



Manchester-Shortsville CSD Response to Intervention (RtI) Plan

2018-2020 School Years

Table of Contents

Historical Background	Pages 3-4
K-5 Assessment Plan	Pages 5-7
Kindergarten	Pages 8-9
First Grade	Pages 10-11
Second Grade	Pages 12-13
Third Grade	Pages 14-15
Fourth Grade	Pages 16-17
Fifth Grade	Pages 18-19
Rtl Tight	Page 20-21
Rtl Q & A	Page 22
Tier 1 ELA Core Curriculum	Page 23
Tier 2 – Strategic Intervention	Page 24-25
Tier 3 – Comprehensive & Intensive Intervention	Page 26
Rtl for Behavior	Page 27-28
Rtl Data Process	Page 29

Historical Background

New York State Education Department

Implementation of Response to Intervention Programs

April 2008

RTI represents an important educational strategy 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 appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions.

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 and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RTI:

1. Defines RTI to minimally include:
 - **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
 - **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and 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.
 - **Repeated assessments** of student achievement that should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
 - **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

[8 NYCRR section 100.2(ii)]

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:
 - o criteria for determining the levels of intervention to be provided to students,
 - o types of interventions,
 - o amount and nature of student performance data to be collected, and
 - o manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing a RTI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RTI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. 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.** *“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)]

In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low-test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematical abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RTI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards. The implementation of well-developed and high quality RTI programs takes time, planning and professional development. School districts should be taking steps now to develop such programs in order to position themselves to improve results for students and to meet the learning disability (LD) determination criteria by 2012.

2018-2020 Red Jacket Elementary Plan

All students in grades K-5 will participate in the following benchmark assessments, three times per year (approximately September, January & May) as our Universal Screening for RtI. We will review the students in the lowest percent of the group and gather multiple measures of data on each student in order to determine if placement is warranted for RtI.

RtI Benchmark Assessments/Expectations

Fountas & Pinnell Benchmark (BAS)	September/October	January	May
INSTRUCTIONAL Reading Level			
K	---	B/C	D
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in kindergarten should not go beyond Level F as the text, theme, and content are not age/developmentally appropriate.			
1	D/E	G	J
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in first grade should not go beyond Level L as the text, theme, and content are not age/developmentally appropriate.			
2	J/K	L	M
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in second grade should not go beyond Level O as the text, theme, and content are not age/developmentally appropriate.			
3	M/N	O	P
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in third grade should not go beyond Level R as the text, theme, and content are not age/developmentally appropriate.			
4	P/Q	R	S
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in fourth grade should not go beyond Level U as the text, theme, and content are not age/developmentally appropriate.			
5	S/T	U	V
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in fifth grade should not go beyond Level X as the text, theme, and content are not age/developmentally appropriate.			

iReady Online Reading Assessment

iReady Reading	Overall Scale Score Placement Range For "On Level"
K	362-479
1	434-536
2	489-560
3	511-602
4	557-629
5	581-640

iReady Online Math Assessment

iReady Math	Overall Scale Score Placement Range For "On Level"
K	362-454
1	402-496
2	428-506
3	449-516
4	465-526
5	480-540

The above charts list the ranges of scale scores for each grade level. Note that the scores are overlapping, as students will have individual scores for each of the five domains (phonological awareness, phonics, high frequency words, vocabulary, comprehension: literature/informational text) for reading and the four domains (numbers & operations; algebra & algebraic thinking; measurement & data; geometry) for math. The range reflects grade level expectations for students who are "on level."



KINDERGARTEN RtI Protocol

ELA

Fountas & Pinnell Benchmark	September/October	January	May
INSTRUCTIONAL Reading Level			
K	---	B/C	D
<i>*According to Fountas & Pinnell Benchmark Assessment Guidelines (see appendix), students in kindergarten should not go beyond Level F as the text, theme, and content are not age/developmentally appropriate.</i>			

iReady Reading	Overall Scale Score Placement Range for "On Level"
K	362-479

Additional Assessments:

Letter Knowledge

Letter/Sound Knowledge

Leveled Sight Word Knowledge

Concepts of Print

**These are all assessments that are a part of the kindergarten curriculum/tier one instruction*

MATH

iReady Math	Overall Scale Score Placement Range for "On Level"
K	362-454
Math Expressions Benchmark	
K	

BEHAVIOR

- Classroom Management Plans
- Classroom Observations (anecdotal)
- PRIDE Forms (for Level 1, 2, & 3 incidents)
- Individual Behavioral Plans (e.g. smile charts, report cards)
- BASC-3
- Involvement in small counseling groups
- Other

