



# K-8 Response to Intervention Plan

Red Creek Central School District

In effect as of 9/1/2021

# K-8 Response to Intervention Plan

## Red Creek Central School District

The following individuals served on the Red Creek CSD Response to Intervention Planning Committee and have been involved in the writing and planning of the District RtI Plan:

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Cynthia Hay	Director of Curriculum	Red Creek CSD
Matt VanOrman	Principal	Red Creek Middle School
Dennis Taylor	Principal	M. W. Cuyler Elementary

District Mission Statement

*The primary mission of the Red Creek Central School District, based on the belief that each student can learn, is to teach, with equity, all students to master fundamental skills. We further accept the responsibility to challenge students to attain higher levels of achievement. We, the Red Creek Central School District, will provide the whole child the opportunity, environment, and encouragement to meet these goals.*

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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.

By using an RTI process, Red Creek CSD will be able to:

- Identify students who need additional diagnostic assessment and intervention.
- Evaluate core curriculum, core instruction, and intervention effectiveness.
- Make decisions regarding human and fiscal resource allocation.
- Reduce inappropriate referrals to special education or over-identification of students as students with disabilities.

## **Response to Intervention Defined**

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

The RTI Teams at Red Creek CSD are charged with the following responsibilities relative to RTI:

- Review student performance to address academic and/or behavioral concerns
- Share ideas and develop intervention strategies to be included in an action plan that will be implemented by the classroom teacher and/or intervention specialists to close gaps and enhance student performance
- Identify how progress will be monitored and a timeline for reviewing progress to make adjustments to the action plan in order to best meet student needs

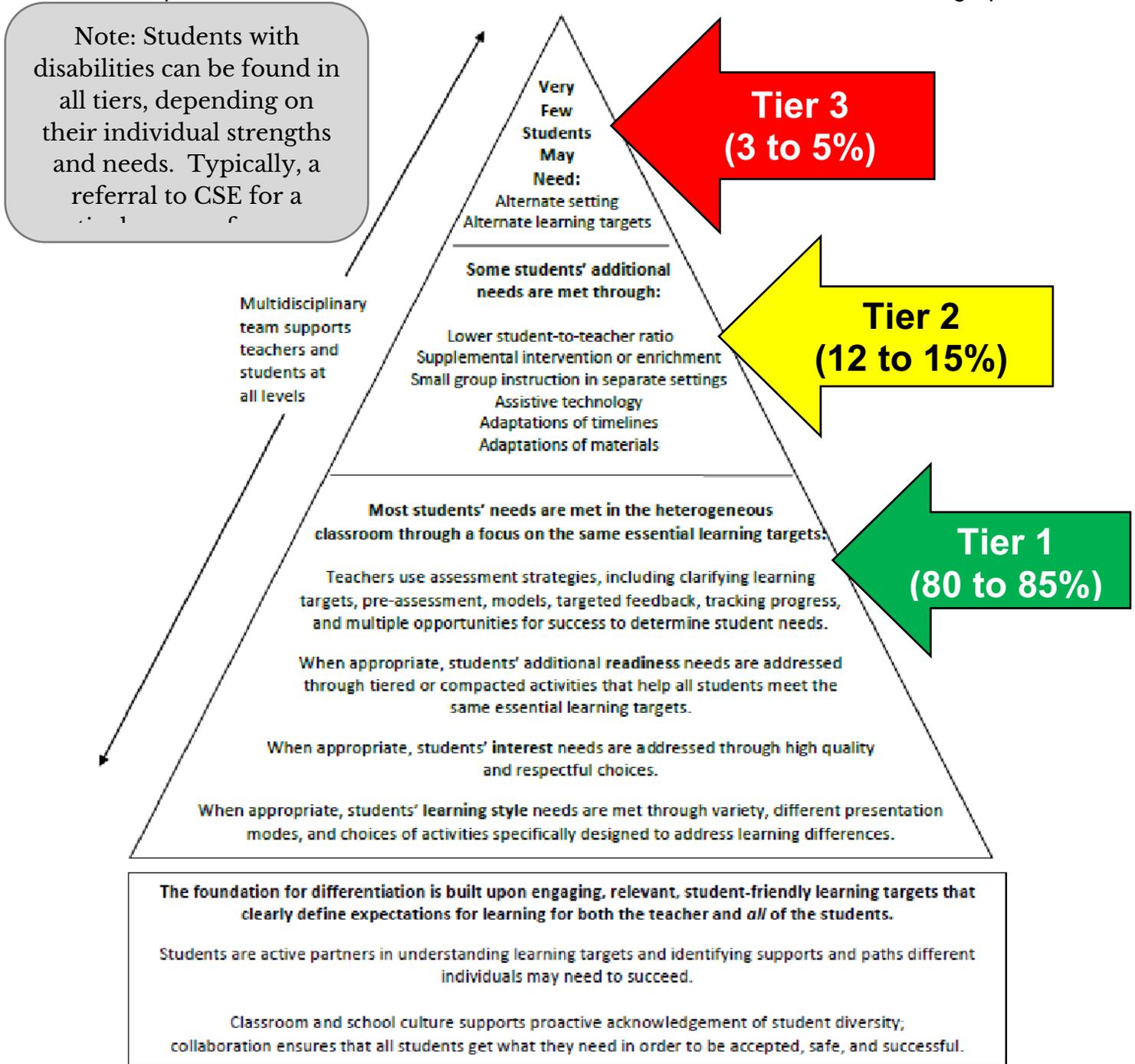
It is recommended that the RTI Teams at each building include the following educators:

