

Response to Intervention Plan
2021-2024



Phoenix Central School District
Phoenix, New York

Board Approved:

Table of Contents

Section 1: Introduction.....	3
District Philosophy.....	3
District RTI Team.....	3
RTI Defined.....	4
Legislative Background.....	4
Minimum Requirements.....	4
Section 2: RTI as a Multi-Tiered Prevention Framework.....	6
Tier 1.....	7
Tier 2.....	8
Tier 3	9
Section 3: Assessment within an RTI Framework.....	10
Universal Screening.....	10
Progress Monitoring.....	11
Types of Interventions.....	11
Section 4: Data-Based Decision Making.....	12
Determining At-Risk Status.....	12
Determining Student Response to Intervention.....	13
Learning Disability Determination.....	13
Section 5: Professional Development.....	14
Section 6: Parent Notification.....	15
Section 7: Appendices.....	16
Appendix A: Tier 1 Overview and Core Instructional Team Meeting Overview	16
Appendix B: Tier 2 Overview and Case Manager Meeting Overview.....	17
Appendix C: Tier 3 Overview and RTI Data Meeting Overview.....	18
Appendix D: Data Used to Determine At-Risk Students	19
Appendix E: Response to Intervention Process	20
Appendix F: Interventions	21
Appendix G: Roles and Responsibilities.....	22

Section 1: Introduction

District Philosophy

The Phoenix Central School District believes all students can learn. In order to do so, the district has put a Response to Intervention plan in place to prevent students from struggling academically/behaviorally and to provide support to those students that may fall behind their grade level expectations. RTI represents a systematic, research based educational approach to close achievement gaps for all students, including, but not limited to, students at-risk, students with disabilities, and English language learners. The following RTI plan will be used to make important daily decisions regarding students' interventions and educational programs.

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. An essential assumption of RTI is that all students can learn, and will, given the right opportunities.

RTI Teams

The following individuals serve on Phoenix Central School District Response to Intervention Teams and have been involved in the writing, planning, and/or follow through of the District RTI Plan:

Michael A. Maroun Elementary

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Jennifer Meyers, School Psychologist
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Desiree Moore, Instructional Specialist
Lisa Sykut, Reading Teacher
Kristen Bowers, Reading Teacher
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Tracey Gray, Reading Teacher
Amanda Slater, General Education Teachers

Emerson J. Dillon Middle School

Jessica Ariola, Principal
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Michelle Lewis, Instructional Specialist
Jillian Lunn, School Psychologist
Andrew Quirk, School Counselor
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Thomas Bailer, Principal
Helen Abbott, Academic Dean
Alanna McKinney, School Psychologist
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Bre Griswold, School Counselor
Michelle Lewis, Instructional Specialist
Wendy Sachel, Instructional Specialist
Kelly O'Mara, General Education Teacher

District Office

Nicole Covell, Executive Director of Instruction and Personnel
Stacie Shaffer, Director of Curriculum

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools 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 or other 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

1. The Regents policy framework for RTI defines RTI to minimally include:
 - a. *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.
 - b. *Multiple Screenings* applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - c. *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 of grade level standards.
 - d. *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.
 - e. *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.
 - f. *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:
 - i. Amount and nature of student performance data that will be collected and the general education services that will be provided;
 - ii. Strategies for increasing the student's rate of learning; and
 - iii. 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:
 - a. Criteria for determining the levels of intervention to be provided to students
 - b. Types of interventions
 - c. Amount and nature of student performance data to be collected
 - d. Manner and frequency for progress monitoring
3. Requires each school district implementing an RTI program to take appropriate steps to ensure that staff has 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(i)]

