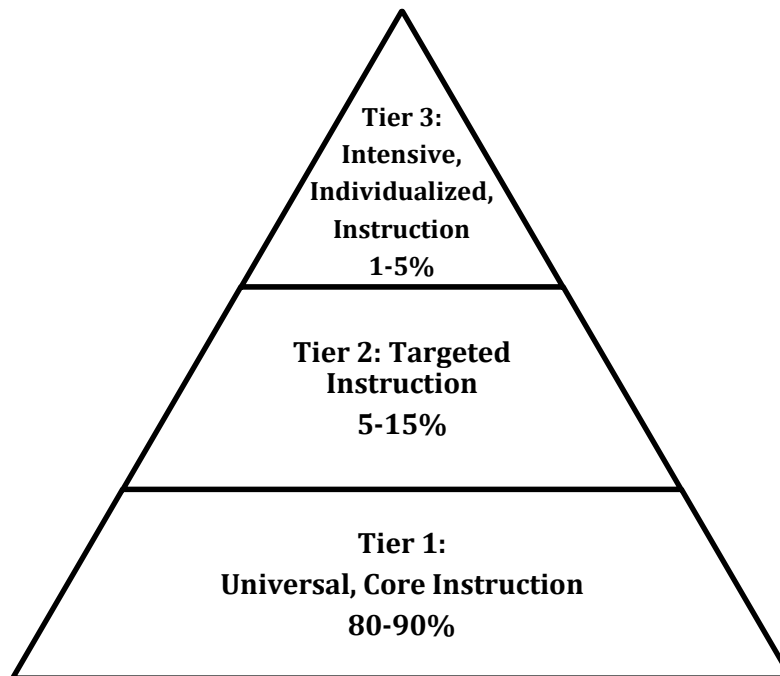Lake Shore Central Schools
Evans-Brant Central School District
959 Beach Road
Angola, New York 14006
716-549-2300

Response to intervention (RtI) Plan

Middle School

Tier 3:
Intensive,
Individualized,
Instruction
1-5%

Tier 2: Targeted
Instruction
5-15%

Tier 1:
Universal, Core Instruction
80-90%

Dr. Charles A. Galluzzo, Superintendent of Schools
Melissa Bergler, Assistant Superintendent of Schools
Jill Benedict, Director of Pupil Personnel Services
Erich Reidell, Middle School Principal
Katy Berner-Wallen, Middle School Assistant Principal

Adopted by the Board of Education on:

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 Appendix #1 for a flowchart when a student with an IEP is identified as At-Risk on the District benchmark.

Grade Levels: 6-8

Cycle of Review: *The RtI committee will review and adjust the District RtI plan yearly 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.
- 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: These screenings are applied to all students in the class to identify those students who are **NOT** making academic progress at expected rates. Intervention specialists and classroom teachers will collaborate to administer. Each student in the identified grades is screened in reading and math with the following screening tools:
- 6-8 STAR- Reading and Math

Level Assessment Measures: These are some of the District level assessment measures that may be used to identify current levels of achievement and individual student needs.

- NYS Assessments
- Curriculum Based Measures
- Classroom Observations
- Analysis of Student Work
- District Developed Local Exams
- STAR Screening 6-8
- Behavioral Logs
- Disciplinary Referrals
- Attendance Data
- Report Card

Progress Monitoring: These are some of the progress monitoring measures that may be used to identify current levels of progress during intervention implementation.
- Oral Reading Fluency Progress Monitoring passages grades 6-8
- Curriculum Based Measures
- STAR Reading and Math 6-8

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: Written notification will be given to parents when a student requires a Tier 2 or Tier 3 intervention.

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.

- Core ELA and Math program instruction
- Large and small group
- 80-90% of students
- Data -driven instruction and support to all students in all settings
- Students screened 3-4 times per year using district universal screening tool
- Differentiated instruction
- Progress monitoring as appropriate
- Evaluate instructional programs based on student data

Procedure for Tier 1:
- All students will be screened 3-4 times a year using the District universal screening tools by the classroom teacher.
- 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 Instruction

Tier 2 targets 5-15% of students who are at some risk for 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.

