

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT**

**RESPONSE TO  
INTERVENTION/ACADEMIC  
INTERVENTION SERVICE PLAN**

**2017-2018**

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## INTRODUCTION

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs. RtI uses learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

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 for 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 students might need changes in the nature of 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.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through the provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

### APPROPRIATE INSTRUCTION

The process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel.

### **Reading**

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)]

## **Math**

Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

### **INSTRUCTION MATCHED TO STUDENT NEEDS**

The process to determine if a student responds to scientific, research-based instruction shall include increasingly intensive levels of targeted intervention matched to student needs 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.

### **REVIEW OF STUDENTS**

After universal screening (using Renaissance Learning STAR ELA/math, NYS 4-8 assessments, BOCES assessments, DRA or regents exams), students are referred to the SBIT (School-based Intervention Team) for discussion of the most appropriate intervention. Individual student plans are then developed and implemented. Interventions are determined and progress monitored at a minimum of every five weeks. Rtl teachers will be required to utilize anecdotal record keeping sheets as well as the STAR instructional planning report to track and monitor student progress. Using the data collected by the Rtl teacher the SBIT committee will make informed data driven decisions concerning continued eligibility determination and/or discharge from Rtl.

Students in grades K-3 who qualify for services as deemed necessary by the SBIT will be reevaluated by Rtl instructors or general education classroom teachers to determine continued eligibility. Reevaluations will utilize classroom performance data as well as progress monitoring results from STAR assessments.

Students who receive below a level 3 on a NYS assessment in grades 4-8 will, following a minimum of two quarters of Rtl services, will be reviewed to determine if services should be continued. A combination of state assessment data, local performance information and Rtl teacher input will be used to determine continued eligibility.

Students in high school (grades 9-12) who score below state minimum requirements on assessments will have an AIS (Academic Intervention Services) Plan that will be reviewed and monitored semi-annually.

## **PARENT INVOLVEMENT IN PLACEMENT AND REVIEW OF RtI PLACEMENT**

The parent(s) or the person(s) in parental relation to the student must be notified in writing, by the building principal, that his/her child will be receiving Response to Intervention services. Students over the age of (17) shall also receive written notification of such required service. Such notice must be provided in English and translated, when appropriate, into a parent's native language.

The written notification must include the following:

- A summary of the Response to Intervention services to be provided
- The reason the student needs such services
- The consequences of not achieving the expected performance levels

The principal shall also provide written parental notification when RtI services will be discontinued. The written notification shall include the following:

- The criteria for ending service
- The performance levels obtained on district-selected assessments, if appropriate; and teacher recommendation rubrics
- Be translated, where appropriate, into the native language of the parent(s)

HPCSD is required to provide on-going communication to the parent(s) or person(s) in parental relation to the student receiving the RtI services. The parent(s) shall be provided an opportunity to consult with the student's general education teacher(s) and other staff providing RtI services at least once per quarter. Middle and high school staff will use AIS Edge for progress reporting at the 5-week mark each quarter. Progress will be noted as *Satisfactory or Unsatisfactory* on the quarterly report card. Parents of elementary students shall be provided with reports at least once each quarter reflecting progress that has been made.

## **MULTI-TIER SERVICE DELIVERY MODEL**

### **TIER 1- CLASSROOM TEACHER RESPONSIBILITIES**

### **TIER 2- RtI TEACHER RESPONSIBILITIES**

### **TIER 3- RtI TEACHER RESPONSIBILITIES**

### **TIER 4- SPECIAL EDUCATION TEACHER RESPONSIBILITIES**

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- size of instructional group
- mastery requirements for content
- frequency and focus of screening
- duration of the intervention
- frequency and focus of progress monitoring
- frequency of intervention provided
- the instructor's qualifications

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). HPCSD has implemented a 4 tier model of intervention.

