

**Canisteo-Greenwood
Elementary School**

Response to Intervention Plan

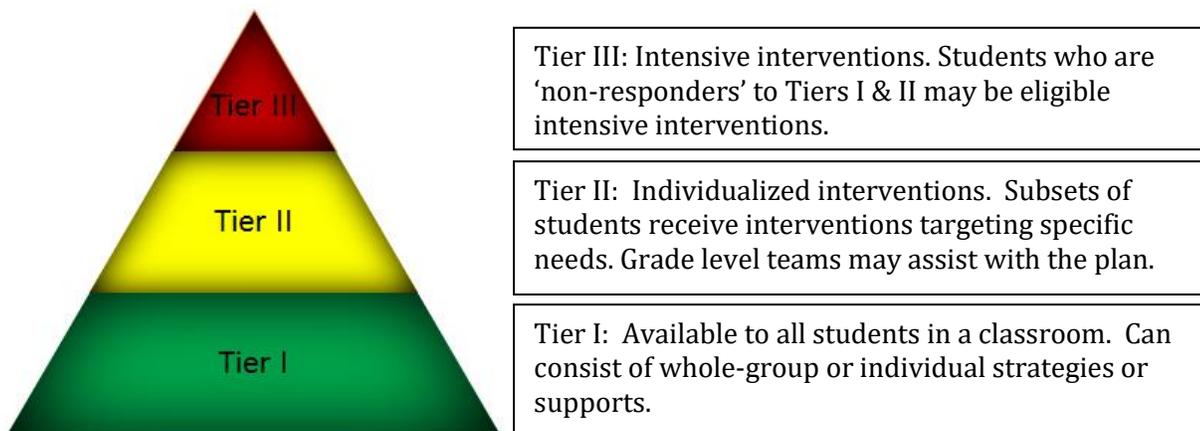
Updated on August 2016

What is RTI?

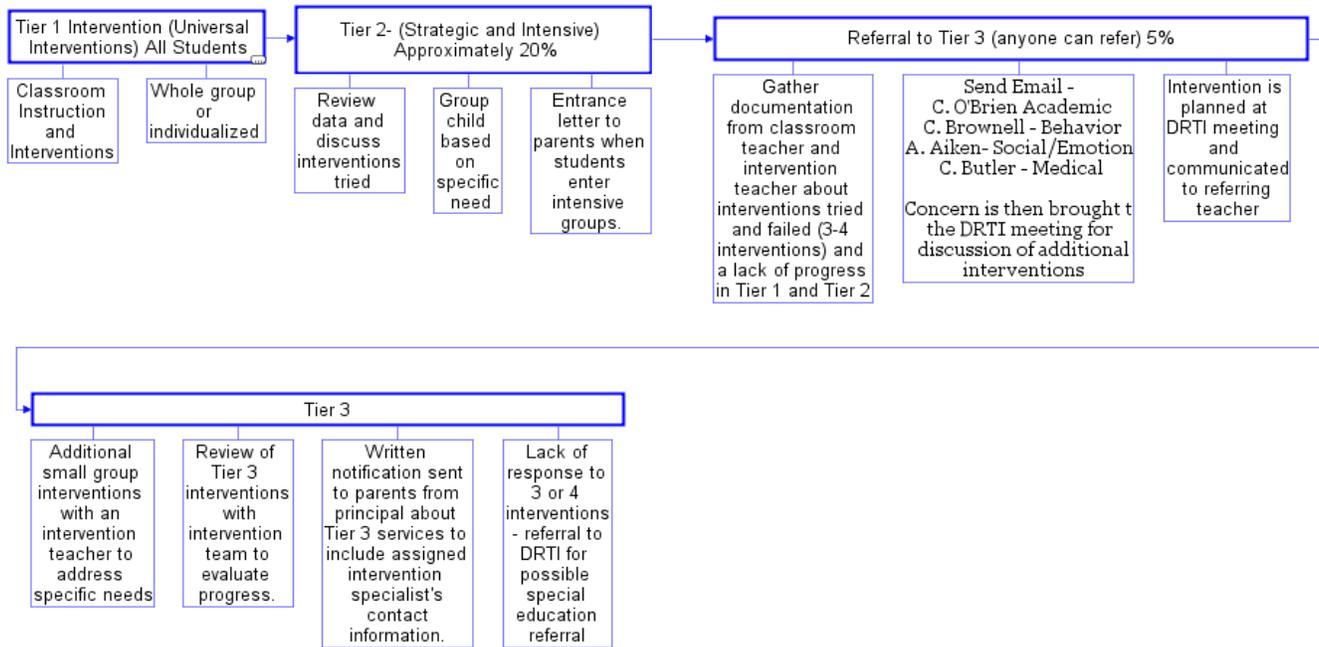
Response to Intervention is a general education strategy to decrease educational gaps for all students. Response to Intervention (RTI) will provide researched-based early interventions to students in order to prevent long-term academic struggles. Individual academic progress is closely monitored to determine if interventions are sufficient to closing educational gaps. Data will be collected. If the student is not responding to interventions, new interventions must be tried, and over time, this data may determine whether the child has an educational disability.