Tier 2 services may include:
- Targeted, in-class interventions beyond the core curriculum as needed
- Supplemental support provided outside regular class time as needed
- Regular progress monitoring beyond the universal screen by a specialist
- 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.
- The classroom teacher 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, Individualized Intervention

Tier 3 targets only 1-5% of students who are at high risk for 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.

- Individual or small group intervention (no more than 6 at risk students)
- Frequency and/or time increases
- 1-5% of students
- High quality scientifically researched-based instruction
- Assessment-based decisions
- Progress monitoring varies, but more continuous

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 by a specialist 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.
- If progress is not being made, then the RtI team may recommend a psychological evaluation.
- **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).**

Academic Interventions

Academic intervention means more intensive, scientific, and research-based instruction targeted to meet individual student needs. Academic interventions are designed to help students achieve the NY Standards in English Language Arts and Mathematics in grades K-5.

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.

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 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.

Fall RtI Universal Screening Analysis:

- Following the September administration of STAR to students in grades K-5, the RtI team will meet to review student data.

- The team will identify, develop and share Action Plans for students targeted for Tier 2 and Tier 3 support in the fall with classroom teachers.

- The team will then draw attention to those students identified as at risk on STAR, especially those that do not currently have an RtI Action Plan. Those may be students the teacher targets for a Tier 1 intervention.

- A potential review date will be set for the Tier 2 and 3 students.

- The team or referring teacher will need to complete an RtI Referral (Form A), the Observation Checklist (Form B), and the Tier 1 Classroom Intervention Plan (Form C) on the Tier 1 students if the intervention they implement is not sufficient or if they would like to brainstorm interventions (Form A & B only).

The Problem Solving Cycle

Evaluate the Student's Progress

Define the problem

Implement the Intervention

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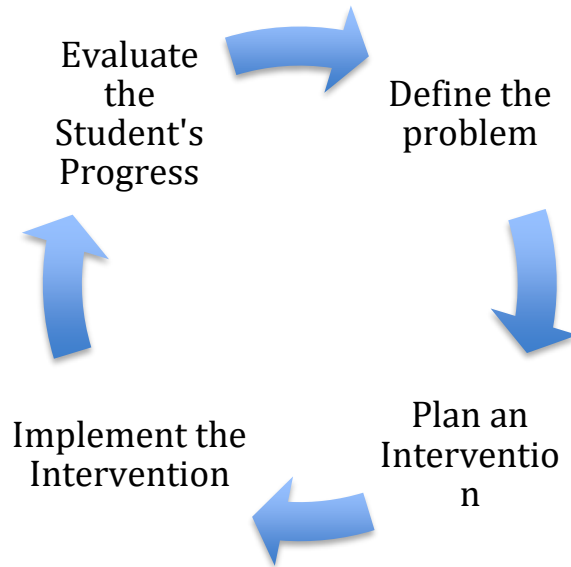
Problem-solving method of decision-making: Across the tiers, the problem solving method is used to match instructional resources to education need. The problem-solving method is as follows:

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.

RtI Team Protocol

RtI teams may include the following team members:

- *Administrator*
- *School Psychologist*
- *School Counselor*
- *Reading/Math Specialist*
- *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 RtI 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. (Appendix #2 Form C)

2. Teacher calls and/or conferences with the parent/guardian about concerns prior to making a referral.

3. **The Referring Classroom Teacher** completes and submits to the RTI Team:
   a. **Student Referral – FORM A (Academic)**
   b. **Observation Checklist - FORM B (Only for Behavioral and Social Emotional Referral)**
   c. **Tier 1 Classroom Intervention plan (Form C)**

4. RTI Team will review the forms, set a meeting date, and notify the RtI team and 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. **Meetings will be rescheduled if the appropriate paperwork is not available. (Tier 1 Classroom Intervention Plan)**

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 RTI team 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.

Steps for referring a student to the RtI Team for a Tier 1 Brainstorming meeting:

The purpose of the Brainstorm meeting is to assist the teacher in developing a Tier 1 intervention for a student. This process is not required. A teacher may implement a Tier 1 intervention without having a brainstorming meeting.

1. The referring classroom teacher identifies the student and the concern.

2. The referring classroom teacher completes and submits to the School Counselor:
   a. **Student Referral –FORM A**
   b. **Observation Checklist- FORM B**

3. A meeting will be scheduled after the appropriate RtI team members have reviewed the forms.

4. The classroom teacher comes prepared to the meeting with the permanent record folder.

5. The team will keep a record of anecdotal notes based on the information shared at the meeting. There will not be a review meeting scheduled unless requested by the teacher after a Tier 1 intervention has been implemented.

