

RESPONSE TO INTERVENTION

MISSION: To provide all students in the Avoca Central School District with high quality differentiated instruction and individualized interventions to address the unique needs of each student so that they are motivated and prepared to meet life's challenges.

Approved by the Board of Education
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Avoca Central School

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SECTION 1: INTRODUCTION

RESPONSE TO INTERVENTION DEFINED

Response to Intervention (RtI) is a process of implementing high quality scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. This involves:

- Using differentiated instructional strategies for all learners.
- Providing at-risk learners with scientific research-based interventions.
- Continuous measurement of student performance using scientifically research-based monitoring instruments for all learners.
- Making educational decisions based on a student response to intervention.

Appropriate Instruction is delivered to all students by qualified personnel. Appropriate instruction means scientific research-based programs.

Universal Screenings are used to assess all students in the class to identify those students who are at risk of experiencing academic difficulties and who are in need of enrichment.

Intervention is instruction matched to student need with increasingly intensive levels of targeted instruction for students who do not make satisfactory progress in their levels of performance and /or in their rate of learning to meet grade level standards. (multi-tiered prevention)

Progress monitoring is repeated assessment 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 a student's response to intervention informs decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

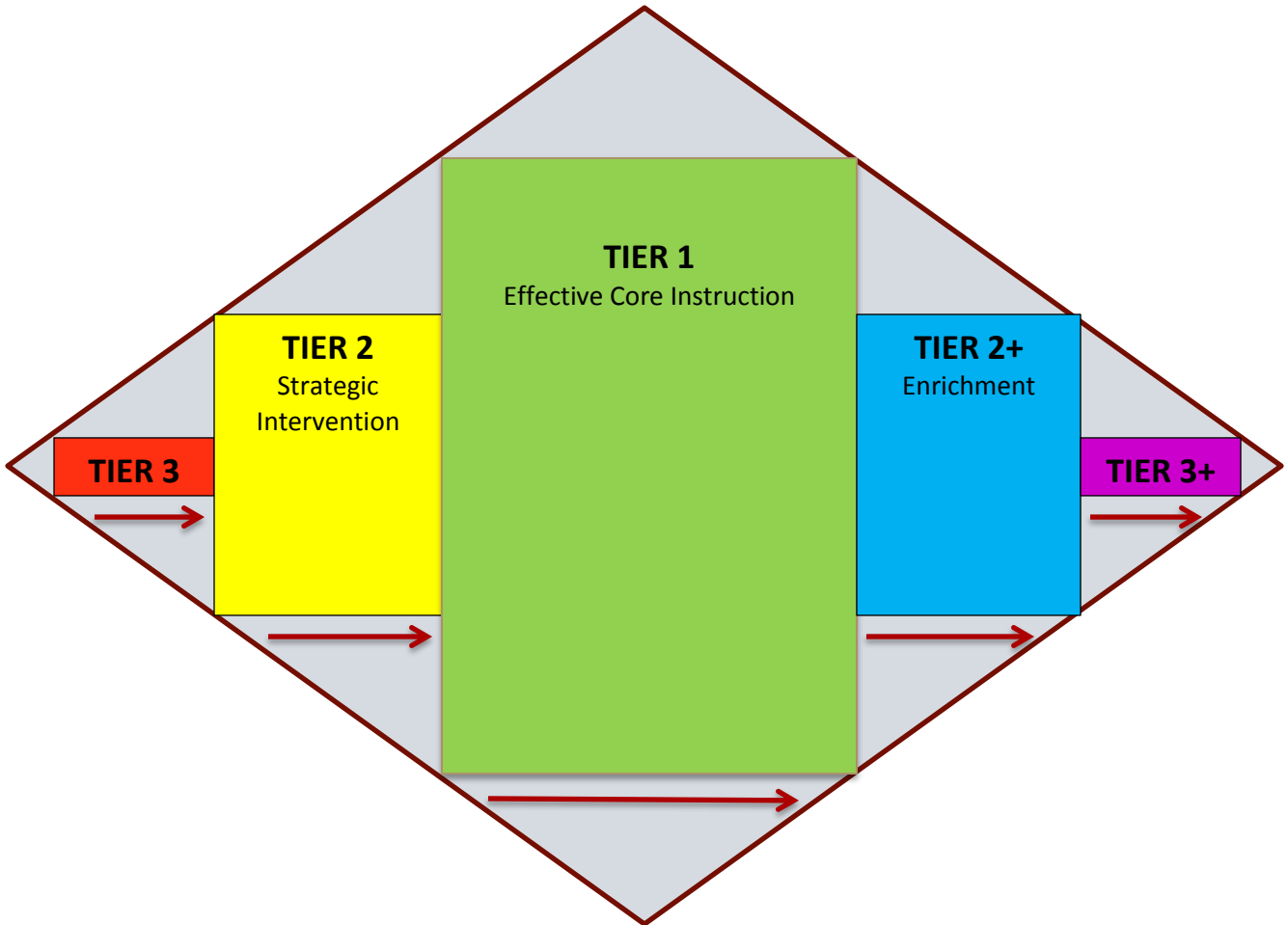
Core instruction is the curriculum used for general classroom instruction.