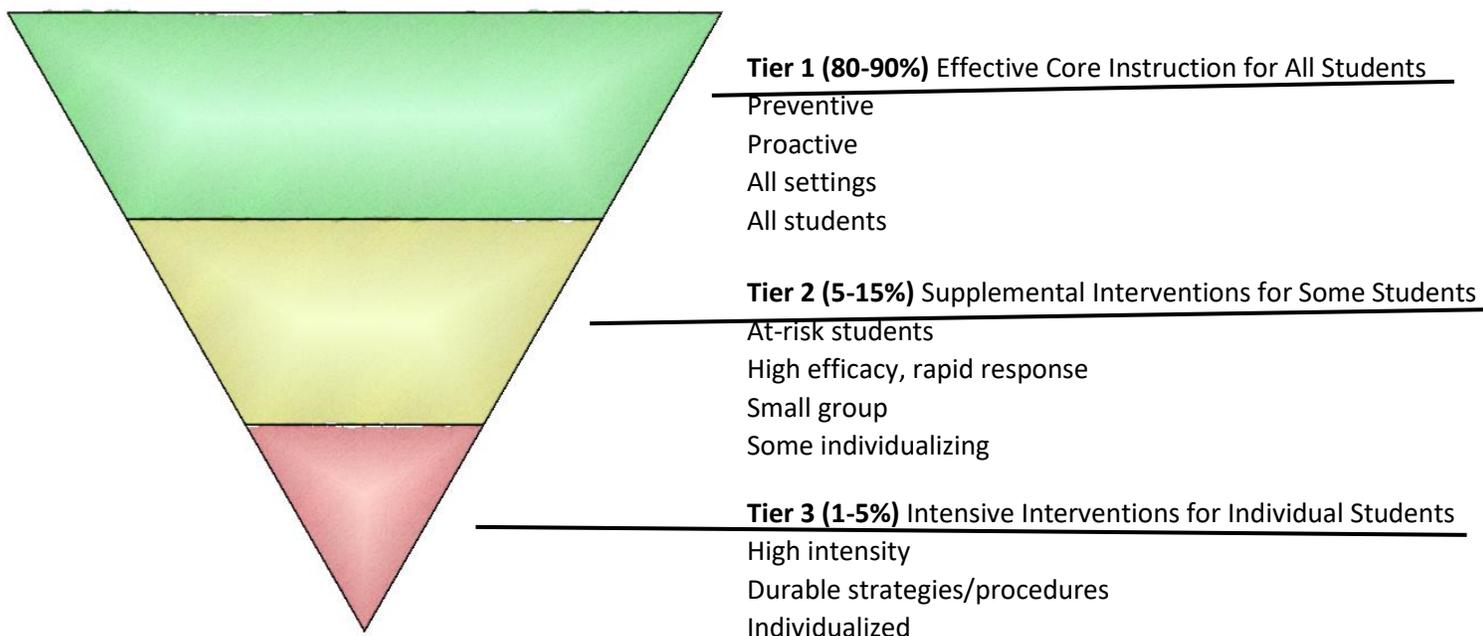
In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low test scores now require a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading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

1. 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.
2. 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.
3. 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 Phoenix Central School District, a 3 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.



The RTI process has the capacity to improve outcomes and provide support for all students, including students who are struggling academically and/or behaviorally for a variety of reasons. In this prevention approach, it is maintained that at the Tier 1 Level, approximately 80% of students will benefit from the implementation of research-based core curricula that are delivered with a high degree of fidelity. At the Tier 2 Level, an estimated 15% of students will need additional intervention support beyond the core curricula. Finally, at the Tier 3 Level, about 5% of students who do not respond to Tier 1 and Tier 2 efforts may require more intensive, individualized support. Both general and special education teachers must use evidence-based curricula and methodologies with fidelity in their classrooms, conduct regular progress monitoring, and use multiple data sources to make educational decisions that impact the educational and behavioral well-being of Phoenix Central School District students.

The RTI model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on a students' needs as determined through multiple data sources and data analysis. Within the Phoenix Central School District, a 3 tiered Response to Intervention model is used. Although the instruction and interventions that fall under the RTI framework may vary, ultimately the model consists of the following fluid tiers:

Tier 1

Tier 1 is considered the primary level of instruction at Phoenix Central School District. Tier 1 involves appropriate core instruction delivered to all students in the general education class by qualified personnel. Instruction at this level includes evidence-based, scientifically researched core programs implemented with fidelity. All teachers will take part in Professional Learning Community meetings facilitated by the Instructional Specialists. At these meetings teachers will review data relating to the core curriculum and will make instructional decisions based on the data.