6. The classroom teacher will update parents/family members as needed based on student response to ideas that may be implemented following the meeting.
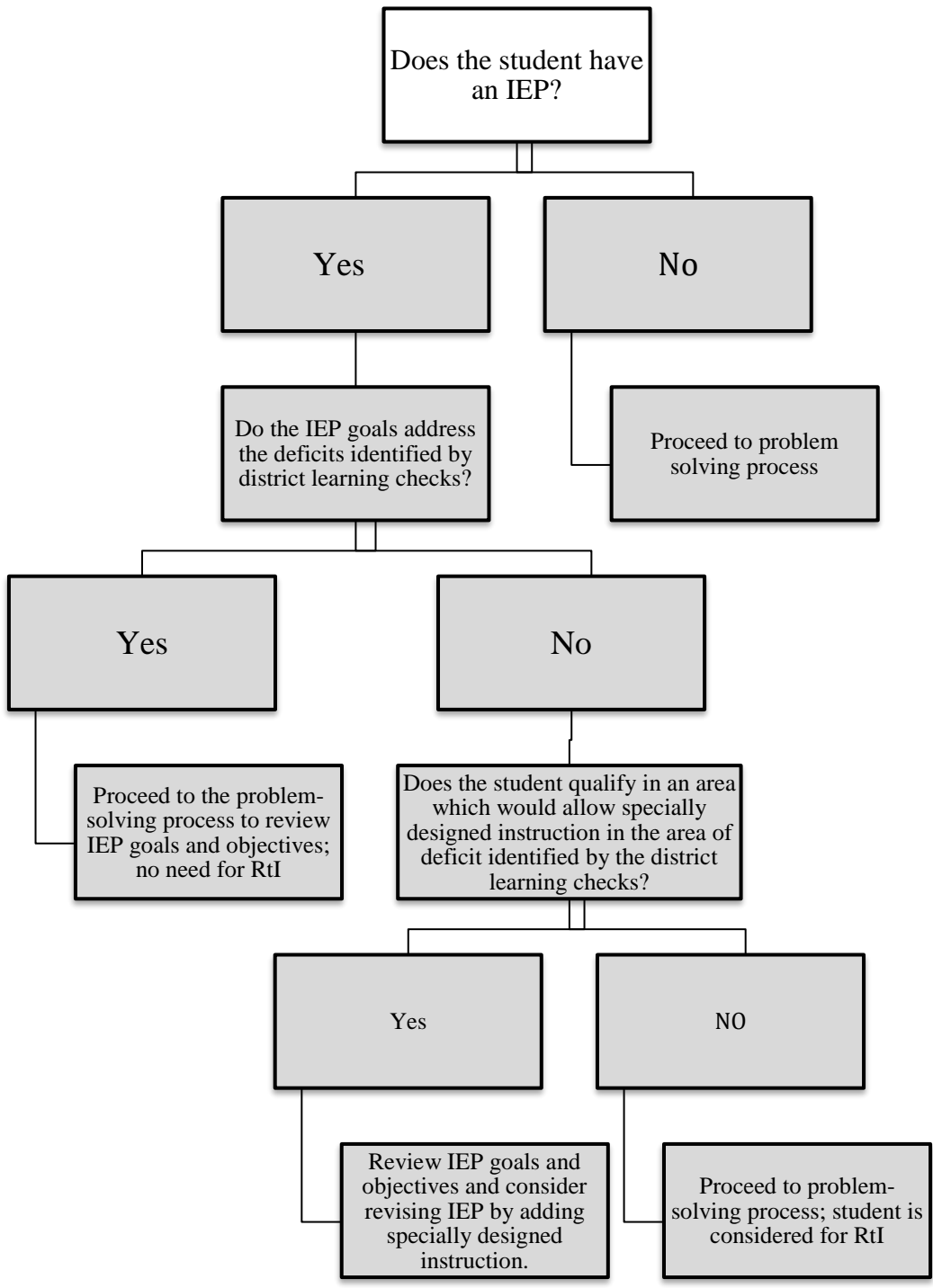
Appendices

