

Chatham Central School District

Response to Intervention (RTI)/
Academic Intervention Services (AIS)
Plan



September 2017

Chatham Central School District Mission Statement

Our Mission: To provide students an education that nurtures intellectual curiosity and focuses on academic and cultural foundations. Our students will graduate with the knowledge, problem-solving abilities and character needed to participate ethically, adapt, succeed, and contribute in their future educational, career, and community endeavors.

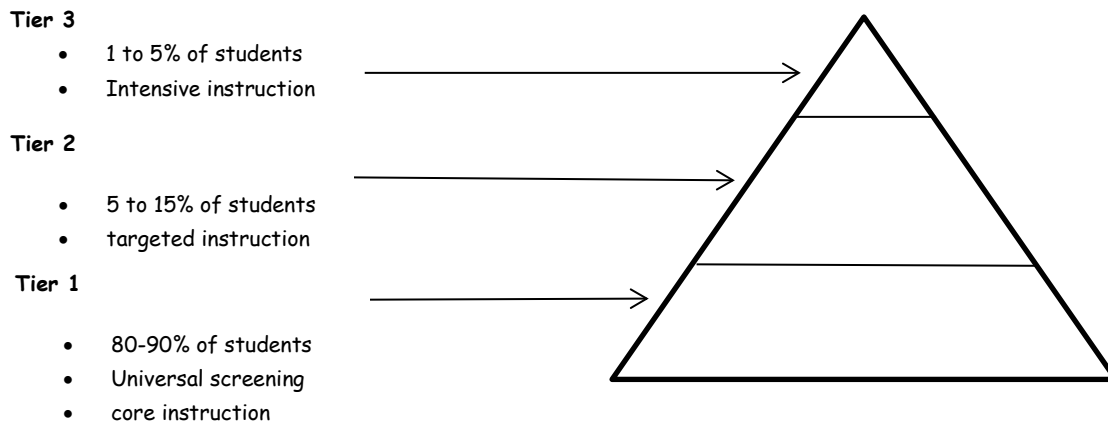
Response to Intervention

What is RtI?

Response to Intervention is a three-tiered problem-solving approach that identifies general education students struggling in academic areas early. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI's goal is to close achievement gaps for all students by addressing small learning problems before they become insurmountable. (NYSED 2008). RtI may appear very different in K-8 classrooms than it does in 9-12 due to the structuring and scheduling of classes within a school day. Chatham's RtI processes use consistent language and structure but are building specific.

RtI and the Three-tiered Model of School Support

The three-tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that helps teachers implement research-based curricular and instructional practices designed to improve student achievement.



RtI and Chatham Central School's Curricula

The Chatham Central School District establishes a core instructional program by choosing curricula that is fully aligned with the Common Core State Standards. The Common Core State Standards, which New York adapted on July 19, 2010, set standards for literacy in all subjects to prepare students for college and careers in the 21st century. The skills and understandings obtained through the Standards enable students to "develop skills in reading, writing, speaking, and listening that are the foundation for creative and purposeful expression in language."

www.p12.nysed.gov/.../common_core_standards

Effective, Highly Engaging Instruction

The Chatham Central School District provides the infrastructure for effective, highly engaging instruction that meets all students' needs. Effective teaching stems from understanding how students learn, understanding which instructional strategies work well, and knowing how to organize instruction to provide students with the substance of what they need to learn. Dynamic and interesting instruction that engages each student's mind and attention is critical for student success across Tiers 1, 2, and 3. Teachers will consider the following three dimensions in their instruction:

- Task control - decisions about the task, how to include students in the task, and how to assess that involvement
- Authenticity - how meaningful and relevant the learning is to the students' lives
- Teachers' role - when, where, and to what extent the teacher will participate in each task

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) is defined as additional instruction and/or student support services which supplement the instruction provided in the general curriculum to assist students in meeting the New York learning standards. These services are intended to assist students who are identified as being at-risk of not achieving the State learning standards in English Language Arts, mathematics, social studies and/or science, or who are at-risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments. The AIS plan must address all barriers to student academic progress, in both the instructional and non-instructional areas. Thus, the plan must also include services in areas such as guidance, counseling, attendance, and study skills that are needed to support improvement in academic performance and to reduce the barriers to academic progress.