Data Meeting Protocol:

- Benchmark data for ALL students will be shared with the Data Team prior to the meeting date
- Principal will set dates for the Data Meetings
- Principal, literacy specialist(s), special ed. teacher(s), and counselor will attend the data meetings
- RtI will begin during the second ten week cycle. Teachers will share this information at parent conferences and provide parents with the letter from RTImDirect. RtI sessions will be 30 minutes in length
- Principal will facilitate the meeting

To prepare for data meetings to discuss student needs, please be prepared to bring the following:

- Data from the above assessments for areas of possible intervention (ELA, Math, and/or Behavior)
- Grade level teacher feedback



FIRST GRADE

ELA

Fountas & Pinnell Benchmark	September/October	January	May
INSTRUCTIONAL Reading Level			
1 st	D/E	G	J
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in first grade should not go beyond Level L as the text, theme, and content are not age/developmentally appropriate.			

iReady Reading	Overall Scale Score Placement Range
1 st	434-536

Additional Assessments:

Letter/Sound Knowledge – for appropriate students

Multidimensional Fluency Scale – to be used for 20 and 40 week cycles if needed

MATH

iReady Math	Overall Scale Score Placement Range "On Level"
1 st	404-496

BEHAVIOR

- Classroom Management Plans
- Classroom Observations (anecdotal)
- PRIDE Forms (for Level 1, 2, & 3 incidents)
- Individual Behavioral Plans (e.g. smile charts, report cards)
- BASC-3
- Involvement in small counseling groups
- Other

Data Meeting Protocol:

- Benchmark data for ALL students will be shared with the Data Team prior to the meeting date
- Principal will set dates for the Data Meetings
- Principal, literacy specialist(s), special ed. teacher(s), and counselor will attend the data meetings
- Principal will facilitate the meeting
- RtI sessions will be 30 minutes in length
- RtI groups will be developed during the meeting, not prior

To prepare for data meetings to discuss student needs, please be prepared to bring the following:

- Data from the above assessments for areas of possible intervention (ELA, Math, and/or Behavior)
- Grade level teacher feedback



SECOND GRADE

ELA >

Fountas & Pinnell Benchmark	September/October	January	May
INSTRUCTIONAL Reading Level			
2 nd	J/K	L	M
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in second grade should not go beyond Level O as the text, theme, and content are not age/developmentally appropriate.			

iReady Reading	Overall Scale Score Placement Range
2 nd	491-560

Additional Assessments:

Multidimensional Fluency Scale – to be used for 20 and 40 week cycles if needed

MATH

iReady Math	Overall Scale Score Placement Range
2 nd	430-506

BEHAVIOR

- Classroom Management Plans
- Classroom Observations (anecdotal)
- PRIDE Forms (for Level 1, 2, & 3 incidents)
- Individual Behavioral Plans (e.g. smile charts, report cards)
- BASC-3
- Involvement in small counseling groups
- Other

Data Meeting Protocol:

- Benchmark data for ALL students will be shared with the Data Team prior to the meeting date
- Principal will set dates for the Data Meetings
- Principal, literacy specialist(s), special ed. teacher(s), and counselor will attend the data meetings
- Principal will facilitate the meeting
- RtI sessions will be 30 minutes in length
- RtI groups will be developed during the meeting, not prior

To prepare for data meetings to discuss student needs, please be prepared to bring the following:

- Data from the above assessments for areas of possible intervention (ELA, Math, and/or Behavior)
- Grade level teacher feedback



THIRD GRADE

ELA

Fountas & Pinnell Benchmark	September/October	January	May
INSTRUCTIONAL Reading Level			
3 rd	M/N	O	P
*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i> , students in third grade should not go beyond Level R as the text, theme, and content are not age/developmentally appropriate.			

iReady Reading	Overall Scale Score Placement Range
3 rd	514-602

MATH

iReady Math	Overall Scale Score Placement Range
3 rd	451-516

BEHAVIOR

- Classroom Management Plans
- Classroom Observations (anecdotal)
- PRIDE Forms (for Level 1, 2, & 3 incidents)
- Individual Behavioral Plans (e.g. smile charts, report cards)
- BASC-3
- Involvement in small counseling groups
- Other

Data Meeting Protocol:

- Benchmark data for ALL students will be shared with the Data Team prior to the meeting date
- Principal will set dates for the Data Meetings
- Principal, literacy specialist(s), special ed. teacher(s), and counselor will attend the data meetings
- Principal will facilitate the meeting
- RtI sessions will be 30 minutes in length
- RtI groups will be developed during the meeting, not prior

