

Response to Intervention Plan

Watervliet City School District

BOARD APPROVED:
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Response to Intervention Plan

Watervliet City School District

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Mission Statement

Our goal is to inspire, educate, and challenge every student, every day.

The District RtI Team at Watervliet City School District is charged with the following responsibilities relative to RtI:

- Develop RtI plan by establishing philosophy, practice, and protocol while ensuring the use a common language throughout the district
- Determine process and plan for implementation while supporting the needs of teachers and staff throughout the district
- Monitor the implementation process utilizing fidelity checklists
- Share information in a way that is transparent so that teachers and staff can differentiate instruction in order to best meet student needs
- Outline purpose and process of RtI in the district's schools while provide professional development to teachers
- Provide PLC (professional learning community) support
- Compile and analyze data
- Review interventions that have been attempted without success
- Identify skill deficits and recommend appropriate interventions

SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Watervliet City Schools is to challenge, educate, and inspire every student, every day.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. Within RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** 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 the student’s response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student’s rate of learning; and
 - parents’ right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
 - criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part**

of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. *“Effective on or after July 1, 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)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students’ instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student’s rate of learning; and the parents’ right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

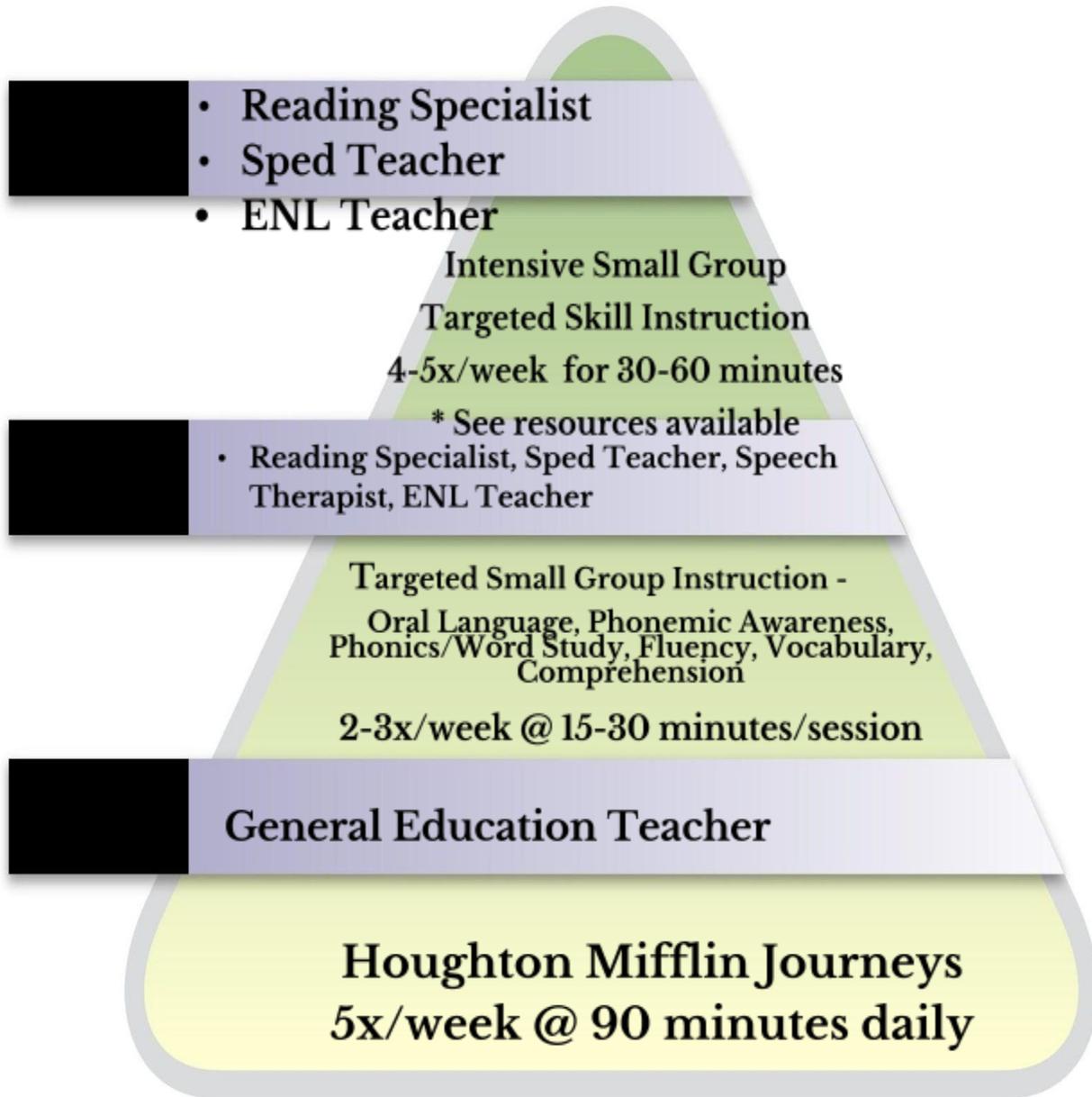
An RtI process as described above will meet the section 117.3 requirements to ensure a student’s progress toward meeting the State’s standards.

