

MORRISVILLE-EATON CENTRAL SCHOOL
RTI PLAN
Updated August 2016

Introduction-Background Information

The Morrisville-Eaton Central School District's Response to Intervention plan was developed to meet the requirements of Section 100.2(ee) revisions to the Commissioner's Regulations requiring school districts to provide Academic Intervention Services (AIS) to students who score below designated performance levels on the NYS Learning Standards. With the implementation of Response to Intervention (RTI), the district has chosen to integrate this philosophy with the AIS requirements in order to provide for all students.

Definition

Response to Intervention is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

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.

The skill-specific interventions provided through Academic Intervention Services (AIS) are Tier 2 and 3 RTI interventions designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. RTI Tiers 2 and 3 provide additional academic instruction that supplements the general curriculum (core program) to improve academic performance. RTI supports are intended to provide students with specialized, targeted interventions that focus on removing the barriers to student learning. This may mean the provision of extra time for focused instruction, small group instruction, or interventions specifically designed to address other skill areas impacting learning. The goal is for all students to receive the support they need to achieve NYS learning standards.

The Regents policy framework for RTI 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 which 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.

The AIS Compliance Plan also includes:

- Entrance criteria and provisions of services
- Range of supports available in a multi-tiered model
- Parent involvement notification
- Intensity and progress monitoring documentation
- Exit criteria

Since both time and RTI staff are finite resources, a unique blend of RTI support and scheduling may be required when multiple interventions are indicated. Designated stakeholders at each school will assist in recommending RTI interventions. Implementation will be directed by the school’s principal and will occur within our staffing resources. Academic Intervention Services (RTI) will:

- Provide targeted skill interventions to supplement classroom curriculum and instruction
- Employ direct, systematic, and explicit supports in the area of need

Eligibility

Response to Intervention (RtI) is provided for academic instruction and other related fundamental support needs that may impact student performance (language, attendance, health issue, counseling, behavior, etc.). Criteria are established in each area to identify students who need services. The criteria are based on multiple measures of evaluation and documentation. Similar criteria are used as exit benchmarks indicating that services are no longer needed. The building principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention service. Evaluation of a student’s strengths and needs is necessary to make appropriate recommendations to classroom teachers and support personnel. Specific circumstances automatically qualify a student to be considered for RtI services:

- Students who score below the designated performance levels
- Students at risk of not meeting the state standards as indicated through district adopted or approved procedures
- LEP/ELL (Limited English Proficient/English Language Learner) students who do not achieve the CR Part 154 standards
- Identified students with disabilities and those designated as LEP/ELL who require services

District Support Services

We provide a wide variety of resources to support the academic, social/emotional, and behavioral needs of our students. The following list identifies some of the key support personnel that may be utilized for RtI supports:

- Support Personnel
- Administration
- Coaches
- Counselors
- Nurses
- Occupational Therapists (IST recommendation)
- Physical Therapists (IST recommendation)
- Psychologist
- AIS Providers
- Social Workers
- Special and General Education Teachers
- Speech/Language Therapists

District Procedures for Response to Intervention/Academic and Support Services K-12

The RtI plan outlines the multi-tiered process for identifying and supporting students in grades K-12. This plan assures that multiple measures of assessment and other sources of evidence will be used in the identification of students to be served. These sources may include but are not limited to: student records, report cards, grades, classroom participation, student work, diagnostic assessment, parent referrals, NYS assessments and curriculum based measures. All decisions will be based on data provided at each level.

Procedures include using the following as a basis for all decisions:

1. Data on behavior problems
2. Data on specific skill weaknesses
3. Criteria for beginning RtI
4. Tiered level of supports
5. Frequency, intensity, and duration of service
6. Procedures for parent notification
7. Criteria for ending RtI

A key element of an RTI approach is the provision of early intervention when students first experience academic difficulties, with the goal of improving the achievement of all students. In addition to the preventive and remedial services, this approach may be provided to at-risk students early on in their academic career.