- School Psychologist and/or Guidance Counselor
- General Education Teacher(s)
- Intervention Specialist(s)
- Related Service Provider(s)
- Building and/or District Administrator

## SECTION 2:

### RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RTI serves as a multi-tiered prevention framework with increasing levels or tiers of instructional support. Within the Red Creek CSD, a 3-tiered model is used. The graphic below provides a visual illustration. Further information for each tier follows the graphic.



# Tier One

Tier One is considered the primary level of intervention at Red Creek CSD and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading and math delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at Red Creek CSD in terms of core program, interventionist, frequency, duration, and location by grade level.

<b>Tier One</b>					
<b>Grades</b>	<b>Core Program</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>
<b>K-2</b>	Wonders, Heggerty for Phonemic Awareness, Really Great Reading Core Phonics Program, A Story of Units Math Modules	General Education Teachers and/or Co-Teachers	Daily	120 minutes minimum	Classroom
<b>3-5</b>	Expeditionary Learning ELA Modules combined with Wonders, Bridge the Gap  A Story of Units Math Modules	General Education Teachers and/or Co-Teachers	Daily	90 minutes minimum	Classroom
<b>6</b>	Expeditionary Learning ELA Modules  Literacy Block	General Education Teachers and/or Co-Teachers/ Consultant Teachers	Daily	45- 60 minutes	Classroom

	A Story of Ratios Math Modules				
7-8	Expeditionary Learning ELA Modules  Literacy Block  A Story of Ratios Math Modules	General Education Teachers and/or Co-Teachers/ Consultant Teachers	Daily	42 minutes minimum  42 minutes every other day (lit block)	Classroom

**Description of Core Program:**

The core program at each grade level will be based on the NYS Next Generation Learning Standards and will utilize Wonders modules, ELA and Math Modules provided on EngageNY, along with supplemental materials that have been aligned to NYS CCLS. The UPK-2 will supplement with phonics and phonemic awareness lessons that follow the Science of Reading guidance. Teachers will utilize research-based “If a Student..., Then...” Reading and Math Interventions such as those found in Appendix A to differentiate instruction to meet individual student needs at Tier 1.

**Tier Two**

Within the Red Creek CSD Tier Two is typically a small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student.

<b>Grade</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Group Size</b>
<b>K-2</b>	Classroom teacher	Daily	Minimum 30 minutes	Maximum of 5*
<b>3-5</b>	Classroom teacher	Minimum of 2 days per week	Minimum of 30 minutes	Maximum of 5*
<b>6-8</b>	Classroom teacher	Minimum of 2 days per week	Minimum of 15 minutes	Maximum of 6*

Program options available to students at this tier are based on student need(s). A Tiers 2 and 3 Intervention Menu located in Appendix B of this document provides information on the nature of program options.

\*When scheduling conflicts arise, groups may exceed the recommended maximum. Alternatives for staffing and scheduling should be reviewed if this occurs.

## **Tier Three**

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier 3 at Red Creek CSD in terms of program options, interventionist, frequency, duration, location and group size.

<b>Grade</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Group Size</b>
<b>1-2</b>	Reading/Math Specialist or Special Education Teacher	Daily*	Minimum of 20 minutes	Maximum of 5
<b>3-5</b>	Reading/Math Specialist or Special Education Teacher	Minimum 2 days per week	Minimum of 30 minutes	Maximum of 5
<b>6-8</b>	Reading/Math Specialist or Special Education Teacher	Minimum 2 days per week	Minimum of 30 minutes	Maximum of 5

Program options available to students at this tier are based on the student needs. Appendix B provides information on the nature of program options available at Tiers 2 and 3 for each grade level.

\* When scheduling conflicts arise, individual students may only receive Tier 3 interventions every other day. Alternatives for staffing and scheduling should be reviewed if this occurs.

## SECTION 3:

### ASSESSMENT WITHIN AN RTI FRAMEWORK

An RTI 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.

#### Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) 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.

Evidence of reliability and accuracy can be found at:

<https://www.fastbridge.org/>

The table presented below provides descriptive information regarding the universal screening procedures used at Red Creek CSD.

