Response to Intervention Plan

Robert H. Jackson Elementary

The following individuals serve on the RHJ Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

Name	Title/Position	School Building
Tiffany Frederes	High School Curriculum Coordinator	District
Tami McKotch	Principal	RHJ Elementary School
Erica Lobb	Literacy Coach	RHJ Elementary School

The District RtI Team at Frewsburg CSD is charged with the following responsibilities relative to RtI:

- Develop building level RtI plans for the Frewsburg Central School District
- Provide professional development on high quality instruction, assessment, and data analysis
- Share contents of plan with faculty and staff
- Provide professional development on tiered instruction
- Revise plan as needed (at least annually)

Table of Contents

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 Robert H. Jackson is to utilize multiple measures in the identification of students needing support.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With 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 interventions 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 an 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
    - 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 pre-referral 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
- 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 an 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."*

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.
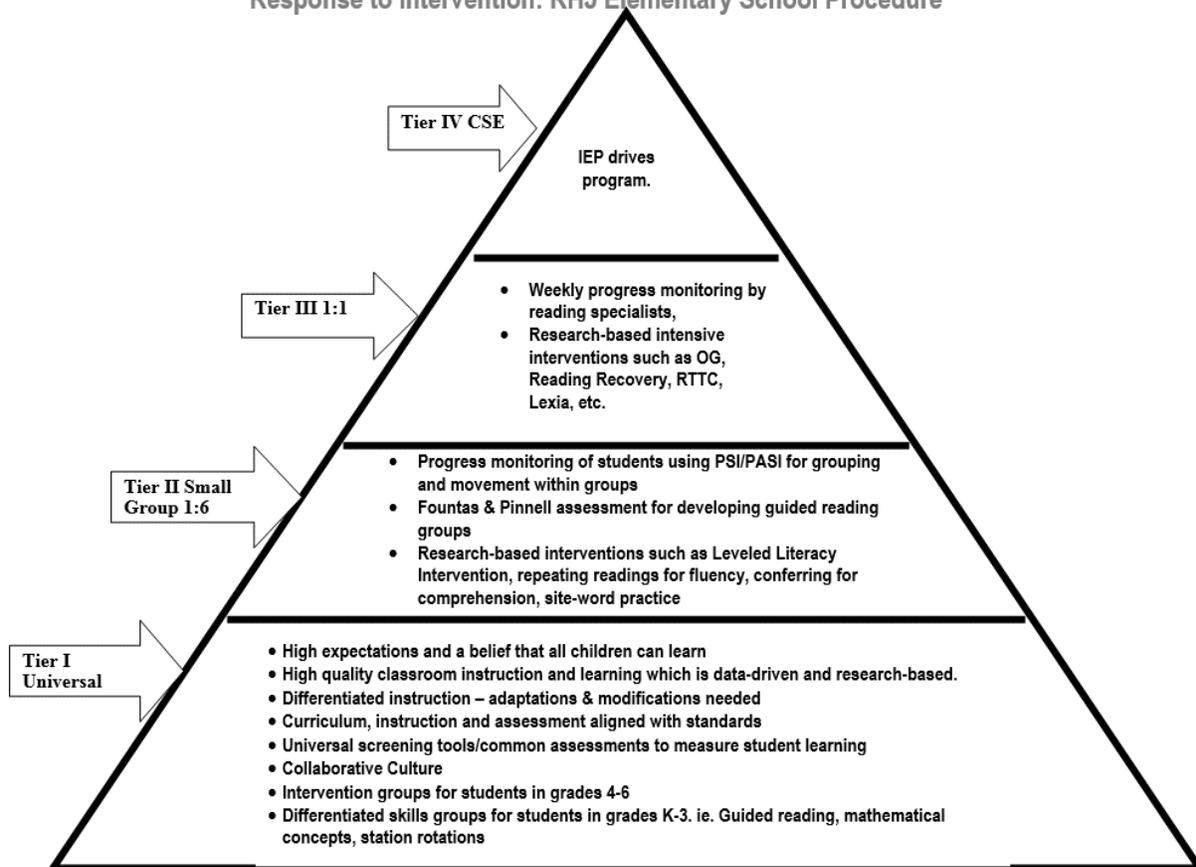
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored 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 increasing levels or tiers of instructional support. Within the Robert H. Jackson Elementary School, a 4-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.

