progress Monitoring Measures:

These are some of the District level measures that may be used to identify current levels of achievement, individual student needs, and to monitor progress during intervention implementation.

- NYS Regents Assessments
- Curriculum Based Measures
- Ongoing Formative Screenings and/or Assessments
- Classroom Observations
- Analysis of Student Work
- Behavioral Logs
- Disciplinary Referrals
- Attendance Data
- Report Card
- IXL

Academic Interventions

Academic intervention means additional instruction that supplements the instruction provided in the general education setting. Academic interventions are designed to help students achieve the NYS Learning Standards in English Language Arts, Mathematics and Social Studies in grades 9-12.

Parents may not refuse to have their children participate in academic interventions if they are offered within the regular school day. Parents should freely express their concerns about academic interventions. School staff should share evidence of the student's need for academic intervention services and work with parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school. According to the State Education Department, a student is required to participate in appropriate academic programs during the regular school day.

Response to Intervention (RtI) 3-Tier Instructional Model

RtI is implemented using three tiers of high quality research-based instruction and interventions. This three-tier model attempts to integrate both academic and behavioral components as part of a cohesive academic system of support for improving the performance of all learners and allowing students to make progress toward reaching grade level benchmarks.

The core program is most effective when it is implemented consistently, with fidelity to its design. Interventions are also most effective when implemented consistently, with fidelity.

Students are able to move in and out of the individual tiers based on how well they respond.

Parent Notification: Parents will be notified by the school when a student is recommended for an intervention beyond that which is provided to the general education classroom.

Tier 1: Universal, Core Instruction

Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.

- Explicit, research-based instruction
- Culturally responsive instruction
- Standards-aligned instruction
- Scaffolding
- Differentiated instruction
- Academic literacy
- Formative screenings and/or assessments
- Clear behavior expectations school-wide

Procedure for Tier 1:

- Classroom teacher targets a specific skill(s) based on data that shows that the student needs additional support.
- Classroom teacher utilizes scientifically research-based strategies through differentiated instruction.
- Classroom teacher progress monitors as appropriate.

- If progress is being made, then continue to monitor the student in Tier 1 classroom setting providing additional support as needed.
- If progress is not being made, then Tier 2 services may be warranted based on data.

Tier 2: Targeted, Supplemental Interventions

Tier 2 targets 5-15% of students who are at some risk of not achieving NYS Common Core Learning Standards and require more specific academic and/or behavior instruction and support in addition to high quality instruction, in order to be successful. The targeted intervention for Tier 2 offers more focused and intense interventions and involves fewer students. Tier 2 supplemental instruction and interventions are provided in addition to the high quality core instruction to those students for whom data suggests additional support is warranted. These interventions may be short-term or they may continue for an entire school year.

- Provided in addition to Core Instruction (Tier 1)
- Supplemental support provided outside regular class time as needed
- Teacher-led, small group instruction
- Ongoing progress monitoring and appropriate diagnostic screening and/or assessment as needed
- Periodic evaluations of individual student data to determine effectiveness of instructional changes

Procedure for Tier 2:

- Based on student data, Tier 2 services will be implemented.
- Parent Notification letter will be sent when the RtI Team implements Tier 2 services.
- Intervention provider will implement scientifically research-based interventions based on student data to target specific skills.
- RTI Team will progress monitor students in Tier 2 routinely to determine the level of progress.
- If progress is being made, continue to provide Tier 2 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 1.
- If progress is not being made, then Tier 3 services may be warranted based on data.

Tier 3: Intensive Interventions

Tier 3 targets only 1-5% of students who are at high risk of not achieving NYS Common Core Learning Standards and require intensive interventions to succeed. The intensive intervention consists of small group or individual instruction for students with severe difficulties and may include special education supports and community agency involvement. This intervention involves increased intensity for students who show minimal response to Tier 2 interventions.