To prepare for data meetings to discuss student needs, please be prepared to bring the following:

- Data from the above assessments for areas of possible intervention (ELA, Math, and/or Behavior)
- Grade level teacher feedback



FOURTH GRADE

ELA

Fountas & Pinnell Benchmark	September/October	January	May
INSTRUCTIONAL Reading Level			
4 th	P/Q	R	S
<p>*According to <i>Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)</i>, students in fourth grade should not go beyond Level U as the text, theme, and content are not age/developmentally appropriate.</p>			

iReady Reading	Overall Scale Score Placement Range
4 th	557-629

MATH

iReady Math	Overall Scale Score Placement Range
4 th	465-526

BEHAVIOR

- Classroom Management Plans
- Classroom Observations (anecdotal)
- PRIDE Forms (for Level 1, 2, & 3 incidents)
- Individual Behavioral Plans (e.g. smile charts, report cards)
- BASC-3
- Involvement in small counseling groups
- Other

Data Meeting Protocol:

- Benchmark data for ALL students will be shared with the Data Team prior to the meeting date
- Principal will set dates for the Data Meetings
- Principal, literacy specialist(s), special ed. teacher(s), and counselor will attend the data meetings
- Principal will facilitate the meeting
- RtI sessions will be 30 minutes in length
- RtI groups will be developed during the meeting, not prior

To prepare for data meetings to discuss student needs, please be prepared to bring the following:

- Data from the above assessments for areas of possible intervention (ELA, Math, and/or Behavior)
- Grade level teacher feedback



FIFTH GRADE

ELA

Fountas & Pinnell Benchmark	September/October	January	May
INSTRUCTIONAL Reading Level			
5 th	S/T	U	V

*According to *Fountas & Pinnell Benchmark Assessment Guidelines (see appendix)*, students in fifth grade should not go beyond **Level X** as the text, theme, and content are not age/developmentally appropriate.

iReady Reading	Overall Scale Score Placement Range
5 th	581-640

MATH

iReady Math	Overall Scale Score Placement Range
5 th	480-540

BEHAVIOR

- Classroom Management Plans
- Classroom Observations (anecdotal)
- PRIDE Forms (for Level 1, 2, & 3 incidents)
- Individual Behavioral Plans (e.g. smile charts, report cards)
- BASC-3
- Involvement in small counseling groups
- Other

Data Meeting Protocol:

- Benchmark data for ALL students will be shared with the Data Team prior to the meeting date
- Principal will set dates for the Data Meetings
- Principal, literacy specialist(s), special ed. teacher(s), and counselor will attend the data meetings
- Principal will facilitate the meeting
- RtI sessions will be 30 minutes in length
- RtI groups will be developed during the meeting, not prior

To prepare for data meetings to discuss student needs, please be prepared to bring the following:

- Data from the above assessments for areas of possible intervention (ELA, Math, and/or Behavior)
- Grade level teacher feedback

RtI Data

The following assessments will be used as measures to determine a student's eligibility for RtI placement:

ELA -

	BAS	iReady	LLI	DRA	RR
Cycle 1	X	X			
Cycle 2			X	X	X
Cycle 3	X	X			

** It is the expectation that ELA skills and strategies will be integrated into each intervention. For example, instruction for phonics should be in and out of context and not taught in isolation.*

Math –

	iReady	Classroom Assessments	Student Work Samples
Cycle 1	X		
Cycle 2		X	X
Cycle 3	X		
Cycle 4		X	X

Behavior –

	Tier 2 Documentation from previous year	Tier 1 Documentation	Documentation of Non-Response to Individual Behavior Plans
Cycle 1	X		
Cycle 2		X	X
Cycle 3		X	X
Cycle 4		X	X

Tier 1: Core Curriculum

Interventions are universal, and available to all students (Kovaleski, 2003, December; Vaughn, 2003, December). Teachers often deliver these interventions in the classroom (e.g., providing targeted instruction during guided reading that is focused on decoding skills). Tier 1 interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling. Tier 1 interventions attempt to answer the question: *Are routine classroom instructional modifications sufficient to help the student achieve academic success?*

The classroom teacher notes on the "Tier 1 Intervention Sheet" that a student has begun to show signs of academic difficulty. The teacher independently puts Tier 1 (universal) interventions into place and monitors the student's performance.

