



Response to Intervention Plan

Updated September 2017

INTRODUCTION:

Response to Intervention (RtI) is 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 the King Center Charter School is to remediate students performing below standard and help them reach/exceed grade level expectations.

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 intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Section 100.2(ii) to Part 100 of the Commissioners regulations is set forth minimum requirements for using RtI process to determine a student's response to research based intervention.

1. Appropriate Instruction: Delivered to ALL students in a general education class by qualified personnel. This includes, the use of a scientifically research-based reading programs that include systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.
 2. Instruction matched to student need (differentiation)
 3. Repeated assessments of student achievement which include school wide assessments and curriculum based measures
 4. Application of information and use of data to drive instruction and make educational decisions
 5. Written notification to parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 - Amount and nature of student performance data that will be collected and the general education services that will be provided;
 - Strategies for increasing student's rate of learning; and
 - Parents' right to request an evaluation for special education programs and/or services
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CRITERIA FOR DETERMINING ACADEMIC INTERVENTION SERVICES:

To determine which students may be at-risk, the King Center Charter School will use a screening process during the month of September. The screening will provide information to determine the level of intervention services that will be provided. For English language arts and mathematics, the school will use diagnostic assessments from the core reading program, Pearson Scott Foresman. In addition, all students will also be screened in reading, using the Fontas and Pinnell assessments. We will also follow the state mandated intervention list for the students in grades 4-7.

The Director of Instruction and the Data Coordinator are responsible for collecting classroom data, creating reports, analyzing data and collaborating with teachers to create intervention schedules.

Table for Determining Level of Services:

Subject	Criteria	Level of Service Interventionist	Approved Programs
ELA	Students who score significantly below grade level expectations on all diagnostic testing and/or state mandated intervention list (level 1 on state test)	-Tier-2 -Reading Specialist -3 times 30 min. per week -minimum of 9 weeks -bi-weekly progress monitored	-Early Reading Intervention Kit (ERI) Grade K -My Sidewalks (Grades 1-4) -Response to Intervention Kit (Grades 5-6) -Intervention Central (Grades K-7) -Wilson Foundations -Odyssey Compass Learning -Leveled Literacy Intervention Kit
ELA	Students who score slightly below grade level expectations on diagnostic testing and/or state mandated intervention list (level 2 on state test)	-Tier-2 -Classroom Teachers/AmeriCorps Interventionist -2 times 30 min. per week -minimum of 9 weeks -bi-weekly progress monitored	-Early Reading Intervention Kit (ERI) Grade K -My Sidewalks (Grades 1-4) -Response to Intervention Kit (Grades 5-6) -Intervention Central (Grades K-7) -Wilson Foundations -Odyssey Compass Learning -Leveled Literacy Intervention Kit
Math	Students who score significantly below grade level expectations on all diagnostic testing and/or state mandated intervention list (level 1 on state test)	-Tier-2 -Classroom Teachers/AmeriCorps Interventionist -3 times 30 minutes per week -minimum of 9 weeks -bi-weekly progress monitored	-Intervention Central - Odyssey Compass Learning -Do the Math
Math	Students who score slightly below grade level expectations on diagnostic testing and/or state mandated intervention list (level 2)	-Tier-2 -Classroom Teachers/AmeriCorps Interventionist -2 times 30 minutes per week -minimum of 9 weeks -bi-weekly progress monitored	-Intervention Central - Odyssey Compass Learning -Do the Math

TIERED APPROACH

Tier-1 is commonly identified as the core instructional program. All students at the King Center Charter School will participate in a 90-minute uninterrupted block of ELA and a 60-minute

uninterrupted block for math each school day as part of Tier-1 instruction. This instruction is provided by the general education teacher in the general education classroom. Research-based instruction, positive behavior intervention and supports are part of the core program. Core programming is aligned to the NYS Common Core Standards.

Tier-1 instruction also includes:

- Appropriate, quality instruction using a research-based program with instructional interventions that meet the needs of at least 80% of all learners;
- Universal screening administered to all students in the general education classroom three times per year; and
- On-going progress monitoring.

