



***RESPONSE TO INTERVENTION
(RTI)***

IMPLEMENTATION PLAN

September 2009

STEERING COMMITTEE MEMBERS

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RESPONSE TO INTERVENTION PLAN

DISTRICT MISSION

The Corning-Painted Post Area School District is a student-centered learning community, characterized by a strong working partnership of students, faculty and staff, administration, and community members who are dedicated to the development and learning of all.

Our goal is to nurture the minds, bodies, and character of our students, providing them with a solid foundation of knowledge and skills that will prepare them for making responsible choices and ultimately realizing a successful life. Achieving this will help make our community an attractive place for families to live and work, contributing to a robust economic base for future generations.

DISTRICT ACADEMIC STRATEGIC INTENTS

By 2011, 85% of Grade 4 and 75% of Grade 8 students will achieve Level 3 or higher on the ELA Assessment; 30% of students at Grade 4 and 15% of Grade 8 Students will achieve “with distinction” at Level 4.

By 2011, 90% of Grade 4 and 75% of Grade 8 students will achieve Level 3 or higher on the Math Assessment; 43% of Grade 4 and 15% of Grade 8 students will achieve “with distinction” at Level 4.

By 2011, we will achieve a 40% increase in the number of identified 4th grade Special Education students who are achieving Level 3 or 4 on the ELA/Math and a 14% increase on the grade 8 exams.

RESPONSE TO INTERVENTION DEFINITION

New York State defines RTI as 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.”

RESPONSE TO INTERVENTION PURPOSE

Response to Intervention’s purpose is to provide a process for school based teams to design, implement and evaluate educational interventions to meet the needs of diverse learners.

RESPONSE TO INTERVENTION OBJECTIVES

Response to Intervention is:

- data driven through the use of universal screenings
- uses researched based instruction, interventions and behavioral supports
- progress monitoring
- is systematic in instruction that includes:
 - increasing levels of intervention
 - regular evaluation of methods of instruction
 - interventions that change based on the student’s response to the interventions

RESPONSE TO INTERVENTION STRATEGIC INTENTS

- By July 1, 2012, each building in the C-PP School District will have a functioning RTI process in place that implements the essential components and practices of RTI that will be implemented after exhausting all general education supports.
- By July 1, 2012, the C-PP District will have established regular training cycles to ensure staff have the knowledge and skills necessary to implement the RTI process as provided in the NYS RTI Policy framework.
- By July 1, 2012, the District will use RTI as part of the process for determining whether or not students in Grades K-4 may have a learning disability in the area of Reading. Further, the District will no longer use the severe discrepancy model for determining whether a K-4 student has a Learning Disability.
- By July 1, 2012, C-PP staff will provide high quality first instruction within the classroom setting by using established curriculum that offers a variety of instructional experiences and practices that meets the needs of all students.
- By July 1, 2012, C-PP staff will regularly collect and analyze data to inform instruction, including data from program required assessments.

OVERVIEW OF RTI

- RTI is the practice of providing in the general education setting high-quality instruction and intervention matched to student need and using learning rate over time and level of performance to make informed instructional decisions.
- Staff monitors student progress frequently to make decisions about changes in instruction and goals.
- RTI utilizes scientifically researched-based interventions.
- Data is collected over time for all students. This data is used to drive instruction for diverse learners.
- Decisions in RTI processes are made based on student data.

ESSENTIAL COMPONENTS OF RTI

- Utilizing Universal Screening, a Multi-Tier model with increasing levels of intensity
- Problem-solving method that makes data based decisions
- Integrated data collection/assessment system
- Team approach

1. Multi-Tiered Model

This model provides a proactive process that examines the performance of students in relation to established benchmarks. It ensures prevention as well as remediation. It provides for whole group instruction, small group instruction and/or individualized instruction based on student need. RTI is based on the assumption that most students will respond to general education curriculum and instructional practices without any additional supports. It also supports those who will need supplemental and/or intensive levels of instruction to make benchmark goals. The C-PP School District will use a three tier model.

Tier I

- Occurs in the classroom with the teacher providing and directing any instruction and needed supports.
- Classroom teacher delivers core curriculum.
- Universal Screening for all students occurs three times per year (September, January and May).
- On-going teacher, parent and principal communication occurs regarding educational concerns.
- Grade level meetings regarding student performance – can include: teacher, AIS, reading teacher, related service provider, etc.
- Teacher may seek support from colleagues to develop additional classroom interventions.
- Whole group instruction measures the progress for all students given the general education curriculum.
- Teacher provides scientifically researched based early interventions with fidelity.
- Teacher documents interventions using the Tier I Intervention Record and progress monitors the goal to determine growth in the identified skill area.
- Teacher ensures parent contact.