Students who do not show growth with either Tier 1 instruction and/or data from universal screening measures should be brought to the RTI Team by the student's teacher. Tier 1 interventions occur within the core instruction block. Students receiving Tier 1 instruction will be monitored and formatively assessed regularly.

Duration of the intervention will vary depending on the intervention, student performance, and Tier. Determination of whether a student is able to move in or out of the Tier will be made by the RTI Team and will be based on multiple data sources including progress monitoring data.

Special considerations will be made to ensure that ENL students are provided appropriate, culturally responsive instruction relative to Tier 1.

See Appendix for list of Tier 1 Overview, Core Data Meeting Overview and Tier 1 Interventions.

Tier 2

Tier 2 is a more intensive form of strategic, targeted instruction applied for those students not responsive to the Tier 1 instruction. Tier 2 instruction is defined by increased frequency, intensity, and duration. This type of instruction is supplemental as it is offered in addition to and not in place of the core Tier 1 instruction. Tier 2 instruction is designed to address the academic or behavioral needs of the identified students. Tier 2 instruction is provided in small groups with similar instructional needs, and can be provided within the regular classroom or in an alternate location. Tier 2 instruction must be implemented with fidelity which refers to the intensity and accuracy with which instruction and interventions are implemented. Determinations of whether or not Tier 2 instruction has been conducted with fidelity will be left to the members of the RTI Teams and the Instructional Specialists.

If a student requires Tier 2 services, determination is based on whether or not the student is at-risk of academic or behavioral failure; and has universal screening, progress monitoring, and/or other approved data sources that validate the concerns. Tier 2 interventions are supplemental to Tier 1 and are available when Tier 1 services prove to be ineffective. Tier 2 students will be serviced during the scheduled What I Need (WIN) block. Tier 2 students will be progress monitored at least twice a month.

Duration of the intervention will vary depending on the intervention, student performance, and Tier. Determination of whether a student is able to move in or out of the Tier will be made by the RTI Team and will be based on multiple data sources including progress monitoring data.

If Tier 2 interventions are effective, as evidenced by the progress monitoring data and selection criteria, a student can move back to Tier 1 barring the student does not have any additional academic or behavioral goals. Students not responsive to Tier 2 supplementary instruction will be brought back to the RTI Team and if deemed appropriate based on the Progress Monitoring data and selection criteria, the student may be moved to Tier 3.

Special considerations will be made to ensure that ENL students are provided appropriate, culturally responsive instruction to Tier 2.

See Appendix for list of Tier 2 Overview, RTI Meeting Overview and Tier 2 Interventions

Tier 3

Tier 3 is characterized by intensive, supplemental instruction applied for those students not responsive to Tier 2 instruction. Tier 3 instruction is defined by increased frequency, intensity, and duration. This type of instruction is supplemental as it is offered in addition to and not in place of the core Tier 1 and Tier 2 instruction. Tier 3 instruction is designed to address the academic or behavioral needs of the identified students. Tier 3 instruction is provided either as individual instruction or in small groups of students with similar instructional needs, and should be provided in an alternate location. Tier 3 instruction must be implemented with fidelity which refers to the intensity and accuracy with which instruction and interventions are implemented. Determinations of whether or not Tier 3 instruction has been conducted with fidelity will be left to the members of the RTI Teams and the Instructional Specialists.

If a student requires Tier 3 services, determination is based on whether or not the student is at-risk of academic or behavioral failure, and has universal screening, progress monitoring, and/or other approved data sources that validate the concerns. Tier 3 interventions are supplemental to Tier 1 and are available when Tier 2 services prove to be ineffective. Tier 3 students will be serviced during the scheduled What I Need (WIN) block or during an assigned Tier 3 course. Tier 3 students will be progress monitored at least once a week. Specific data requirements and selection criteria will be monitored by the buildings' RTI Teams.

Duration of the intervention will vary depending on the intervention, student performance, and Tier. Determination of whether a student is able to move in or out of the Tier will be made by the RTI Team and will be based on multiple data sources including progress monitoring data.

