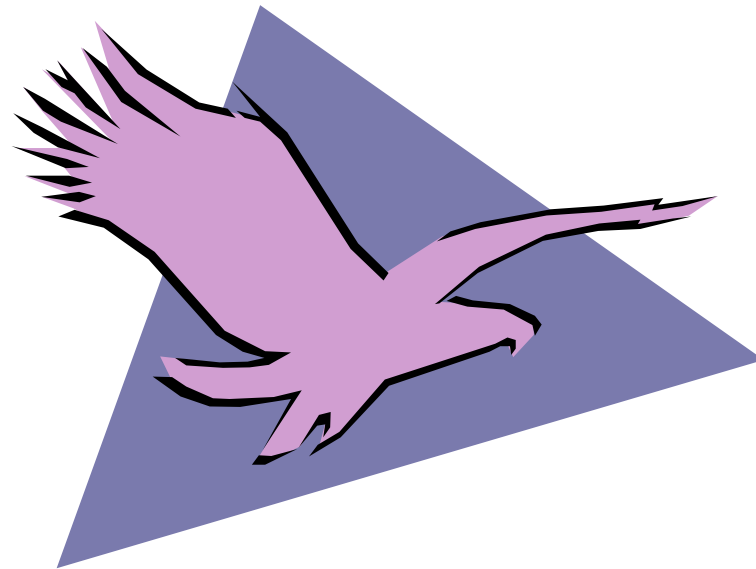# Fillmore Central School
Response to Intervention Service Plan
2016-17

According to New York State Education Department, Response to Intervention (RtI) is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI is a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.
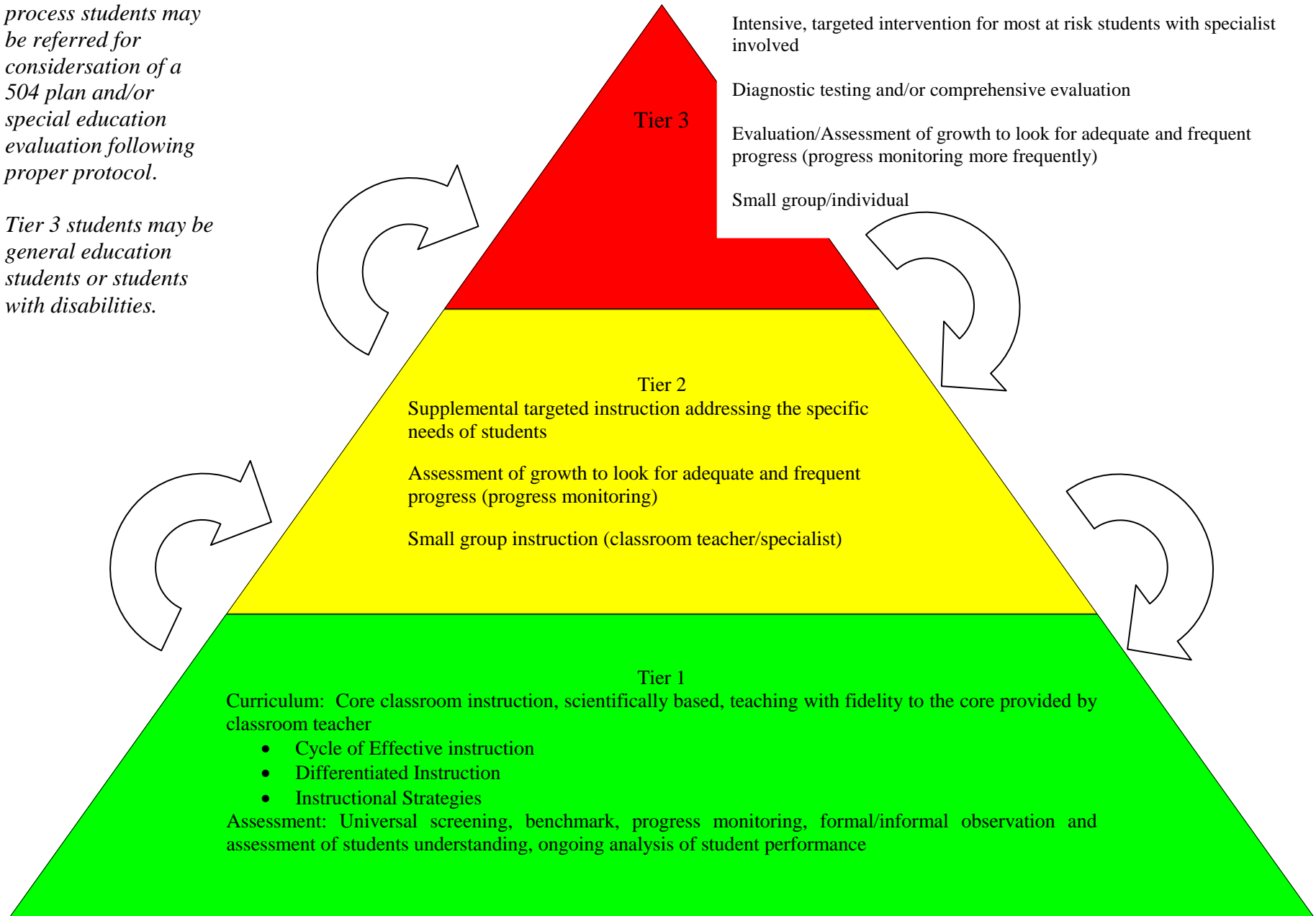
RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important data-driven decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