Parent Involvement and Notification

The State Education Department requires that parents be notified in writing when AIS support is implemented for their child. The notification must include:

- Summary of the service(s) to be provided
- Reason for the AIS support
- Results of not achieving the NYS Learning Standards

- On-going communication with the parents when AIS support is being provided
- The specific mandates are that parents be provided:
- Quarterly progress reports (this may be included as part of the student's report card)
- Opportunities for parent conference (or other consultation) once each semester when requested
- Communication including suggestions for working with the student at home
- Notification when AIS support is dismissed
- The mandated notification must include the following information:
- Criteria for beginning/ending the services
- Current performance level of their child
- Specific assessments used to determine the student's level of performance

Parents may obtain information on strategies they can use to support their child's learning by working with their child, monitoring their child's progress, and working collaboratively with staff members providing interventions.

RtI/AIS: Change of Intensity

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided at each tier. Students with the greatest need would receive more intense services, for a longer duration, and with more frequent progress monitoring. Students with the least intensive needs might only require monitoring. Decisions regarding service intensity will be determined by the designated stakeholders in each building.

Exit Criteria

A student may be dismissed from AIS/RtI when the student is proficient on a NYS assessment or evidences of any combination of the following:

- Local administered standardized testing is proficient
- Consistent report card progress of a C or 75% or better in AIS/RtI academic area
- Student has successfully maintained targeted behavior
- Designated stakeholders recommend dismissal from service
- Successful implementation of behavioral intervention plan than can be supported by classroom teacher/parent

Relationship of AIS and Special Education

RtI/AIS supports are considered general education "program interventions". As a result, RtI/AIS actions should not be included in a student's IEP or 504 Plan. The CSE cannot recommend that a student with a disability receive AIS. Special education teachers and related service staff may provide RtI/AIS support when such services are in addition to any special education interventions that are listed on the student's IEP or 504 Plan. The specific manner in which RtI/AIS support will be provided to a student with an IEP or 504 Plan will be determined by the designated stakeholders in each building.

Student Support Services

Prevention services are available to all students. In addition to academic interventions, students who are determined to be at risk for failure to meet NYS Learning standards in Language Arts, Mathematics, Science and/or Social Studies may be determined to be at risk due to speech/language delays, poor attendance, behavior issues or other social/emotional factors. Students who have these risk factors may receive preventative services such as speech improvement, counseling, guidance, health, or other district services as developed by the SST and/or directed by the school's principal.

Provision of RtI/AIS Services

A full range of RtI/AIS supports will be used to assist all students who are not proficient on NYS Assessments. All support services will be delivered by highly qualified staff as determined by section 100.2(0) of the Commissioner's Regulations. RtI/AIS in our district may include the following:

- Interventions during the regular school day
- Summer school program /summer instruction
- Before/after school instruction

Individual Skill Deficit Identification Sources (include but are not limited to)

- Benchmark/CBM data
- Error analysis of student assessment
- Screening item analysis
- Analysis of student work
- Diagnostic assessments
- Disaggregated subject area assessments
- Data from patterns of student performance
- Disciplinary referrals
- Records of absences
- Tardy patterns
- Number of time outs/removals
- History of documentation of behavioral issues

Note: All students are eligible for all tiers based on need and present levels of performance. Students who presently receive special education or AIS services may receive services on various tiers at various times based on level of need and disability. Students who are not classified should progress through all three tiers with appropriate documentation prior to CSE referral. Documentation is required to demonstrate educational progress in the core curriculum with interventions in place.

