



Ichabod Crane Middle School

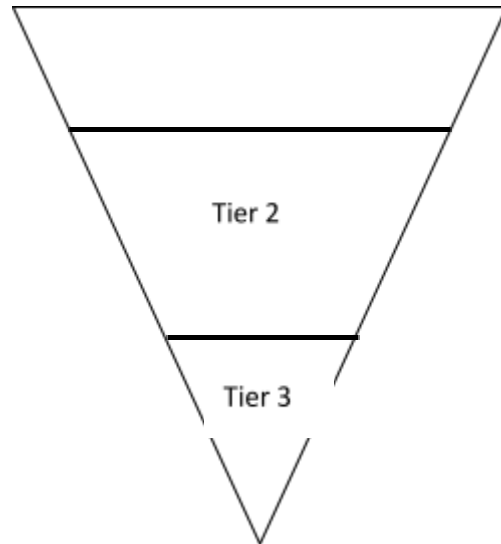
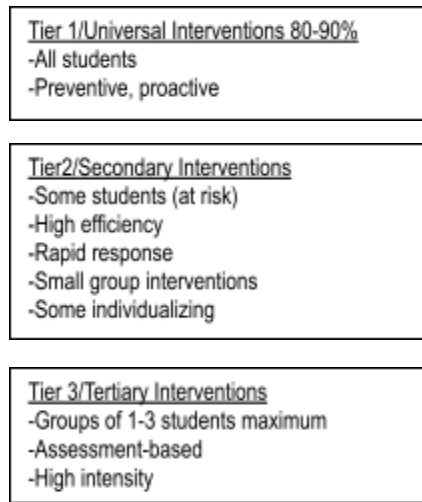
RTI Plan

2022 - 2023

Response to Intervention a Icabod Crane Middle School

What is RTI

Response to Intervention (RTI) is a multi disciplinary process of systematic, research based instruction and interventions for struggling learners. RTI is designed as an early identification and intervention process intended to prevent long term academic failure. This is a general education model and is not specifically designed for special education students. RTI is highly dependent on the monitoring of student progress and development.



Implementation

RTI at the Icabod Crane Middle school is a multi tiered approach to providing instruction and interventions at increasing levels of intensity to struggling learners. The purpose of RTI is to provide quality instruction for all students with focused interventions for students who struggle and frequent monitoring of each student's response to the instructions and focus intervention.

Tier 1 interventions: (see attached list of possible interventions)

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- Core curriculum aligned to the NYS learning standards;

- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- Universal screening administered to all students, by the AIS teachers (some to be given by classroom teachers), at least **two times per year**;
- Weekly progress monitoring of students identified as at-risk for five to six weeks;
- Differential instruction based on the abilities and needs of all students in the core program; and

Tier 2:

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately **10 to 15 percent** of students in a grade level receive Tier 2 according to instructional need. Tier 2 is remedial math and reading, speech improvement services, or other trained interventionist, skilled and knowledgeable personnel.

Tier 3 (applied in grade 4-5):

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately **one to five percent of students** in a grade who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 20 to 30 minutes at a minimum of three days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended. Special education students are not considered tier 3 students and typically represent ten percent of a given grade level.

*******CST Meetings*******

CST meetings can take place at any time throughout the year to discuss student needs:

Grades 4 and 5: Meetings take place upon request by the teacher. Forms are filled out by the classroom teacher to address needs and also show any previous interventions that have been attempted. From there, if determined, goals are set and monitored and an action plan is put into place.

Grades 6 - 8: Meetings take place weekly by team. Several students are discussed for behavioral, emotional and academic needs. Programs and interventions are suggested and noted. If a student is not making improvement, a formal action plan is put into place and goals are monitored.

AIS Lab Guidelines

June (EOY)– Meetings are held to review the current school year data and review recommendations by the Primary School (for grade 4). Progress is gauged and the teachers, administration, school psychologist and school counselors determine what the best program for the start of the next school year is. These will be based on Common Assessments, F&P scores, I-Ready, and Report Card Grades.

October/November – AIS Dept. chair meets with all teachers at all grades to review AIS lists. All assessments are reviewed to determine if students' services and tier levels are appropriate. Students may be entered or exited from the program based on these meetings.

February/March – AIS Dept. chair meets with all teachers at all grades to review AIS lists. All assessments are reviewed to determine if students' services and tier levels are appropriate. Students may be entered or exited from the program based on these meetings.

Grade 6
AIS Tier II/III Reading Qualifications -

- **Teacher Recommendation** of student academic performance within the classroom setting based on **one or more** of the following qualifications:
 - Classroom assignments/unit work
 - Homework (homework assignments COMPLETED unsuccessfully)
 - Projects
 - Running records

(Recommendations may be made by regular classroom teachers and/or AIS teachers.)

- **Classroom Summative and Formative Assessments:**
 - Include, but are not limited to:
 - Common Assessments
 - I-Ready Reading Diagnostic Assessment < Two grade level below
 - Journey’s Lesson and Benchmark Comprehension Assessments
 - NYS ELA exams (if applicable) students scoring below NYS recommended performance levels.
- **Former Tier II/III AIS Students**
 - Students who received services the previous year and did not make adequate growth will remain in AIS

**New entrants in grade 4 - 6 will be considered for AIS Reading if they were in a similar program in their former district. They will follow the above criteria for qualifying and staying in AIS, as our district students*

Students will be recommended into AIS Math based on the following qualifications:

Grade 6

AIS Tier II/III Math Qualifications-

- **Teacher Recommendation:**
 - Teacher observations of student academic performance within the classroom setting based on **one or more** of the following:
 - Classroom assignments/unit work
 - Homework (assignments COMPLETED unsuccessfully)
 - Projects
- **Classroom Summative and Formative Assessments:**
 - Include, but are not limited to:
 - District-Wide Common Assessments
 - Unit Assessments
 - I-Ready Math Diagnostic Assessment scores more than two grade levels below

- NYS Math exams (if applicable)

Former Tier II/III AIS Students

Students who received services the previous year and did not make adequate growth will remain in AIS

**New entrants in grade 6 will be considered for AIS Math if they were in a similar program in their former district. They will follow the above criteria for qualifying and staying in AIS, as our district students.*



Grade 7 - 8

AIS Tier II/III Reading Qualifications-

- **Teacher Recommendation:**
Teacher observation of student's academic performance within the classroom setting based on **one or more** of the following qualifications:
 - Classroom assignments/unit work
 - Homework (homework assignments COMPLETED unsuccessfully)
 - Projects
- **Classroom Summative and Formative Assessments:**
Include, but are not limited to:
 - Holt McDougal Unit and Benchmark assessments
 - I-Ready Reading Diagnostic Assessment (if applicable)
 - NYS ELA Exams (if applicable)

Recommendations may be made by regular classroom teacher and/or AIS teacher.

Former Tier II/III AIS students who did not show adequate growth based on the following assessments:

- Teacher observation of student's academic performance within the classroom setting
- I-Ready Reading Assessments (if applicable)
- Fountas and Pinnell (if applicable)
- Phonological Awareness Skills Test (PAST)
- NYS ELA exams (if applicable) Students scoring below NYS recommended performance levels.

**New entrants in grade 7 and 8 will be considered for AIS Reading, if they were in a similar program in their former district. They will follow the above criteria for qualifying and staying in lab, as our district students.*



Grade 7 - 8

AIS Tier II/III Math Qualifications-

- **Teacher Recommendation:**

Teacher observations of student's academic performance within the classroom setting based on **one or more** of the following:

- Classroom assignments/unit work
- Homework (assignments COMPLETED unsuccessfully)
- Projects

- **Classroom Summative and Formative Assessments:**

Include but are not limited to:

- District-Wide Quarterly Common Assessment
- Unit assessments
- I-Ready Math Diagnostic Assessment
- NYS Math Assessment (if applicable)

Former Tier II/III AIS Students

Students who received services the previous year and did not make adequate growth will remain in AIS

**New entrants in grade 7-8 will be considered for AIS Math if they were in a similar program in their former district. They will follow the above criteria for qualifying and staying in AIS, as our district students.*

Exit Criteria -

Students will no longer receive AIS Reading services if they meet the following criteria:

Elementary School students in grades 4-6:

Teacher Recommendation:

- iReady assessment scores show adequate progress and have reached grade level
- Classroom formative and summative assessments showing adequate growth based on the following information:
 - Unit/Benchmark Assessments
 - Homework
 - Phonological Awareness Skills Test (if applicable)
 - NYS ELA exam score (if applicable) at or above NYS recommended performance levels.

Middle School students in grades 7-8:

Teacher Recommendation

Classroom formative and summative assessments showing adequate growth based on the following information:

- Teacher Recommendation
- Holt McDougal Benchmark Assessments
- Comprehension tests and exams
- I-Ready Assessment
- NYS ELA exam score (if applicable) at or above NYS recommended performance levels.
- iReady scores show adequate progress and obtain a grade level score

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Students in grades 4-5 will no longer receive AIS Math services if they meet the following criteria:

***Tier III**

- 1) Classroom and AIS Teacher Recommendation based on the following criteria:
 - Regular Math Classroom Performance
 - Formative and summative assessments
 - Homework completed unsuccessfully
 - iReady Diagnostic Assessment Data
 - Effort
 - AIS Math Classroom Performance
 - Formative assessments
 - iReady Diagnostic Assessment Data
 - NYS grade level skill fluency acquisition
 - Effort
- 2) NYS Grade Level Math Assessment Data-if applicable
- 3) iReady assessment scores show adequate progress and have reached grade level

***Tier II**

- 1) Classroom and AIS Teacher Recommendation based on the following criteria:
 - Regular Math Classroom Performance
 - Formative and summative assessments
 - Homework completed unsuccessfully
 - iReady Diagnostic Assessment Data
 - NYS grade level skill fluency acquisition
 - Effort
- 2) NYS Grade Level Math Assessment Data-if applicable
- 3) iReady assessment scores show adequate progress and have reached grade level

Students in grades 6-8 will no longer receive AIS Math services if they meet the following criteria:

***Tier III**

Classroom and AIS Teacher Recommendation based on the following criteria:

- Regular Math Classroom Performance
 - Formative and summative assessments
 - Homework completed unsuccessfully
 - iReady Diagnostic Assessment Data
 - Effort
- AIS Math Classroom Performance
 - Formative assessments
 - iReady Diagnostic Assessment Data
 - NYS grade level skill fluency acquisition
 - Effort

NYS Grade Level Math Assessment Data-if applicable

iReady assessment scores show adequate progress and have reached grade level

***Tier II**

Classroom and AIS Teacher Recommendation based on the following criteria:

- Regular Math Classroom Performance
 - Formative and summative assessments
 - Homework completed unsuccessfully
 - iReady Diagnostic Assessment Data
 - NYS grade level skill fluency acquisition
 - Effort

NYS Grade Level Math Assessment Data-if applicable

- iReady assessment scores show adequate progress and have reached grade level

*Tier III- Small group targeted instruction with AIS Math Teacher (most intensive intervention)

*Tier II- Midsize group reteach with student's math teacher and/or support by an AIS Math teacher within the regular math classroom