Tier IV CSE

IEP drives program.

Tier III 1:1

- Weekly progress monitoring by reading specialists,
- Research-based intensive interventions such as OG, Reading Recovery, RTTC, Lexia, etc.

Tier II Small Group 1:6

- Progress monitoring of students using PSI/PASI for grouping and movement within groups
- Fountas & Pinnell assessment for developing guided reading groups
- Research-based interventions such as Leveled Literacy Intervention, repeating readings for fluency, conferring for comprehension, site-word practice

Tier I Universal

- High expectations and a belief that all children can learn
- High quality classroom instruction and learning which is data-driven and research-based.
- Differentiated instruction – adaptations & modifications needed
- Curriculum, instruction and assessment aligned with standards
- Universal screening tools/common assessments to measure student learning
- Collaborative Culture
- Intervention groups for students in grades 4-6
- Differentiated skills groups for students in grades K-3. ie. Guided reading, mathematical concepts, station rotations

Tier I

Tier I is considered the primary level of intervention at RHJ and always takes place in the general education classroom. Tier I involves appropriate instruction in reading delivered to all students in the general education class which is delivered by qualified personnel. Tier I addresses English Language Arts, Mathematics, and Behavior. All students participate in the building wide PBIS (Positive Behavioral Intervention Support). PBIS is embedded into all areas of general education as well as extra-curricular activities. PBIS is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. In other words, PBIS uses evidence-based practices to change our school systems, our school environments and ultimately the behavior of our staff and students. Attention is focused on creating and sustaining universal (school-wide), supplemental (classroom and targeted groups), and intensive (individual) systems of support that improve lifestyle results (personal, health, social, family, work,

recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. In addition, Second Step is utilized as the cornerstone for character education in grades K-6.

The following matrix provides details on the nature of Tier I at Robert H. Jackson Elementary in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier I					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K	Wonders My Math	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom
1	Wonders My Math	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom
2	Wonders My Math	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom
3	Wonders My Math NYS Math Modules	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom
4	PNW Boces My Math	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom
5	PNW Boces My Math	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom
6	PNW Boces Glencoe	Classroom Teacher	Daily	60 minutes 60 minutes	Classroom

Description of Core Program

Evidence-based: A central component of the RtI model is the early screening of all students to identify those that are at risk for academic and/or behavioral difficulties. Data team meetings are conducted with Grade Level Teachers, Intervention Specialists, and Special Education representatives to make determinations regarding remediation. Multiple measures are used in determining student needs including; classroom performance, MPG and MAP data, Progress Monitoring, Fountas & Pinnell Reading Levels, and other data points collected through classroom observation. The Universal Curriculum in ELA and Mathematics at Frewsburg Central School District are based on the NYS Next Generation Learning Standards. The District has adopted evidence based core programs in ELA and Math for grades K-6.

Elements of core (five pillars): A Balanced Literacy approach to reading instruction incorporates many reading strategies in order to meet the varying needs of all students. The components of the approach include phonemic awareness, phonics and concepts of print, comprehension, fluency, and vocabulary. Utilization of the PASI, PSI, MPG, MAP, Progress Monitoring, Fountas & Pinnell tools, along with other data points collected through classroom observation provide student specific information on proficiency in these core elements.

Differentiation strategies:

- Opportunity for movement during instruction
- Observe and question students as they are working
- Provide written directions and instructions in a step by step manner
- Use all levels of Bloom's Taxonomy
- Divide instruction into shortened segments
- Break assignments into smaller chunks
- Adjust and extend time as needed
- Provide practice opportunities using multiple modalities
- Work collaboratively on tasks with a student and gradually withdraw the support.

