

Oxford Central School District Response to Intervention (RTI) Plan 2020-2021

Working Plan

Basic Program Objectives

- 1. To bring students up to an educational level sufficient for them to succeed in the general education classroom program without academic intervention services.**
- 2. To support, during academic intervention, the instruction taking place in the regular classroom.**

Revised September, 2020

Introduction to RTI

For the 2019-20 school year, Oxford Academy and CSD shall identify students to receive RTI through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for RTI. Upon identification of a student for consideration for RTI, Oxford will then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive RTI. Multiple measures of student performance will be used to determine who will receive services.

Students who score below the median scale score between level 2 and level 3 are identified as eligible for RTI. Oxford will then apply local measures to determine which students shall receive RTI. These multiple measures may include, but are not limited to, the following:

- 1) Developmental reading and math assessments for grades K-6; Fountas and Pinnell, FASTBridge etc.
- 2) New York State English as a Second Language Achievement Test (NYSESLAT);
- 3) Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
- 4) Formative assessments that provide information about students' skills;
- 5) Unit and lesson assessments for ELA, mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8; and/or
- 6) Results of psychoeducational evaluations based on a variety of assessments and inventories.

Determining a student's need for RTI

Students at Oxford Central School District become eligible for RTI based upon the criteria below:

Reading Readiness	
Grades K-3	<p>Entrance</p> <ol style="list-style-type: none">1. In September, teachers administer the F/P benchmark, Brigance and Fastbridge Screening. Usually they find kids that lost ground over the summer. For second grade, anyone below Level J independent in September may be placed in RTI. For third grade, anyone below M in September may be placed in RTI.2. Watches may be kids who have teacher notes from the previous year or were in RTI previously but tested okay in September. Levels I and M respectively may become watches to make sure they're up to level by November.3. In November, the benchmark goals are K for grade 2 and N for grade 3. Anyone not reading at this level may be added to RTI.4. The above procedures are automatic and handled by the RTI teacher.
	<p>Exit</p> <ol style="list-style-type: none">1. Occasionally, a student for whom RTI was indicated the previous year will test at grade level in September. This student is not added to the RTI list. They may or may not be considered a watch, depending on other factors, such as past evidence of progress.2. If a student has demonstrated consistently in reading group that they can read at grade level and that student can be benchmarked at grade level, their instruction reverts to classroom only. They will be watched to make sure this grade level reading is maintained.
	<p>Watches</p> <ol style="list-style-type: none">1. Students who have received RTI in the past and are now reading at grade level will be watches for the rest of the year.2. Students who are reading above grade level according to the benchmarks are <u>not</u> considered watches. Of course, if the student's benchmark should drop below grade level (most likely due to failure to progress), they would again become RTI students.3. Parents are notified on the RTI report at conference times or by letter about a change in status from RTI to watch.4. "Watching" involves checking with the teachers on current reading levels and monitoring the benchmark results for watch students. It may also involve monitoring frequency of home reading. It may involve suggestions to the teacher about how to keep the student on track.

	<p>Other circumstances</p> <p>If a student is reading at grade level but not progressing for months or the teacher feels there is something in particular they are not getting, the following generally occurs.</p> <ul style="list-style-type: none"> • We look at the running records and discuss what further things the teacher might try in the classroom. • If additional classroom supports don't have any effect after a specified period of weeks, we might discuss what else to try. If there is any space in the schedule, I sometimes arrange to see the student or students several times a week to work on a specific skill. This is a limited intervention and the child normally is not entered into the system. If they can demonstrate improvement consistently, they are returned to the classroom only. • There is a teacher referral form that covers this type of circumstance, in that it documents the concerns and what the teacher is trying. <p><i>Instructional Text Level Goals and Instructional Level Expectations for Reading</i> are included at the end of this document.</p>
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	ELA	Mathematics
Grades 3-5	<ul style="list-style-type: none"> • Level 1 or Level 2 on the NYS Assessment (See attached memo from the State Education Department) • Classroom performance, report card grades, and/or homework completion • Recommendation from teacher, principal, school staff, and/or parents • Fountas and Pinnell Benchmarks • Fastbridge Screening 	<ul style="list-style-type: none"> • Level 1 or Level 2 on the NYS Assessment • Fastbridge Screening • Classroom performance, report card grades, and/or homework completion • Recommendation from teacher, principal, school staff, and/or parents
Grades 6-8	<ul style="list-style-type: none"> • Level 1 or Level 2 on the NYS Assessment (See attached memo from the State Education Department) • Classroom performance, report card grades, and/or homework completion • Recommendation from teacher, principal, school staff, and/or parents • Fountas and Pinnell Benchmarks • Fastbridge Screening 	<ul style="list-style-type: none"> • Level 1 or Level 2 on the NYS Assessment • Fastbridge Screening • Classroom performance, report card grades, and/or homework completion • Recommendation from teacher, principal, school staff, and/or parents

