

# Hannibal Central School District



## Response to Intervention Plan

Updated October 2017

## **District Mission**

Our students come first! We are dedicated to maximizing the potential of each individual student. Our educational programs and experiences are purposefully designed to position our students for success. With the support of parents, faculty, staff, administration, community members and the Board of Education, each student will become a confident, responsible and proud graduate of The Hannibal Central School District.

## **NYSED Regulations**

There are several areas of regulatory requirements in which screening, assessment and the provision of appropriate instruction are outlined reflecting the principles of RtI. It is the integration of these requirements that forms New York's policy:

- Part 100 – Required Components of an RtI Program
- Part 117 – School-wide Screening Requirements

## **What is Response to Intervention (RtI)?**

The RtI model is a multi-step approach to providing services and interventions to students at increasing levels of intensity that are based on progress monitoring and data analysis. The progress students make at each level of intervention is closely monitored through data collection. The results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education or both.

## **Universal Screenings**

The district uses AIMSWeb Plus as its universal screening instrument for reading and math. K-8 students are benchmarked 3 times a year: September, January and May. In addition to this information, the following data will be reviewed to determine the accuracy of the screening data:

- Fountas & Pinnell Benchmark Assessment System (K-5)
- State Assessment Scores
- Module Assessments/course grades
- Teacher feedback

Students who are determined to be at risk in this pool will be given one or more of the following diagnostic assessments:

- Fountas & Pinnell Word Features Test, Vocabulary In Context Test, Phonics and Word Analysis Assessments, Early Literacy Behaviors Assessment
- Running Record
- Observation Survey (Reading Recovery)
- Tyner's Word Work Assessment
- Words Their Way Assessment

## **Instructional Tiers**

The district will follow a multi-tier service delivery model comprised of 3 levels:

**Tier 1 Instruction:** Tier 1 is designed to serve all students in the school with well-supported instructional programs/classroom management procedures. General education teachers adopt scientifically based

instructional programs in reading, writing and math and ensure accurate and consistent instructional delivery that is aligned to the NYS Common Core Standards. General education teachers also provide consistent behavioral procedures within their classroom that support the social emotional developmental health needs of students and are in accordance with the District’s Code of Conduct. Tier 1 occurs within the general education classroom and utilizes differentiated instruction to meet the needs of all learners. Tier 1 instruction is guided by formative assessment and is intended to be proactive and preventive.

**Tier 2 Instruction:** Tier 2 interventions are implemented when a student demonstrates through multiple data points that he or she is falling behind on benchmark skills/school behavioral expectations and thus requires additional instruction/support to achieve grade level expectations. Tier 2 intervention is provided in small, homogenous groups within the general education classroom or other setting. It is needs-based instruction that focuses on targeted skills. A Tier 2 intervention is administered 8-15 weeks, but not to exceed 20 weeks. The intervention is guided by progress monitoring administered twice monthly.

**Tier 3 Instruction:** Tier 3 instruction is delivered in small, homogeneous groups or 1:1 settings. This intensive, needs-based supplemental instruction is provided in addition to the general education program and occurs outside of the general education classroom. Students are progress monitored weekly with the intervention lasting for up to 20 weeks. The instructional Support team will follow a problem-solving approach as it meets to review the test data of all students eligible to receive tier 3 interventions. As part of that review, the team will identify the area(s) of greatest need, set measurable goal(s), recommend the nature of the instructional intervention, and set the progress monitoring dates. Student progress will be reviewed by the District Data Team at six week intervals. If progress is noted the intervention may be continued until the achievement gap has been eliminated as evidenced by the universal screening instrument and/or diagnostic assessment(s).

Focus	Area of Concern	Tier 3 Intervention*	Progress Monitoring*
Reading	Phonemic Awareness <ul style="list-style-type: none"> <li>• Discriminate between sounds and words</li> <li>• Match words that rhyme</li> <li>• Recognize word families</li> <li>• Segment into syllables</li> <li>• Sequence sounds into words</li> <li>• Spell multi-syllabic words</li> <li>• Clap/tap/snap syllables out of words</li> <li>• Beginning/end sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Road to the Code</li> <li>• Phonological Awareness in Young Children</li> <li>• Words their Way</li> <li>• LLI</li> <li>• FCRR</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (IS)</li> <li>• AIMSWeb Plus (LWSF)</li> <li>• LLI Assessments</li> <li>• Flash Cards</li> <li>• Teacher Created Record</li> </ul>
	Phonics	<ul style="list-style-type: none"> <li>• Road to the Code</li> </ul>	