Check for fidelity:

- Classroom observations by administration 2-3x per year
- Classroom walk-throughs by administration
- Data team meetings each trimester, more if deemed necessary
- Curriculum review for adoption/changes of core programs

Considerations of Core Program for English as a New Language Learners

- Set high but reasonable instructional expectations that provide ongoing instructional support to ensure that these expectations are met.
- Consider the core instructional program that English as a New Language Learners are being provided for oral language and literacy instruction in the native language and/or in English. Consider all of the knowledge and practices associated with improved outcomes for Tier I reading instruction and make sure these practices are in place for ENLs. Although these practices vary by grade level, in general they include consideration of the foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Reading words accurately and with prosody, as well as reading for meaning and learning, are emphasized through listening comprehension early and then later through reading comprehension.
- Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development.
- Promote language and vocabulary development throughout the day.
- Ensure that students are provided ongoing and appropriate instruction in academic language use in the native language and/or in English. Integrate academic language development into core instruction across subject areas.
- Scaffold language and opportunities to respond. Scaffolding language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., "that is also like…") and familiar antonyms (e.g., "that is also different from…"), reframing students' responses, confirming aspects of the answers that are correct, and providing language support to further explain aspects that require refinement.
- Provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.

Tier I Response to Intervention for Behavior.

The goal of RtI:B at the Tier I level is the prevention of problem behavior and promotion of positive behavior by establishing processes that should facilitate success for ~80% of the student body. An effective Tier I system should reduce the number of students who need more expensive and time consuming resources at Tiers II and III.

All effective school-wide systems have seven major components in common a) an agreed upon and common approach to discipline, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis.

Tier II

Within Robert H. Jackson Elementary Tier II is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier I. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process.

Tier II Supplemental Intervention						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	PASI, LLI, OG, Lexia, MobyMax Progress monitoring	Classroom Teacher, Reading Specialist, Math Specialist, Special Education Teacher	Daily	30 minutes	push in and pull out	1:6
1	PASI, PSI, LLI, OG, Lexia, MobyMax Progress Monitoring	Classroom Teacher, Reading Specialist, Math Specialist, Special Education Teacher	Daily	30 minutes	pull out	1:6
2	PSI, LLI, OG, Lexia, MobyMax Progress Monitoring,	Classroom Teacher, Reading Specialist, Math Specialist, Special Education Teacher	Daily	30 minutes	pull out	1:6
3	LLI, OG, Lexia, IXL MobyMax Progress Monitoring, Ready NY	Classroom Teacher, Reading Specialist, Math Specialist, Special Education Teacher	Daily	30 minutes	pull out	1:6
4	LLI, OG, Lexia, IXL, MobyMax Progress Monitoring, Ready NY	Classroom Teacher, Reading Specialist, Math Specialist, Special Education Teacher	every other day	30 minutes	pull out	1:6
5	LLI, OG, Lexia, IXL, MobyMax	Classroom Teacher, Reading Specialist,	every other day	30 minutes	pull out	1:6

	Progress Monitoring, Ready NY	Math Specialist, Special Education Teacher				
6	LLI, OG, Lexia, IXL, MobyMax Progressing Monitoring, Ready NY	Classroom Teacher, Reading Specialist, Math Specialist, Special Education Teacher	every other day	30 minutes	pull out	1:6

Considerations of Tier II Intervention/Instruction for English as a New Language Learners:

- Provide intensive reading interventions to ENLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.
- Ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.
- When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions. Use appropriate practices for building literacy skills and vocabulary development as well as reading skills.

Tier II Response to Intervention for Behavior

Tier II Supplemental Supports are designed to provide additional or targeted interventions to support students who have access to Tier I Universal Supports and are not responding positively to them. Supplemental Supports are more intensive since a smaller number of students within the middle part of the triangle are at risk for engaging in more serious problem behavior and need more support. Common Supplemental Support practices involve small groups of students or simple individualized intervention strategies. Supplemental Support is designed for use in schools where there are more students needing behavior support than can be supported via intensive and individual Tier III support, and for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. Supplemental Support often involves targeted group interventions with a few students or larger groups (30 students or more) participating. Supplemental Supports are an important part of the continuum of behavior support needed in schools, and there is a growing literature documenting that targeted interventions can be implemented by typical school personnel, with positive effects on up to 67% of referred students. Supplemental interventions also are recommended as an approach for identifying students in need of more intensive, individualized interventions. Specific Supplemental Supports include

practices such as "social skills club," "check in/check out" and the Behavior Education Plan.

