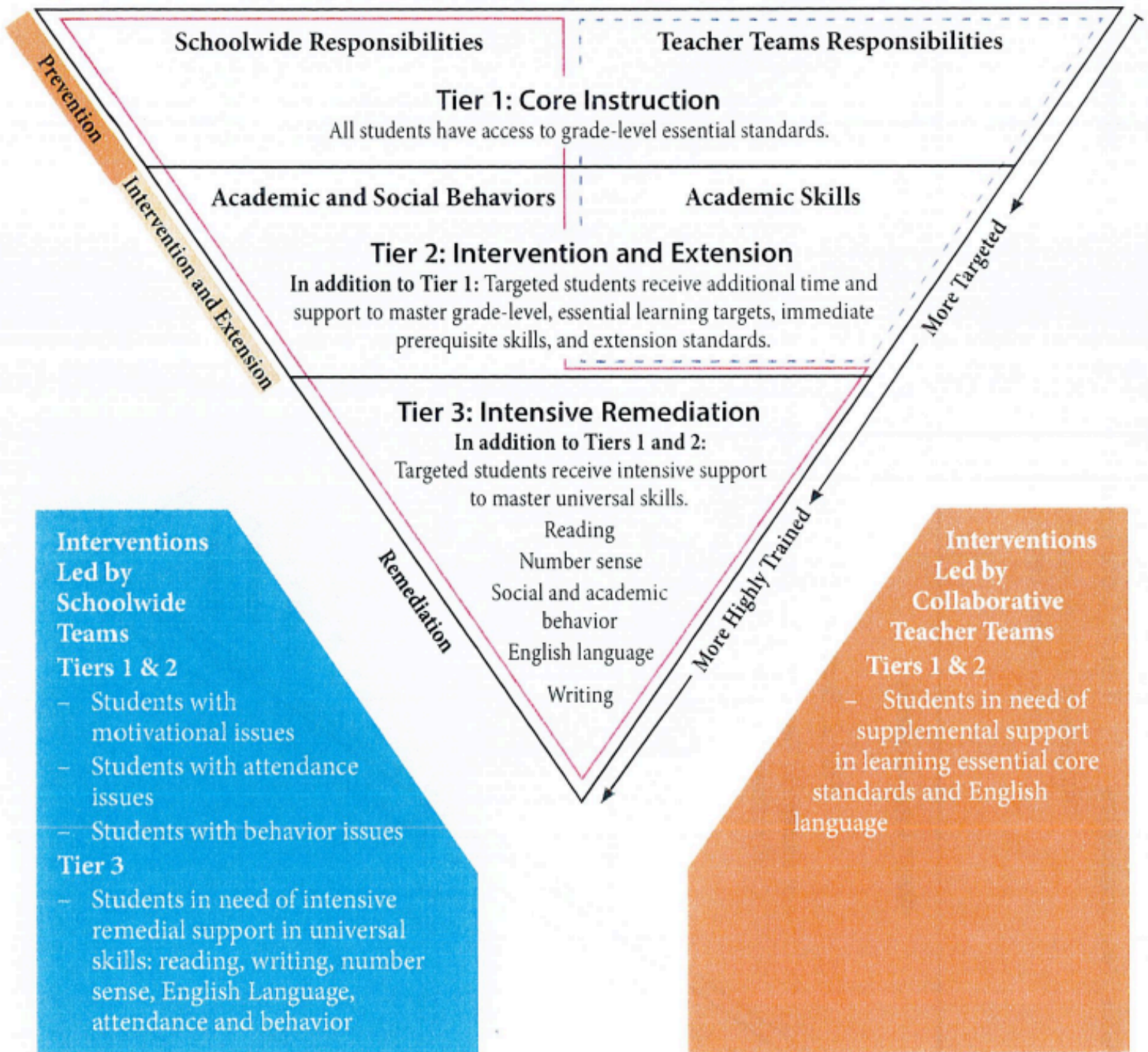


Response to Intervention Plan (RTI)

2025-2026

Developed by the
Elmira Heights Central School District

The RTI at Work Multitiered System of Support Pyramid



RESPONSE TO INTERVENTION (RTI) PROCESS

In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

MINIMUM REQUIREMENTS OF RTI PROGRAM, Pursuant to NYSED Part 100.2 (ii)

The District's RTI process shall include the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- b) Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates;
- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those 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;
- d) 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;
- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and
- f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom.

STRUCTURE OF RTI PROGRAM

The District will provide a three-tiered approach to learning, which is designed to meet the diverse needs of all students. Each tier represents a different level of intervention and support.

The Tiered Level of instruction and support will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

All students receive Tier One instruction. Tier One (core instruction) is defined as all students receiving high quality instruction and screening on essential standards. The analysis of Tier One student performance data will be used to identify the needs of students for additional intervention, extension, or enrichment at the Tier Two Level of instruction. Evidence is collected and students are identified using benchmark scores and universal screening data.