### LEVELS OF INTERVENTION

#### **TIER 1**

Tier 1 is commonly identified as the core instructional program provided to all students **by the general education teacher in the general education classroom**. Research-based instruction and positive behavior intervention and supports are part of the core program. Tier 1 includes:

- core curriculum aligned to the NYS Common Core Learning Standards
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners
- universal screening administered to all students in the general education classroom three times per year (STAR Assessments)
- weekly progress monitoring of students initially identified as at-risk for five or six weeks. Data collected during the weekly monitoring must be available to administrators and/or parents for review
- differentiated instruction based on the abilities and needs of all students in the core program
- daily instruction in the core reading/ELA program

## TIER 2

Tier 2 intervention is typically small group supplemental instruction. **This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1.** For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions a minimum of three days per six day cycle. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need.

Tier 2 instruction may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

In Tier 2, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. The determination of a student's achievement is well defined and mastery is achieved before moving on to the next step in the sequence. Progress monitoring occurs every tenth session using STAR Assessments or other district approved assessments that measure targeted skills.

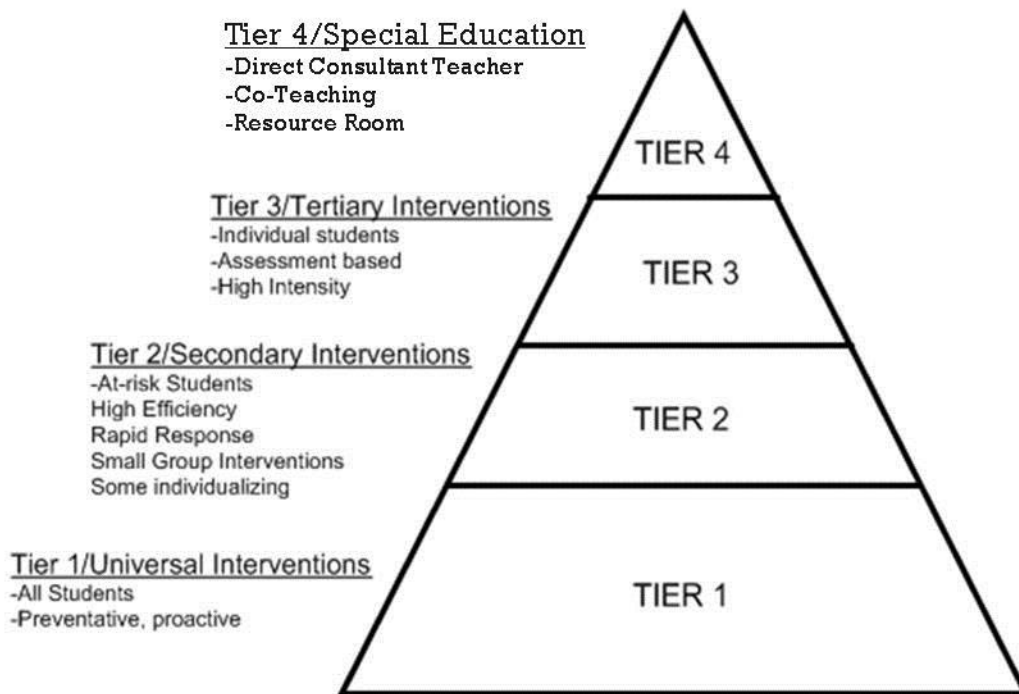
The recommended length of time a student spends in the second tier of intervention will vary from approximately ten to twenty weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, the intervention should be adjusted and monitored.

## TIER 3

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in an individual or small group setting for 30 minutes up to six days out of a six day cycle. The progress of students at Tier 3 is monitored more frequently, at least every other week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. **It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction.**

## TIER 4

Students that do not meet with success in Tier 3 may be recommended for referral to the Committee on Special Education. Students recommended for referral to the Committee on Special Education should continue to receive Tier 1 and 3 intervention until a decision has been made by the committee. At that time students may be recommended for classification as a student with a disability and will have an Individualized Education Program (IEP) developed based on individual needs.