Tier III

        Tier III is designed for those students who have been unresponsive to Tier II intervention or who demonstrate more significant needs that warrant more intensive instruction or intervention. The following matrix provides details on the nature of Tier III at Robert H. Jackson Elementary in terms of program options, interventionist, frequency, duration, location and group size. Frequency and duration are determined by the Instructional Support Team (IST) and are based on individual student need. Individual and group counseling are also prescribed at the IST.

Tier III						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1
1	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1
2	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading, Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1
3	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading, Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1
4	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1

5	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1
6	Reading Recovery, OG, Lexia, LiPS, Progress Monitoring	Reading Specialist, Math Specialist	as prescribed by IST	30 minutes	pull out	1:1

Considerations of Tier III Intervention/Instruction for English as a New Language Learners

- ENLs who are significantly behind in reading require highly intensive and extensive reading interventions that start immediately (as early as 1st grade) and continue until the student is able to adequately benefit from reading instruction provided within the core classroom instruction.
- Tier III intervention needs to be provided by a well-trained specialist such as a bilingual education or an ENL teacher with a strong background in literacy, or a learning disability teacher who has a strong background with and understanding of the educational needs of ENLs.
- Tier III instruction may need to last for a significant period of time when students are making minimal progress; adjustments to instruction may need to be made, with consideration given to the integration of contextual factors (e.g., family, personal, and classroom variables) that may need to be addressed as necessary. A team approach to problem solving may be very useful in interpreting factors that influence progress and provide suggestions for designing instruction.
- Students who have been provided research-based reading interventions that are typically associated with improved outcomes may not demonstrate significant gains and may require highly individualized reading instruction that considers other factors such as attention, language and vocabulary development, and behavior problems. A team approach to problem solving that considers many of these factors may facilitate the development of an appropriate instructional plan.

Tier III Response to Intervention for Behavior

Supplemental Support level involve a simple assessment to identify the function a problem behavior serves (Functional Behavioral Assessment or FBA) and a support plan comprised of individualized, assessment-based intervention strategies that include a range of options such as: (1) teaching the student to use new skills as a replacement for problem behaviors, (2) rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and (3)

monitoring, evaluating, and reassessing this simple plan over time. This assessment and behavior planning process may be simple and involve a brief consultation with the student's teacher(s) and one or more strategies that match the context of the classroom and the function of the student's problem behavior.

Tier IV

Tier IV is designed for those students who have been unresponsive to Tier III intervention or who demonstrate more significant needs that warrant more intensive instruction through special education services. The nature of Tier IV at Robert H. Jackson Elementary in terms of program options, interventionist, frequency, duration, location and group size is determined by the Committee on Special Education (CSE). Individual and group counseling are also prescribed by the CSE.

Tier IV Response to Intervention for Behavior

Intensive/Individual Supports involve a process of functional behavioral assessment (FBA) that investigates why a behavior is occurring in more detail and development of a behavior implementation plan (BIP) that includes more intensive research-based interventions, closer and more detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. The BIP should be comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed. However, this action should occur only after Tier III interventions have been attempted and have been proven ineffective. Tier IV supports can be provided at different levels of intensity, depending on the student's level of need. Students with less intensive or frequent behavior problems may benefit from a simplified consultation process between the teacher and a skilled behavioral support specialist, during which information for a brief FBA is collected and the formal problem-solving process is applied to the individual student. Students with more intense behavior problems, or a continued poor response to intervention developed through a brief consultation, may be supported through a more comprehensive process that includes a structured consultation with the student's teachers, which gathers specific information for a detailed FBA and the development of a more targeted and comprehensive BIP. In order for this process to be most effective, behavior support specialists may need to have a more

involved role in training and coaching teachers and other school personnel in the individualized interventions, assessing whether the interventions are being implemented as planned, and assessing whether the interventions match the context of the school and classroom so that they are likely to be implemented after direct consultation and coaching are discontinued. Finally, a very small number of students with the most severe needs may require what is called wraparound services, which continues to utilize the same FBA and BIP components, but include processes for identifying and coordinating family and community services.