Appendix #1: Decision-Making Guide for IEP Students

Appendix #2: RtI Forms
- Form A: Student Referral
- Form B: Observation Checklist
- Form C: Tier 1 Classroom Intervention Plan
- Form D: RTI Action Plan
- Form E: Tier 1 Math Intervention Examples
- Form F: Tier 1 ELA Intervention Examples

Decision-Making Guide for Students with IEP's

```
                    Does the student have
                         an IEP?

         Yes                          No

  Do the IEP goals address      Proceed to problem
  the deficits identified by     solving process
  district learning checks?

   Yes                No

  Proceed to the problem-    Does the student qualify in an area
  solving process to review   which would allow specially
  IEP goals and objectives;   designed instruction in the area of
  no need for RtI             deficit identified by the district
                              learning checks?

              Yes                          NO

  Review IEP goals and         Proceed to problem-
  objectives and consider      solving process; student is
  revising IEP by adding       considered for RtI
  specially designed
  instruction.
```

Lake Shore Central RtI Plan
Confidential RtI Team Student Referral: **Form A & B**

Form A:
What is the purpose of this referral?
- ❏ Intervention/Strategy Brainstorming
- ❏ Tier 1 Intervention Review

Prior to the Meeting:
- ❏ Parent/family member notified by the classroom teacher
    - ❏ Parent Name:
    - ❏ Date Notified:
- ❏ Observation checklist completed and attached, shared - Form B (at the end of this document)
- ❏ Tier 1 Classroom Intervention Plan completed & shared, Form C (only necessary for Tier 1 Intervention Review meetings)
- ❏ Progress monitoring data collected & shared (only necessary for a Tier 1 Intervention Review meeting)

Student Information

Student:	Grade/Homeroom Teacher:
Date of Birth:	Referring Teacher:
Parent/Family Member:	Phone #:

Reason for Referral:
Check appropriate area:
- ❏ Academic
- ❏ Behavior/Attendance
- ❏ Social-Emotional

Academic Strength(s)	Evidence Observed

Challenges	Evidence Observed

Date Received:
Meeting Date:

Form B

Confidential RtI Team Observation Checklist
Check all that apply.

Reading
- ❏ Limited reading vocabulary
- ❏ Dysfluent reading
- ❏ Difficulty with reading comprehension
- ❏ Other:

Written Expression
- ❏ Difficulty with writing speed
- ❏ Difficulty with spelling
- ❏ Difficulty with writing mechanics
- ❏ Difficulty expressing thoughts in writing
- ❏ Difficulty organizing thoughts in writing
- ❏ Other:

Mathematics
- ❏ Difficulty understanding number sense
- ❏ Difficulty with basic operations
- ❏ Difficulty with addition fact fluency
- ❏ Difficulty with subtraction fact fluency
- ❏ Difficulty with multiplication fact fluency
- ❏ Difficulty with division fact fluency
- ❏ Difficulty solving word problems
- ❏ Other:

Listening Comprehension
- ❏ Difficulty understanding spoken language
- ❏ Difficulty following verbal directions
- ❏ Other:

Oral Expression
- ❏ Difficulty expressing thoughts and ideas
- ❏ Limited speaking vocabulary
- ❏ Other:

Speech
- ❏ Stutters
- ❏ Difficulty articulating speech sounds
- ❏ Other:

Memory
- ❏ Difficulty retaining information over time
- ❏ Difficulty remembering what is seen
- ❏ Difficulty remembering what is heard
- ❏ Other:

Perceptual/Motor Skills
- ❏ Difficulty with coordination
- ❏ Difficulty with body space awareness
- ❏ Difficulty with letter formation
- ❏ Difficulty with spacing
- ❏ Letter/number reversals
- ❏ Difficulty copying from the board/book
- ❏ Difficulty with directional tracking
- ❏ Other:

Attention and/or Organization
- ❏ Difficulty with organization
- ❏ Easily distracted
- ❏ Difficulty beginning a task
- ❏ Difficulty completing a task
- ❏ Under-active/lethargic
- ❏ Loses or forgets work/materials
- ❏ Overactive/excessive motor movements
- ❏ Difficulty following classroom routines
- ❏ Homework not completed and turned in
- ❏ Other:

Social/Emotional
- ❏ Lacks motivation
- ❏ Lacks self-control
- ❏ Easily frustrated
- ❏ Sudden change(s) in mood
- ❏ Inconsistency in performance
- ❏ Seeks frequent approval
- ❏ Interrupts/distracts class
- ❏ Verbally aggressive toward others

Social/Emotional Continued…

- ❏ Physically aggressive toward others
- ❏ Difficulty interpreting social cues
- ❏ Difficulty making/keeping friends
- ❏ Difficulty accepting responsibility for behavior
- ❏ Easily influenced by others
- ❏ Poor self-concept
- ❏ Expresses thoughts of dropping out
- ❏ Legal issues
- ❏ Sleeps in class/lethargic
- ❏ Poor hygiene or deterioration in appearance
- ❏ Home support concerns
- ❏ Wellness concerns- explain-
- ❏ Seems tense and edgy
- ❏ Frequent psychosomatic complaints/nurse visits
- ❏ Other:

Lake Shore Central RtI Plan
Appendix #2 Form C
Confidential RtI Team
Tier 1 Classroom Intervention Plan

Student	
Classroom Teacher	
Start Date	
Specific Skill Addressed by Intervention	
Tier 1 Intervention Implemented (See list of possible interventions)	
Frequency & Duration	
Progress Monitoring Tool	
Goal	
End Date	

- Bring evidence of your data to RTI meetings
- For Reading and Math you must bring the STAR graph
- Other examples of data are IXL reports, ORF, classroom assessments, behavior charts, attendance records, homework completion data etc.

Lake Shore Central RtI Plan
Appendix #2 Form D
Lake Shore Central Schools
Confidential RtI Team Action Plan

Student:		Grade:	
Team:		School year:	

Meeting date	In attendance	Notes

Grades	Q1	Q2	Q3	35w	Grades	Q1	Q2	Q3	35w
Eng					Sci				
Mth					SS				

Data	1	PM	2	PM	3	Data	1	PM	2	PM	3
STAR RDG						ORF					
STAR Math						Other					

Lake Shore Central RtI Plan
Appendix #2 Form E
Lake Shore Central Schools
Confidential RtI Team Action Plan
TIER 1
Math Intervention Examples

Overall Skills are lower than grade level:
-assess for level of instruction
-provide small group instruction on needed skills

Difficulty remembering math facts:	**Failure to visualize concepts:**
-separate facts into sets of fact families -provide extra opportunities -provide references to assist in fact calculation -use manipulative objects -practice flashcards with peer/volunteer -use folding in technique for flashcard practice -student self-check/correct practice sheets	-use simple, consistent language -provide visual examples -assess and explicitly teach concept terminology
Difficulty attending to important details:	**Difficulty solving word problems:**
-highlight operational signs/keywords -use vertical lines/graph paper for organization -reduce the number of problems per page -use a window overlay to isolate problems -have student repeat directions to teacher	-use concrete examples -highlight key operational words -have students restate problem -use of calculator/manipulatives
Inability to read text for word problems:	**Problems sequencing steps for computation:**
-align material with students reading level -highlight keywords in math problem	-consistent review of steps -reference sheet kept at student desk -use acronyms to remember steps -color coding of steps -use of manipulative objects -use of calculator
Slow rate of completion:	**Other:**
-reduce number of items to complete -provide manipulative	-targeted instruction on a specific skill -online tutorials

Lake Shore Central RtI Plan
Appendix #2 Form F
Lake Shore Central Schools
Confidential RtI Team Action Plan
TIER 1
ELA Intervention Examples

Overall Skills are lower than grade level: -assess for level of instruction -provide small group instruction on needed skills -individual assistance from teacher	
Difficulty attending to important details: -highlight /key words -use lined paper for organization -reduce the number of questions per page -use a window overlay to isolate questions -have student repeat directions to teacher	**Inability to read text:** -align material with students reading level -highlight keywords in questions -Provide material ahead of time for student to practice reading -Provide audio recording of the material -read material aloud to the student
Slow rate of completion: -reduce number of items to complete -provide exemplars/model answers	**Problems with comprehension of material:** -consistent review of material -chunking of longer reading material -repeated stops to check for understanding -use simple, consistent language -provide visual examples -assess and explicitly teach concept vocabulary
Other: -targeted instruction on a specific skill -online tutorials	