SECTION 2:

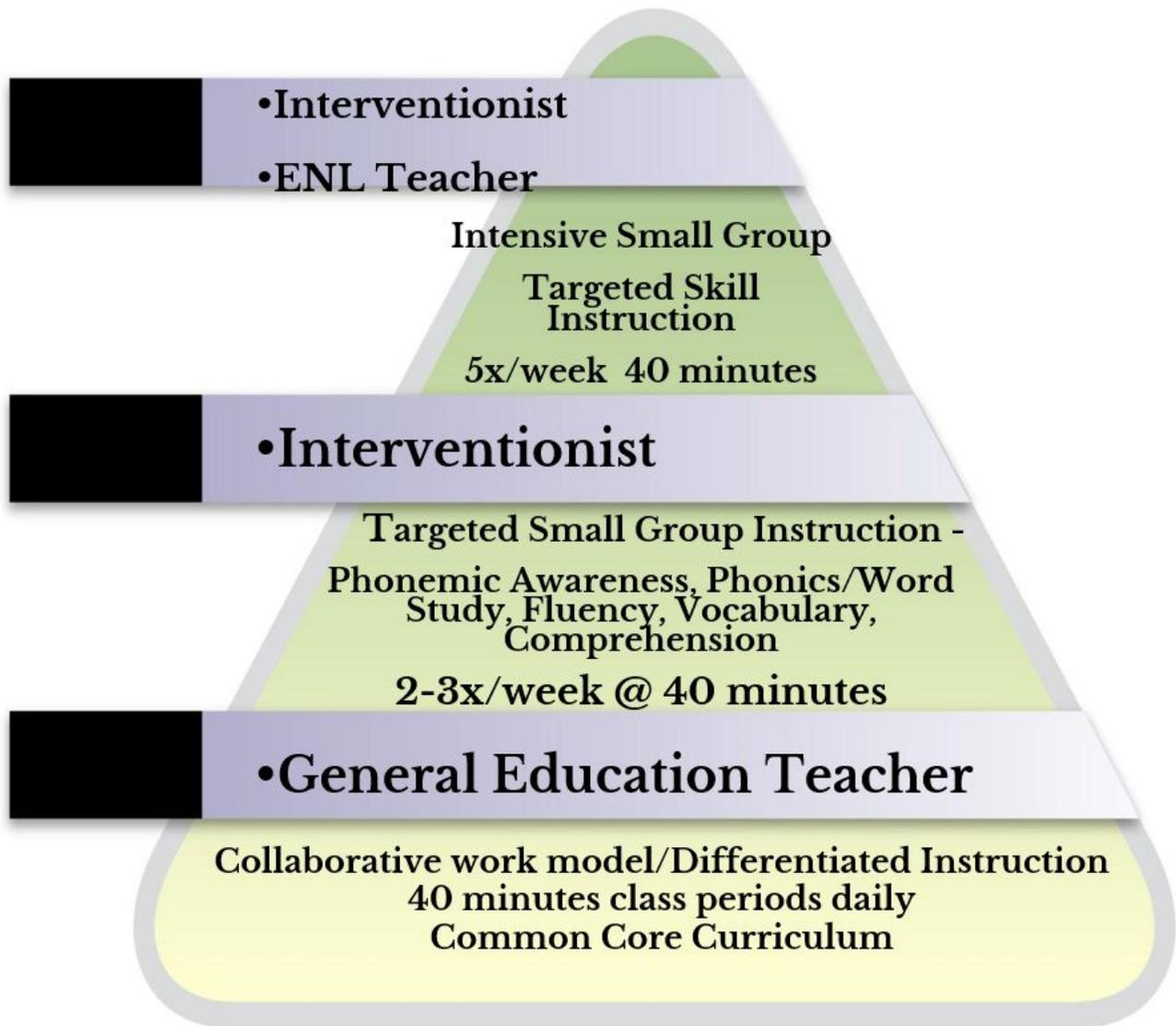
RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi—tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Watervliet City School District, a three-tiered model is used. The graphic presented below provides a visual illustration of the district’s RtI model. Further information for each tier follows the graphic.