- **Essential Standards:** the most critical learning targets that students must achieve to ensure they have a solid foundation for future learning. These standards are identified and prioritized based on their significance in the curriculum, their relevance to future learning, and their utility in real-life applications.
- **High Quality Instruction:** High Quality Instruction means curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.

Tier Two Instruction

All students receive Tier Two instruction. Tier Two (intervention, extension, and enrichment) is defined as an addition to Tier One. Students receive additional time and support to master grade level essential learning targets, immediate pre-requisite skills, and extension standards. Flexible grouping in Tier Two instruction is a dynamic approach where students are grouped and regrouped based on their on-going progress and specific needs. The analysis of Tier Two student performance data will be used to identify the needs of students for additional intervention at the Tier Three Level of instruction. During Tier 2, teachers collaborate with the parents and seek out assistance from other colleagues concerning the student (reading and math interventionist, social worker, school counselor, speech pathologist, psychologist, other teachers, for example). Other secondary interventions are attempted, and results are documented.

- **Intervention:** Targeted instructional strategies designed to address specific academic, social, or behavioral needs of students. Interventions provide additional support to help students overcome challenges and achieve success in their learning and development. Interventions are typically used when students are not making adequate progress through regular Tier One classroom instruction.
- **Extension:** Activities, lessons, or assignments designed to deepen and broaden the learning experiences of students who have already mastered the grade level essential standards. Extensions provide opportunities for students to explore the same or similar

standards in greater depth, apply their knowledge in new ways, and challenge themselves with more complex tasks.

- **Enrichment:** The process for offering learning experience to those who have already mastered the essential standards. It is NOT more work, but rather a different set of learning experiences which broaden the students overall academic experience in the subject matter.

Tier Three Instruction

Some students receive Tier Three instruction. Tier Three intensive remediation is in addition to Tiers One and Two. Students demonstrating the need for more targeted support receive intensive instruction to master universal skills (reading, number sense, social and academic behavior, English language, and writing). A School Based Intervention Team will review the student performance data to determine if Tier Three supports are warranted, and/or if further differentiation of interventions may be needed at the Tier Two level.

Educators determine if the student continues to have difficulties and has not responded to Tier Two interventions and requires more frequent, intense interventions and more frequent progress monitoring.

Student Based Intervention Teams

Student Based Intervention Teams, whose members may include, but are not limited to, general education teachers, special education teachers, the school psychologist, reading and/or math specialists, designated administrators, and other individuals deemed appropriate by the district, will be available for each building/grade level classification to address the implementation of the District's RTI process.

The Student Based Intervention Team's responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining whether to make a referral for special education programs and/or services.

ELMIRA HEIGHTS COMPREHENSIVE ASSESSMENTS

The Elmira Heights District will review additional assessments/sources of evidence to determine RTI eligibility. Such assessments are not limited to, but may include:

Academic:

- State assessment scores
- Course, class, gradebook grades
- Universal screener, diagnostic, progress monitoring data
- Formative, summative assessment results
- Tier entry and exit criteria

Behavior

- Office discipline referrals
- Classroom-recorded incidents
- Attendance rate
- Tardiness, detentions, suspensions
- Health office visits
- Awards/recognitions
- Tier entry and exit criteria