**. Description of Critical Elements In a 4-Tier Rtl Model**

The following table outlines the essential features of a four-tier model of Rtl including ranges of frequency and duration of screening, interventions and progress monitoring

<b>Elements</b>	<b>Tier 1 Core Curriculum and Instruction</b>	<b>Tier 2 Supplemental Instruction</b>	<b>Tier 3 Increased Levels of Supplemental Instruction</b>	<b>Tier 4 Special Education</b>
<b>Size of Instructional group</b>	Whole class grouping	Small group Instruction	Individualized or Small group Instruction	Individualized or Small group Instruction per IEP
<b>Mastery Requirements of Content</b>	Relative to the cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring and mastery of IEP goals
<b>Frequency of Progress Monitoring</b>	Screening Measures 3 times per year	Varies, but no less than once every five weeks	Varies, but more continuous and no less than every other week	Varies, but more continuous and no less than once a week
<b>Frequency of Intervention Provided</b>	Per school schedule 90 minute blocks	Varies, but no less than one time per week for a minimum of 20- 30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session	Varies, but based on IEP required services, typically 40 minutes per day
<b>Duration of Intervention</b>	School Year	10-20 Weeks	15-20 Weeks	Varies, typically the whole school year
<b>Person Responsible</b>	Classroom Teacher	Classroom Teacher, Rtl Teacher	Classroom Teacher, Rtl Teacher	Classroom Teacher, Special Education Staff

## RESPONSE TO INTERVENTION SERVICES

Listed below are the Response to Intervention Services/Academic Intervention Services that are available in the Holland Patent Central School District.

Intervention	Elementary Schools	Middle School	High School
Support provided by regular classroom teacher	X	X	X
Remedial Instruction provided by remedial teacher (push-in or pull-out)	X	X	X
Before/During/After School Individualized Instruction provided by classroom teacher, remedial teacher or teacher assistant	X	X	X
Summer School	X	X	X
Assistive technology utilizing educational computer software	X	X	X
Response to Intervention scientifically based research interventions	X	X	X
School Counselor and / or Social Worker staff intervention	X	X	X
Core Team Homework Assistance After School		X	
Students encouraged to attend ELA / Math Help Centers		X	X
Students Assigned to ELA / Math Learning Labs		X	X
Referral to School Based Intervention Team	X	X	X
Referral to Committee on Special Education	X	X	X
Referral to Agencies and/or family counseling services	X	X	X
Referral to school nurse	X	X	X
Referral to school or family physician	X	X	X
Referral to Oneida County Probation Department (P.I.N.S.)	X	X	X
Referral to Oneida County Mental Health Tiers System via CANS Assessment	X	X	X
Referral to School Counselor or Social Worker	X	X	X
Referral to Insight House	X	X	X
Child Life Services	X	X	X
SRO	X	X	X

## Program Outline and Definitions

Four Core Curriculum Areas; Math, ELA, Science, Social Studies

Grade Level	Intense	Moderate	Less Intense
<b>K-5</b>	Follow tiered guidelines, pages 6-7 of the plan		
<b>6-8</b>	Learning Labs	Learning Labs	After School/Help Center
<b>9</b>	Learning Lab/Remedial Services	Help Center	Test Prep
<b>10</b>	Learning Lab/Remedial Services	Help Center	Test Prep
<b>11</b>	Learning Lab/Remedial Services	Test Prep	
<b>12</b>	Learning Lab/Remedial Services	Test Prep	

Learning Lab- Students are assigned to work in the center two or three days out of the six day cycle. The center is staffed by a minimum of one certified teacher and is subject specific. Students receive small group (5-18 students) or individual remedial instruction. Assignment to a learning center is by the building SBIT team and is part of students' regular schedule. All state Rtl notification and reporting procedures are followed. The center would focus on the four core curriculums (ELA, math, science, and social studies). Instruction will be diagnostic and prescriptive with multiple strategies employed to meet student needs. A variety of instructional materials will be provided so that multiple grade and performance levels can be served. Students will have access to and be encouraged to use technology to support practice and growth. Technology will also be utilized to monitor progress.