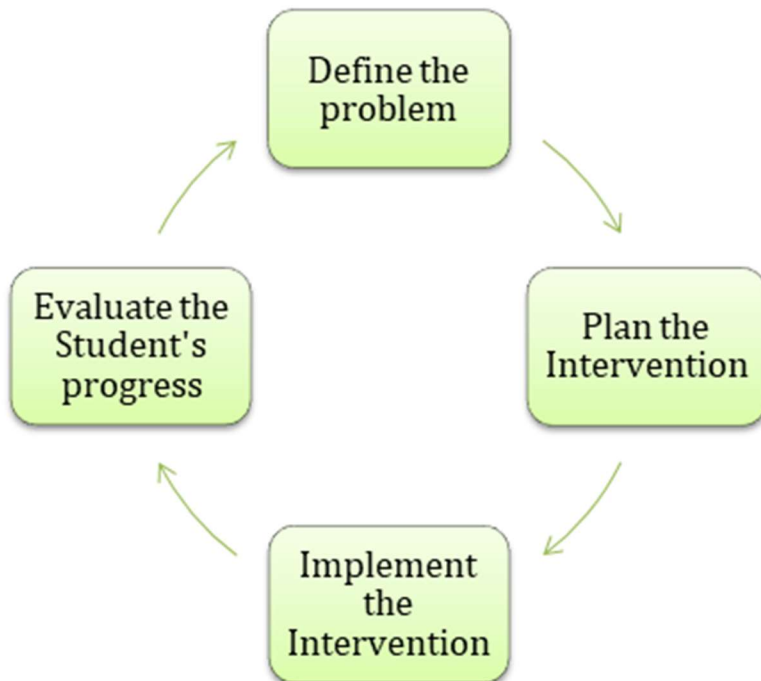
- Provided in addition to Core Instruction (Tier 1)
- Very small-group instruction
- Ongoing progress monitoring and appropriate diagnostic screening and/or assessment as needed (more frequent than Tier 2)

- More intensive instruction: increased time, reduced group size, more explicit and systematic instruction, increased feedback
- A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan, additional Tier 3 cycle).

Procedure for Tier 3:

- Based on student data, Tier 3 services will be implemented.
- Parent Notification letter will be sent when the RtI Team implements Tier 3 services.
- Intervention provider will implement scientifically research-based interventions based on student data to target specific skills.
- Interventions will be provided in addition to core instructional time.
- Tier 3-intervention provider will progress monitor students in Tier 3 more frequently.
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 2 or 1.
- A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan, additional Tier 3 cycle).

The Problem-Solving Cycle



Problem-solving method of decision-making: Across the tiers, the problem-solving method is used to match instructional resources to education need. The problem-solving method is as follows:

1. Define the problem by determining the discrepancy between what is expected and what is occurring.
2. Analyze the problem using data to determine why the discrepancy is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Use progress-monitoring data to evaluate the effectiveness of the intervention plan.

Special Education Eligibility Considerations: If a student continues to be at risk despite sufficient and consistent interventions implemented with integrity, or if the team feels that a particular student will require a continued level of intensive intervention in order to achieve educational success throughout his/her school career, the team may suspect that the student has a disability and make a referral for evaluation. At this level there should be adequate documentation to suggest that despite interventions the student fails to demonstrate progress toward the target goal or behavior.

If the team determines there is a suspected disability, they must follow and complete the CSE referral process. If the student is eligible for special education services, the CSE will meet to develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the RtI team for intervention will make recommendations.