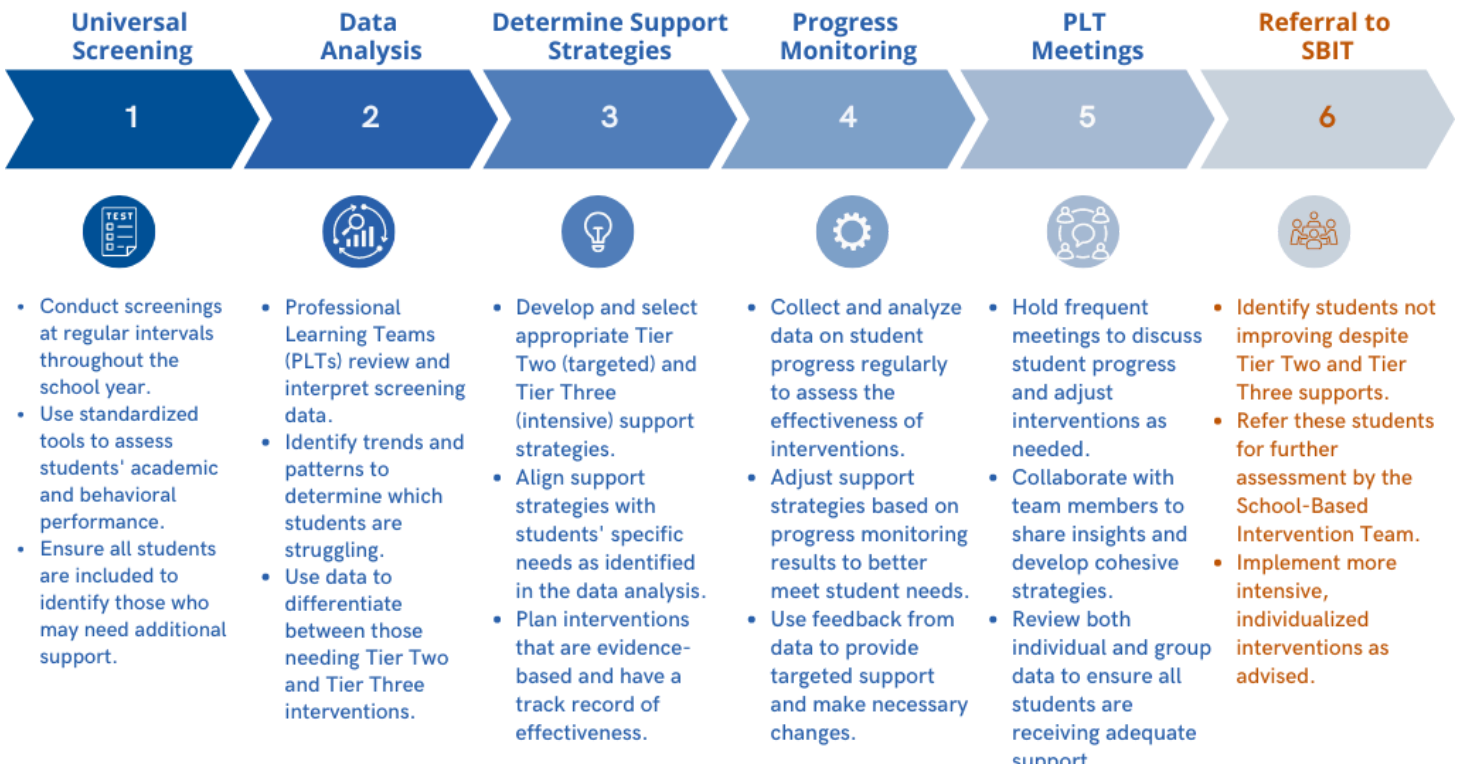
Social-Emotional

- Checklists that assess emotional regulation, social, and interpersonal skills
- Family engagement
- School climate
- Trauma
- Mental health
- Tier entry and exit criteria

ELMIRA HEIGHTS COMPREHENSIVE ASSESSMENT PROCEDURES

6 Steps to Student Success:

SCREENING TO SUPPORT



District Procedures Grades K-5

All students will be universally screened at regular intervals throughout the school year. Professional Learning Teams (PLTs) will analyze the screening data to determine the need for Tier Two and Tier Three support strategies. Progress monitoring will be conducted in Tier Two to identify students requiring additional intensive support. PLTs will meet frequently to monitor student progress and may refer students not making adequate progress to the School Based Intervention Team for further consultation and intervention.

District Procedures Grades 6-8

All students will be universally screened at regular intervals throughout the school year. Professional Learning Teams (PLTs) will analyze the screening data to determine the need for Tier Two and Tier Three support strategies. Progress monitoring will be conducted in Tier Two to identify students requiring additional intensive support. PLTs will meet frequently to monitor student progress and may refer students not making adequate progress to the School Based Intervention Team for further consultation and intervention.

Tiered Intervention Classes:

- Tier II - Advisory. Designed to address reteaching of essential learning standards/skills.
- Tier III - Whatever I Need (WIN). Designed to instruct students who are scoring two or more grade levels behind, focusing on Universal Skills (reading, writing, number sense, etc.)

District Procedures Grades 9-12

Professional Learning Teams (PLTs) will analyze the screening data to determine the need for Tier Two strategies. Progress monitoring will be conducted in Tier Two to identify students requiring additional intensive support. PLTs will meet frequently to monitor student progress and may refer students not making adequate progress to the School Based Intervention Team for further consultation and intervention.

Tiered Intervention Classes:

- Tier II - Advisory. Designed to address reteaching of essential learning standards/skills.