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 www.nwea.org.

The table presented below provides descriptive information regarding the universal screening procedures used at Robert H. Jackson Elementary.

Screening Tool(s)	1. NWEA Growth: Reading & Growth: Math; NWEA Skills Checklists 2. PASI & PSI 3. MobyMax grades 1-6
Frequency of Administration	1. 3 x per year: Fall, Winter, Spring 2. as needed
Grades Screened	Kindergarten – 6th Grade
Screening Administrators	Math Specialists, Reading Specialists, School Psychologist, Classroom Teachers, Special Education Teachers
Location	Within the classroom or in a non-distracting location per IEP requirements

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
Kindergarten	Phonological Awareness Visual Discrimination/Phonics Concepts of Print Number Sense Computation	Phonological Awareness Visual Discrimination/Phonics Concepts of Print Number Sense Computation	Phonological Awareness Visual Discrimination/Phonics Concepts of Print Number Sense Computation
First Grade	Phonological Awareness Visual Discrimination/Phonics Concepts of Print Number Sense Computation	Phonological Awareness Visual Discrimination/Phonics Concepts of Print Number Sense Computation	Phonological Awareness Visual Discrimination/Phonics Concepts of Print Number Sense Computation
Second thru Sixth Grade	Literature Informational Text Vocabulary Acquisition and Use Number and Operations Operations and Algebraic Thinking Measurement and Data Geometry	Literature Informational Text Vocabulary Acquisition and Use Number and Operations Operations and Algebraic Thinking Measurement and Data Geometry	Literature Informational Text Vocabulary Acquisition and Use Number and Operations Operations and Algebraic Thinking Measurement and Data Geometry

Considerations for Screening or Benchmark Assessments for English as a New 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)

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 Robert H. Jackson School uses NWEA Skills Checklists, PASI, PSI, Moby Max, and the Fountas & Pinnell Leveling System to determine a student's movement across the tiers by examining rate of progress and level of performance over time.

Considerations for Progress Monitoring for English as a New Language Learners:

- When ENLs demonstrate low abilities in grade-level target skills in reading, provide research-based instruction.

- Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features.
- Consider that students may be acquiring word meaning while acquiring word reading and, thus, oral reading fluency may proceed at an expected rate early (while students are focusing on word reading) and then proceed at a lower than expected rate later when students are focusing more on word meaning.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. 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.).

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 student's may be at-risk for academic failure?

2. How well is the student responding to supplemental, tiered instruction/intervention?

<u>Determining Initial Risk Status</u>

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

Determining Who's At-Risk	
Primary Data Source:	NWEA Growth ELA and Math Assessments, NYS Assessment Data
Secondary Data Source:	Fountas and Pinnell, PSI, PASI, MobyMax, NWEA Skills Checklists
Purpose:	- Identify who's at risk - Identify the level of intervention a student requires - Provide preliminary information about the effectiveness of core instruction at Tier I
Who's Involved:	Administrator, Literacy Coach, Reading Specialists, Math Specialists, Classroom Teacher, Special Education Teacher
Frequency:	After each benchmark assessment at grade level meetings
Decision Options and Criteria:	Based on primary and secondary source data, students may be eligible for an increase or decrease in RtI services. An increase in services may include small group or individual instruction using a research-based program.

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 Robert H. Jackson 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	
Primary Data Source:	NWEA Growth Reading Assessment NWEA Growth Math Assessment
Secondary Data Source:	Fountas and Pinnell, Classroom performance, PSI, PASI, MobyMax, NWEA Skills Checklists, Lexia

Purpose:	• 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:	Administrator, Literacy Coach, Reading Specialists, Math Specialists, Classroom Teacher, Special Education Teacher		
Frequency per Tier	Tier I	Tier II	Tier III
	3 x per year	As least per trimester; as needed	At least every 6 weeks; as needed
Decision Options and Criteria:	Based on primary and secondary source data, students may be eligible for an increase or decrease in RtI services. An increase may include small group instruction or individual instruction using a research-based program.		