Tier II

- Tier II supports are in addition to Tier I instruction.
- Scientifically researched based supplemental interventions implemented with fidelity may occur in the classroom or in pull-out models (this may or may not involve AIS).
- Student data will drive targeted skill based interventions.
- Grade level meetings regarding student performance may include: teacher, AIS, reading teacher, related service provider, etc.
- Grade level team analyzes data and develops additional interventions.
- Interventions are provided to small group or individuals based on student need.
- Progress monitoring is completed over time (6-8 weeks) to establish learning rates/growth that is measured once at least every ten days for those students who are at the intensive level and every twenty days for those at the strategic level.
- Continued parent contact.
- If student is successful with the interventions over a period of time, the student may return to Tier I or if success is limited move to Tier III.
- For those students who do not respond after at least two 6-8 week periods of intervention, the teacher may decide to implement a Student Success Team Referral with principal approval.

Tier III

- Tier III interventions are in addition to Tier I instruction.
- Student Success Team (teacher, parent, administrator, AIS, reading teacher, related service provider, etc.).
- Targeted skill based interventions become more intensive.
- Scientifically researched based interventions are used and implemented with fidelity.
- Teacher and support staff progress monitor frequently.
- Student Success Team continues to analyze student data and develop intervention plans.
- If student is successful with plan over a period of time (at least two 6-8 week periods), student may return to Tier II or Tier I based on student need.
- If after a period of time (at least two 6-8 week periods), the student does not make progress deemed sufficient by the Student Success Team, a referral to Special Education may be appropriate.

2. Problem Solving Method

- Applied to whole group, small group or individuals
- Uses data to answer four questions associated with this model
 - What is the problem?
 - Identify the concern - what is the skill deficit and where does it occur (large or small group or individual)
 - Define academic or behavior in measurable terms
 - What is happening?
 - Determine root cause (why the problem is occurring)
 - Construct a hypothesis or problem statement

- What should be done about it?
 - Generate possible solutions
 - Collect and analyze baseline data
 - Set a goal that is measurable
 - Write a plan that is action oriented (who, what, where and when)
 - Decide how the plan will be measured
 - Decide how it will be determined if the plan was effective
 - Implement the plan with fidelity
- Did it work?
 - Evaluate
 - Analyze the data
 - Review the rate of progress and size of discrepancy to determine the effectiveness of the plan
 - Revise interventions as deemed necessary

3. Integrated Data Collection/Assessment System

- Assessment in the RTI Model is essential. It should cover at least the following areas:
 - Directly assess specific skills for academics and/or behaviors
 - Assess Big 5
 - Sensitive to small amounts of growth
 - Brief
 - Repeatable
 - Easy to Use
 - Direct relationship to instructional decision making

These types of assessment are very different from traditional standardized tests given in the past. Data is collected over time for all students. The data drives the instruction that is provided to a student.

There are three purposes for this type of assessment:

1. Screening provided to all students three times per year to identify those students who are making the expected general education progress and to assess the effectiveness of the core curriculum
2. Diagnostics – identifies what specific instruction students need who are not making the expected progress
3. Progress Monitoring – determines whether or not the instruction is working

4. Team Approach

Teams consist of those who directly impact the success of the student. Teams may include but not limited to: the teacher, the parents/guardians, support staff such as: AIS, reading teacher, related service providers such as: speech, occupational and physical therapists, nurse, guidance, social worker, school psychologist, helping teachers, related arts staff etc.

TIMELINES FOR RTI IMPLEMENTATION IN C-PP

October 2007 - January 2009	Steering Committee formed and embarked on establishing a plan for District RTI implementation
January 2009 - June 2009	Pilot - Grades K-1 at four Elementary Schools (Carder, Lindley-Presho, Smith and Gregg Schools)
June 2009 – September 2009	Professional Development K-2 Teachers
July 2009	District RTI Plan approved by the Board of Education
September 2009 - June 2010	Grades K-2 at all elementary schools
July 2010 - September 2010	Professional Development Grades 3-5 Teachers
September 2010 - June 2011	Full implementation at Grades 3-5 at all elementary schools
January 2010 - June 2011	RTI process implemented Grades K-8
January 2012 - June 2012	RTI process implemented Grades K-12

PROGRESS MONITORING

- Strategic – one time every twenty school days
- Intensive – one time every ten school days
- Teachers and Support Staff will be required to progress monitor
- A student must meet the benchmark two consecutive times to move to a less intensive Tier

STAFF DEVELOPMENT

Staff Development Needs

- Elementary Principals will oversee and monitor the use of the RTI process in their buildings. Problem solving and staff development needs will be on the Elementary Principal meeting agendas.
- Ongoing DIBELS training for new elementary staff: August Days 2009 and September 15, 2009 – for any elementary teachers K-2 who did not attend August Days
- RTI Process Training for all levels is ongoing in areas such as: intervention strategies, data analysis, progress monitoring, etc.
 - Winter 2010 - K-5 trained in RTI process and implement September 2010
 - Spring 2010 - 6-8 training in the process and implement September 2011
 - Summer 2010 - K-8 updated training that would include training in assessment, progress monitoring and implementing with fidelity
 - Fall 2010 - Implement RTI - K-8 with staff development needs identified as the spring of 2010 concludes
 - Winter 2011 - Introduce and implement RTI process to the secondary level 9-12 - staff development needs identified and provide through the summer of 2012
 - September 2012 - Full implementation K-12
- Center for Curriculum Renewal will work with the District to facilitate and guide administration and building teams in their implementation and continued use of the RTI process.