Title 1 Parent and Family Engagement Policy #8260 Overview

Each Title 1 school within the District will develop a building-level parent and family engagement plan. Each school building-level plan will:

1. Describe how to convene an annual meeting, at a convenient time, to inform parents/family members of their school's participation in Title 1 programs, the requirements and the rights of parents/family members to be involved. All parents/family members of these children will be invited and encouraged to attend the meeting;
2. Offer annual meetings at flexible times for parents/family members
3. Involve parents/family members in an organized, ongoing and timely way in planning, reviewing and improving Title 1 programs, including this policy;
4. Provide timely information about programs to parents/family members, including descriptions/explanations of curriculum, forms of assessment used to measure student progress, expectations in terms of proficiency levels of challenging state academic standards, and if requested by parents/family members, opportunities for regular meetings to formulate suggestions and participate in decisions relating to their child's education. The district will respond to any suggestions as soon as practicably possible; and
5. Develop a compact jointly with parents/family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents/family members

Lake Shore Central RtI Plan

will build and develop a partnership to help all children achieve the state's standards. Have a compact that includes:

- a. A description of the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment;
- b. A description of the ways in which each parent/family member will be responsible for supporting their child's learning such as monitoring attendance and homework, by participating or volunteering in their child's classroom and participating as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
- c. A statement addressing the importance of communication between teachers and parents/family members on an ongoing basis through, at a minimum:
 - i. Annual parent/family member – teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - ii. Frequent reports to parents/family members on the child's progress;
 - iii. Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing classroom activities; and
 - iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

RtI Protocol

RtI or SST (Student Support Team) may include the following team members:

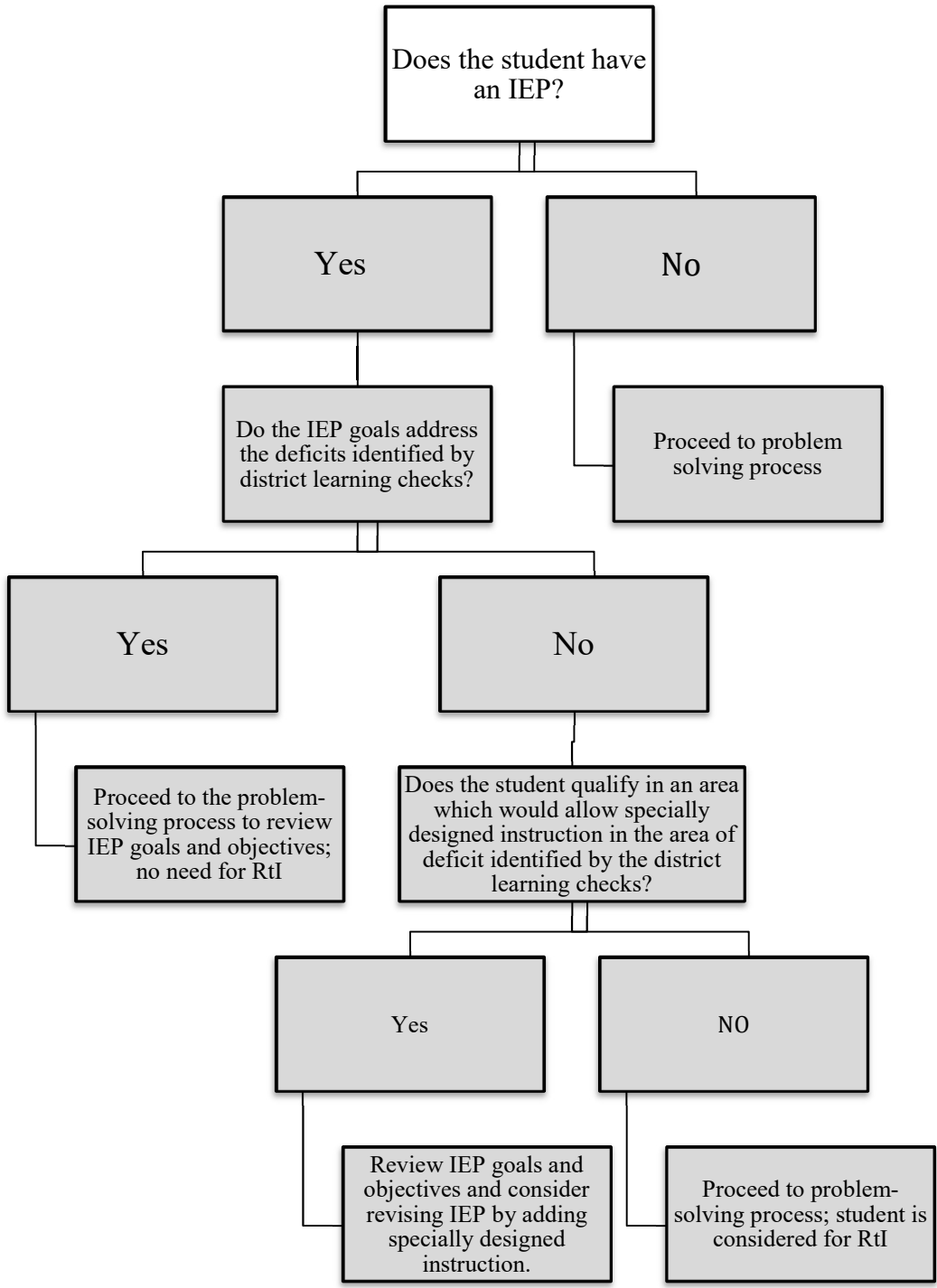
- *Administrator*
- *School Psychologist*
- *School Counselor*
- *Speech/Language Therapists*
- *Classroom Teacher*
- *Special Education Teacher (if applicable)*
- *OT/PT Therapists (if applicable)*
- *Other Related Service Providers (if applicable)*
- *Nurse (if applicable)*

