

# Jordan-Elbridge CSD



## Response to Intervention Plan

Last updated 6.2020

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# MISSION

*To cultivate the best in personal growth and achievement*

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# VISION

*Providing the best in educational opportunities by...*

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

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# VALUES

*JE Eagles are...*

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

## **NYS ED 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

## **APPROPRIATE INSTRUCTION**

### ***Reading***

- The district follows the principles of a balanced literacy program as follows:
  - ✓ Kindergarten-grade 3=daily, 90 minutes of English/Language Arts instruction; the guided reading component is based on Fountas and Pinnell's Literacy Continuum
  - ✓ Grades 4-12=daily, 40 minutes of English/Language Arts instruction
- All ELA instruction is aligned with the New York State English Language Arts Next Generation Standards.

### ***Math***

- The district follows the principles of a comprehensive mathematics program as follows:
  - ✓ Kindergarten-grade 3= daily, 60 minutes of math instruction
  - ✓ Grades 4-8 and 11-12=daily 40 minutes of math instruction
  - ✓ Grades 9-10=daily 40 minutes of math instruction supported by a lab on a daily or every other day basis
  - ✓ This instruction incorporates the use of manipulatives to develop concrete understanding before transitioning to the abstract application inherent to paper/pencil tasks. Real-world problem solving is the underlying context of each lesson. All math instruction is aligned with the New York State Math Next Generation Standards.

### ***Behavioral Supports***

- A K-12 District Code of Conduct is in place. A parent/student handbook comprised of behavioral expectations and rules is issued on an annual basis. The K-5 program implements the tenets of two programs: Positive Behavior Interventions System and Responsive Classroom. Interaction guidelines are written to support K-5 students as needed.

## **UNIVERSAL SCREENINGS**

- The district uses the *Star Reading* and *Star Math* assessments as its universal screening instruments. These tools are computerized, follow a multiple choice format and typically take 15-20 minutes to administer. These assessments are administered to K-3 students 2 times a year: September and January; students who fall below the cut point (stanine 3) will be considered potentially at-risk. In grades 4-8, students who score below the cut point of a level two on the state assessments will be considered potentially at risk.
- Students in this pool may be given a diagnostic assessment to verify the accuracy of the universal screening data. The potential diagnostic assessments include the following performance-based tools:
  - ✓ Marie Clay's *Observation Survey*
  - ✓ Running Record
  - ✓ Work samples
  - ✓ Teacher observation
  - ✓ Teacher created formative assessments

## **INSTRUCTION MATCHED TO STUDENT NEED**

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

### ***Tier 1 Instruction***

- ✓ Is the general education program with differentiated instruction and progress monitoring

### ***Tier 2 Instruction***

- ✓ Is small, homogenous group, needs-based instruction focused on ELA and math during the grade level intervention blocks known as What I Need Now (WINN) for grades K-5 and Eagle Mod for grades 6-8.

### ***Tier 3 Instruction***

- ✓ Is small group, needs-based, supplemental instruction which is provided in addition to the general education program
  - ✓ Is more intensive than Tier 2 instruction
  - ✓ Is comprised of weekly progress monitoring for each student
  - ✓ Is 10-20 weeks in duration depending on individual student response
- The Instructional Support Team of each building 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 interval.
  - The district’s menu of potential instructional/behavioral interventions includes:

<b>Area of Deficit</b>	<b>Level 3 Interventions</b>	<b>Progress Monitoring</b>
<b>Reading</b>		
Decoding	Stepping Stones to Literacy	<ul style="list-style-type: none"> <li>✓ <i>Star Reading</i></li> <li>✓ <i>Fountas and Pinnell’s Benchmark System</i></li> <li>✓ <i>Running Records</i></li> <li>✓ <i>District Quarterly Assessments</i></li> </ul>
	Road to the Code	
	Early Vocabulary Connections	
Fluency	Quick Reads	
Comprehension	Leveled Literacy	
	Primary Comprehension Toolkit	
	Intermediate Comprehension Toolkit	
<b>Math</b>		
Fact Fluency	Reflex Math	<ul style="list-style-type: none"> <li>✓ <i>Star Math</i></li> <li>✓ <i>Timed Fact Tests</i></li> <li>✓ <i>Math Journals</i></li> <li>✓ <i>District Quarterly Assessments</i></li> </ul>
	My Math	
Number Sense	Number Rockets	
	Do the Math	
Word Problems	Pirate Math	
<b>Behavior</b>	Counseling	
	Functional Behavior Assessments	
	Behavior Improvement Plan	
	Social Skills Group	
	PBIS Intervention Guidelines	

## **REPEATED ASSESSMENTS OF STUDENT ACHIEVEMENT**

- The district uses multiple measures in which to assess student achievement including the universal screening instruments, common grade level ELA and math assessments, running records, Fountas and Pinnell’s *Benchmark Assessment System*, and report cards.

## **EVIDENCE-BASED DECISION MAKING**

- A student who has received tier 3 instruction and whose slope and performance levels are equal to or greater than 1 standard deviation 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
  - ✓ the parent's right to request an evaluation for special education services

- 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 Rtl 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 Rtl process as part of the individual evaluation.

## USE OF INTERVENTION DATA

- The data derived from the Rtl 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.