Curriculum Based Measures is a method of monitoring student educational progress within the classroom through direct assessment of academic skills.

Enrichment is meant to cultivate skills of students exceeding benchmark standards within the classroom.

SECTION 2: RtI AS A MULTI-TIERED FRAMEWORK

Within the Avoca Central School District, a diamond model is used. The graphic presented below provides a visual illustration of the district's RtI model.



Tier 1: Effective Core Instruction

Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.

- Core ELA and Math program instruction
- Large and small group
- Meets 80 – 90% of students' needs.
- General instruction and support to all students in all settings
- Students screened 3-4 times per year using district universal screening tool
- Differentiated instruction
- Progress monitoring as appropriate
- Evaluate instructional programs based on student data

When progress is NOT made, then Tier 2 services may be warranted based on data.

Tier 2: Strategic Intervention

Tier 2 intervention will be provided in small, same ability groups of 3-5 students. Intervention at this level should provide sufficient additional support for these students to gain the skill and strategies needed to close the achievement gap and continue to make grade-level progress in Tier 1 instruction.

- Targets at-risk students (5 – 15% of students).
- Small group classroom intervention based on student data.
- Targeted interventions and supplemental support in addition to effective core instruction implemented by the classroom teacher and intervention provider.
- Routine progress monitoring to determine the level of progress
- Evaluate effectiveness of instructional changes based on data

A Parent/Guardian Notification letter will be sent when Tier 2 services are implemented.

When grade level standards are met, student(s) may be moved to Tier 1.

When progress is shown (but not at grade level standards), Tier 2 intervention services and progress monitoring will continue.

When progress is NOT made, then Tier 3 services may be warranted based on data and student should be referred to CST (Child Study Team).

Tier 3: Intensive Intervention

Students who continue to struggle without measurable progress in Tier 1 and Tier 2 will move to Tier 3 intervention. This applies to the 1-5% of students who have received Tier 2 intervention and who continue to have significant difficulty acquiring the necessary skills to make progress in Tier 1 instruction. These students will receive more frequent, explicit, intensive, individualized intervention for longer periods of time.

- Individual or small group intervention (no more than 1-3 at risk students)
- Frequency and/or time will increase
- Assessment-based decisions
- Progress monitoring will be continuous
- Intervention provider will implement interventions based on student data to target specific skills

A *Parent/Guardian Notification* letter will be sent when Tier 3 services are implemented.

When significant progress is shown, student(s) may be moved to Tier 2 or 1.

Tier 3 intervention services and progress monitoring will continue when significant progress is not shown.

When progress is NOT made, then the CST (Child Study Team) may recommend a CSE (Committee on Special Education) referral.

A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or long-term planning (504 plan, additional Tier 3 cycle).

Tier 2+: Enrichment

Tier 2+ enrichment will be provided in small, similar ability groups of students. Intervention at this level is meant to challenge and advance the skills of these students to deeper and higher levels.