Remedial Services Push-in- An additional instructor in the regular classroom structure to assist students during ELA and math lessons. These services focus on high need students by reducing class size across the board thereby making it easier to determine and meet individual student needs.

Help Center- Help Centers focus on daily work and general academic performance. Study skills, organizational issues, and general guidance would be incorporated into the design of these facilities. Students drop-in, are assigned by classroom teachers or school counselors, or the SBIT committee. Students receive extra-help from a subject specific certified teacher or teaching assistant.

Test Prep- This program provides secondary students specific instruction in the content area of a state assessment they have failed or are in jeopardy of not passing. General test taking strategies are also introduced. Test prep sessions are conducted after-school, Saturday mornings or during the summer.

Support Services- These students exhibit behaviors that indirectly have a negative impact on academic success. Students are referred to school or outside agencies for counseling, school counselor, school social worker, school nurse, family physician or probation department as deemed necessary by the SBIT committee.

## **ELIGIBILITY AND QUALIFICATIONS FOR RtI/AIS SERVICES**

### *Eligibility*

Students eligible for RtI, including those with disabilities and / or limited English Proficiency, are:

- Those who score below the designated NYSED cut scores on elementary, intermediate and commencement-level state or local assessments in English Language Arts, mathematics, social studies and science, as well as those who demonstrate limited progress as noted in other locally selected measures (i.e. classroom performance, STAR testing); and/or
- Students who are limited English proficient and do not meet performance standards in English Language Arts; and/or
- Students enrolled in a bilingual program who do not meet performance standards in their native language
- Students identified as homeless

Students eligible for RtI are those students whom have been identified via a universal school-wide screening (STAR ELA and STAR Math, NYS 3-8 Assessments or NYS Regents Exams) to accurately identify those at risk for learning difficulties. Screenings are to take place at least three times per year.

### *Qualifying Assessments*

The New York State and locally adopted assessments listed below are those to be used when measuring student performance.

### English Language Arts

Grade K      STAR Early Literacy, DRA or BOCES assessments  
Referrals for students scoring below cut scores as determined by individual subtests in coordination with the assessment company  
10, 20, 30 and 40 week assessments

- Grade 1 STAR Early Literacy, DRA or BOCES assessments  
Referrals for students scoring below cut scores as determined by individual subtests in coordination with the assessment company
- Grade 2 STAR ELA or DRA  
Referrals must be completed for students scoring in the low cohort
- Grade 3 STAR ELA or DRA  
Referrals must be completed for students scoring in low cohort
- Grade 4-10 NYS ELA Assessments  
Referrals must be completed for students scoring below the NYSED designated cut scores
- Grade 11 ELA 11 Regents Exam  
Referrals for students scoring below 65%

### Math

- Grade K BOCES assessments  
10, 20, 30, 40 week assessments
- Grade 1 STAR Math, BOCES assessments  
Referrals must be completed for students scoring in the low cohort
- Grade 2 STAR Math  
Referrals must be completed for students scoring in the low cohort
- Grade 3 STAR Math  
Referrals must be completed for students scoring in the low cohort
- Grade 4-9 NYS Math Assessments  
Referrals must be completed for students scoring below the NYSED designated cut scores
- Grade 10 Integrated Algebra Regents Exam  
Referrals must be completed for students coring below a 65%\*

### Social Studies

- Grade 10/11 World History & US History and Government Regents Exams  
Referrals must be completed for students coring below a 65%\*

Science

Grade 9      Earth Science or Living Environment  
Referrals must be completed for students scoring below a 65%\* on the  
first required assessment only

\* Students with a disability may be exempt via state 'safety net' regulations

# Holland Patent Central School

Academic Intervention Services/Response to Intervention Services

Building Log

Year \_\_\_\_\_

Building \_\_\_\_\_

<b>Grade</b>	<b>Student Name</b>	<b>Initial Date</b>	<b>ELA</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>Dismiss Date</b>