Tier-2 intervention is provided in addition to and not in place of, the core instruction provided in Tier-1. Tier-2 instruction focuses on the areas of student need or weakness that are identified in the screening assessment or progress monitoring from Tier-1. It may take place in the general classroom or an alternate location outside the classroom. In Tier-2, direct systematic instruction provides more teacher directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier-1. Grade level expectations are achieved before students are removed from a Tier-2 intervention (based on the KCCS grading scale). If students are unresponsive to the academic Tier-2 interventions after a minimum of 9 weeks (as determined by progress monitoring data), the Tier-2 intervention may be modified, or they may be considered for a more intensive Tier-3 intervention.

Tier-3 is designed for those students who demonstrate insufficient progress in Tier-2. This tier would provide greater individualized instruction in a small group setting. Tier-3 would include a minimum of 4 days per week, 30-60 minutes per session, in a smaller group. Students in Tier-3 are progressed monitored once a week to determine student's response to intervention. Tier-3 is considered supplemental instruction to tier-1 and is not intended to replace Tier-1 instruction.

Regular fidelity checks will be conducted for all intervention services.

DOCUMENTING INTERVENTIONS: (see attachment)

All interventionist will document the interventions using a template adapted from Intervention Central. They will keep documentation of time, attendance, programming, progress, and also graph data to find trends in student performance data. The data will be checked and monitored, once a month by the Director of Instruction and the Data Coordinator.

SCHOOL-WIDE TESTING

The King Center Charter School also assesses all students in reading and math three times per year (October, February and June) using the NWEA MAP assessment. After the October administration, groups may be adjusted based on screening results. The NWEA MAP assessment program will also provide specific skills and goals for individual students based on those results. Interventionist will be expected to study the data from the assessments and implement strategies for addressing low skills in intervention.

CRITERIA FOR DETERMINING BEHAVIOR INTERVENTIONS:

Behavior Intervention Plans (BIP's) are required after students have three office visits in one month, and/or if a student exhibits extreme behaviors in school. The Dean of Students will approve and monitor all BIP's that are submitted. The process for BIP's is that teachers need to communicate the plan school wide, implement it with fidelity after approval, track progress and meet with the Dean of Students to modify it when/if necessary. In the event that a particular behavior plan is unsuccessful in meeting a student's needs, they may be referred to a mental health agency or be referred to CSE on a case-by-case basis.

SPECIAL EDUCATION:

Use of RtI In the Determination of a Learning Disability

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RtI process, which provides important information to determine if a student needs to be referred for an evaluation to determine if a student has a learning disability. 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.

The King Center Special Education Department will collect all referrals for Committee on Special Education (CSE) and oversee the process. Completed referrals will only be submitted after the RtI process has been implemented. Interventionist and classroom teachers will complete a full request using student data and fully documented evidence from intervention services. This documentation will include:

- data that demonstrates that the student was provided appropriate instruction delivered by a qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to a particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

CSE will conduct comprehensive multidisciplinary evaluation and observations in order to determine learning disabilities and eligibility for special education.

IMPLEMENTING RTI for LEP/ELL STUDENTS

ESL is an integral part of core instruction for all LEP/ELL students, not an "intensive intervention" or additional tier in the RtI process. (Part 154 of the Regulations of the Commissioner of Education for required units of ESL and ELA instruction.) Culturally responsive instruction is employed in all three tiers and is adapted to reflect linguistic considerations. Evidence based practices/interventions that are shown to be effective and validated for LEP/ELL students are used.

(Culturally responsive teaching means that the student's prior experiences, including home language background, and socio-cultural background are considered. A review of the student's socio-cultural background should address culturally and linguistically-based issues of motivation and the student's prior knowledge of material being learned or studied.)

PROFESSIONAL DEVELOPMENT:

Part 100.2(ii)(3) requires each district to take "appropriate steps to insure that the staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with..." the specific structure and components of the RTI process selected by the school.

