

AIS/Response to Intervention Plan

Newfield Elementary School

BOARD APPROVED: DATE

AIS/Response to Intervention Plan

Newfield Elementary School

The following individuals serve on the Newfield Elementary School Response to Intervention Team and have been involved in the writing and planning of the District K-5 Rtl Plan:

Name	Title/Position	School Building
Melissa Addy	Title 1 Reading/AIS	Elementary
Peter Ahart	5 th Grade Teacher	Elementary
Jennifer Baker	Title 1 Reading/AIS	Elementary
Marcia Beecken	Teacher	Elementary
Kristin Black	Special Education Teacher	Elementary
Sharon Campos	Title 1 Math	Elementary
Alicia Henry	District Data Coordinator	CNYRIC
Michelle Kolceski	District Data Coordinator	CNYRIC
Cathy Merwin	School Psychologist	District
Kathleen Millier	Speech/Language Pathologist	District
Paul Ravas	Title 1 Reading/AIS	Elementary
Vicky Volpicelli	Principal	Elementary
Joli Zifchock	Teacher	Elementary

District Mission

The mission of the Newfield Central School District is:

- To educate, provide opportunities, and foster individual excellence in academic, vocational, fine arts and technical learning.
- To challenge every individual to strive for excellence as a way of life.
- To develop and nurture physical and emotional well-being, self-worth, personal integrity, moral and ethical values, and respect for self and others.
- To provide a safe, healthy environment and a positive, enthusiastic atmosphere;

- To promote community involvement and responsible citizenship in a diverse and changing world; and
- To encourage life-long learning.

All stakeholders, including students, parents, employees, community members, school board members, and other governmental bodies, should be accountable to the Mission Statement.

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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 Newfield Elementary is to help students achieve the learning standards in English language arts, mathematics, science, and social studies in grades K-5. Appropriate instruction in reading means 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 early literacy instruction, the core reading program will minimally be scheduled for 90 minutes per day and math will be scheduled for 60 minutes per day in grades K-5.

RTI Tiered System

The RTI 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. **Intervention fidelity** is critical to the integrity of an RTI model. **Intervention fidelity** refers to delivering instruction in the way it was designed to be delivered. If students are not making progress after receiving an intervention with fidelity, the intervention may be customized by adding research-based practices. Although the instruction and interventions encompassing the RTI 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

This primary tier involves the general education population (all students). Our Tier 1 model generally includes 90 minutes of literacy instruction and 60 minutes of math instruction with supplemental practice and classroom based instruction provided to students in need of additional help.

It is estimated that 80-90% of all students will positively respond to Tier 1 instruction (Bender & Shores, 2007). The teacher may slightly vary instructional routines or groupings to accommodate a Tier 1 student who is not meeting grade level expectations. Students will be universally benchmarked three times a year.

Tier 2 – Strategic Interventions

Tier 2 intervention is typically small group (3-5 students with similar needs) supplemental instruction and can be provided by a classroom teacher or other certified staff. This supplemental instructional intervention **is provided in addition to** Tier 1 instruction. Our Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening or in a diagnostic assessment.

Students are often grouped according to instructional need. Research shows approximately 5-15% of our students will be in Tier 2 intervention which takes place in the general education classroom or in an alternate location outside of the general education classroom. Our Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and durations. Individual student needs affect the determination of these variables (refer to tier diagram). Our students in a Tier 2 intervention will be progress monitored regularly to determine intervention effectiveness.