Watervliet Elementary School RtI Multi-Tier Diagram:



Watervliet Jr-Sr High School RtI Multi-Tier Diagram:



Tier One

Tier One is considered the primary level of intervention at Watervliet City School District and always takes place in the general education classrooms. Tier One involves appropriate instruction in reading delivered to all students in the general education classes which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at Watervliet City School District in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K	Journeys- Houghton Mifflin Reading Series	Classroom Teacher	Daily	90 minutes	Classroom
1	Journeys- Houghton Mifflin Reading Series	Classroom Teacher	Daily	90 Minutes	Classroom
2	Journeys- Houghton Mifflin Reading Series	Classroom Teacher	Daily	90 Minutes	Classroom
3	Journeys- Houghton Mifflin Reading Series NYS ELA Modules	Classroom Teacher	Daily	60-90 Minutes	Classroom
4	Journeys- Houghton Mifflin Reading Series NYS ELA Modules	Classroom Teacher	Daily	60-90 Minutes	Classroom
5	Journeys- Houghton Mifflin Reading Series NYS ELA Modules	Classroom Teacher	Daily	60-90 Minutes	Classroom
6	Journeys- Houghton Mifflin Reading Series NYS ELA Modules	Classroom Teacher	Daily	60-90 Minutes	Classroom

7	NYS Modules CCLS State Learning Standards (non-ELA / Math)	General Education Teacher	Daily	40 minute period	General Education Classroom
8	NYS Modules CCLS State Learning Standards (non-ELA / Math)	General Education Teacher	Daily	40 minute period	General Education Classroom

Description of Core Program:

- Teach essential skills and strategies.
- Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.
- Provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, and including cumulative practice over time.
- Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.
- Don't just "cover" critical content; be sure students learn it—monitor student progress regularly and reteach as necessary.

	<u>WES</u>	<u>WJSHS</u>
Elements of Core (five pillars)	Journeys- supplemented with teacher crafted materials aligned to the components of the foundational skills to meet the needs of students.	Reading across all content areas including word identification, vocabulary, oral reading fluency, and comprehension.
Differentiation	Collaborative Work Model Standards-based learning stations Flexible small group instruction See Appendix A- Differentiated Instruction Guide	Small group instruction Collaborative grouping for reteaching, additional instruction, independent practice Paired reading

		Targeted skill groups using supplemental resources Implementing Speaking & Listening Standards to promote dialogue
Check for Fidelity	Administrative Walkthroughs Teacher Observations	Administrative Walkthroughs Teacher Observations
Considerations of Core Program for English Language Learners / Sal Education Students	Scaffolded instruction Supplemental materials Additional guided practice	Scaffolded instruction Supplemental materials Additional guided practice

Tier Two

Within the Watervliet City School District, Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of the core instruction students receive in Tier One. Instruction/interventions provided at this level / tier are designed to address the needs or weaknesses of the student relative to the reading process.