RtI *minimally* includes:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel.
- **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,** arranged as tiers. This includes 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.
- **Application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services. This could then determine the *possibility* of a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to *all* students in the general education classroom that provides information about the:

  - amount and nature of student performance data that will be collected and the general education services that will be provided;
  - strategies for increasing the student's rate of learning; and
  - parents' right to request an evaluation for special education programs and/or services.

At anytime during the process students may be referred for considersation of a 504 plan and/or special education evaluation following proper protocol.

Tier 3 students may be general education students or students with disabilities.

Tier 3

Intensive, targeted intervention for most at risk students with specialist involved

Diagnostic testing and/or comprehensive evaluation

Evaluation/Assessment of growth to look for adequate and frequent progress (progress monitoring more frequently)

Small group/individual

Tier 2

Supplemental targeted instruction addressing the specific needs of students

Assessment of growth to look for adequate and frequent progress (progress monitoring)

Small group instruction (classroom teacher/specialist)

Tier 1

Curriculum: Core classroom instruction, scientifically based, teaching with fidelity to the core provided by classroom teacher

- Cycle of Effective instruction
- Differentiated Instruction
- Instructional Strategies

Assessment: Universal screening, benchmark, progress monitoring, formal/informal observation and assessment of students understanding, ongoing analysis of student performance

	Reading	Comprehension/ Vocabulary	Math	Writing	Behavior
			Fillmore Central School K-6		
Tier I	Core Curriculum K-6 Reading Scott Foresman *Ellin Keene Strategies Reading Eggs iReady Accelerated Reader 3-6 Gr Modules	Core Curriculum K-6 Reading Scott Foresman *Ellin Keene Strategies NYS ELA Modules 3-6 Gr Modules iReady	Core Curriculum NYS Math Modules Mad Minutes Math Facts in a Flash K-6 modules iReady	Core Curriculum Step Up to Writing NYS ELA Modules Writer's Workshop	Second Step (pre-k, K, traditional 1/2) Rachel's Challenge Classroom Behavior System
Tier II	Fast ForWord Orton Gillingham/ LOGIC My Sidewalks SF Early Intervention Touch Phonics Read Well Earobics Fluency Coach (SF) iReady AIS Block	My Sidewalks Sight Word Lists Blast Off Readings iReady	NYS Assessment Coach Math CBM Gickling Fold-in Method Touch Points Math Facts in a Flash CAST AIS Block iReady	Step Up to Writing CAST AIS Block	Positive Support Plan Parent/Teacher Conference CAST Daily Behavior Report Cards Counseling AIS Block
Tier III	Orton Gillingham/ LOGIC Read Well My Sidewalks SF Early Intervention Touch Phonics CAST AIS Block RAVE-O SRA Edmark	My Sidewalks Sight Word Lists Blast Off Readings SRA	Math Facts in a Flash CAST AIS Block	CAST AIS Block	Counseling CAST FBA AIS Block
Assessment	iReady State Assessments PPVT IV Quarterly Assessments STAR Test	iReady State Assessments PPVT IV Quarterly Assessments STAR Test	iReady State Assessments Quarterly Assessments	Quarterly Assessments AIMS Web	Teacher Referrals Discipline Referrals Attendance Office Sign-In Collection