Tier 1	Program Description	Provider/ Case Manager	Entrance Criteria for Tier 1 Interventions	Frequency/ Structures	Strategies	Assessments	Outcome
<ul style="list-style-type: none"> • Research based instruction in the general education setting • Approximately 80% of all students should make adequate progress at the Tier 1 level 	<ul style="list-style-type: none"> • Tier 1 is designed to successfully provide research based instruction to all students 1. Students receive high quality differentiated instruction in the general education setting 2. General education instruction is research based 3. General education instructors and staff assume an active role in the student's assessment of the curriculum 4. School staff conduct universal screenings of academic areas 	<p>Highly qualified General education teacher</p>	<p>All students in general education</p>	<p>In general education setting, no pull out</p> <p>Flexible groupings based on teachers' data</p>	<p>Small groups based on instructional skill level within the general education classroom</p> <p>Standards and scientifically based instruction</p> <p>Peer support</p> <p>Differentiated instruction</p> <p>Instructional/ environmental accommodations</p> <p>Instructional modifications</p> <p>Classroom management plan</p> <p>Supplemental management strategies</p>	<p>Assessment of skills to determine skill deficits</p> <ul style="list-style-type: none"> • Benchmark testing • Universal screening • Daily assessments, quizzes, tests • Assessment of skill deficit • Running records • Curriculum Based Measurement • Formal reporting to parents on skill progress will be quarterly • Teacher observation • Documentation of management strategies 	<p>Student has made adequate progress</p> <p>Student moves to Tier 2 based on lack of adequate skill progress</p>

Tier 2	Program Description	Provider/ Case Manager	Entrance Criteria for Tier 2 Interventions	Frequency/ Structures	Strategies	Assessments	Outcome
<ul style="list-style-type: none"> • Intervention and support outside general education classroom • Will provide for increasing duration and frequency of interventions • Approximately 5% - 15% of all students do not respond to Tier 1 instruction and therefore require a higher level of support that is provided at Tier 2 	<ul style="list-style-type: none"> • Tier 2 is designed to successfully provide for the instructional and behavioral needs of struggling students by providing supplemental instruction 1. Identification of specific skill deficits 2. Interventions address students specific skill deficits 3. Implementation of specific research-based interventions 4. Documentation of continuous progress monitoring 	<ul style="list-style-type: none"> Highly qualified general education teacher AIS teachers Content area specialists Counselors Administrators School psychologists Speech language therapists Nurses Coaches Teacher's aides with supervision Social workers 	<p>Students who have not been successful with Tier 1 research based instruction as evidenced by lack of adequate progress in identified skill area(s) or deficit(s) based on:</p> <ul style="list-style-type: none"> • Level 1 or 2 on NYS ELA/Math Assessments • Tier 1 assessments • Other 	<p>Targeted interventions that occur in general education setting or a pull out setting (additional class/ instructional period for specific skill instruction)</p> <p>Flexible homogeneous small groups (4-6 students) based on specific skill deficits</p> <p>Small targeted groups of 20-30 minutes 2 – 3 times a week</p>	<p>Targeted instruction provided through AIS services or other supplemental small group instruction</p> <p>Other strategies:</p> <ul style="list-style-type: none"> • Counseling • Technology based supports • Mentor/advisor • Peer tutoring • Study clubs • Pre-teaching/ accelerated instruction • Organizational skills • Monitoring of students • Behavior plans • Summer programs 	<p>A minimum of every two weeks continuous documentation of progress monitoring, e.g., grades, charting</p> <p>Formal reporting to parents on skill progress will be quarterly</p>	<p>Student moves to Tier 1 with continued Classroom monitoring</p> <p>Student remains in Tier 2 with same/ alternate interventions</p> <p>Student becomes eligible for Tier 3 based on lack of adequate skill progress</p>

Tier 3	Program Description	Provider/ Case Manager	Entrance Criteria for Tier 3 Interventions	Frequency/ Structures	Strategies	Assessments	Outcome
<ul style="list-style-type: none"> Intensified intervention and support outside general education classroom Approximately 1% - 5% of all students do not respond to Tier 1 and Tier 2 instruction and therefore require a higher level of support that is provided by Tier 3 	<ul style="list-style-type: none"> Tier 3 is comprised of supplemental, skill specific small group programs, strategies and procedures that are more intensive than Tier 2. Tier 3 provides: <ol style="list-style-type: none"> Increased time for interventions Smaller group size Documentation of continuous weekly progress monitoring 	Highly qualified general education teacher AIS teachers Content area specialists Counselors Administrators School psychologists Speech language therapists Nurses Coaches Teacher's aides with supervision Social workers	Students who have not been successful with Tier 2 interventions	Targeted interventions that occur in general education setting or a pull out setting (additional class/instructional period for specific skill instruction) Flexible, homogeneous small groups based on skill specific deficits Targeted small groups (3-5 students) for a minimum of 30 minutes 3 –5 times a week	Intensive skill intervention provided through AIS services or other supplemental small group instruction Other strategies: <ul style="list-style-type: none"> Counseling Technology based supports Mentor/advisor Peer tutoring Study clubs Pre-teaching/ accelerated instruction Organizational skills Monitoring of students Behavior plans Summer programs 	Weekly documentation of progress monitoring, e.g., grades and charting Formal reporting to parents on skill progress will be quarterly	Student has made adequate progress in skill deficit areas: <ul style="list-style-type: none"> consider movement to Tier 2 interventions Student remains in Tier 3 with same/alternate ntervention Insufficient progress : consider CSE referral or other alternatives