If the student fails to make adequate progress with Tier 1 (classroom-based) interventions, the teacher discusses that student at the weekly Professional Learning Community (PLC) meetings. The PLC meetings are comprised of the teachers at that grade level and other participating providers. RtI providers, special education teachers and related service personnel are encouraged to attend grade level meetings so they can lend their expertise in creating options and possible solutions.

The K- 5 PLC teams:

- *Share strategies that are working with similar students in their classrooms.
- *Collect data from curriculum-based measurements and any other appropriate assessments to estimate the size of the academic skill gap between the student and typically performing peers
- *Determine the likely reason(s) for the student's depressed academic performance
- *Set a realistic but ambitious goal for improvement (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993) that is projected to close the academic gap between the student and peers.

If the student fails to make adequate progress at the end of four to eight weeks of data tracking, the PLC team will implement a new strategy for the next four to eight weeks. RtI cycles typically last no more than 10 weeks and so the teacher is able to bring their data to the grade level Data Meeting for the next RtI cycle and share it in an effort to include the student in Tier 2 services during the RtI block.

Tier 2: Strategic Interventions

Students who are identified through the benchmarking process or are referred by a classroom teacher (using required assessments/documentation) for Tier 2 interventions will begin to meet with a teacher, for a specified number of days each week, for 30 minutes, for a six to ten week period of time. One or two measurable skill based goals will be set prior to the initial intervention and teachers will be responsible for using progress monitoring tools with the students throughout the intervention. This should be done on a weekly basis. There should be at least 4-6 data points at the end of the intervention in order to determine if growth is being made and if the student is ready to return to the classroom without additional support. If the student does not respond to intervention during that timeframe or if the student's scores are significantly discrepant from peers, we may choose to change the intensity or focus of the intervention. All students receiving Tier 2 interventions will have parent letters generated through RTImDirect and create progress notes for parents and the end of each cycle.

Tier 2 Interventions are individualized, and tailored to the unique needs of struggling learners (Kovaleski, 2003, December; Vaughn, 2003, December). They are reserved for students with significant skill gaps who have failed to respond successfully to Tier 1 strategies. **Tier 1 strategies continue to be implemented in the classroom and assessed. Tier 2 interventions are in addition to Tier 1 and attempt to answer the question: *Can an individualized plan be carried out to bring the student up to the academic level of his or her peers?***

Data meetings are utilized to review benchmark data and additional assessment results, as well as Tier 1 documentation. The group reviews the multiple data measures, along with specific information on the skill deficit and the strategies that have been documented to try and fill this gap. Groups are formed at the grade level that are homogeneous in nature for interventions so that time on task can be maximized. Literacy specialists have been trained to specifically deliver the LLI (Leveled Literacy Intervention) program. A maximum of three to five students will be assigned to work with each literacy specialist during each cycle. Students who fit the F & P "profile" will benefit most from this intervention.

While the Tier 2 intervention plan is in place, the student is provided with Tier 1 interventions in the classroom. In addition, the student is given small-group or individualized RtI instruction with frequent progress-monitoring measurements administered by the RtI provider. During PLC team meetings, progress-monitoring data is repeatedly compared to the student's outcome goal set by the provider, to determine whether the intervention is successful.

If the student fails to make adequate progress over a reasonable period of time (i.e. six to ten instructional weeks per strategy) with a particular intervention, the grade level discusses the student at the next Data Meeting and determines appropriate changes to the intervention, while the classroom teacher and the RtI provider continue to monitor the student's progress.

The teacher may also choose to take this student to the Instructional Support Team (IST) for a roundtable discussion of the Tier 1 and 2 documentation that has been gathered. IST is another layer of support in intervention strategy brainstorming and documentation of the child's needs.

Tier 3: Comprehensive and Intensive Interventions

Tier 3 interventions are the most *intensive* academic supports available and are generally reserved for students with chronic and severe academic delays or behavior problems (Kovaleski, 2003, December; Vaughn, 2003, December). Tier 3 interventions typically involve working with the special education teacher at the grade level or another specialist in the area of need. Tier 3 supports try to answer the question: *What ongoing supports does this student require and in what settings should they be provided to facilitate the greatest success possible?*

If the student receives Tier 2 services and continues to show chronic and significant academic deficits despite several well-implemented, research-based intervention attempts, the classroom teacher and RtI provider will complete a Tier 3 Referral. The IST Team will be convened to review the Tier 3 Referral and need for interventions.

Tier 3 interventions for students *who are not classified with a disability* are still typically implemented by a special education teacher and they are always provided **in addition to the Tier 1 and 2 interventions** that are already in place. Data continues to be collected by the classroom teacher for comparison to peers, the RtI provider for progress on strategies and by the Tier 3 provider in possible preparation for a CSE referral.