Steps for Referring a Tier 1 student to the SST (Student Support Team) for a change in Tier based on data and for Review meetings: (deadline for new referrals will be April 1st, to the extent practicable)

1. The referring classroom teacher identifies the student and the concern based on an evaluation of data collected for Tier 1 interventions/strategies provided to the student. (SST Form online)
2. Teacher calls and/or conferences with the parent/guardian about concerns prior to making a referral.
3. **The Referring Classroom Teacher** completes the SST form online and submits it:
4. The **SST** will review the form, set a meeting date, and notify the referring teacher about when the meeting is.

5. **The Referring Team or Teacher** comes prepared to the meeting with the appropriate data supporting the referral.
6. An Action Plan *may* be developed at the meeting depending on an analysis of the forms, the data, and a discussion about the student.
7. If an Action Plan is developed, a digital copy will be available to all committee members and the classroom teacher following the meeting.
8. The school counselor will provide parents with a notification letter.
9. Each RtI Tier 2 and 3 student will be reviewed minimally once per quarter using data collected from interventions provided.

Decision-Making Guide for Students with IEP's



Lake Shore HS RTI Action Plan

Student:

Gr:

Initial Meeting Date:	Mid- Year Review Date:	End of year Review Date:
------------------------------	-------------------------------	---------------------------------

Meeting Attendees

Position

Notes:

Data Collected:

	Q1	Q2	Q3	Q4	M.T. Exam	Final Exam
Math						
Science						
Social studies						
ELA						
Other						

Meeting Date	Intervention	Start Date	Contact time	Provider	Progress Monitoring Tool & Goal	End date

Logistics for Implementation (To-do's)

Review Progress Monitoring Data for each intervention by answering the following the questions:

1. Was each intervention implemented with fidelity to the intervention design? Yes ____ No ____
2. Has the student reached the identified intervention goal? Yes ____ No ____
 - If the answer is yes, then the student will be returned to Tier 1 and monitored by the classroom teacher.
 - If the answer is no, continue to #3
3. Is the student's progress toward the identified goal improving at an acceptable rate? Yes ____ No ____
 - If the answer is yes, then continue with the current intervention. The team will review again in 6-8 weeks.
 - If the answer is no, then continue to #4
4. Is it time to increase a student's Tier status and/or time to explore other options, such as educational testing? Yes ____ No ____