Determination of Intellectual Disability (ID)

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 ID, 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.

Professional Development Plan

A.) The Frewsburg Central School District

Introduction

It has been the commitment of Frewsburg Central School to support on-going staff development for all employees. In particular, Frewsburg Central School has consistently allocated resources for the professional development of its

instructional staff. As a result, the requirements of the State Education Department for the development of a systematic Professional Development Plan are consistent with the vision and mission of Frewsburg Central School.

District Goals:

Each year the Frewsburg Central School District establishes annual goals. The goals are taken from our mission statement, which is to be committed to providing a learning environment in which each student is guided to pursue excellence in all areas of academics, athletics, extra-curricular activities, coupled with the highest moral character.

The Professional Development Plan (PDP), which has been formulated for the approved school year, uses these goals as a foundation. This document addresses the professional needs of the instructional and administrative personnel to assist them in developing their personal and professional capacities.

- *Student Achievement*
  - o To ensure that all students meet high standards or academic performance and demonstrate the knowledge and skills required by a dynamic world.
- *Efficient and Effective Strategies for Student Achievement*
  - o To plan and implement for student and community educational needs for the future through research and development, focusing on appropriate and timely program management, content, opportunity, and delivery.
- *Support for Staff Development*
  - o To recruit and retain the best and brightest staff and provide them the opportunity to enhance skills through a comprehensive staff development program.
- *Support for Student Achievement*
  - o To utilize a comprehensive long-range support process that complements the district's strategic plan to improve student achievement.

This Professional Development Plan (PDP) has been developed to clearly focus on the improvement of both instruction and student achievement through quality professional development.

Our Mission:

With this plan we will be able to:

- Concentrate on priorities and align our resources to sustain them
- Measure our progress
- Change our strategies when results are insufficient
- Respond to the needs of our teachers and students

B.) Requirement from the State Education Department

<u>Regulations of the Commissioner</u>

Subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education is added, effective October 7, 1999, to read as follows:

(dd) Professional development plan

(i)   By September 1, 2000, and annually by September 1 of each school year thereafter, each school district and Board of Cooperative Educational Services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80 – 5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.

(ii)   Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.

(iii)   A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

C.) PDP Committee Members and Responsibilities

Appointing to Committee

The PDP Committee will consist of the administration, Grade Level Department Chairs from the elementary school, and the Content Area Department Chairs from the Jr/Sr High School. Additionally, technology, the library, and special education department have been represented to round out the group.

Meetings

Meetings will minimally be two times each year during the months of November and June.

The purpose of these meetings will be to conduct a review of the effectiveness of the Professional Development Plan. This review will include reviewing data to measure the impact of professional development on student achievement. Each year, the committee will meet to facilitate the process to outline the needs, goals, objectives, activities, and evaluation for the upcoming school year.

The committee will review the procedures and make any revisions to the plan deemed necessary. The committee will review aggregate district data in order to determine necessary professional development. The results will be shared with the PDP Committee at the June meeting. Professional Development will be planned based on the annual goals of each department and from the results of the aggregate district data.

The committee will be responsible for looking at workshops offered through School Improvement, RSE-TASC, and the BOCES. During this process, workshops will be designated as being either instructional or technical that supports using technology as a tool for improving student achievement such as: computer software for collecting, monitoring, analyzing student progress for data driven decisions, programs for the purpose of internal and external work related functions. Both types of activities will count towards professional development hours. The Professional Development Plan will be presented annually to the Board of Education for its approval prior to or on the opening day of school for the upcoming school year.