Universal Screening and Progress Monitoring K-8

All students will be screened two to three times a year in essential reading, writing and math. Screening is an assessment procedure characterized by brief, efficient, repeatable test at age-appropriate academic skills or behaviors. Screenings are conducted for the purpose of initially identifying student who are "at risk" for academic failure and who may require closer monitoring and/or further assessment.

Results from the screenings and assessments will provide the following important information:

- Whether students are making adequate progress
- Which students need assistance so they do not fall further behind
- When to modify instruction to ensure that students master essential skills

This information will be utilized to determine movement into other tiers for interventions based on the students' needs.

Tier 1 Instruction K-8

Tier 1 Instruction will include implementation of the following elements:

- Research-based curriculum following the Common Core State Standards
- Behavioral support systems
- Effective, highly engaging instruction
- Well-trained teachers

The classroom teacher will examine the results of the universal screening, diagnostic benchmark assessments, and periodic progress monitoring to identify problem areas. Problem solving/intervention is directed toward students who struggle to meet academic and behavioral expectations for the grade level. This process may occur at any time in the school year.

If a teacher has concerns about an individual student's academic achievement or behavior, the teacher and parent will communicate informally. Together, the parents and the teacher will discuss the problem, agree upon a plan, and monitor the student's progress by beginning Tier 1 interventions in the classroom and documenting using the attached Tier 1 intervention form.

A set of interventions can be a minimum of 5 interventions geared at one targeted area. If the interventions are successful then the teacher can continue interventions, monitor, or target another area of weakness. If the student's problem persists after the first set of interventions, the teacher should attempt another set of interventions geared at the same targeted area. After 3 sets of unsuccessful interventions, the teacher can request assistance from the Child Study team to determine if the student needs additional Tier 1 core instruction support or a Tier 2 intervention.

The CS team will develop an individual intervention plan to provide the level and intensity of support needed to help the student meet grade level expectations. This can be done using AIS, Academic Intervention Service. ***The teacher must bring the data collected from Tier 1 interventions to the Child Study Team.***

Communication with parents about their child's performance at school and about additional support provided in an RTI framework is critical to student success. IF the Child Study Team identifies an individual student to receive focused intervention, this information will be communicated to the parents. A sample letter can be found on page _____.

Students identified in Tier 1 may exhibit the following Characteristics:

- At-risk academic or behavioral tendencies
- Performing below expected levels
- Requiring intervention support to meet grade-level benchmarks in Tier 1

Tier 2 and Tier 3 Intervention K-8

The Child Study Team will review student performance data and the expectations outlined in a student's intervention plan to measure the responsiveness to instruction and/or intervention.

Students who respond well to targeted group intervention and catch up with grade level expectations will exit Tier 2 and have their needs fully met in the classroom. For students who do not respond adequately to the intervention, the Child Support Team will use student performance data increased frequency and intensity through Tier 3. If not, a new goal and intervention can be established and introduced in Tier 2 or Tier 3.

At Tier 3, the Child Study Team will continue to use student performance data from progress monitoring to make a decision about continuing the intervention, pulling back the intensity of support after progress is noted, or making a referral to the Committee for Special Education.

Tier 2 Targeted Group Interventions K-8

Identified students will receive targeted group intervention as well as universal instruction. Tier 2 interventions 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 skills and strategies needed to close the achievement gap and continue to make grade-level progress in Tier 1 instruction (only).

Tier 2 targeted group intervention instruction includes the following elements:

Intervention/Exit Plan

- Evidence-based practice protocols
- Behavioral support and intervention
- Effective, highly engaging instruction
- Frequent progress monitoring

Intervention/Exit Plan K-8

Once the Tier 2 intervention has been decided by the Child Study Team, the Tier 2 provider and the classroom teacher will create an Intervention/Exit Plan. This will identify clearly the targeted area of instruction, the program or plan to target the areas, the criteria for successful completion of the interventions, and the measurable data used to support the criteria. A follow up date will also be set to check progress in Tier 2.

Evidence-based Practice Protocols K-8

Tier 2 intervention will be specialized, systematic, purposeful, focused, focused, and consistent. It will be very structured. Evidence-based practices will be provided for students with similar needs. Tier 2 intervention has a high probability of producing change for a large number of students who need support for mastering a targeted skill.