Fillmore Central School, 7-12

	Reading	Comprehension/ Vocabulary	Math	Writing	Behavior
Tier I	Core Curriculum Small ELA class (7 & 8th) NYS ELA Modules iReady	Core Curriculum NYS ELA Modules iReady	Core Curriculum NYS Math Modules iReady	Core Curriculum Step Up to Writing NYS ELA Modules Writer's Workshop	Code of Conduct Capturing Kids Hearts Rachel's Challenge Counseling
Tier II	Orton Gillingham AIS Lab iReady	iReady	Homework help AIS Lab iReady	Homework help AIS Lab	Counseling FBA Behavior Plans/Contracts CAST
Tier III	iReady Orton Gillingham AIS Lab Starting Over	iReady	iReady AIS Lab	AIS Lab	Counseling FBA Behavior Plans/Contracts Community Based Organizations CAST
Assessment	NYS Assessment Quarterly Assessments iReady	NYS Assessment Quarterly Assessments iReady	NYS Assessment Quarterly Assessments iReady	NYS Assessment Quarterly Assessments iReady	Teacher Referrals Discipline Referrals Attendance

Fillmore Central School, Reading, Response to Intervention

	Tier 1	Tier 2	Tier 3 General Education & Students with Disabilities
Curriculum	• New York State ELA standards, Core Guides • Core Curriculum • Modules	• New York State ELA standards, Core Guides • Core Curriculum	• New York State ELA standards, Core Guides • Core Curriculum
Materials	• Implement instruction reading programs and materials with fidelity • Scott Foresman Reading Series • Library of Intervention Binders • School Attuned Resource Binder	Supplemental programs; examples: • Waterford • Text Talk (voc) • Other • Bookshare • Library of Intervention Binders • School Attuned Resource Binder	Tier 2 materials as deemed appropriate; examples: • LOGIC (Orton Gillingham) • Read Well • Bookshare • Recorded Texts • Library of Intervention Binders • School Attuned Resource Binder
Instructional Organization	• Flexible, homogenous, small group instruction at student reading level	• Small group or individual based on area of need • Explicit instruction • Opportunities for review and practice • AIS Block (K-6) • AIS Lab (7-12)	• Small group or individual • Explicit, intense, differentiated instructional • Multisensory approaches • AIS Block (K-6) • AIS Lab (7-12)
Instructor	• Highly qualified teacher	• Highly qualified teacher, additional specialists as needed	• Highly qualified teacher, additional specialists as needed
Assessment	• iReady • Teacher recommendation • Core Assessments • Parents informed of student success	• Proress monitoring using iReady • Parents informed of student success • Core Assessments	• Weekly progress monitoring using iReady • Parents informed of student success • Core Assessments • Diagnostic Assessments, as needed
Time	• 90 minutes	• 15-60 minutes depending on student's needs	• 30-60 minutes depending on student's needs
Setting	• Classroom	• Appropriate setting within the school	• Appropriate setting within the school

Support	• Monthly Meetings • Professional development • Use of paraprofessionals • Parent information/education	• Bi-monthly intervention meetings • Counseling • Professional Development	• Collaboration with specialists • Professional Development • After School Program
Timeline	• Child will remain in Tier 1 until data or teacher recommendation shows that child needs to move to Tier 2	• Child will remain in Tier 2 until data and/or teacher recommendation deems the child is ready for Tier 1 (benchmark for 3 consecutive progress monitoring); or data or teacher recommendation deems child is in need of more intensive intervention	• Child will remain in Tier 3 until data and/or teacher recommends child is ready for Tier 2 • CSE referral can be considered based on the data and teacher recommendation following the proper procedure (FST)