If Tier 3 interventions are effective as evidenced by the progress monitoring data and selection criteria, a student can move back to Tier 2 barring the student does not have any additional significant academic or behavioral goals. If continued interventions are not effective at Tier 3, the RTI Team will discuss the referral of the student to the Committee for Special Education (CSE).

Special considerations will be made to ensure that ENL students are provided appropriate, culturally responsive instruction to Tier 3.

See Appendix for list of Tier 3 Overview, RTI Meeting Overview and Tier 3 Interventions.

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.

Universal Screening

All students in grades K-10 will be given a universal screening assessment. These valid and reliable screenings will be conducted using the Northwest Evaluation Association’s Measures of Academic Progress, three times per year, for the purposes of initially identifying students who are at-risk for academic failure and/or who may require closer monitoring, further assessment, or supplemental instruction. In addition to the Measures of Academic Progress (MAP), students in grades 3-8 will be assessed using the Reading Inventory (RI) and Math Inventory (MI). Screening results will be used to identify a student in need of intervention. The aforementioned screening measures ensure compliance with Section 117.3 of the Regulations of the Commissioner of Education, which requires that students with low test scores be monitored periodically through screenings and ongoing assessments of the students’ reading and mathematics abilities and skills.

A Screening Assessment Schedule is provided below 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 (January/February)	SPRING (May/June)
K-4	MAP- Literacy MAP- Mathematics aimswebPlus	MAP- Literacy MAP- Mathematics aimswebPlus	MAP- Literacy MAP- Mathematics aimswebPlus
5 - 8	MAP- Literacy MAP- Mathematics aimswebPlus	MAP- Literacy MAP- Mathematics aimswebPlus	MAP- Literacy MAP- Mathematics aimswebPlus
9-10	MAP- Literacy MAP- Mathematics	MAP- Literacy MAP- Mathematics	MAP- Literacy MAP- Mathematics

Considerations for Screenings/Benchmarks for English as a New Language Students:

Additional assessment is often needed to determine at-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/ENL services demonstrated lower performance on Oral

Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ENL 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.

To progress monitor students, the Phoenix Central School District uses Skills Checklist (MAP) and aimswebPlus. The Tier that the student is placed in will determine the frequency of the progress monitoring.

Types of Interventions

The district will provide multiple Tiers of increasingly intensive levels of targeted intervention and instruction for those 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. It is expected that use of Tiered levels of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting Tiers of intervention according to the analysis of student performance data and progress monitoring. See Appendix for list of Tier 1, 2 and 3 interventions.

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. The data will follow the student as he/she moves from one grade and building to the next, maintaining effective and efficient student progress.

Within an RTI framework in the Phoenix Central School District, two major decisions need to be made relative to student performance:

1. Which students may be at-risk in the area of academics and/or behavior?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining At-Risk Status

To determine which students may be at-risk, the Phoenix Central 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.

Determining At-Risk Status	
Data Sources:	NWEA- Measures of Academic Progress (3-10), Measures of Academic Progress for Primary Grades (K-2), AimswebPlus (K-4), Running Records, Module Assessments, New York State Assessments and any additional pertinent measures
Purpose:	<ul style="list-style-type: none"> ● Identify who is 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:	Teachers, Instructional Specialists, School Counselors, Psychologists, Speech Language Pathologists, Administrators
Frequency:	After each benchmark assessment and at grade level/ content area meetings
Decision Options and Criteria:	See Appendix A for a graphic illustration of criteria spreadsheets related to Determining At-Risk Status.

Determining Student Response to Intervention

Another key decision made by the RTI Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Phoenix Central School District 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 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			
Data Sources:	Skills Checklist (K-2) and Skills Navigator (3-10), NWEA-Measures of Academic Progress, Module Assessments, aimswebPlus, and any additional pertinent measures		
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:	Teachers, Instructional Specialists, School Counselors, Psychologists, Speech Language Pathologists, Administrators		
Frequency:	Tier 1	Tier 2	Tier 3
	Monitored regularly	Once every two weeks	Once per week
Decision Options and Criteria:	See Appendix E for a graphic illustration of the process for Determining Student Response to Intervention		

Learning Disability Determination

Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer 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 underachievement of the student is not due to lack of appropriate instruction in reading. A student may be referred to the CSE using the data generated from the implementation of RTI.

