

Introduction

A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of

Response to Intervention (RtI) at Chautauqua Lake CSD is the practice of providing high-quality instruction/ intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). At Chautauqua Lake CSD, we strive to provide differentiated classroom instruction coupled with tailored interventions to prevent achievement gaps and to appropriately identify students with learning disabilities.

The combined RtI/AIS Plan at Chautauqua Lake Elementary School starts with high quality instruction within the general education setting, provided by a New York certified classroom teacher. School-wide screenings and other formative assessments provide valuable information to instructional staff to aid in the delivery of interventions. Support services are provided in a tiered, least restrictive approach, where the level of support increases based on lack of student response to interventions. Students not demonstrating adequate response to interventions on Tiers 1 or 2, will be identified for further supplemental intervention on Tier 3. At every step of this process decisions are informed by progress monitoring data and decisions are made by a multi-disciplinary team, the Instructional Support Team.

The Instruction Support Team is the decision-making committee that determines movement among tiers within the RtI process at Chautauqua Lake Elementary School. This Team consists of, at a minimum, the following people: The classroom teacher, parent(s), building principal, school psychologist and AIS representative. This team meets regularly and receives training on the RtI/AIS District Plan, research-based interventions and the collection of progress monitoring data at least once per school year.

The proceeding pages of this document detail how the Chautauqua Lake CSD RtI/AIS Plan aligns with New York State regulations in the following areas:

- Appropriate instruction
- Screenings applied to all students
- Instruction matched to student needs
- Repeated assessments of student achievement
- Application of student information to make educational decisions, and
- Notification to parents

This document also details the District's RtI/AIS Plan process, components, and how RtI data is used in determining if a student has a learning disability.

Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall 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. [8 NYCRR 100.2(ii)(1)(i)]

Effective Tier 1 instruction in the areas of reading and mathematics involve high quality, research-based instruction, universal screening, identification of weaknesses and targeted remediation with regular progress monitoring. Instruction is while utilizing culturally responsive and linguistically appropriate methods.

Reading

The Tier 1 classroom settings at Chautauqua Lake CSD provide daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies. All curriculum aligns with P-12 common core learning standards for New York State.

Mathematics

The Tier 1 classroom settings at Chautauqua Lake CSD provide appropriate instruction in problem solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability. Throughout K-12, instruction focuses on five intertwined strands: Understanding mathematics, computing fluently, applying concepts to solve problems, reasoning logically and engaging with mathematics.

Behavioral Support and Interventions

Behavioral supports and interventions at Chautauqua Lake CSD begin with classroom behavior management plans that reflect an approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.

All programs and materials used in CLCS settings will be scientific and research based for use in general education classrooms. Professional Development is provided to staff throughout the school year on such topics as response to intervention, core learning standards and instructional strategies.

Screenings Applied to All Students in the Class

A school district's process to determine if a student responds to scientific, research-based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.

[8 NYCRR 100.2(ii)(1)(ii)]

CLCS employs the use of a series of brief, efficient, repeatable testing of age-appropriate academic skills. These screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Screenings are conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

Screening instruments will consist of common formative assessments (all assessments conducted three times annually, Fall/Winter/Spring, unless otherwise stated) as well as curriculum-based assessments created in line with the P-12 common core learning standards:

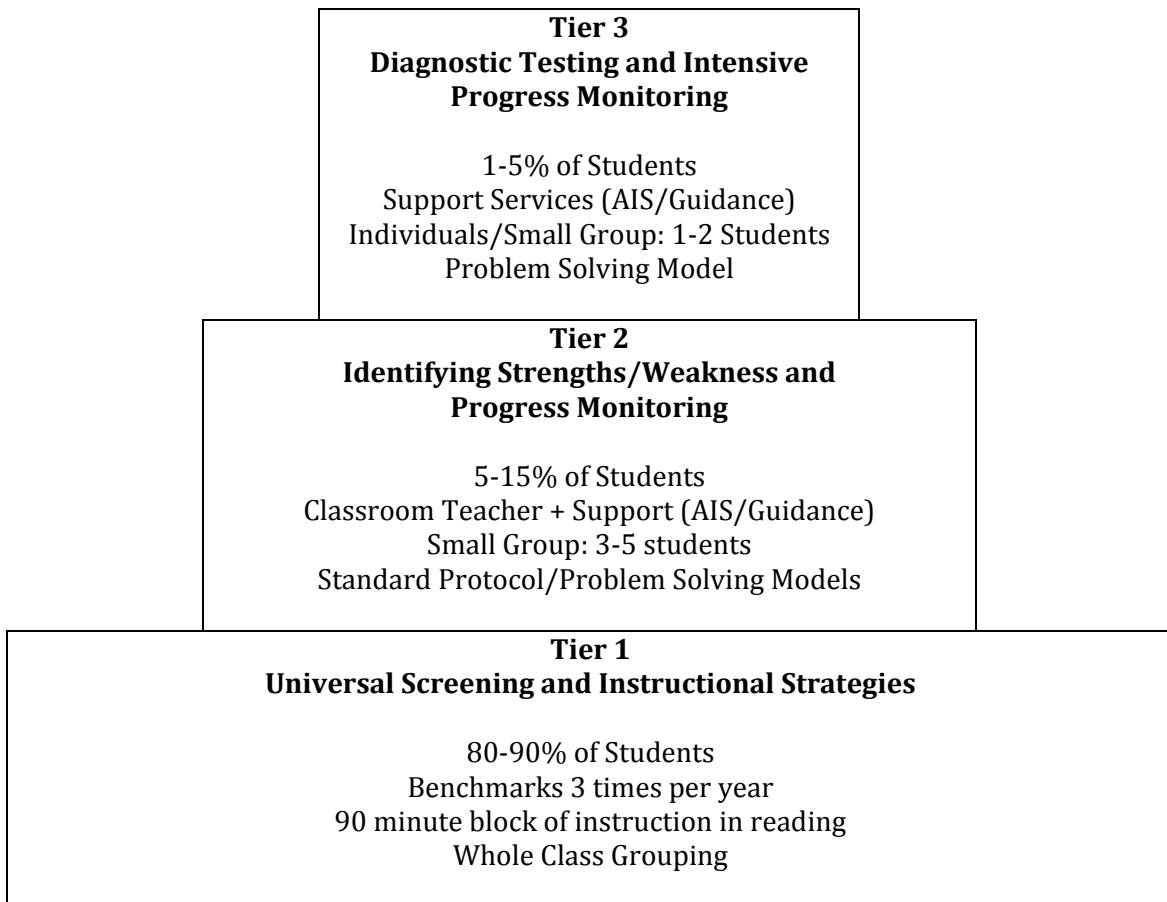
- a. Reading
 - a. AIMSweb: Get it! Got it! Go (Preschool Early Literacy Screen)
 - b. AIMSweb: Early Literacy (Kindergarten and 1st Grades)
 - c. AIMSweb: R-CBM Reading Fluency (1st through 8th Grades)
 - d. GATES tests of vocabulary and reading comprehension (1st – 9th Grades, completed annually)
- b. Math
 - a. AIMSweb: Early Numeracy (kindergarten – 1st grade)
 - b. AIMSweb: Math Computation (2nd 6th grades)
 - c. *Curriculum-based math assessment – coming in 2011-2012 school year*
- c. Written Expression
 - a. *AIMSweb: Spelling – coming in 2011-2012 school year*
 - b. *AIMSweb: Writing – coming in 2011-2012 school year*

Instruction Matched to Student Needs

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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. [8NYCRR 100.2(II)(1)(iii)]

Basic Four-Tier Structure

As of the 2011-2012 school year, Chautauqua Lake CSD uses a combined RtI/AIS plan. This plan is a product of synthesizing the current Instructional Support Team Model and AIS Plan that have operated separately over past years. The RtI/AIS Plan utilizes a four-tier system to address academic and behavioral concerns.



Elements of Tiers

Elements	Tier 1	Tier 2	Tier 3
Provider	Classroom Teacher	Classroom teacher + Support (AIS/Guidance)	Support Services (AIS/Guidance)
Size of Instructional Group	Whole Class Grouping	Small group instruction (3-5 students)	Individualized or small group instruction (1-2 students)
Frequency of Intervention	Per class schedule	No less than 3 times per week, minimum 20-30 minutes per session	More frequently than Tier 2, session minimum 30 minutes
Frequency of Progress Monitoring	No less than once every two weeks	No less than once every two weeks	No less than once a week
Duration of Intervention	School Year Varies for Interventions	9-30 weeks	A minimum of 15-20 weeks

* Regardless of Tier level, all students receive Tier 1 services.

Duration of Intervention: If a student is showing flat progress or descending data points when progress monitored after 6 weeks, it is recommended that the intervention provider change the intervention. The student must remain on that tier level until a tier change is approved through the Instructional Support Team. Supportive documentation must be present for a tier change.

AIS Interventions

Academic Intervention Services are defined as being academic support services that are provided in addition to Tier 1 universal supports. Academic Intervention Services should not replace core instruction.

AIS instructors may provide Tier 2 and Tier 3 interventions. Chautauqua Lake CSD recognizes that these specialists are qualified to provide interventions for students who require more intensive services than can not often be provided within the general education classroom due to student grouping restrictions. For this reason, which students receive AIS services in grades kindergarten through six is determined solely by the Instructional Support Team. An AIS representative participates in all IST meetings when these determinations are made. A student may not enter into an AIS classroom in grades kindergarten through six without the authorization of the ISTeam.

Scheduling may allow for AIS instructors to support the classroom teachers in whole class grouping when providing Tier 2 interventions. In this scenario, AIS instructors are co-teaching with regular education classroom teachings within the classroom setting. If a conflict occurs, AIS instructors first priority is to provide intervention to students on Tier 3 and then to assist with needs on Tier 2.

Repeated Assessments of Student Achievement (Progress Monitoring)

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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. [8NYCRR 100.2(ii)(1)(iv)]

Progress monitoring is a core component of the RtI/AIS Plan at Chautauqua Lake CSD. Universal screenings are conducted three times per school year. Progress is regularly charted through classroom assessments. Classroom teachers monitor at-risk students on Tier 1 a minimum of twice each month as well as quarterly assessments. Progress monitoring of students on Tier 2 occurs at a minimum of once every two weeks. Progress monitoring of students on Tier 3 occurs at a minimum of once every week.