<b>Screening Tool(s):</b>	<b>Primary Tools 1-8:</b> Fastbridge <b>Additional Tools, varying by grade level:</b> DIBELS, PAST, Phonics Inv., NYS Assessments, Brigance (UPK), FluHarty2 (UPK), end of unit/module assessments
<b>Frequency of Administration:</b>	3x per year (subtests vary by time of year, see appendix C)

<b>Screening Administrator(s):</b>	Classroom Teachers
<b>Location(s):</b>	Classrooms Classrooms with 1:1 devices and headphones for computer-based assessments

A screening assessment schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year. See Appendix C for information regarding which screening measures are to be given at each grade level during each benchmarking period.

<b>UNIVERSAL SCREENING BY BENCHMARKING PERIODS</b>		
Fall Sept 25 <sup>th</sup> - Oct 15 <sup>th</sup>	Winter January 15 <sup>st</sup> – 30 <sup>th</sup>	Spring May 15 <sup>th</sup> - May 30 <sup>th</sup>

**Considerations for Screening English Language Learners: SIFE- NYSSLAT** Additional assessment is often needed to determine the risk-status of students whose native language is not English. Linan-Thompson and Ortiz (2009) note that special consideration must be given to students’ performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Considerations for ELLs at Red Creek may include the following strategies:

1. Use tools with demonstrated reliability and validity to identify and monitor students’ need for instructional support in reading.

2. Assess students' language skills to provide an appropriate context regarding evaluation of current levels of performance.
3. Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences.

## **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments 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.

Red Creek CSD will use Star Renaissance Assessments to determine a student's movement across the tiers by examining rate of progress and level of performance over time. Appendix D contains an RTI Team Referral Form for use when a teacher has concerns regarding a student based on progress monitoring and local assessment data in-between screening periods. Appendix E provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3. The table below contains a brief summary:

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Monthly (optional)	Minimum of Monthly	Minimum of Bi-Weekly
Administrator(s):	Classroom Teacher	Classroom Teacher	Classroom Teacher Reading/Math Specialists or Special Education Teachers



## 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, 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, Red Creek 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:	Fastbridge
Secondary Data Sources:	CBM's, DIBELS, PAST, Phonics Inventory, NYS Assessments, Brigance (UPK), FluHarty2 (UPK) Prodigy, end of unit/module assessments, Common Lit
Purpose:	<ul style="list-style-type: none"> <li>● Identify who's at risk</li> <li>● Identify the level of intervention a student requires</li> <li>● Provide preliminary information about the effectiveness of core instruction at Tier 1</li> </ul>
Frequency:	K-5: within two weeks after each benchmark assessment at grade level collaboration meetings 6-8: within two weeks by specialist and classroom teacher

Decision Options and Criteria:	See Appendix E for a graphic illustration of decision rules related to Initial Risk Status.
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**Determining Student Response to Intervention**

Another key decision made by the RTI Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. Red Creek 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 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:	Fastbridge
Secondary Data Sources:	PAST, DIBLES, Phonics Inventory, NYS Assessments, Brigance (UPK), FluHarty2 (UPK), Classroom Assessments, Student Work Samples, Sondag Program assessment
Purpose:	<ul style="list-style-type: none"> <li>● Determine student’s response to the intervention</li> <li>● Determine if the student is making progress towards grade level benchmarks</li> <li>● Determine the need for a lesser or more intensive intervention</li> </ul>
Frequency:	Individual student concerns: RTI Team meeting as needed K-5 overall: monthly collaboration meetings 6-8 overall: meeting between specialist and classroom teacher at least once per marking period

Decision Options and Criteria:	See Appendix E for a graphic illustration of decision rules related to Determining Student Response to Intervention.
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### **LD Determination**

In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student’s academic underachievement is not due to the lack of appropriate instruction in reading. Appendix F includes an SED approved form that is used for LD documentation purposes.

## **SECTION 5: PROFESSIONAL DEVELOPMENT**

Red Creek CSD will provide professional development to staff in order to develop a knowledge and skill base relative to an RTI framework and process as outlined below:

- Overviews of RTI for all K-8 staff (broken up by building), including video such as <https://www.youtube.com/watch?v=nkK1bT8ls0M>, summary of NYS requirements, overview of our RTI Plan, and explanation of protocols (screening schedule, referral form, etc.) – incorporated into new teacher orientation each year after 2016-17
- Small group (grade level or department) professional development regarding use of Star Renaissance software, Progress Monitoring, Tier 1 interventions, etc. as needed
- Grades K-5 collaboration and professional development within two weeks of Fall and Winter screening periods that includes looking at screening data and making decisions for individuals and groups of students
- Grades 6-8 within two weeks of Fall and Winter screening periods collaboration and professional development regarding looking at student work and using data to drive instruction (including screening and progress monitoring data when appropriate)

## **SECTION 6: PARENT NOTIFICATION**



In the Red Creek CSD parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents via letter that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

## **APPENDIX**

### **A. Tier 1 Research-Based Interventions Menu (If a student..., then...)**

### **B. Tiers 2 and 3 Research-Based Interventions Menu**

### **C. Universal Screening Measures by Grade Level and Benchmark Period**

### **D. RTI Team Referral Form**

## **E. Decision Rules for Determining Initial Risk Status and Determining Student Response to Intervention**