Grades 9-12	<ul style="list-style-type: none"> • Level 1 or Level 2 on the NYS Assessment (See attached memo from the State Education Department) • Fastbridge Screening • Below 65 on any required Regents Exam—English, mathematics, science, and/or social studies • Classroom performance, report card grades, and/or homework completion • Recommendation from teacher, principal, school staff, and/or parents
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Types of Response to Intervention Services

Grades K-2	Reading Readiness	Mathematics
	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher and/or other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support • Support services for concerns regarding attendance, behavior, health, mobility, family • Summer program 	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher and/or other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support • Support services for concerns regarding attendance, behavior, health, mobility, family • Summer program

Grades 3-5	ELA	Mathematics
	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from certified teacher • Computer-assisted instruction • After-school tutoring or support • Other support services • Summer program 	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from certified teacher • Computer-assisted instruction • After-school tutoring or support • Other support services • Summer program

	ELA		Math	
Grades 6-8	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support (3:15-4:15) • Other support services • Summer school 		<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support (3:15-4:15) • Other support services • Summer school 	
	ELA	Math	Science	Social Studies
Grades 9-12	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support (3:15-4:15) • Other support services 	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support (3:15-4:15) • Other support services 	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support (3:15-4:15) • Other support services 	<ul style="list-style-type: none"> • Progress monitoring by classroom teacher/other school staff • Push-in or pull-out support from a certified teacher • Computer-assisted instruction • After-school tutoring or support (3:15-4:15) • Other support services

Procedure for RTI

Step 1 – Identification of Students

- **Onset and Duration of Services**

- Response for Intervention services for all eligible students will begin no later than the first ten weeks of the school year following the identification of a student’s need for such services.
- The services will continue until the classroom teacher and other school staff (principal, coach, co-teacher, counselor) have determined the student to be on track to meet the NYSED Learning Standards as evidenced by:
 - Level 3 or Level 4 score on a test/ retest of a NYS assessment for current grade level and subject area; (See attached memo from the State Education Department)
 - Evidence of satisfactory, sustained classroom performance, report card grades, homework completion; and/or
 - Recommendation from teacher and other staff members approved by the building administrator

- **Intensity of Services**

- Response for Intervention services will vary in intensity based upon duration and degree of individualization
 - Duration means the number of days per week and number of minutes per session
 - Degree of individualization means the size of the student group receiving the service—whole class, large group, small group, mini group, one-on-one

Step 2 – Documentation

- **Parent Notification**

- The building administrator, school counselor or RTI teacher will notify the parent/person in parental relationship to the student in writing that his/her student is about to receive academic intervention services. The procedure for parent notification is determined at the building level. The letter will include:
 - Type and intensity of service to be provided
 - Reason(s) services are needed
 - Criteria for ending the services
 - Consequences of not achieving the expected performance level(s)
- The entrance letter document for the parent notification is in RTI Edge, where it can be completed as well.

- **Progress Notes**

- Throughout the course of the year progress notes should be sent home to update the parents to how their student are performing.
- The progress notes can be found in RTI Edge and completed there as well.
- They should be done at regular intervals throughout the year, atleast once per quarter.
 - HS – Progress Notes will be printed and given to the HS Guidance Office for distribution home with the report cards
 - MS – Progress Notes will be printed and given to the MS Main Office for distribution home with the report cards
 - PS – Progress Notes will be printed and given to the Parent/Guardian(s) at Parent Teacher Conferences

- **Discontinuation of RTI**

- Upon the student’s satisfactory completion of the RTI, the parent/person in parental relationship to the student will receive a written notice of the discontinuation of services. The notice will include:
 - The criteria for ending the services
 - The current performance level(s) of the student
- The documents for the discontinuation of RTI are in RTI Edge, where they can be completed as well.

Step 3 - Instruction

- Instruction will be provided in collaboration with the grade level or subject level teacher to meet the needs of each student placed in RTI
- Each student will receive targeted data driven instruction to address his/her learning deficiency in an effort to improve his/her academic performance
- Examples of instruction can be found in the Types of Response for Intervention services chart above, but are not limited to those suggestions
- Instruction should meet the expectations and vision of the Building Principal for those students receiving RTI throughout the building

Response to Intervention Services for Students with Disabilities and Limited English Proficient/English Language Learners

All students of the Oxford Central School District are entitled to receive Response to Intervention services as described in this plan when eligible.

See <http://www.p12.nysed.gov/part100/pages/RTIQAwed.pdf> to read additional information regarding the delivery of response to intervention services to students with special needs or call the student’s building administrator.