Potsdam Central School District

District RTI (Response to Intervention) Plan

Grades K – 4

July 1, 2015- June 30, 2017

Commonly Asked Questions

What is RTI (Response to Intervention)?

RTI is a process.

- **A general education initiative**

- A multi-level (tiered) framework developed to maximize student achievement by providing, specific and intentional support to students at risk for poor learning outcomes. The approach includes:

    o   Core instruction *using a research based program* for all students

    o   Universal screening

    o   Increasingly intensive instructional interventions for students needing extra help

    o   Progress monitoring

- RTI is the *process*, not the *service*

What are the components of RTI?

- Systematic approach to assessment and identification of student needs

- Prevention and early identification

- Universal screening

- Multiple tiers of intervention

- Monitoring of student progress

- Decision making process

- Parent involvement

- Consistency of implementation

What is Tier 1?

- First level of core instructional interventions, which provides a foundation of curriculum, instruction and school organization that has a high probability of bringing the largest number of students possible to acceptable levels of proficiency

- Provided to students within the classroom setting

- Data collection required for examples of Differentiated Instruction and Progress Monitoring

What is Tier 2?

- Targeted short-term interventions in the form of supplemental instruction which is provided to those students who display poor response to the group instructional procedures used in Tier 1

- These services are provided in addition to core instruction and can be developed through a problem-solving process between classroom teacher and service providers **(i.e., Teacher, Teacher Assistant, Reading Specialist, Special Education Teacher).** Typically provided within the classroom **or a pull-out setting.**

- Data collection required for examples of Differentiated Instruction and Progress Monitoring from Tier 1.

- Should represent 15-20% of the population

What is Tier 3?

- Targeted, intentional long-term interventions in the form of supplemental instruction

- Services (1:1, 1:2, 1:3, 1:4 or 1:5) provided outside of the general classroom setting by Tier 3 teacher (i.e., Teacher, Reading Specialist, Special Education Teacher)

- **Should represent 1-5% of the population**

What does monitoring with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and STAR (Identification—RED) look like?

- Intense, daily support service(s) which could include such activities as regular progress checks, further assessments, and meetings with the classroom teacher to adjust instruction, if necessary

- Using research-based interventions as deemed appropriate based on student need from or in conjunction with the following:

  o Core Reading Program

  o Common Core

  o DAZE (Grades 3 & 4)

  o DIBELS (Grades K-2 for fluency and phonemic awareness)

  o LLI (Leveled Literacy Intervention)

  o Wilson- Fundations

  o Interventioncentral.com

  o Education City

  o Lexia

  o Accelerated Reader

- o   Reading A to Z

- o   Developmental Reading Assessment (DRA)

- Probes completed as specified in District RTI Plan

- Records of this service will be maintained, as for all AIS services

- Pull-out or Push-in models (or a combination of both)

What does monitoring with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and STAR **(Identification—YELLOW) look like?**

- o   Core Reading Program

- o   Common Core

- o   LLI (Leveled Literacy Intervention)

- o   Wilson- Fundations

- o   Interventioncentral.com

- o   Education City

- o   Lexia

- o   Accelerated Reader

- o   Reading A to Z

- o   Developmental Reading Assessment (DRA)

- Support service(s) which could include such activities as regular progress checks, further assessments, and meetings with the classroom teacher to adjust instruction, if necessary

- Using research-based interventions as deemed appropriate based on student need from or in conjunction with the following:

- Probes completed as specified in District RTI Plan

- Records of this service will be maintained, as for all AIS services

- General Education Setting or pull-out by classroom teacher, teacher assistant or Reading Specialist.

What is Title I?

- Funding based on poverty level in the district

Why are some teachers called *Title I teachers*
- Reading Teachers/Reading Specialists paid from Title I Federal Funds are often called "Title I" teachers

What is a Problem Solving Process?

- Discussion among appropriate staff members to determine details of appropriate interventions (SST (Student Support Team) brainstorming sessions, grade level meetings, service provider meetings)

What is an Intervention?

- Any strategy or program used in addition to regular classroom instruction to help students progress.

What are AIS (Academic Intervention Services)?

AIS is a service. Those students identified as needing extra academic help, IN ADDITION to their regular classroom instruction are AIS students.

- Supplementary education program

- Required program to serve students that *"are not"* or are *"at-risk of not"* attaining the standards

Who are considered "qualified, appropriately certified staff" required to provide academic intervention services?

Districts must use staff to provide academic intervention services who are appropriately certified under Part 80 of the Commissioner's Regulations for the area(s) of their instructional assignment, i.e., reading, English language arts, mathematics, social studies, or science, or for the area of their student support service assignment, i.e., pupil personnel services. The following are examples for teachers who currently hold valid New York State teaching certificates:

- At the elementary level, appropriate certifications for instructional assignments in mathematics, social studies, and science include Common Branch, PreK-6, and N-6 as defined in Section 80.15 of Commissioner's Regulations. For the provision of AIS in reading, however, reading certificate (Section 80.7 of Commissioner's Regulations) is strongly recommended.
- At the secondary level (grades 7-12) approvable certifications for AIS instructional assignments include certification in reading (80.7) and content certifications in English, mathematics, science, and social studies as specified in Section 80.16 of Commissioner's Regulations. Grade 5-6 annotations to these content certificates are also appropriate at the elementary level.
- At both elementary and secondary levels, appropriate certifications for providing AIS include those for bilingual education (Section 80.9) and teaching English to speakers of other languages (Section 80.10) of Commissioner's Regulations.