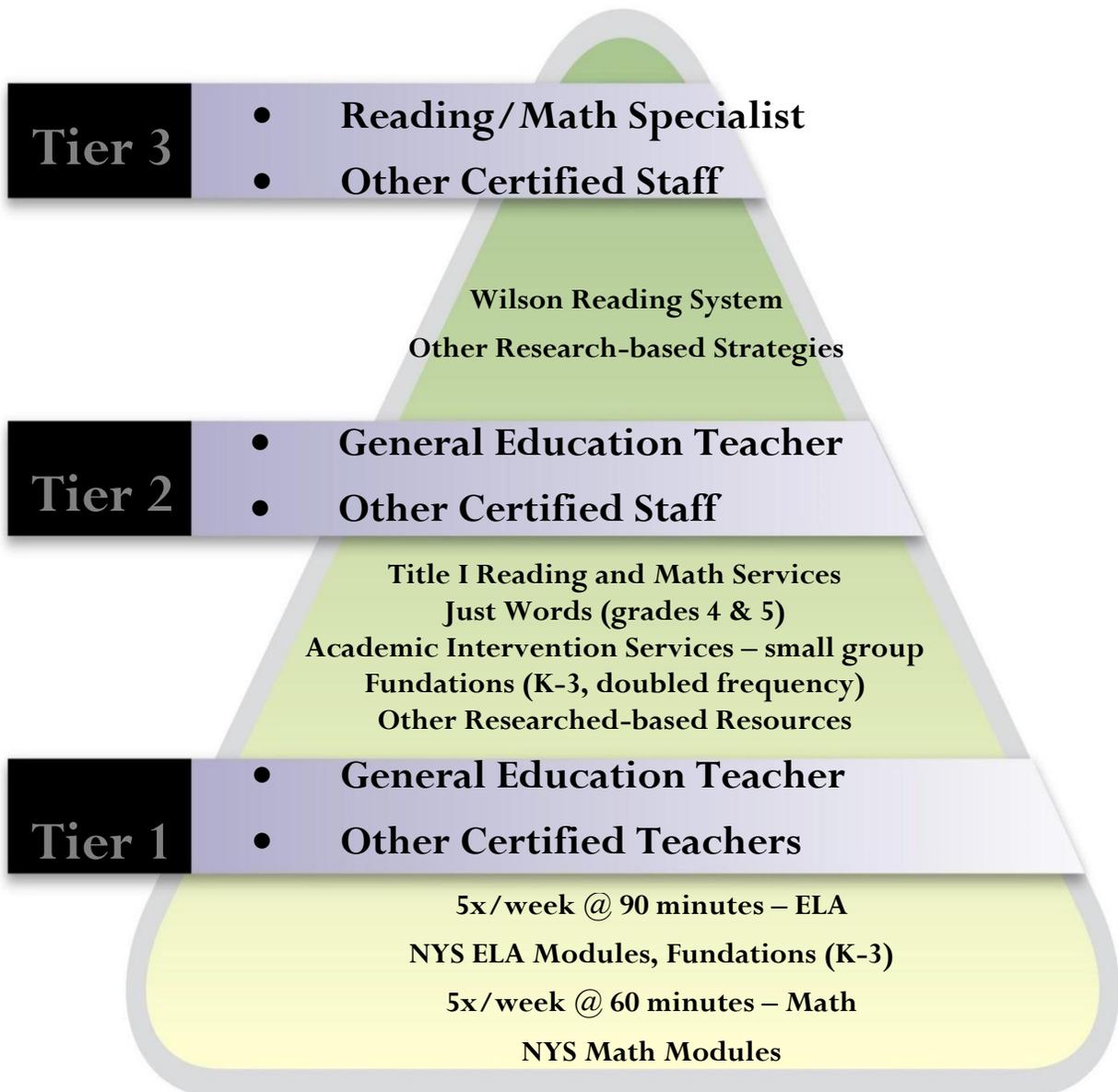
Tier 3 – Intensive Interventions

Our Tier 3 service differs from Tier 2 instruction in terms of time, duration, group size, frequency of progress monitoring, focus and interventionist (typically a reading or math specialist). This tier provides greater individualized instruction in a small group setting (usually 6 or fewer students at a time) anywhere from 20 to 45 minutes, up to 5 days per week with increasing intensity and duration as needed. Our students in a Tier 3 intervention will be progress monitored regularly. If continued interventions are not effective at Tier 3, the Response to Intervention (RTI) Committee will meet to discuss additional interventions and supports or possible referrals for the student.

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

Rtl serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within Newfield Elementary School, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's Rtl model. Further information for each tier follows the graphic.



Description of Core Program:

Evidence-based: Our ELA and math instructional programs are based on the NYS Common Core Standards. Refer to EngageNY.org for more information.

Elements of core (five pillars): The NYS Common Core PreK-5 Modules and Foundations include the five pillars of instruction: phonemic awareness, word identification, vocabulary, oral reading fluency, and comprehension.

Differentiation strategies: Teachers use a variety of differentiation strategies which may include: Daily Five, Guided Reading, and Learning Centers.

Check for fidelity: To include, but not limited to:

- Data logs
- APPR
- Walkthroughs/observations

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

An Rtl 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 Rtl process for different purposes.

Universal Benchmark Screening

Screening is an assessment procedure characterized by an efficient, repeated testing of age-appropriate academic skills 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.

The table presented below provides descriptive information regarding the universal benchmark screening procedures used at Newfield Elementary School.