	<ul style="list-style-type: none"> <li>• Recognize/name letters</li> <li>• Letter/sound correspondence</li> <li>• Recognize high frequency words</li> <li>• Build sight word vocabulary</li> <li>• Teach word chunking</li> <li>• Teach word endings (_s, -ed, -ing, -er, -est)</li> <li>• Practice speed reading techniques</li> <li>• Suffixes, prefixes, and base words</li> <li>• Contractions and compound words</li> </ul>	<ul style="list-style-type: none"> <li>• LLI</li> <li>• Words their Way</li> <li>• Road to Reading</li> <li>• Zoo Phonics</li> <li>• Wilson (3-8)</li> <li>• Tyner’s Small Group Reading Instruction</li> <li>• Tyner’s Sight Word List</li> <li>• FCRR</li> <li>• CKLA (3<sup>rd</sup> &amp; 4<sup>th</sup> Grade)</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (LNF)</li> <li>• AIMSWeb Plus (LWSF)</li> <li>• LLI Assessments</li> <li>• F &amp; P Assessments</li> <li>• Running Records</li> <li>• Words Their Way Assessment</li> <li>• Unit Assessment CKLA</li> <li>• Teacher Created Record</li> </ul>
	<p>Fluency</p> <ul style="list-style-type: none"> <li>• Recognize words quickly and accurately</li> <li>• Practice w/ common phrase cards</li> <li>• Re-read previously read text (repeated text reading)</li> <li>• Partner read, choral read for practice</li> <li>• Timed reading practice</li> </ul>	<ul style="list-style-type: none"> <li>• LLI</li> <li>• Read Naturally</li> <li>• Reading A-Z</li> <li>• Tyner’s Small Group Reading Instruction</li> <li>• Tyner’s Sight Word Lists</li> <li>• Wilson</li> <li>• FCRR</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (ORF)</li> <li>• Running Record</li> <li>• Timed Word List</li> <li>• Rapid Reading Sheet</li> <li>• Read Naturally</li> </ul>
	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Ability to know what words mean</li> <li>• Create vocabulary word walls</li> <li>• Point out words with multiple meanings</li> <li>• Use context clues to learn meanings of new words</li> <li>• Antonyms, synonyms—relationships to words</li> <li>• Create concept circles w/ related words and terms</li> <li>• “Word of the day” to build vocabulary skills</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• LLI</li> <li>• Tyner’s Small Group Reading Instruction</li> <li>• Words their Way</li> <li>• Read Naturally</li> <li>• Wilson</li> <li>• Marzano’s Six Step Process</li> <li>• FCRR</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (ORF)</li> <li>• Word Their Way Assessment</li> <li>• Module Assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Memorize words w/ flashcards and flashcard drills</li> <li>• Create category/associated words to unknown words</li> <li>• Semantic mapping of words, concepts, and connections</li> </ul>		
	<p>Comprehension</p> <ul style="list-style-type: none"> <li>• Recognize sequence of events</li> <li>• Identify cause and effect relationships</li> <li>• Comparing and contrasting information</li> <li>• Identify main idea and supporting details</li> <li>• Identify fact and opinion</li> <li>• Make inferences and predictions</li> <li>• Draw conclusions</li> <li>• Retell, summarize what is read</li> <li>• Develop questions from text read</li> <li>• Identify story elements—plot, characters, setting, problem, events, etc.</li> <li>• Literary elements/figurative language</li> <li>• Story mapping graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• LLI</li> <li>• Read Naturally</li> <li>• Tyner’s Small Group Reading Instruction</li> <li>• Guided Reading (Perfection Learning)</li> <li>• <a href="http://achievethecore.org">achievethecore.org</a></li> <li>• FCRR</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (ORF)</li> <li>• LLI Assessments</li> <li>• Read Naturally</li> <li>• Read Works</li> <li>• Running Records (Journeys)</li> <li>• <a href="http://achievethecore.org">achievethecore.org</a> Assessments</li> <li>• Module Assessments</li> <li>• Unit Assessments (CKLA)</li> </ul>
Math	<p>Number Sense</p> <ul style="list-style-type: none"> <li>• Subitizing</li> <li>• Magnitude</li> <li>• Counting</li> <li>• One to one correspondence</li> <li>• Cardinality</li> <li>• One more one less</li> </ul>	<ul style="list-style-type: none"> <li>• Front Row</li> <li>• Zearn</li> <li>• Estimation 180</li> <li>• Read, Draw, Write</li> <li>• Manipulatives</li> <li>• Math games</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (NSF)</li> <li>• Front Row</li> </ul>