Tier Two Supplemental Intervention						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	Targeted skill groups for phonological awareness/language	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students
1	Targeted skill groups for phonemic awareness/phonics	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students

2	Targeted small group instruction for phonics/ fluency.	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students
3	Targeted small group instruction for phonics, fluency, word study	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students
4	Targeted small group instruction for phonics, fluency, word study	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students
5	Targeted small group instruction for phonics, fluency, vocabulary, comprehension	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students
6	Targeted small group instruction for phonics, fluency, vocabulary, comprehension	Reading Specialist SPED Teacher Speech ENL	2-3 days	15-30 mins	In or outside classroom	3-5 students
7 / 8		AIS Teacher / Interventionist / Reading Specialist / RtI Coach	Every other day	40 minutes	Reading Classroom	Max = 15 students

Considerations of Tier Two Intervention/Instruction for English Language Learners:

WES- ENL students are included in targeted small group instruction according to need. Teacher crafted materials to support classroom instruction.

WJSHS- ENL push in and targeted small group instruction according to need.

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier Two intervention or who demonstrate significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier Three at Watervliet City School District in terms of program options, interventionist, frequency, duration, location and group size.

Tier Three						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	Starting in Jan. based on data	Speech, reading specialist.	4-5 days	30		
1	Intensive targeted instruction based on skill deficit	Reading specialist, SPED, Speech, ENL	4-5 days	30 mins	Outside of class	1-5
2	Intensive targeted instruction based on skill deficit	Reading specialist, SPED, Speech, ENL	4-5 days	30 mins	Outside of class	1-5
3	Intensive targeted instruction based on skill deficit	Reading specialist, SPED, Speech, ENL	4-5 days	30 mins	Outside of class	1-5
4	Intensive targeted instruction based on skill deficit	Reading specialist, SPED, Speech, ENL	4-5 days	30 mins	Outside of class	1-5
5	Intensive targeted instruction based on skill deficit	Reading specialist, SPED, Speech, ENL	4-5 days	30 mins	Outside of class	1-5

6	Intensive targeted instruction based on skill deficit	Reading specialist, SPED, Speech, ENL	4-5 days	30 mins	Outside of class	1-5
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*Examples of programs/resources available- Foundations, LLI, CKLS, Wilson

Considerations of Tier Three Intervention/Instruction for English Language Learners:

WES- ENL students are included in targeted small group instruction according to need. Teacher crafted materials to support classroom instruction.

Program options available to students at this tier are based on the student needs.

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

An RtI framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring , further assessment, or supplemental instruction. Evidence of psychometric accuracy can be found at http://teacher.scholastic.com/products/product_info/pdf/SRI_Research%20Summary_Revised.pdf

DIBELS Next is a valid and reliable screening tool according to the criteria established by the National Center for Intervention Intervention. The specific information can be viewed on the Tool Chart found at <http://www.intensiveintervention.org/resources/tools-charts>.

DIBELS Next measures are brief, powerful indicators of foundational early literacy skills that: are quick to administer and score; serve as universal screening (or benchmark assessment) and progress monitoring; identify students in need of intervention support; evaluate the effectiveness of interventions; and support the RtI/Multi-tiered model. DIBELS Next comprises six measures: First Sound Fluency (FSF), Letter

Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), DIBELS Oral Reading Fluency (DORF), and Daze.

First Sound Fluency (FSF) is a brief, direct measure of a student’s fluency in identifying the initial sounds in words.

Phoneme Segmentation Fluency (PSF) is a brief, direct measure of phonemic awareness. PSF assesses the student’s fluency in segmenting a spoken word into its component parts or sound segments.

Nonsense Word Fluency (NWF) is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant- vowel-consonant (CVC) and vowel-consonant (VC) words. The test items used for NWF are phonetically regular make-believe (nonsense or pseudo) words.

DIBELS Oral Reading Fluency (DORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota (Deno, 1989). There are two components to DORF: oral reading fluency and passage retell.

Daze is the standardized DIBELS version of maze procedures for measuring reading comprehension and is intended for use in grades three to six. The purpose of a maze procedure is to measure the reasoning processes that constitute comprehension. Specifically, Daze assesses the student’s ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

District Wide Screening Assessment Schedule

Universal Screening by Grade and Benchmarking Periods			
Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
K	DIBELS Next Composite Score (FSF, NWF, PSF)	DIBELS Next Composite Score (FSF, NWF, PSF)	DIBELS Next Composite Score (FSF, NWF, PSF)
1st - 3rd	Oral Reading Fluency DORF	Oral Reading Fluency DORF	Oral Reading Fluency DORF
4th - 6th	Comprehension DAZE	Comprehension DAZE	Comprehension DAZE
7th - 8th	SRI	SRI	SRI

The table presented below provides descriptive information regarding the universal screening procedures used at Watervliet Jr-Sr High School.