Fillmore Central School, Reading Comprehension, Response to Intervention

	Tier 1	Tier 2	Tier 3 General Education & Students with Disabilities
Curriculum: Reading Comprehension	• New York State ELA standards • Core Curriculum • Core Program (SF Reading Street) • Modules	• New York State ELA standards • Core Curriculum • Vocabulary Instruction • Text Comprehension Instruction • Comprehension Strategy Instruction • Comprehension monitoring • Question Answering and Generating • Summarization	• New York State ELA standards • Core Curriculum • Tier 2 curriculum - Intensive
Materials	• Scott Foresman Core materials • Implement instruction reading programs and materials with fidelity • iReady	• Reading Comprehension Strategies – see binder • Graphic organizers • iReady • Read Well • Bookshare	• Tier 2 materials as deemed appropriate • Reading Comprehension Strategies – see binder • iReady • Bookshare
Instructional Organization	• Flexible, homogenous, small group instruction at student reading level	• Small group or individual based on area of need • Explicit instruction • Opportunities for review and practice • AIS Block (K-6) • AIS Lab (7-12)	• Small group or individual • Explicit, intense, differentiated instructional • Multi-sensory approaches • Pre-teaching/ Re-teaching • AIS Block (K-6) • AIS Lab (7-12)
Instructor	• Highly qualified teacher	• Highly qualified teacher, additional specialists assisted by highly qualified paraprofessionals as needed	• Highly qualified teacher, additional specialists as needed
Assessment	• iReady • Core Assessments • CBM Reading Comprehension Benchmarking	• Progress monitoring using the iReady • Program Assessments • CBM Reading Comprehension	• Weekly progress monitoring using the iReady • Program Assessments • CBM Reading Comprehension • Diagnostic Assessments, as needed
Time	• 90 minutes	• 15-30 minutes depending on student's needs	• 30-60 minutes depending on student's needs
Setting	• Classroom	• Appropriate setting within the school	• Appropriate setting within the school

Fillmore Central School, Math, Response to Intervention

	Tier 1	Tier 2	Tier 3 General Education & Students with Disabilities
Curriculum	• New York State Math standards • Core Curriculum • Modules	• New York State Math standards • Core Curriculum	• New York State Math standards • Core Curriculum
Materials	• Singapore Math Framework • Daily Math Review/Spiral Review • Math Manipulatives Example Strategies/ Programs: • Computer games • Box Cars and One-Eyed Jacks • Math Facts in a Flash • Math journals • Cards and Dice • Wynroth Math games • Numberfly Math Probes (1 &2)	Example Strategies/ Programs: • Computer games • Box Cars and One-Eyed Jacks • Math Facts in a Flash • Math journals • Cards and Dice • Wynroth Math games • Numberfly Math Probes (1 &2) • Gicking Fold-in Method • Intervention Binders • School Attuned Resource Binder	Example Strategies/ Programs: • Computer games • Box Cars and One-Eyed Jacks • Math Facts in a Flash • Math journals • Cards and Dice • Wynroth Math games • Numberfly Math Probes (1 &2) • Gicking Fold-in Method • Intervention Binders • School Attuned Resource Binder
Instructional Organization	• Use Cycle of Effective Instruction • Math Manipulatives • Centers • Computer Time • iReady	• Small group or individual based on area of need • Explicit instruction • Opportunities for review and practice • AIS Block (K-6) • AIS Lab (7-12) • iReady	• Small group or individual • Explicit, intense, differentiated instructional • Multisensory approaches • Pre-teaching/ Re-teaching • AIS Block (K-6) • AIS Lab (7-12)
Instructor	• Highly qualified teacher	• Highly qualified teacher, additional specialists as needed	• Highly qualified teacher, additional specialists as needed
Assessment	• iReady • Core Assessments • Parents informed of student success	• iReady • Parents informed of student success • Core Assessments	• iReady • Parents informed of student success • Core Assessments • Diagnostic Assessments
Time	• 45-60 minutes	• 15-60 minutes depending on student's needs	• 30-60 minutes depending on student's needs