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 an RTI program and that such program is implemented consistent with...” the specific structure and components of the RTI process selected by Phoenix Central School District.

The Phoenix Central School District will provide on-going, high-quality professional development for both instructional and supervisory staff on a variety of different topics that fall under the RTI umbrella. Professional development will either be provided by appropriately trained staff within the district or by expert consultants outside the district. The topics covered by professional development include, but are not limited to, using data to inform instruction, following a data cycle/process, implementing/documenting interventions and universal screening and progress monitoring administration/analysis.

Section 6: Parent Notification

In the Phoenix Central School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Parents are notified via letter that indicates the nature of the concern as well as the multiple measures used to diagnose concern. Parents will receive notification of the nature of the intervention that their child will receive, including details about the type of intervention, the frequency, and the duration. Parents will also be alerted to the amount and nature of student performance data that will be collected and reported. Parents will be told about the screening tools being used, student goals and strategies beings use to improve students' rate of learning. Finally, parents will be alerted of their right to request an evaluation for special education programs and/or services. Special considerations will be made for parents whose native language is not English.

Appendix A:

Tier 1

What?

- Core Instruction
- Instruction includes an evidence-based, scientifically researched core program implemented with fidelity
- Instruction is provided to all students
- Instruction is aligned to state and district standards
- Includes universal screening

Who?

- Students
 - All students are instructed at this level
 - Meets the needs of 80% of the student population
- Teachers
 - Classroom teachers and co-teachers

Where?

- General education setting with a variety of grouping options

When?

- During the assigned class period

Documentation?

- Housed in Google

Professional Learning Communities/Department Meetings

Purpose

- To review data relating directly to instruction of the core programs (ex. Module data, state test data, common interim assessments)
- Follows the Data Wise Model
- Groups will determine essential standards set instructional goals based on data reviewed

Duration and Setting

- Once per month during collaboration time
- School dependent

Attendees

- Facilitators- Instructional Specialists
- Participants- Teachers, administrators, Director of RTI

Documentation

- Housed in Google

Appendix B:

Tier 2

What?

- Targeted, supplemental instruction
- Students have the opportunity to receive intervention, instruction, reteaching or enrichment during the WIN block
- Clearly defined instruction conducted with fidelity
- Progress monitored in addition to universal screening

Who?

- Students
 - 10-15% of the student population who are not responsive to Tier 1 instruction
 - Students are at risk for academic/behavioral failure
 - Small group instruction (3-8 students)
- Teachers
 - Classroom teachers, reading and math teachers, speech pathologists, occupational therapists, etc.

Where?

- Push in or pull out model

When?

- In addition to time allotted for Tier 1 instruction, typically during the WIN block

Documentation?

- Housed in schooltool

Case Manager Meetings

Purpose

- To review specific students who are struggling either academically, behaviorally, or both
- To review individual student data and brainstorm possible interventions

Duration and Setting

- As needed per teacher requests

Attendees

- Instructional Specialists
- Teachers
- Student services personnel

Documentation

- Housed in schooltool

Appendix C:

Tier 3

What?

- Intensive, supplemental instruction
- Increased in frequency, intensity, and duration
- Clearly defined interventions conducted with fidelity
- Research-based instruction and/or behavioral supports
- Progress monitored in addition to universal screening

Who?

- Students
 - 1-5% of the student population who are not responsive to Tier 2 instruction
 - Students are at significant risk for academic/behavioral failure
 - Individualize, small group instruction (1-5 students)
- Teachers
 - Classroom teachers, reading and math teachers, speech pathologists, occupational therapists, school counselors, school psychologists, etc.

Where?

- Pull out model

When?

- During the WIN block or during assigned Tier 3 courses
- Tier 2 services prove to be ineffective

Documentation?

- Housed in schooltool

RTI Data Meetings

Purpose

- To review specific students who are struggling either academically, behaviorally, or both
- To review student data

Duration and Setting

- One to two times per month
- School dependent

Attendees

- Facilitators- School dependent
- Participants- Teachers, administrators, school psychologists, school counselors, occupational therapists, speech pathologists, instructional specialists, Director of RTI

Documentation

- Housed in schooltool

Appendix D: Data Used to Determine At-Risk Students

K-12 RTI Data Placemat

The following document identifies the sources of information being used to determine our at-risk student population.