RANGE OF SERVICES THAT MAY BE PROVIDED

The range of services provided for students in need of AIS will be based on the level of their needs as determined by reviewing multiple measures and sources of evidence. The range of services includes, but is not limited to:

ACADEMIC Services

- Close monitoring of progress
- After school teacher assistance based on class performance and progress
- Scheduling options including additional class time

- Computer assisted instruction
- Individualized instruction
- Small group instruction
- Extended courses
- Summer school
- Placement in a setting with multiple teachers
- Core subject learning centers/labs

SUPPORT Services

- Counseling
 - Social Worker
 - Guidance Counselor
 - Dean of Students
 - School Nurse
 - Speech Pathologist
 - Out of district appropriately certified staff

- Mentoring
 - Lunch buddies/special friends
 - Special Education teacher
 - Peer tutor
 - Classroom teacher
 - Out of district programs
 - Other appropriate District Programs

COMMENCEMENT OF SERVICES PROVIDED

AIS instructional and/or support services must commence no later than the semester following a determination that such services are needed. At the high school level, services cannot be postponed until students are scheduled for a course in which AIS is needed.

In grades K-4, and in grades 5-8, all next generation learning standards must be included in a student's program of instruction. Such instruction must be adequate to meet the elementary level standards at the end of grade 4 and the intermediate level standards at the end of grade 8 in each of the areas.

In grades 7-8, AIS must be provided in a manner that does not diminish instructional time to a degree that may prevent a student from achieving the NYS next generation learning standards in any area required for graduation. It may be permissible to reduce, but not eliminate some instructional time in areas other than the core subjects in order to provide AIS.

In grades 9-12, in order to provide required AIS, the school may postpone, but not eliminate, particular courses required for graduation.

STUDENT PROGRESS REPORTS

Student reports will document progress to determine when the academic achievement warrants a student being discontinued from academic intervention services. Parents must minimally receive quarterly reports that indicate student progress. Reporting to parents will be done on the report cards at regular intervals.

Caregiver/Parental NOTIFICATION AND INVOLVEMENT

The building principal or principal designee will be responsible for parental notification indicating a need for Response to Intervention services. The notification will be made in writing and will include:

- a summary of the academic services to be provided
- the reason the student needs such services; and
- consequences for not achieving expected performance levels

If a parent objects to having his/her child receive Response to Intervention services, the district should, in a timely manner, listen to parental concerns, share evidence of the student's need for Response to Intervention services, and work with the parent(s) to assure the provision of appropriate Response to Intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school.

Ongoing communication must be provided to parents. Parents of students receiving Tier Three supports shall be provided with:

- an opportunity to consult with the student's general classroom teacher(s) and other professional staff providing Response to Intervention services at least once per semester during the regular school year
- quarterly reports on the student's progress during the regular school year by mail, telephone, or other telecommunications
- information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement

The parent(s) shall be notified by the principal or principal designee that Tier Three intervention services will be discontinued. Such notice must include:

- the criteria for ending service;
 - student performance is meeting or exceeding grade level essential standards OR
 - student performance is at or above the state designated performance standard on required assessments OR
 - it is determined that a student is no longer at risk of failing a NY state assessment required for graduation as evidenced by review of multiple sources of evidence
- Include the performance levels obtained on district-selected assessments, if appropriate.

CRITERIA TO DISCONTINUE Academic Intervention Services

Academic Intervention Services will end when the student has attained the district standards according to the state and/or district criteria for beginning services. Such criteria include:

- student performance is at or above the state designated performance standard on required assessments
or
- it is determined that a student is no longer at risk of failing a NY state assessment required for graduation as evidenced by review of multiple sources of evidence

Appendix A



Cohen Elementary School

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Elmira Heights, NY 14903
Krissy McNamara, Principal
Phone: (607) 734-7132
Fax: (607) 734-9574
www.heightsschools.com

October 1, 2024

Dear Parents/Caregivers,

Our goal is to help every child thrive by giving them the right level of support at the right time. If you have any questions about the below process or how your child is doing, please feel free to reach out.

Tier One Instruction

All students participate in Tier One daily. These are daily lessons with their classroom teacher that focus on the most important skills they need to learn. We regularly assess students' progress to see how they're doing. In Tier One, students learn their essential skills to be ready for future learning.

Tier Two Instruction

All students participate in Tier Two daily. In Tier Two, students are grouped based on the need for intervention, extension, or enrichment. This adds time and focuses on the skills from their Tier One instruction that they need to either catch up, maintain, or go further. At this stage, students work with classroom teachers, reading/math supports, or special education teachers in their small groups.

- **Intervention:** Extra teaching to help students overcome challenges in academics, behavior, or social skills.
- **Extension:** Activities to deepen understanding for students who have already mastered the basics.
- **Enrichment:** New and interesting learning experiences for students who are ready for more, but not extra work.

Tier Three Instruction (Intensive Support)

A few students may need more focused help in areas of reading or math. In Tier Three, students receive additional, intensive instruction beyond Tiers One and Two. Grade level teachers and specialists will review the student's progress and decide if Tier Three support is needed. You will be notified via letter if your child will be receiving Tier Three services.

Thank you for your continued partnership in your child's education.

Sincerely,

Building Principal