The purpose of progress monitoring is two-fold. Progress monitoring data provides information about a student's response to intervention (tier changes) and also provides teachers and administrators with information to determine need for curricular or instructional change within the core curriculum.

For students on Tiers 2 or 3, progress monitoring data informs decision-making on the individual student level in the following ways:

1. Data identifies a student's rate of learning compared with the rate of learning of peer groups;
2. Data identifies a student's present levels of performance relative to expected levels of performance.

A combination of tools are used when progress monitoring. The following list is provided, but is not exhaustive:

- Curriculum-Based Measurement
- Classroom assessments
- Observational tools: checklists, reading inventories, running records, etc.

An assessment of strengths and weaknesses may be conducted prior to a student entering Tier 3. This assessment is conducted by the AIS or Guidance department to further analyze student need. The Instructional Support Team may determine that an evaluation is needed of a student on Tier 3 to determine the need for special education services.

Steps for Progress Monitoring – Creating an Aim Line

1. Establish the student's current level of performance (e.g. "Student currently reads 20 words per minute").
2. Establish the student's goal at the end of the intervention period (e.g. The student should read 40 words per minute by the end of the marking period). This goal should be aligned with grade level expectations. Set the goal for 30 weeks from start of intervention. Goal will be evaluated after 6 data points to evaluate rate of growth.
3. Draw a line from the student's current level (e.g. 20) to the performance benchmark (e.g. 40). This line represents the aim line.
4. Monitor the student's progress frequently (e.g., every Monday). Plot the data.
5. Connect the dots to see how the line that you draw compares to the aim line.
6. Analyze the data on a regular basis.
7. Adequate progress is defined by a progress line that meets or exceeds the aim line.

Application of Student Information to Make Educational Decisions

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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. [8NYCRR 100.2(ii)(1)(v)]

Decision-Making Models

The Instructional Support Team at Chautauqua Lake CSD makes the determination of which Tier 2 and Tier 3 interventions will be provided to an individual student. This team requires, at a minimum, the following people: The classroom teacher, parent(s), building principal, school psychologist and AIS representative. For Secondary Instructional Support Team meetings, the student is invited to participate in the meeting.

The Instructional Support Team uses a combined decision-making model (considered a hybrid approach) to make intervention decisions. The two decision-making models utilized by the team are: Standard protocol model and problem solving model.

Tier 2 Decision-Making

In the standard protocol model, research-validated interventions are employed for a specific amount of time, duration, and frequency with small groups of students having similar needs. The primary feature of the standard protocol model involves standardized instruction or intervention with minimal analysis of skill deficits. This model may be used in Tier 2 to provide a scripted intervention treatment. This model allows the classroom teacher to address larger numbers of student needs. The following components are integrated into Tier 2 interventions:

1. A prescribed research-based intervention protocol (script, lesson plan, etc.);
2. Progress monitoring to guide instruction; and
3. A standard format for data gathering and presentation when reporting the impact of an intervention rather than the use of anecdotal information.

Tier 3 Decision-Making

The Instructional Support Team utilizes a problem-solving model for Tier 3 interventions. In this model, the team completes an in-depth analysis of skill deficits and instructional and environmental variables that compromise a student's performance. This analysis leads to the identification of subskill deficits that inform targeted interventions.

Notification of Parents

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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:

- (a) The amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;
- (b) Strategies for increasing the student's rate of learning; and
- (c) The parents' right to request an evaluation for special education programs and/or services.

[8NYCRR 100.2(ii)(1)(vi)]

For students involved in the RtI/AIS Process, parents are notified in writing and in a language or mode of communication they understand when an intervention is required that is beyond that which is provided to all students in the classroom. When students receive Tier 2 or Tier 3 interventions this written notification is required prior to the start of these interventions. The written notification details the following:

1. How much and what kind of information (data) the school will collect to monitor the student's progress;
2. The nature of the intervention/instructional support the student will receive; and
3. Of the parent's right to request an evaluation for special education services.

Parents will have regular contact with their child's classroom progress within the regular education setting. Before a request is made to the IST in order to change to Tier 2 supports, the classroom teacher must request that an information packet be sent home to parents including the following information: Understanding the RtI/AIS Process, parental rights to request an evaluation for special education services and the time/day of the IST meeting.

If a Tier 2 intervention is set into place by the Instructional Support Team, the Student Services Office sends out written information to the parent detailing the nature of the support selected for the student and how data will be collected to monitor the student's progress.

If a change is requested to Tier 3, a parent information packet is sent home (the same packet sent home prior to considering Tier 2). If a Tier 3 intervention is set into place by the Instructional Support Team, written information is sent to the parent detailing the nature of the support selected for the student and how data will be collected to monitor the student's progress.

The Student Services Office and the classroom teacher make multiple attempts to enlist the parent(s)'s participation in every Instructional Support Team meeting.

In the event that a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR 200.4(j)(1)(ii)(b))