	<ul style="list-style-type: none"> <li>• Part/whole relationships</li> <li>• Compensation</li> <li>• Place value</li> </ul>		
	<p>Operations with Whole Numbers</p> <ul style="list-style-type: none"> <li>• Adding, subtracting, multiplying, and dividing</li> <li>• Estimating and rounding</li> <li>• Sequencing on a number line</li> </ul>	<ul style="list-style-type: none"> <li>• Front Row</li> <li>• Zearn</li> <li>• Read, Draw, Write</li> <li>• Thinking Blocks</li> <li>• Manipulatives</li> <li>• Math games</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (MCF)</li> <li>• Front Row</li> </ul>
	<p>Operations with Rational Numbers (fractions and decimals)</p> <ul style="list-style-type: none"> <li>• Adding, subtracting, multiplying, and dividing</li> <li>• Estimating and rounding</li> <li>• Sequencing on a number line</li> </ul>	<ul style="list-style-type: none"> <li>• Front Row</li> <li>• Zearn</li> <li>• Read, Draw, Write</li> <li>• Thinking Blocks</li> <li>• Manipulatives</li> <li>• Math games</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (MCF)</li> <li>• Marilyn Burns' Math Reasoning Inventory</li> </ul>
	<p>Problem Solving</p> <ul style="list-style-type: none"> <li>• One step problems</li> <li>• Multi-step problems</li> </ul>	<ul style="list-style-type: none"> <li>• Read, draw, write</li> <li>• Illustrative Mathematics</li> <li>• Number Talks</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSWeb Plus (MCF)</li> <li>• Marilyn Burns' Math Reasoning Inventory</li> </ul>
Behavior	<p>Social Skills</p> <ul style="list-style-type: none"> <li>• Social/emotional regulation</li> <li>• Organization/study skills</li> <li>• Mental health concerns (attention, depression, anxiety, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Behavior Intervention Plan (BIP)</li> <li>• PST Action Plan</li> <li>• School-based mental health referral/Wrap around services</li> </ul>	<ul style="list-style-type: none"> <li>• BASC</li> <li>• Rating scales</li> <li>• Anecdotal reports</li> <li>• Clinical observation</li> </ul>

\*Additions to Tier 3 Interventions and Progress Monitoring may be made as a result of administrative review

### **Repeated Assessments of Student Achievement**

The district uses multiple measures in which to assess student achievement including the following:

- AIMSWeb Plus
- Grade level ELA and math module assessments
- Fountas & Pinnell's *Benchmark Assessment System*
- Quarterly Report Cards

### **Evidence-Based Decision Making**

A student who has received tier 3 instruction over multiple data collection periods and who continues to demonstrate limited progress and skill levels (as evidenced by our universal screening measures, diagnostic tools, and standardized progress monitoring measures) significantly below his or her peer group will be considered a non-responder and subsequently considered for a referral to the Committee on Special Education.

### **Parent Notification**

Parents will be notified in writing if their child is to receive tier 3 instruction; this notification will be the responsibility of the building administrator and be comprised of the following information:

- the type of intervention the student will receive
- the name of the provider of the intervention services
- the manner and frequency in which progress monitoring data will be provided

Parents will also receive written notification specific to their child's response to said intervention.

Note: State and federal regulations require that if a student has participated in an RtI process, parents must be informed of their right to refer the student for an individual evaluation to determine whether the student has a disability and requires special education. Upon receipt of a referral from a parent, a school district must provide the parent with prior written notice informing the parent of the proposed evaluation and seek consent from the parent to conduct the individual evaluation. Upon receipt of such consent, the initial evaluation must be completed within 60 calendar days and may not be delayed unless the parent and the school district, by mutual written agreement, extend this timeline to another agreed upon date in order for the student to participate in the RtI process as part of the individual evaluation.

### **Use of Intervention Data**

The data derived from the RtI process will be used as a means to document that a student's underachievement is not due to a lack of appropriate instruction in reading, mathematics or limited English proficiency; the determination of a disability is the purview of the Committee on Special Education and will be based on a comprehensive, multidisciplinary evaluation.

### **RtI Team**

Assistant Superintendent

FES Principal

FES Assistant Principal

FES School Psychologist

FES Reading and Math Interventionists

DMK Principal

DMK School Psychologist

DMK Reading and Math Interventionists

Instructional Coaches



# Letters and Forms

\*Subject to administrative review and adjustment