Effective, Highly Engaging Instruction K-8

Tier 2 intervention may use classroom materials and approaches, but it extends and supports Tier 1 instruction in these ways:

- Providing more opportunities for students to process and practice the target skill or behavior
- Breaking the material into smaller chunks and segments

Tier 2 may also provide different instructional methods and pacing of instruction, making overt connections between what the students currently know and what they need to learn.

Frequent Progress Monitoring K-8

At Tier 2, progress monitoring will take place every two to three weeks based on the student's response to the intervention. In addition to monitoring student's response to Tier 2 intervention, curriculum based assessments and functional behavior assessment may be administered.

Students will receive Tier 2 intervention as long as needed to bring skills up to grade level expectation or as long as their response to intervention is positive and sufficient to justify continuation. Once a particular student's needs have been met through Tier 2 intervention, the student returns to Tier 1 core instruction and interventions (only).

Tier 3: Intensive, Individualized Intervention K-8

Students who continue to struggle without measurable progress in Tier 1 and Tier 2 instruction and intervention will be brought back to the Child Study Team with relevant data. Students who do not demonstrate improvement may then move to Tier 3 intervention. This applies to the one to five percent 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. Intervention at this level may or may not be provided through Special Education.

Tier 3 Intensive, Individualized Intervention includes the following elements:

- Research-based and evidence-based intervention
- Intensive intervention based on individual needs
- Increased duration
- Behavioral support and intervention
- Skilled teachers/service providers
- Very frequent progress monitoring

Research-based and Evidence-based Intervention

Tier 3 intervention approaches will meet the following criteria:

- Supported by scientifically-based research
- Supported by evidence that the intervention has been effective for other students working on the targeted skill
- Structured, explicit, and specifically tailored to learning targets

Intensive, Individualized Intervention

Tier 3 is the most intensive intervention. It will target specific deficiency areas in order to meet individual student needs. If a student's response to Tier 2 was positive but slower than desired, he or she may continue to receive a similar type of intervention. In this case, however, the frequency and intensity of small group instruction is increased.

Increased Duration

Tier 3 intervention will be provided for students with greater frequency and/or over a longer period of time than Tier 2. Specific time parameters will be determined by the Child Study Team and student data. Decisions about continuing Tier 3 intervention will be made based on a student's performance and rate of progress in mastering the target skill or behavior.

Critical Elements in the 3-Tiered Model

Description of Elements in the 3-Tiered RTI/AIS Model			
The following table outlines the essential features of a three-tiered model of RTI/AIS including suggested ranges of frequency and duration of the screening, intervention, and progress monitoring.			
Elements	Tier 1	Tier 2	Tier 3
	Core Curriculum and Instruction plus in class interventions	Supplemental Instruction	Increased levels of Supplemental Instruction
Size of Instructional Group	Whole class grouping and differentiated instruction	Small group instruction (3-5)	Individual or small targeted group (1-2)
Mastery requirements of content	Relative to the cut points identified on the curriculum based measure and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on the curriculum based measure and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Universal screening measures two times at least per year	Varies, but no less than once every two weeks	Varies, but no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than 3x week for a minimum of 20-30 minutes per session	Varies, but more frequent than tier 2 for a minimum of 30 minutes per session
Duration of intervention	School year	Set by intervention/exit plan	Set by intervention/exit plan

CHILD STUDY CORE ELEMENTS:

The Child Study Team (CST) is an intervention team that assembles for the purpose of ensuring that a child's academic, behavioral, attendance, and/or health needs are being met in school, so she/he has a successful school experience. The CST's primary job is determining what services a student requires. The CST may offer a teacher strategies and in-class (Tier1) interventions to use with a student, or in situations where data shows that Tier I interventions have been unsuccessful, the team may recommend interventions beyond the classroom level. Data that demonstrates interventions already tried and their impact is extremely important in getting students the appropriate support in a timely manner.

The Child Study Team consists of a core group of teachers and staff. The teacher, other faculty directly involved with the student, and the appropriate intervention providers will be invited to attend the meeting.

Parents will be notified about a teacher's concerns for their student as soon as concerns arise. The parent and teacher will discuss actions for Tier I interventions and the teacher will begin Tier I interventions and collection data. After 3 sets of unsuccessful interventions a teacher may request a CST meeting. The teacher will submit the referral form along with the data. When this information is received a meeting will be scheduled. The CST will decide the next steps depending upon the information discussed and a follow up meeting will be scheduled. If AIS/Intervention services are suggested the teacher and interventionist will create an intervention/exit plan (see attached forms) to set up the criteria for successful completion of AIS services.