A referral to CSE must include the data collected in all three tiers to show documentation of lack of progress, and therefore non-responsiveness, to the many interventions that were tried. Referrals to CSE should not be initiated prior to at least one Tier 3 intervention where a student continues to be non-responsive at Tiers 1, 2, and 3. This information will be compared with cognitive and achievement testing that will occur upon parent consent.

If a parent refers a student to CSE and the student is not currently receiving a Tier 3 intervention, an IST meeting will be convened to review the parent concerns and determine appropriate interventions. Parent referral does not supersede the requirement to implement a Tier 3 intervention prior to classification. Implementing Tier 1, 2, and 3 interventions constitute the general education pre-referral instruction necessary to determine if a student is in need of specially designed instruction in order to progress at a satisfactory rate.

When considering a student for referral to CSE remember the term "dual discrepancy".

Discrepancy 1: The student is found to be performing academically at a level significantly below that of his/her peers (discrepancy in initial skill or performance).

Discrepancy 2: Despite the implementation of one or more well designed, well-implemented interventions tailored specifically for the student, her or she fails to 'close the gap' with classmates (discrepancy in rate of learning relative to peers).

RtI for Behavior

TIER 1>

Universal Prevention/Intervention Strategies (For all students)

- Positive Behavioral Interventions and Supports (P.B.I.S.) Initiative
 - School-wide implementation
- School-Wide Behavior Policy
 - Students are informed of P.B.I.S. expectations in all settings in the school building during the first week of school by rotating through centers around the school.
- Classroom Management Plans/Strategies
 - Students are given clear P.B.I.S. behavioral expectations for the classroom
 - Classroom management system (Ex: 'Clip System', 'Card System', 'Tickets')
- P.B.I.S. Behavior Intervention Strategies for the Cafeteria setting
 - EX: Green Cup Contest, etc.
- "Skill-Building" small groups
 - For students recommended by their teachers, the school Guidance Counselor focuses on building social skills, coping strategies, and self-control skills in a small group with peers
- Individual Behavior Management Plans implemented in classroom (General Ed. Students) & Behavior Intervention Plans (BIP) (Classified Students)
 - Students referred for additional intervention strategies
 - Opportunity for home/school collaboration regarding interventions
 - Behavior Management Plans are developed and monitored to assess student's response to intervention in collaboration with families.
 - BIP's are created based on a FBA (Functional Behavior Assessment) that is done with parent consent via CSE.
- Instructional Support Team Roundtable referral to brainstorm and develop targeted intervention plan.
- Instructional Support Team meeting with parents to further brainstorm and develop Behavior Management Plans.

TIER 2>

Secondary/Targeted Intervention Strategies (Available to small groups of students considered at-risk)

- Instructional Support Team Roundtable referral to develop targeted intervention plan.
- Group/Individual Counseling
 - Available to all grades for students considered at-risk who have not responded to at least 3-4 Tier 1 interventions. Goals are developed and based on the individual needs of the students.
 - Students response to intervention is monitored and progress is formally reported to parents

TIER 3>

Intensive Intervention Strategies (Individualized)

- Individual Counseling Support with increased frequency/intensity
- Possible referral to the Committee on Special Education if no response to Tier 1, 2, and 5 interventions with appropriate documentation of impact on the student's academic performance and need for specialized instruction.

RTI Process in a Nutshell

Students in 4th & 5th grade that are determined by NYSED guidance documents to be below the proficient cutoff on the NYS Math and/or ELA assessment, may be placed in Tier 2 groups based on additional supporting data. All other 4th and 5th grade students will become a part of informal groups.

Tracking of 1st – 3rd grade students in Tier 2 will begin during the first cycle. All RtI providers in kindergarten will push into classrooms for the first month to get to know students and assist with initial benchmarking. RtI providers will also assist classroom teachers K-5 in assessing students' reading levels.



Initial benchmark is administered, K-5, in September.



Data from the initial benchmark is reviewed by all members of the grade level RtI team. Students are selected for Tier 2 interventions and put in groups. The remaining students are grouped with remaining staff for informal groups.



Students in RTI are progress monitored by the provider and data is maintained by the provider. Entrance and exit letters, as well as progress reports are completed in RTImDirect.



Grade level RtI teams meet prior to the conclusion of the first cycle to review progress monitoring data for students in Tier 2, as well as benchmarking data, to determine groups for the following Cycle. Groups are formed based upon the multiple measures presented.



Same process continues throughout cycles with benchmark and/or progress monitoring data.