Screening Tool(s):	WJSHS: SRI - Lexile focusing on vocabulary and comprehension.
Frequency of Administration:	WJSHS: Beginning of year within first two weeks: Initial collection of data- setting a baseline Middle / End of Year: Benchmarks- measuring growth
Grades Screened:	6-8
Screening Administrator(s):	WJSHS: ELA teacher or Interventionist
Location:	WJSHS: Classroom / Computer Lab

Considerations for Screening or Benchmark Assessments for English Language Learners:

Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students’ performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

Indicate what considerations relative to universal screening are being made in your district for English Language Learners. Considerations may include the following strategies:

1. Use tools with demonstrated reliability and validity to identify and monitor students’ need for instructional support in reading in both L1 and L2.

2. Assess students’ language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
3. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance.
4. Plan instruction based on what is known about the student’s current level of performance and his or her literacy experiences in L1 and L2.
5. Comparing ELL’s performance with “true peers” (i.e. students with similar language proficiencies and cultural and experiential backgrounds).

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student’s movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Watervliet City School District uses Curriculum Based Measures (MAZE and DORF-DIBELS Oral Reading Fluency) to determine a student’s movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at the Watervliet City School District.

Watervliet Elementary School Progress Monitoring

DIBELS Next Curriculum Based Measures (K-6) is used for progress monitoring to determine a student’s movement across the tiers. This occurs by examining rate of improvement and level of performance over a specified period of time or after 6-9 data points.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Monthly for students who have been flagged or require monitoring through AIS	Biweekly	Weekly
Administrator(s):	Classroom Teacher	Interventionist	Interventionist
Location:	Classroom	Other	Other

Watervliet Jr-Sr High School Progress Monitoring

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Monthly (?) and only for those students not receiving an intervention	Biweekly	Weekly
Administrator(s):	Homeroom teachers	Interventionist	Interventionist
Location:	Classroom	Classroom	Classroom

Considerations for Progress Monitoring for English Language Learners:

DIBELS Next has been validated for ENL students unless they only speak in their native language. In those cases, other assessments will be used.

Additional Assessment: Diagnostic

Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs the “what to teach” and the “how to teach.” They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

Watervliet Elementary School: A variety of diagnostic tools will be used to obtain specific information related to target skills. These include: checklists and surveys for oral language, phonemic awareness, phonics and vocabulary.

	Tier 2 / 3 Groups
Frequency of Administration:	Diagnostics assessments are administered post-benchmark (as needed) to determine targeted skill areas for grouping.
Administrator(s):	Interventionist
Location:	Separate location

Watervliet Jr-Sr High School: The tool to be used is the QRI, Qualitative Reading Inventory- The tool informs educators on what to teach and how to teach based on student needs.

	Tier 2 / 3	As needed
Frequency of Administration:	To be administered post-benchmark (as needed). *Will be used to supplement for those who we do not already have information.	*Eg- A student new to district for whom more information is needed.
Administrator(s):	Interventionist	Interventionist
Location:	Separate location	Separate location

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which students may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at-risk, the Watervliet City School District uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Decision Making Protocol - Watervliet Elementary School	
Primary Data Source:	DIBELS Next
Secondary Data Source:	<ul style="list-style-type: none"> ● Journeys benchmark assessments, state assessments (3-6) ● CKLS placement assessments

Purpose:	<ul style="list-style-type: none"> ● Identify students' at risk by grade level ● Determine Tier 2 and 3 intervention groups ● Determine students' who require additional teaching/practice opportunities at Tier 1 ● Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	<ul style="list-style-type: none"> ● Grade Level Teams ● Interventionists ● Administrator
Frequency:	<ul style="list-style-type: none"> ● Grade level teams will convene 3 times/year upon completion of benchmark assessment (One week after each benchmark assessment at grade level meetings) and 2 mid-benchmark meetings to review student progress. ● Meeting is data driven with all stakeholders present.
Decision Options and Criteria:	<ul style="list-style-type: none"> ● Cut scores are based on the Universal Screening data. ● Students scoring below the score at the 10th% on the identified screening tool will be considered for intensive intervention at Tier 3. ● Students who score below the 20th% and above the 10th% score on the identified screening tool will be considered for intervention at Tier 3. ● Students scoring above the 20th% score and below the 30th% will be considered for supplemental skill instruction within the classroom.