CHILD STUDY INTERVENTION PROCESS

IF:	THEN:
Student is previously identified for intervention or AIS services	-Continue with AIS, but create a new intervention/exit plan
Data Collection: High School-data June Middle School- data from June Elementary-data from 1 st 3 weeks of school	-Identify any students at risk -Begin Tier 1 interventions and form -Contact parents to discuss -Progress Monitor
Tier I Interventions are successful	-Continue Tier 1 interventions, or target another area and begin interventions, or monitor progress
3 unsuccessful sets of Tier I intervention	-Refer child to Child Study Team (Teacher must submit their data and the referral form to Child Study Team)
All information is received by Child Study Team	-A date will be set by Child Study Team and Child Study Team will invite classroom teacher and others relevant to attend
Meeting will take place	-Teacher and Child Study Team will decide if more Tier 1 interventions are needed or if Tier 2 interventions are needed
More Tier I interventions recommended	-Repeat Tier 1 steps
Tier II recommended	-Tier 2 interventionist and classroom teacher will meet to fill out intervention/exit plan and submit to Child Study Team -Follow up date will be set by Child Study Team -Continue Tier 1 interventions -Conduct student meeting
Tier II intervention/exit plan criteria met	-Discontinue Tier 2 and continue with Tier 1 interventions in the classroom until criteria met
Tier II interventions unsuccessful according to criteria set by interventionist and classroom teacher	-Refer to Child Study Team (or follow up date)
Follow up meeting	-Decide whether Tier 3 needed Continue Tier 2 and Tier 1 Interventionist
Tier III is needed	-Interventionist and classroom teacher meet to set up intervention/exit plan Submit to Child Study Team Continue Tier 2 and Tier 1 Interventions

Glossary of Terms

Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured

Adaption: An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education.

Assessment: The process of measuring and documenting what students have learned.

Assessment Benchmark Tests: The process of measuring and documenting what students have learned. These are short assessments given at the beginning, middle, and end of the school year to establish baseline achievement data and progress.

Authentic Assessment: Tasks that require students to apply knowledge and skills, often connected to real-world situations/challenges. The tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product.

Baseline Data: Basic information on a student's current performance level, which is gathered before a program or intervention begins. It is the starting point to be used to compare a student's learning before a program or instruction begins.

Benchmark Assessment: The periodic assessment (a minimum of 2 times per year) of all students as compared to age or grade level standards.

Child Study Team: Team of educators that are responsible for data analysis and decision making. The teams may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Core Curriculum: The planned instruction in a content area, which is central and usually mandatory for all students of a school (e.g. reading, math, science). Core curricula must be scientific and research-based.

Cut Point: Cutoff scores on common benchmark assessments. Cut points specify the score at or below which students would be considered for intervention.

Data-based or Data-driven Decision-Making: The use of student data to guide the design, implementation, and adjustment of instruction. 19

Differentiated Instruction: The process of designing lesson plans that meet the needs of a range of learners. Such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interests levels, and learning preferences.

Duration: The length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of student, and the severity of the deficit involved.\

Early Intervention Services: A set of coordinated services for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in general education.

Evidence-based Practice: Educational practices or instructional strategies supported by relevant scientific research studies.

Formative Assessment/Evaluation: Classroom/curriculum measures of student progress.

Instructional Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Intensive Intervention: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly.

Modifications: Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and the expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level on achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Progress Monitoring: Continuous measuring and comparing of student learning to determine progress toward targeted skills with the purpose of appropriately adjusting instruction. A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction.

Remediation: Instruction intended to remedy a situation or to teach a student something that he or she should have previously learned or be able to demonstrate, assuming appropriate strategies matched to student learning have been used previously.

Research-based Instruction or Intervention: A reliable, trustworthy, and valid intervention based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement.

Specific Measurable Outcome: The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms.

Targeted Instruction: Teaching that is focused on an identified goal and based on the strengths and needs of a child.

Tiered Instruction: Levels of instructional intensity within a tiered model.

Tiered Model: Common model of three or more tiers that delineate levels of instructional intervention based on student skill need.

Universal Screening: A check of all students' current level of performance in a content or skill area prescribed at intervals during the year.