D.) PDP Planning Process

Mission Statement of the PDP Committee

To improve the quality and revitalization of teaching and learning leading to continuous improvement of student performance

<u>Professional Development Plan Goals</u>

- To provide quality professional development that results in improved instructional, professional, and student performance.
- To develop a process which provides the Instructional Professional with a variety of options designed to ensure continuous professional improvement.
- To design a Professional Development Plan (PDP) which will align with the Annual Professional Performance Review
- To develop a quality professional development system that provides maximum flexibility and access to continuous improvement.

<u>Critical Attributes of Effective Staff Development</u>

Meaningful professional development is characterized as:

- Relevant, meaningful, and connected to the learner (adult/student) as well as Federal/State Education Department/District Priorities
- Providing on-going assistance and support

- Using demonstration, supervised practice, and feedback
- Affording adequate time
- Delivering activities in a variety of formats and providing differentiated learning opportunities
- Allowing for individual involvement, choice of topics, flexibility, and responsive to "as needed" learning

Goal Setting Process

Each department will identify the needs for their area in order to improve student achievement. Grade level chairs and Department chairs are responsible to submit goals developed by the grade/department collectively to the Superintendent. Data will be analyzed and root causes established in order to focus the professional development activities/experiences. This information will be used to plan for professional development for the next school year. Each division/department will complete the planning form (Appendix A) that contains Student Learning Objectives, the strategies and activities, and the resources required. At the end of each year, the department will evaluate progress on meeting their goals. They will submit a report to the Superintendent prior to checking out for the year. Evidence will be provided to document progress towards achieving departmental goals.

Professional Development activities should be organized to be comprehensive, continuous and sustained, and aligned with standards and assessments. Activities should be congruent with the goals identified in the departmental plans so that professional development will have a direct correlation to student achievement. When developing staff development activities or making choices about participation in professional development activities, the State Education Department provides the following guidelines:

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional development activities/experiences are planned with the Next Generation Standards as underpinning.
- Professional development activities/experiences should respond to student achievement data, including state and local assessments and School District Report Cards.
- Professional development is shaped by teaching staff needs, as evidenced by data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.
- Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.
- Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Defensible evaluation

tools/methods must be used to determine modifications to planned activities/experiences.

- Professional development is, to the greatest extent possible, site-based and connected to daily school experiences.
- Professional development enables the teaching staff to deepen its knowledge base and remain current in its content area and instructional strategies.
- Learning opportunities for teaching staff are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such activities.

Professional Development Models

As with all learners, educators learn in many ways. Professional development, therefore, must encompass various ways to improve educator performance and allow for ways for educators to gain new knowledge, understanding, skills, and attitudes. The following four models have been selected as appropriate for accomplishing the goals of professional development and have been derived utilizing the models set forth by the National Staff Development Council and other school district plans:

Individually Guided Staff Development

The learner designs activities based upon the assumption that individuals are motivated by being able to select their own learning goals (linked to Frewsburg Central School District and divisional goals) and means for accomplishing those goals. One belief, which underscores this model, is that self-directed development empowers instructional professionals to address their own problems and, by doing so, creates a sense of professionalism.

Data Team Meetings

At least 3 times each year, teachers will participate in grade level/department level data team meetings. The focus of these meetings will be to examine trends in student achievement and make appropriate programmatic changes to intervention groups, instruction, and RtI provisions. Teachers will examine data gained from multiple measures to look at individual student growth and progress. They will make instructional decisions that support differentiation around the varied learning needs within their classrooms.

New Teacher Academy

An opportunity to interact and dialogue about best practices in education will be offered to all teachers through tenure attainment. This may be in an online or blended learning environment.

Observation/Assessment

Instructional practices are improved through classroom observation and feedback. This method involves colleague(s) coming into the classroom to view instruction and

give feedback or provide reflections as a powerful way to impact classroom behavior. Opportunities for analysis and reflection on professional practice are available in this format. For example, mentoring, coaching, and peer counseling are included in this model. New teachers participating in District mentoring will be provided with release time to observe their mentor teach and/or be observed by their mentee.