Decision Making Protocol - Watervliet Jr-Sr High School

Primary Data Source:	SRI
Additional Data Sources:	State test scores, previous year benchmark assessment (DIBELS / SRI)
Purpose:	<ul style="list-style-type: none"> ● Identify who's at risk ● Identify the level of intervention a student requires ● Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	<ul style="list-style-type: none"> ● RtI Team ● Core Teachers (ELA / Math / Science / SS) ● Interventionists ● Administrator

Frequency:	<ul style="list-style-type: none"> Occurs three times per year upon completion of screening assessment (One week after each benchmark assessment at grade level meetings) Meeting is data driven with all stakeholders present.
Decision Options and Criteria:	<ul style="list-style-type: none"> Bottom 20% of student population

***See Appendix B for a flow chart defining the decision making protocol for WJSHS.

Determining Student Response to Intervention

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Watervliet Jr-Sr High School makes use of progress monitoring data and other data sources to examine the student’s level of performance and rate of progress over time. By graphing the student’s performance and examining the data path, the RtI Core Team can make an informed decision about a student’s response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention - WES	
Primary Data Source:	DIBELS Next Progress monitoring measure depends on targeted skill and grade level
Secondary Data Source:	Attendance, classroom work, ENL updates, other aligned assessments
Purpose:	<ul style="list-style-type: none"> Determine student’s rate of improvement (ROI) toward established goal. Determine student performance compared to peers. Determine the need for movement between Tiers
Who’s Involved:	<ul style="list-style-type: none"> Grade level Team Administrator Interventionist
Frequency	At the grade level mid benchmark meetings.
Decision Options and Criteria	Rate of Improvement based on progress monitoring goal. Students may be referred to IST if the complexity of the problem warrants.

Determining Student Response to Intervention - WJSHS			
Primary Data Source:	ORF: Oral Reading Fluency MAZE: Reading Comprehension		
Additional Data Sources:	WJSHS: Attendance, Tardies, Referrals, and Medical		
Purpose:	<ul style="list-style-type: none"> ● Determine student's response to the intervention ● Determine if the student is making progress towards grade level benchmarks ● Determine the need for a lesser or more intensive intervention 		
Who's Involved:	<ul style="list-style-type: none"> ● Administrator ● School Psychologist ● Gen Ed Teacher ● Guidance ● Interventionist 		
Frequency per Tier:	Tier 1	Tier 2	Tier 3
	Monthly	Biweekly	Weekly
Decision Options and Criteria:	<ul style="list-style-type: none"> ● Meetings to take place between benchmarks. ● Utilize Superintendent conference days for meetings ● If using regular school days, bring in subs to allow for meetings to take place. ● 6-9 data points needed to determine whether growth is occurring. See Appendix B for a graphic illustration of decision rules related to Determining Student Response to Intervention. 		
Additional Notes to Consider. (Can be deleted afterwards.)	When determining fidelity of instruction: Is instruction maximizing student learning? Is there more student talk time vs teacher talk time?		

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

SECTION 5:

PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with...” the specific structure and components of the RtI process selected by the school district.

The Watervliet City School District will provide professional development for the staff to further develop knowledge and skill base relative to the RtI framework and process. This professional development will be provided by BOCES, Instructional Coaches, Literacy Coach, and RtI Team.

SECTION 6:

PARENT NOTIFICATION

In the Watervliet City School District parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents within two weeks of the initial screening.

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student’s rate of learning
- Their right to request an evaluation for special education programs and/or services

APPENDIX

SUPPORTING DOCUMENTATION

A. Differentiated Instruction Guide

B. WJSHS Decision Making Protocol