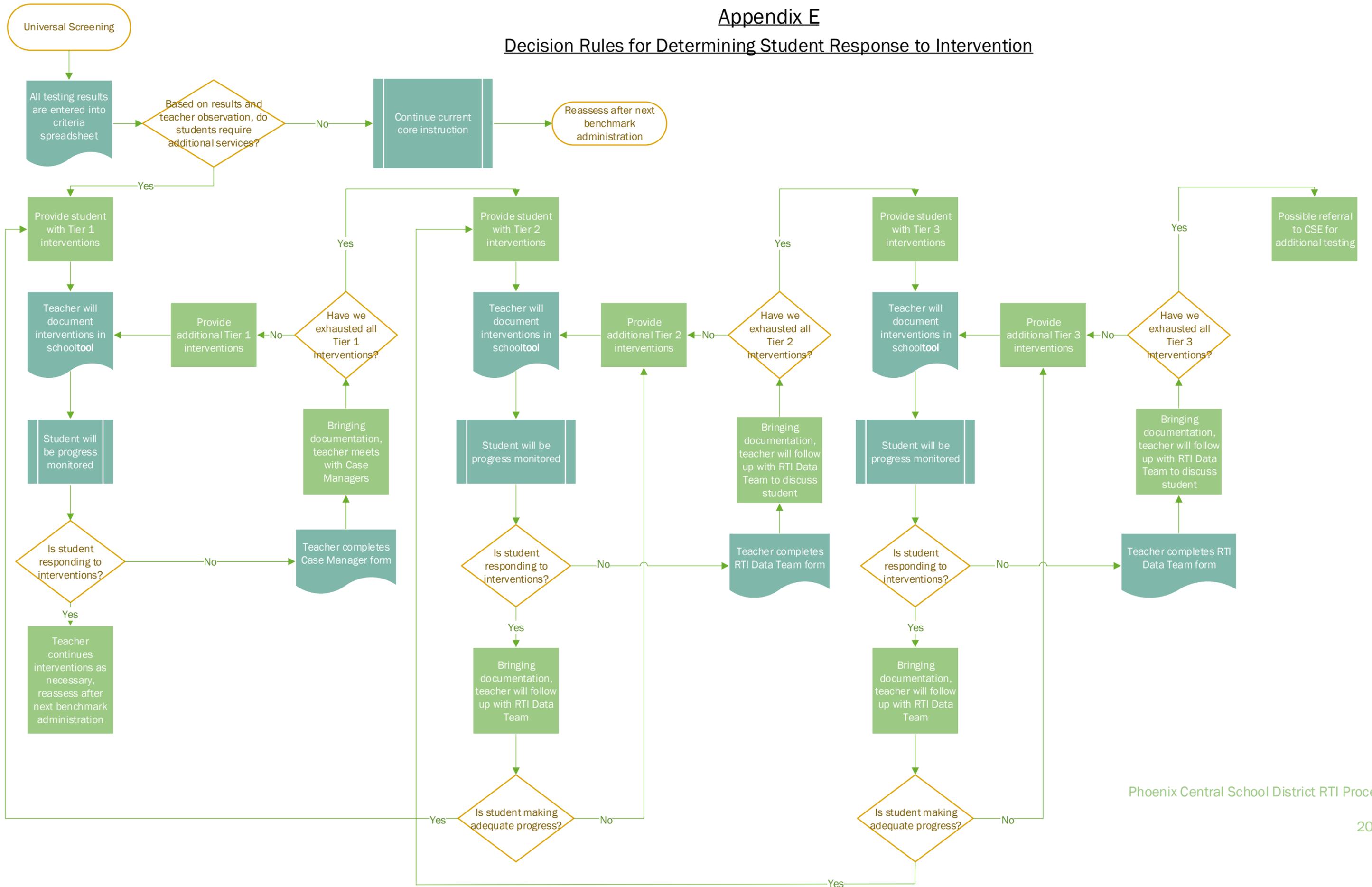
Grade/Tier	Tier I	Tier II	Tier III
K-4	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. Module and classroom assessments 4. Course data 5. Behavior, discipline, and attendance data 	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. WIN formative assessments 4. Course data 5. Behavior, discipline, and attendance data 6. Check and connect data 	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. WIN formative assessments 4. Course data 5. Behavior, discipline, and attendance records 6. Check and connect data
5-8	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. Common Interim Assessments 4. Course data 5. Behavior, discipline, and attendance data 	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. Common Interim Assessments 4. Course data 5. Behavior, discipline, and attendance data 6. Check and connect data 	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. Common Interim Assessments 4. Course data 5. Behavior, discipline, and attendance data 6. Check and connect data
9-12	<ol style="list-style-type: none"> 1. NWEA-MAP 2. Regents data 3. Common Interim Assessments 4. Course data 5. Behavior, discipline, and attendance data 	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. Regents data 4. Common Interim Assessments 5. Course data 6. Behavior, discipline, and attendance data 7. Check and connect data 	<ol style="list-style-type: none"> 1. NWEA-MAP 2. aimswebPlus 3. Common Interim Assessments 4. Course data 5. Behavior, discipline, and attendance data 6. Check and connect data