Setting	• Classroom	• Appropriate setting within the school	• Appropriate setting within the school
Support	• Monthly Meetings • Home practice • Professional development • Math closet • Use of paraprofessionals • Parent information/education • Math facilitators	• Bi-monthly intervention meetings • Parent information/education • Professional Development	• Collaboration with specialists • Parent information/education • Professional Development
Timeline	• Child will remain in Tier 1 until data or teacher recommendation shows that child needs to move to Tier 2	• Child will remain in Tier 2 until data and/or teacher recommendation deems the child is ready for Tier 1 (benchmark for 3 consecutive progress monitoring); or data or teacher recommendation deems child is in need of more intensive intervention	• Child will remain in Tier 3 until data and/or teacher recommends child is ready for Tier 2 • CSE referral can be considered based on the data and teacher recommendation following the proper procedure (FST)

Fillmore Central School, Writing, Response to Intervention

	Tier 1	Tier 2	Tier 3 General Education & Students with Disabilities
Curriculum	• New York State ELA standards, Core Guides • Core Curriculum • Step Up to Writing • Writer's Workshop	• New York State ELA standards, Core Guides • Core Curriculum • Step Up to Writing	• New York State ELA standards, Core Guides • Core Curriculum • Step Up to Writing
Materials	• Step Up to Writing Materials • Writer's Workshop	• Step Up to Writing Materials • Dragon Naturally Speaking	• Step Up to Writing Materials • Dragon Naturally Speaking
Instructional Organization	• Use Cycle of Effective Instruction	• Small group or individual based on area of need • Explicit instruction • Opportunities for review and practice • AIS Block (K-6) • AIS Lab (7-12)	• Small group or individual • Explicit, intense, differentiated instructional • Multisensory approaches • Pre-teaching • Re-teaching • AIS Block (K-6) • AIS Lab (7-12)
Instructor	• Highly qualified teacher	• Highly qualified teacher, additional specialists as needed	• Highly qualified teacher, additional specialists as needed
Assessment	• Teacher observation/documentation • Checklist • Portfolio for documentation/growth • Rubric	• Teacher observation/documentation • Checklist • Portfolio for documentation/growth • AIMSweb	• Teacher observation/documentation • Checklist • Portfolio for documentation/growth • AIMSweb
Time	• Consensus/survey of what is being done	• 30-40 minutes	• 30-40 minutes
Setting	• Classroom	• Appropriate setting within the school	• Appropriate setting within the school
Support	• Professional Development needed for K-5	• Use of paraprofessionals • OT/PT • FST	•

Fillmore Central School, Behavior, Response to Intervention

	Tier 1	Tier 2	Tier 3 General Education & Students with Disabilities
Curriculum	• Second Step	• Second Step	• Second Step
Materials	• Literature • Videos • Getting Along Curriculum	• Individual Charts, Behavior Contracts	• Individual Charts, Behavior Contracts • BASC rating scales
Instructional Organization	• Classroom management set-up • Classroom rules • Classroom push-in • Modeling • Positive Reinforcement	• Counseling—individual/group • Parent Meeting • Behavior Charts • CAST Behavior	•Counseling—individual/group •Parent Meeting •CAST Behavior
Instructor	• All faculty and staff	• Teacher • Counseling • School Psychologist	• Teacher • Counseling • School Psychologist
Assessment	• Classroom Behavior System • Discipline Referrals • Individualized record keeping • Charts	• Individualized Behavior Intervention Plans	• FBA—Functional Behavior Assessment
Time	• Daily, on-going reinforcement	• As needed	• As needed
Setting	• School-wide—classroom, cafeteria, specials	• Appropriate setting within the school	• Appropriate setting within the school
Support	• Parents • Classroom teachers	• Community Based Organizations • Parents	• Community Based Organizations • Parents