Screening Tool(s):	AIMSWeb Plus: Early Literacy, Reading, and Math
Frequency of Administration:	Administered three times a year (September, January, May)
Grades Screened:	K - 5
Screening Administrator(s): ²	General Education Teacher, Interventionists

Progress Monitoring

Progress monitoring is the practice of assessing student performance 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. **All teachers providing or overseeing intervention should provide documentation (i.e. running records, math facts, sprints, etc.).**

Additional Assessment: Diagnostic

Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress.

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 at Newfield, 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, Newfield CSD 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:	AIMSWeb Plus, NYS assessment results (4 th and 5 th grade)
Secondary Data Source:	Classroom assessments as needed, teacher input with documentation, student historical records
Purpose:	<ul style="list-style-type: none">• 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:	RTI Team, Classroom Teachers, Building Principal, other staff as appropriate
Frequency:	Monthly Data Meetings
Decision Options and Criteria:	See Appendix A

Determining Student Response to Intervention

Another key decision made by the Response to Intervention Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Newfield CSD 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 interventionist, grade-level team, and/or RTI 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:	AIMSWeb Plus – reading and/or math
Secondary Data Source:	Running Records/Fountas & Pinnell Benchmarks Module Assessments ELA and Math Course Grades Classroom Summative and Formative Assessments Teacher Documentation with documentation
Purpose:	<ul style="list-style-type: none"> • Determine student's response to the intervention • Determine if the student is closing the gap • Determine the need for a lesser or more intensive intervention
Who's Involved:	Interventionist, grade-level team, RTI Team
Frequency per Tier in addition to benchmark screening times	Tier 1, Tier 2, Tier 3 – as needed

For those students that fall below target, an intervention that fits the student's need and conduct progress monitoring to measure the effectiveness of the intervention. The sensitivity of the general outcome measure will allow the teacher to adjust the intervention, if necessary over a shorter period of time for more informed and effective instruction.

Progress monitoring should continue until the student has at least three consecutive data points on or above the Goal Line. When a student has had at least three consecutive data points on or above the Goal Line and is within grade level expectations, they are considered successful and may exit to the next tier (tier 3 to tier 2, tier 2 to tier 1, tier 1 to no intervention). Similarly, when a student's progress monitoring data shows lack of progress toward the goal, the intervention may need to be changed. Support Team/Data Team meetings will occur midway between screenings to look at the student's progress monitoring data to determine if interventions should be continued, changed, or stopped.

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 an RTI program and that such program is implemented consistent with the specific structure and components of the RTI process selected the school district.

The Newfield CSD provides on-going, high-quality professional development for all instructional and supervisory staff. They will address multiple facets of RTI and Data Driven Instruction (DDI) with a particular focus on research-based reading and math interventions. Professional development formats typically include: multi-day trainings, short workshops, professional book clubs, model lessons, and classroom coaching.

In addition to district leaders, highly knowledgeable outside consultants may be retained to provide on-going, high-quality professional development in specific technical and/or procedural aspects of RTI. This may include training and support with universal screening/progress monitoring software.

SECTION 6:

PARENT NOTIFICATION

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing. Our school district will notify parents when the student enters a Tier 2 service.

Considerations for Parents Whose Native Language is Not English: Arrangements and accommodations would be made depending on the need.

Appendix A

Decision Rules for Determining Initial Risk Status

- 3rd and 4th grade NYS Assessments in ELA and Math (4th and 5th grade students)
- Common Benchmark Assessments
- Most Recent Benchmark Screening results for ELA and Math – AIMSWeb Plus
- Teacher Recommendation

Decision Rules for Determining Student Response to Intervention

For those students that fall below target, a goal is set and interventions that fit the needs of the student are begun. Progress monitoring to determine the effectiveness of the intervention follows. Students needing intervention are progress monitored at least monthly.

At the elementary level, progress monitoring should continue until the student has at least three consecutive data points on or above the Goal Line. When a student has had at least three consecutive data points on or above the Goal Line and is within grade level expectations, they are considered successful and may exit to the next tier (tier 3 to tier 2, tier 2 to tier 1, tier 1 to no intervention). Similarly, when a student's progress monitoring data shows lack of progress toward the goal, the intervention may need to be changed. Data Team meetings will occur following progress monitoring to determine if interventions should be continued, changed, or stopped.

REFERENCES

Response to Intervention (RTI) Strategies, Mentoring Minds, Developed by: Michael L. Lujan, M.Ed., Created by Beverly Collins, M.Ed., and Sandra Love, Ed.D.

RTI: Response-To-Intervention, Author: Joseph Casbarro, Ph.D., National Professional Resources, Inc., 2010