Appendix E: Response to Intervention Process

(Please see the following page.)

Appendix E

Decision Rules for Determining Student Response to Intervention



Appendix F: Interventions/Programs

There is an extensive list of programs and interventions available across the district. The decision of which intervention and/or program to implement is made on a case by case basis by a team of faculty and staff. The team members review each students' data set and discuss which intervention and/or program is in the best interest of the student being discussed. Once the appropriate intervention and/or program is selected, the team ensures that the decided upon plan is carried out. The impact of the success of the intervention and/or program is then monitored closely by the team.

Appendix G: Roles and Responsibilities

Administrators

- Manage logistics to ensure meetings and interventions can take place
- Facilitate RTI Team Meetings
- Support WIN
- Hold teachers/staff accountable
- Foster commonality across grade level and vertical alignment
- Establish a safe environment for students and teachers
- Maintain a focus of instructional leadership/ goals/ vision
- Support open lines of communication throughout building and across district
- Advocate for students
- Provide appropriate data

Instructional Specialists

- Organize and facilitate Case Manager Meetings
- Support WIN
- Administer and oversee testing (MI, RI, MAP, aimswebPlus, etc....)
- Participate on RTI committee
- Support teachers with PD as needed (using common language) to implement curriculum
- Oversee data collection and intervention implementation
- Provide instructional strategies and ideas for all Tiers
- Communicate with teachers, teams, administrators and other support staff

Psychologists

- Organize and facilitate Case Manager Meetings
- Assist with analyzing and interpreting data looking at the big picture (district, building, classroom, and student level)
- Provide student information including but not limited to, previous supports outside services, attendance, discipline, home/family background
- Contribute to discussion regarding screening/testing
- Provide support regarding students with behavioral issues (behavior plans, counseling, etc.)
- Help to maintain focus on data and evidence-based practices
- Communicate with teachers, teams, administrators and other support staff
- Participate on RTI Committee

Counselors

- Work with students based on individual concerns within the areas of social-emotional and behavioral needs, provide follow-ups as necessary
- Provide supplemental information and support to teachers, instructional specialists, principals, and psychologists
- Assist in navigating social service needs
- Provide support regarding students with behavioral issues (behavior plans, counseling, etc.)
- Provide support following data meetings
- Communicate with parents, teachers, teams, administrators and other support staff

All Instructional Staff (Teachers, teaching assistants, etc.)

- Provide and document quality Tier 1, Tier 2, Tier 3 instruction and interventions
- Provide students instructional support during WIN
- Bring student concerns to Instructional Specialists
- Problem solve and differentiate instruction
- Implement and document interventions
- Progress monitor students who fall within the designated categories
- Bring student concerns to RTI team with appropriate data
- Represent the teacher perspective on the RTI team
- Discuss data using common language everyone understands
- Share outcomes of RTI meeting with team