**Morrisville-Eaton Central School District
Tier 2 and Tier 3
Entrance and Exit Criteria
For AIS**

AIS Entrance Data

The following multiple measures and ranges will be used when deciding whether a student will receive AIS services. If a student’s scores fall in these ranges in the majority of measures and teacher recommendations corroborate, then the student will receive AIS services.

Below is a listing of those assessments that will be used to determine eligibility for Academic Intervention Services during the 2016 – 2017 school year.

AIS Eligibility Determination for ELA and Math

	English Language Arts		Math	
	Measure	Range	Measure	Range
K	DIAL-4 AIMSWeb Plus DRA Teacher Recommendation	At risk Moderate or High risk Level A Below Average	AIS Math Screening AIMSWEB PLUS Teacher Recommendation	70% or below Moderate or High risk Below Average
1	AIMSWEB PLUS DRA Reading Assessments Teacher Recommendation	Moderate or High risk Below Level 4 at the end of Kdg. 70% or below 1 year below grade level	AIS Math Screening Module Math Tests AIMSWEB PLUS Teacher Recommendation	70% or below 70% or below Moderate or High risk 1 year below grade level
2	AIMSWEB PLUS Benchmark/CBM data Develop- mental Reading Assessment Teacher Recommendation	Moderate or High risk 70% or below Level 16 at the end of Gr. 1 1 year below grade level	AIMSWEB PLUS Module Math Tests Teacher Recommendation	Moderate or High risk 70% or below 1 year below grade level
3	NYS ELA Test AIMSWEB PLUS Reading unit tests Developmental Reading Assessment Teacher Recommendation	Levels 1, 2* Moderate or High risk 70% or below Below Level 28 at the end of Gr. 2 1 year below grade level	AIMSWEB PLUS Module Math Tests NYS Math Test Teacher Recommendation	Moderate or High risk 70% or below Levels 1, 2 1 year below grade level
4	AIMSWEB PLUS Reading Unit Tests NYS ELA Test Interim Report Report Card Teacher Recommendation	Moderate or High risk 70% or below Levels 1, 2* Unsatisfactory 70% or below 1 year below grade level	AIMSWEB PLUS Module Math Tests NYS Math Test Interim Report Report Card Teacher Recommendation	Moderate or High risk 70% or below Levels 1, 2* Unsatisfactory 70% or below 1 year below grade level
5	AIMSWEB PLUS Reading Unit Tests NYS ELA Test Interim Report Report Card	Moderate or High risk 70% or below Levels 1, 2* Unsatisfactory 70% or below	AIMSWEB PLUS Module Math Tests NYS Math Test Interim Report Report Card	Moderate or High risk 70% or below Levels 1, 2* Unsatisfactory 70% or below