- Small group or individual projects
- Content enrichment
- Lead by student interest

When progress slows or standards are not met within the classroom, students will be progress monitored to determine appropriate movement within the RtI Tiers.

Tier 3+: Enrichment

Tier 3+ enrichment will be provided in small, similar ability groups of students. Intervention at this level is meant to challenge and advance the skills of these students to deeper and higher levels.

- Small group or individual projects
- Content enrichment
- Lead by student interest

When progress slows or standards are not met within the classroom, students will be progress monitored to determine appropriate movement within the RtI Tiers.

SECTION 3: ASSESSMENT WITHIN AN RtI FRAMEWORK

Universal Screening

The purpose of screening is to identify the students who are at risk for experiencing academic difficulties or who are in need of enrichment.

| READING / ELA | |
|-----------------------------|---|
| Screening Tool | Fountas and Pinnell Benchmark |
| Standards Measured | Grade level criteria |
| Frequency of Administration | Three times a year (fall, winter, spring) |
| Administrator | Certified Teacher(s) |

Progress Monitoring

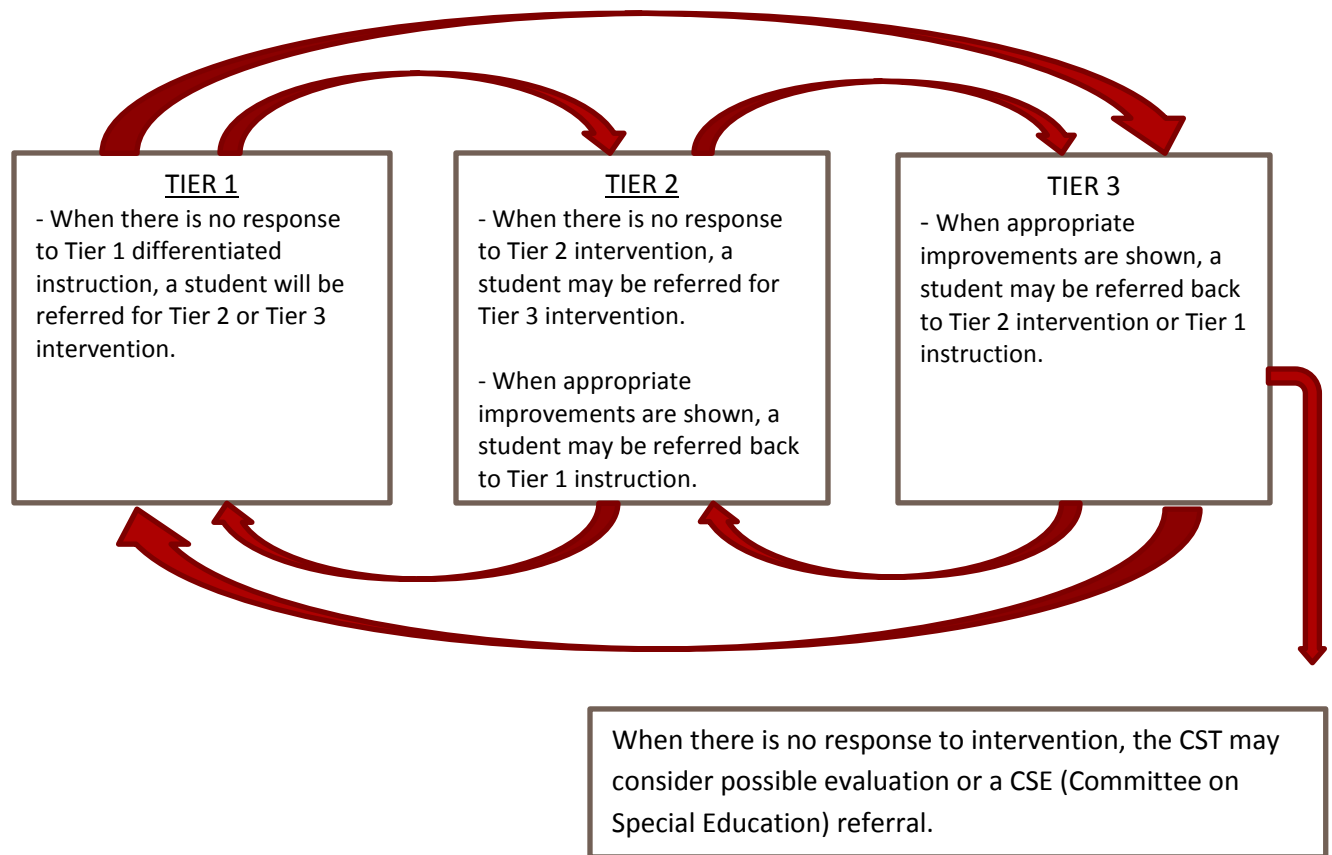
The purpose of progress monitoring is to evaluate a student’s current level of performance and to determine the effectiveness of the intervention.