The New York State Education Department is encouraging all districts to implement RTI programs in schools. All schools must have an RTI program in place by July 1, 2012 as part of the process of determining if a student qualifies as having an educational disability. *“Effective on or after July 12, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.” [8 NYCRR section 200.4(j)].*

Pyramid of Interventions



CG's Flow Map for RTI



Tier I

All students receive classroom level instruction which includes differentiated instruction and classroom interventions. Students will be benchmarked with the Benchmark Assessment System from Fountas and Pinnell and the DIBELS assessment three times per year in September, January and June. Information from each benchmarking will be shared with classroom and special education teachers that provide instruction to the assessed student. Additional assessments may be used to identify students at risk.

High quality Tier I instruction is provided to the whole class. This is regular classroom instruction. Within Tier I, teachers consider class work, assessments, grades, anecdotal information, both behavioral and academic, to identify students that may not be responding to initial instruction.

Students that are not meeting the “Instructional Level Expectations for Reading” diagramed by Fountas and Pinnell during the time of assessment, will be grouped with other age/ reading level appropriate students to receive Tier II reading intervention services in a pullout setting.

Tier II

All students receive Tier II intervention services. Students receiving Tier II interventions are placed in either **benchmark, strategic, or intensive** intervention groups during the specified RTI block. During this time, students will be placed in small groups where teachers will focus on teaching students at their instructional reading level.

- Intensive intervention groups will be taught using Leveled Literacy Instruction and/ or SpellRead programs, students will be progress monitored by Intervention teachers.
- Strategic groups will be taught by Intervention and/ or General Education Teachers, students will be instructed by using either Leveled Literacy Instruction, or Guided Reading.
- Benchmark groups will be taught by General Education Teachers, instruction will be provided through Guided Reading.
- The Intervention Coordinator will inform parents with a letter when students enter and exit RTI (for intensive students only).
- Intensive groups will be planned based on Instructional Reading Levels and limited to 5 to 6 students.
- Teachers with intensive groups will progress monitor each student twice a month by using Leveled Literacy Instruction Book and Recording Form to document reading behavior and understanding of the text.
- Progress monitoring data should be placed in student’s Benchmark Assessment System Folder.
- The Elementary school will continue to implement the ‘Floating RTI’ schedule.

Example:

Scheduling Elementary Tier II Interventions

Example: Elementary School Floating RTI

Floating RTI: Grade-wide Shared Schedule. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and students can be grouped by need across different teachers within the grade.

Students who do not respond to Tier II interventions (minimum of three) will be referred to Tier III

Tier III Referral Process

- If student is not making progress in Tier II, data needs to be gathered from classroom teacher, and a referral to the DRTI Team needs to be completed.



- E-mail documentation to the following:
 - Academic concerns – Chris O’Brien
 - Behavioral concerns – Colleen Brownell
 - Social / Emotional concerns – Alison Aiken
 - Medical concerns – Christine Butler
- This information is then shared at a weekly “Counselors’ meeting” for discussion of additional interventions.
- Interventions planned by the Counselors will be shared with all teachers involved, with the student and CSE Chairperson via e-mail.

Tier III

Tier III is more intensive, with frequent individual/small group (1-2 students) interventions. Interventions are highly targeted, prescriptive, diagnostic, and focused on specific skills. This is in addition to Tier I and Tier II interventions. Actual interventions may be the same as in Tier II, but are more frequent and individualized.

- Parents will be notified by the Intervention Coordinator with a letter that will explain the Tier III process, student’s goals, and the Intervention Teacher’s name and contact information.
- Students will be provided Tier III services per marking period, a Tier III meeting will be held at the end of each marking period to discuss the progress of the student in the program. Decisions will be made as to the amount of support that the student needs.
- Responsive students may return to Tiers I and II.
- Unresponsive students may continue to receive instruction in all 3 Tiers, or if all interventions have been exhausted, refer child to the Elementary Principal and CSE Chairperson.

***RTI groupings will be carried over from the previous school year continue the first full week of September and groupings. Groupings of Tier II pullout students will be sent via email to Classroom Teachers and Special Education Teachers the first week of school.