Professional Development Activities that may be used:

- Superintendent Conference Days
- Conferences/Workshops aligned with PDP Goals
- College Classes related to Education
- Continuing Education Credits
- Curriculum Meetings
- Faculty Meetings aligned with PDP Goals
- Training on School Violence
  - SAVE Legislation
  - Training on effective behavior management techniques
- Participation in Mentor/Intern Program

Activities that Support Professional Development

(Suggested by the State Education Department)

The following categories of activities are suggestions for meeting the needs of school districts in building teacher and teaching assistant capacity (not all suggested activities are intended for Level III teaching assistants):

- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, BOCES, school districts, and independent professional development services providers
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
- Collaborating with other teachers and teaching assistant to examine case studies of student work and development
- Participating in regional scoring of state assessments/assessing student portfolios
- Creating and assessing teacher or teaching assistant portfolios
- Providing mentoring service
- Engaging in research projects (includes online research)
- Participation in study (collegial) circles such as "Critical Friends" activities, and structured guided reflection activities focused on student learning

- Participating in formal programs of peer coaching or participation in peer review
- Curriculum planning and development
- Pursuing National Board certification or recertification (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies)
- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Developing or collaborating on the development of new programs and instructional methods
- Teacher of the Year activities
- NYSTCE "assessor" or test development committee member
- Delivering professional development (e.g. conducting workshops)
- Development of statewide curriculum
- Service as support teacher, helping teacher, or coach
- Service as a cooperating teacher for a student teacher or field internships, including attendant meetings and processes
- Service as an elected officer in professional organizations
- Service/designation as Master Teacher
- Service on the State Professional Standards and Practices Board
- Participating in Professional Development School activities or other school-college teacher development partnerships
- Publishing in educational journals
- Developing and presenting a major paper
- Serving on CDEP (Comprehensive District Education Plan) or DCEP (District Comprehensive Education Plan) or School Leadership committees

Procedures: Record of Professional Development Activities

- The Record of Professional Development Activities is to be maintained by the instructional professional. It will include:
  - Program/Event Title
  - Accrual of hours of program/activity
  - Provider Name
  - Attendance verification
  - Date and location of the program/activity
  - Teachers maintain their own CTLE records

Procedure for Requesting Professional Development Hours

The participating teacher(s) would complete a request form and submit it to their building principal. The request must state the topic of study, how it relates to the NYS Learning Standards, how it will improve student achievement, how the study will be evaluated, the method by which the information gained from the study will be shared with other teachers, and the estimated number of professional

development hours. The building principal and teacher(s) making the request will meet and discuss the topic of study. Once the study is approved, a timeline for evaluation criteria will be determined. All attempts will be made for this to occur at the initial meeting.

Once the study is completed, the participants will submit the evaluation criteria to the building principal. The agreed professional development hours will be awarded at the completion of the study.

SECTION 6: Parent Notification

At Robert H. Jackson Elementary, 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 via letter that indicates:

- 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

Following is a copy of the letter used at RHJ:

Dear Parents,

The New York State Education Department has mandated that all schools provide Academic Intervention Services (AIS) as a resource for students struggling to meet state standards. The goal of AIS is to assist students in achieving at their grade level by offering supplemental support during the school day.

Your child has been identified as needing additional help in Reading. To make this determination, several sources of information were studied. Students in grades K-2 were assessed using the Phonological Awareness Screener for Intervention (PASI) or the Phonics Screener for Intervention (PSI). Students in grade 3-6 completed a Comprehension Skill assessment to determine knowledge of specific comprehension skills. In addition, the Measures of Academic Progress (MAP) adaptive assessment was used to identify your child's academic strengths and weakness. Finally, teacher recommendation was considered in making this determination.

Your child will be receiving academic intervention services during Intervention Block. The frequency, intensity and duration of this program will vary based on your individual child's needs. You will

receive a notification when your child is achieving at grade level. Please remember, AIS is a general education service. It is part of the programming required by New York State. We are notifying you of this service as a courtesy but also to ask for your assistance. Please work with your child at home on Reading skills. Hearing fluent reading strengthens comprehension and improves student achievement.

Please contact my office with any concerns or questions you may have about the remedial services we offer at RHJ at 716-569-7031. Thank you for your cooperation.

Sincerely,

Tami McKotch

Principal