| | Tier 1 | Tier 2 | Tier 3 |
|-----------------------------|--|-------------------------------|--|
| Progress Monitoring Tool | Curriculum Based Measures | Leveled Literacy Intervention | 95 Percent Leveled Literacy Intervention |
| Frequency of Administration | Every 5 weeks (interim and report card time) | Every 2 – 3 weeks | Every 1 – 2 weeks |
| Administrator | Classroom Teacher | Interventionist | Interventionist |

SECTION 4: DATA-BASED DECISION MAKING

Data gathered for progress monitoring and universal screening allows staff working with students to better identify student progress. Students may move out of an intervention lab and receive only core curriculum services again. Students also have the flexibility, dependent on need, to move to a more individualized setting to receive intervention when their progress does not move in a positive direction.

| Determining Who's at Risk | |
|--|--|
| Primary Data Source | Fountas and Pinnell Benchmark Screener |
| Secondary Data Source | Curriculum Based Measures (formal and informal) 95 Percent Screener State Assessments |
| Criteria | Fountas and Pinnell Text Level Below grade level performance 95 Percent Skill level continuum Proficiency level on NYS grade level assessment |
| Determining Student Response to Intervention | |
| Primary Data Source | Leveled Literacy Intervention 95 Percent Intervention |
| Secondary Data Sources | Curriculum Based Measures |
| Criteria | Running Reading Record |



SECTION 5: PROFESSIONAL DEVELOPMENT

The Avoca Central School District will take appropriate steps to ensure that all staff has the knowledge and skills necessary to implement a response to intervention program that is consistent with the diamond model of intervention. Fidelity of its various components across classrooms and grade levels is dependent on appropriate professional development.

Fidelity of implementation means:

- 1.) Intervention/instruction is delivered in the way in which it was designed to be delivered;
- 2.) Screening and progress monitoring procedures are administered in a standardized manner, and an explicit decision-making model is followed;
- 3.) Instruction and interventions are implemented consistent with research or evidence-based practice;
- 4.) Staff receive appropriate professional development; and
- 5.) Administrators provide supervision and serve as instructional leaders.

(Response to Intervention Guidance for New York State School Districts; October 2010)

SECTION 6: PARENT/GUARDIAN NOTIFICATION

Written notification will be given to parents/guardians after each benchmark assessment is given. This notification will inform parents/guardians of their child's performance on the benchmark assessment and whether or not intervention beyond general classroom instruction is necessary.

Written notification will be given to parents/guardians when a student requires an intervention beyond that which is provided to the general education classroom.

| | |
|------------------|---|
| Entrance Letter | Parents/guardians will be notified of their child's progress following each benchmark assessment; three times a year. When benchmark assessments support the need for intervention an Entrance Letter will also be sent to parents/guardians. |
| Progress Reports | With each Report Card, parents/guardians of students receiving tier 2 and tier 3 intervention services will receive information indicating their child's progress during that period. |
| Exit Letter | As students progress, and gaps close, they may be moved out of tier 2 or tier 3 and back into tier 1 classroom instruction, parents/guardians will be notified with an Exit Letter. |