	Teacher Recommendation	1 year below grade level	Teacher Recommendation	1 year below grade level
6	Reading Tests NYS ELA Test Interim Report Report Card Teacher Recommendation	70% or below Levels 1, 2* Unsatisfactory 70% or below 1 year below grade level	Chapter/Unit Math Test NYS Math Test Interim Report Report Card Teacher Recommendation	70% or below Levels 1, 2* Unsatisfactory 70% or below 1 year below grade level
7	ELA NYS Test Teacher Recommendation Interim Report Report Card	Levels 1, 2* Below 70 % Below 70 %	Math NYS Test Teacher Recommendation Interim Report Report Card	Levels 1, 2* Below 70 % Below 70 %
8	ELA NYS Test Teacher Recommendation Interim Report Report Card	Levels 1, 2* Below 70 % Below 70 %	Math NYS Test Teacher Recommendation Interim Report Report Card	Levels 1, 2* Below 70 % Below 70 %
9	ELA NYS Test Teacher Recommendation Interim Report Report Card	Levels 1,2 Below 70 % Below 70 %	Math NYS Test Teacher Recommendation Interim Report Report Card	Levels 1,2 Below 70 % Below 70 %
10	Teacher Recommendation Interim Report Report Card	 Below 70 % Below 70 %	Math NYS Regents Teacher Recommendation Interim Report Report Card	 Below 70 % Below 70 %
11	NYS English Regents Teacher Recommendation Interim Report Report Card	Below 65% Below 70 % Below 70 %	Math NYS Regents Teacher Recommendation Interim Report Report Card	Below 70% Below 70 % Below 70 %
12	NYS English Regents Teacher Recommendation Interim Report Report Card	Below 65% Below 70 % Below 70 %	Math NYS Regents Teacher Recommendation Interim Report Report Card	Below 70% Below 70 % Below 70 %

Students who score below the median scale score between level 2 and level 3 (see shaded column in tables below) are identified as eligible for AIS.

Grades 3-8 ELA Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Median Scale Score between Level 2 and Level 3	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
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Grade

3	177-290	291-319	320-357	358-414	305
4	172-286	287-319	320-342	343-410	303
5	112-288	289-319	320-345	346-415	304
6	128-282	283-319	320-337	338-419	301
7	147-286	287-317	318-346	347-413	302
8	130-283	284-315	316-342	343-395	300

Grades 3-8 Math Scale Score Ranges by Performance Level and Median Scale Score between Level 2 and Level 3

Median Scale Score between Level 2 and Level 3	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
Grade					
3	137-284	285-313	314-339	340-401	299
4	143-282	283-313	314-340	341-405	298
5	153-293	294-318	319-345	346-416	306
6	132-283	284-317	318-339	340-423	301
7	150-292	293-321	322-347	348-409	307
8	132-286	287-321	322-348	349-407	304

Once a student qualifies for AIS, specific skills deficits will be determined by (but not limited to):

- Benchmark/CBM data
- Error analysis of student assessment
- Screening item analysis
- Analysis of student work
- Diagnostic assessments
- Disaggregated subject area assessments
- Data from patterns of student performance
- Disciplinary referrals
- Records of absences
- Tardy patterns
- Number of time outs/removals
- History of documentation of behavioral issues

AIS Exit Data

The following multiple measures and ranges will be considered when deciding when a student should exit from AIS services. Scores falling in these ranges in the majority of measures and/or teacher recommendations with data support will allow the student to be released from AIS services.

K-5 AIS Reading Exit Data Guidelines

- State assessments are on or above median scale score between level 2 and level 3
- Quarterly evaluations are on level
- The student is on or about grade level on the DRA/DAR
- The student is on or about NYS norm levels on AIMSWEB
- Teacher(s) observations and recommendations

K-5 AIS Math Exit Data Guidelines

- State assessments are on or above median scale score between level 2 and level 3
- The student is on or about NYS norm levels on AIMSWEB
- The student must pass 2 consecutive chapter/unit math tests with a 75% or better
- Teacher(s) observations and recommendations

6-12 AIS ELA and Math Exit Data Guidelines

- State assessments are on or above median scale score between level 2 and level 3
- The student must pass 2 consecutive semesters with a 75% or better on report card
- Teacher(s)/AIS provider/Guidance observations and recommendations

New Entrants' Reading Guidelines K-3

- New students will be given the following:
 - AIMSWEB
 - A running record (only after January in Kindergarten)
 - Sight word checklist
 - Letter/sound assessment (K & 1st only)

New Entrant's Math Guidelines K-3

- New students will be given the following:
 - AIMSWEB
 - Other specific math assessments as appropriate