The King Center Charter School provides ongoing professional development to all its staff members once a week. Professional development is structured and planned by the Leadership Team. The school's Leaders, Director of Instruction, Dean of Students, Special Education staff, and Data Coordinator lead professional development sessions that are relative to the Rtl process. Staff members are taught how to determine interventions, deliver instruction using approved programs, progress monitor, study data and make informed decisions. The King Center Charter School also collaborates to outside agencies for professional development as well.

PARENT NOTIFICATION: (see attached letter)

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier-2 intervention, parents must be notified in writing.

The King Center Charter School will provide general information about the Rtl process to all parents. The notification to parents will be in the form of a letter. More specific information will be given to parents who have children receiving intervention services and up to date progress monitoring results will also be made available. Parents may also access the full Rtl plan for KCCS on our website: www.kccs.org.

INTERVENTION EXIT CRITERIA

Students will be moved out of intervention based on the following data points:

- increase in reading level on the Fountas and Pinnell reading assessment to grade level status
- passing with a 65% or higher in reading/math based on KCCS report card
- progress monitoring data that supports that reading/math goals have been met



Parent/Guardian Information Letter KCCS Response to Intervention (Rtl)

Dear Parents/Guardians,

King Center Charter School is committed to providing the highest quality of education for every student. Response to Intervention (Rtl) is a multi-level approach to providing differentiated support to all students. Therefore, to determine if students are meeting grade-level expectations, every child will be screened three times per year (fall, winter, spring) using Fountas & Pinnell, Scott Foresman assessments and NWEA MAP assessments to measure progress in reading and math. Teachers will employ a variety of approaches to ensure student success. When screenings reveal that interventions are needed, some may take place within the classroom and some may take place outside the classroom with an instructional specialist. Parents will be notified if their child is in need of an intervention outside of the classroom.

The King Center Charter School's Rtl model uses a three-tier approach to instruction/intervention:

- **Tier 1-** All students receive 90 minutes of uninterrupted ELA instruction and 60 minutes of uninterrupted math instruction. Classroom teachers will use a variety of strategies within the common core curriculum to address individual instructional needs.
- **Tier 2-** Based on screening and assessment data, students who appear to be at risk of not meeting grade level expectations in reading and/or math will be provided additional research-based interventions. Intervention specialists will monitor student progress and adapt interventions to best suit student's individual needs.
- **Tier 3-** Students who struggle in Tier 2 will receive more intense interventions.

In the event that your child is in need of additional intervention services, you will receive a letter detailing the specific intervention that your child will be participating in.

New York State has established criteria for the Committee of Special Education to use when determining if a student has a learning disability. These criteria include consideration of data and instructional information obtained through the Rtl process. It is also the parents' right to request an evaluation for Special Education programs and/or services.

The full King Center Charter School Response to Intervention plan will be available for your review at www.kccs.org.

Thank you for your continued support and commitment to your child's education.

Sincerely,

Omarlla Roulhac
Director of Curriculum and Instruction

King Center Charter School - Intervention Planning Sheet

Case Information					
Student:	«Student_Name» «Class»	Interventionist(s):	«Interventionist»	Date Intervention Plan Was Written:	
Date Intervention is to Start:	«Date_to_Start»	Date Intervention is to End:	«Date_to_EndReevaluate_»	Total Number of Intervention Weeks:	«Total_Weeks»
Description of the Student Problem:					
Description of Goal for Intervention:					

Intervention: Tier 2
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
«Intervention_to_be_used»
Frequency: «Frequency»

Materials
«Materials»

Progress-Monitoring	
Type of Data Used to Monitor: «Data_to_Monitor»	Ideas for Intervention Progress-Monitoring

		<ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist
Baseline	Outcome Goal	
«Baseline»	«Outcome»	
How often will data be collected? «How_often_PM»		

Progress Monitoring
«Materials»

Status at end date of Intervention
<p>Did the student meet the outcome goal? _____</p> <p>If not, why do you believe he/she did not achieve the outcome goal?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Recommendations
<p>Recommendation for Intervention: (Circle One)</p> <p style="text-align: center;"> Continue Terminate Modify </p> <p>Explanation:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Interventionist Name: _____

Date: _____

Signature: _____