- At both elementary and secondary levels, appropriate certifications for providing AIS include those for special education as defined in Section 80.6 of Commissioner's Regulations. However, if a special education teacher provides AIS to a student, it is not a special education service.
- Appropriate certifications for the provision of student support services include those pupil personnel certifications defined under Section 80.3 of Commissioner's Regulations.

In addition to certification requirements, school districts should consider other factors such as experience, unique training, etc., to determine the qualifications of staff hired to provide AIS.

How can a school use the district's description of AIS to implement services that meet the needs of students in a particular building?

Each school should analyze its population of students eligible for AIS and select scheduling and intensity of service options from the district description to implement services in that school that best meet the needs of its students. Factors to consider include, but are not limited to, the following:

- The number of eligible students at each grade level and standards area;
- The range of performance levels of eligible students as determined through State assessment results and/or measures included in the district-adopted or district-approved procedure; and
- Staff and instructional approaches to implement services at the level of intensity needed by all students in the school requiring AIS.
- **AIS Services can and often are provided by the General Education/regular classroom teacher**

What is meant by intensity of service?

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence (data). Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service.

What scheduling options might the district/schools include in varying the intensity of service?

The district and schools should include as many scheduling options as are necessary to meet the range of student needs in the district. Such options include, but are not limited to, the following:

- Extra period(s)/time during the regular school day melded within the school day
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching)
- Summer school (Grades 1-4, as offered)

Caution should be exercised in scheduling so students are not taken out of regular instruction. Some schools use study halls, activity or enrichment periods

The RTI plan for grade K-4 and will follow this model. End of the year reporting will include any and all students who have received additional services.

Tier 1:

Interventionist(s):   General Education Teacher

Setting: General Education Classroom

Grouping: Variable and Flexible Grouping Formats

Curriculum/Programs: Scientific, research- based instruction aligned to state learning standards and Common Core Learning Standards in core academic areas

Type of Intervention: To Be Determined by Classroom Teacher

Duration: 10-20 weeks minimum

Length of Instructional Sessions   90 minutes (ELA) instruction per day—minimum

Assessment: All students are screened at least 3 times per year (Fall, Winter, Spring) DIBELS or like assessment. Students will be assessed (formally/informally) using multiple measures including *but not limited to (Running Records, DRA's, Benchmark Assessments, LLI**, etc.)*

Progress Monitoring   Students identified as *at-risk* through the use of formal/informal assessments, *along with other types of multiple measures* are progress monitored every 10 days, by the classroom teacher, using two *or more interventions* for a minimum of 8 weeks. Data will be collected as evidence of progress or lack of progress. Following the analysis of at least 10-week's worth of data, a decision will be made regarding progression to Tier 2.

Data Collection   Daily, every other day, or weekly, as determined by general education teacher

Tier 2:

Interventionist(s):   General Education Teacher, Special Education Teacher, Reading Specialist and as appropriate other trained, skilled and knowledgeable school personnel

Setting: Variable— but typically general education classroom, pull-out classroom, computer lab, library etc.

Grouping: Small, homogeneous grouping (1:5)

Curriculum/Programs: Scientifically, research-based instruction designed to remediate skill deficits of targeted students.
Examples of programs that may be utilized (as deemed appropriate)

- o   Core Reading Program

- o   Common Core

- o   LLI (Leveled Literacy Intervention)

- o   Wilson- Fundations

- o   Interventioncentral.com

- o   Education City

- o   Lexia

- o   Accelerated Reader

- o   Reading A to Z

- o   Developmental Reading Assessment (DRA)

Type of Intervention   Identified and implemented by interventionist(s)

Duration: 8-20 weeks minimum (9-11 week intervals recommended)

Length of Intervention Sessions 30 minutes, 3-6 times per six day cycle

Assessment: All students are screened at least 3 times per year (Fall, Winter, Spring) using STAR and/or DIBELS. Students will be assessed (formally/informally) using multiple measures including *but not limited to (Running Records, DRA's, Benchmark Assessments, eDoctrina, etc.)*

Progress Monitoring   Bi-weekly to examine rate and level of performance

Data Collection   During each session, by interventionist(s) as noted above

Tier 3:

Interventionist(s):   Tier 3 Teacher and other trained, skilled and knowledgeable school personnel including general education teacher, special education teacher or reading specialist.

Setting: Variable—*most often* outside of general education classroom

Grouping: Small, homogeneous grouping (1:3, 1:4, 1:5)

Curriculum/Programs: Customized, intensive, systematic and research-based
                                                   instruction that targets (specific) academic areas of greatest
                                                   need. *Examples of Programs that may be utilized (as deemed
                                                   appropriate)*

- o   Core Reading Program

- o   Common Core

- o   DAZE (Grades 3 & 4)
- o   DIBELS (Grades K-2 for fluency and phonemic awareness)
- o   LLI (Leveled Literacy Intervention)

- o   Wilson- Fundations

- o   Interventioncentral.com

- o   Education City

- o   Lexia

- o   Accelerated Reader

- o   Reading A to Z

- o   Developmental Reading Assessment (DRA)

Type of Intervention   Identified and implemented by interventionist(s) — the same
                                                    intervention addressing a specific area of identified need

Duration: 8-20 weeks minimum

Length of Intervention Sessions 30 minutes daily

Assessment: All students are screened at least 3 times per year
                                                  (Fall, Winter, Spring) using STAR and/or DIBELS. Students will be
                                                  assessed (formally/informally) using multiple measures
                                                  including *but not limited to (Running Records, DRA's, Benchmark
                                                  Assessments, etc.)*

Progress Monitoring   Once per week—minimum

Data Collection   During each session, by interventionist(s) as noted above