

# Response to Intervention District Plan

(A continual  
working document)

Morris Central School  
2022-2025

*Revised by the RTI Umbrella  
Committee*

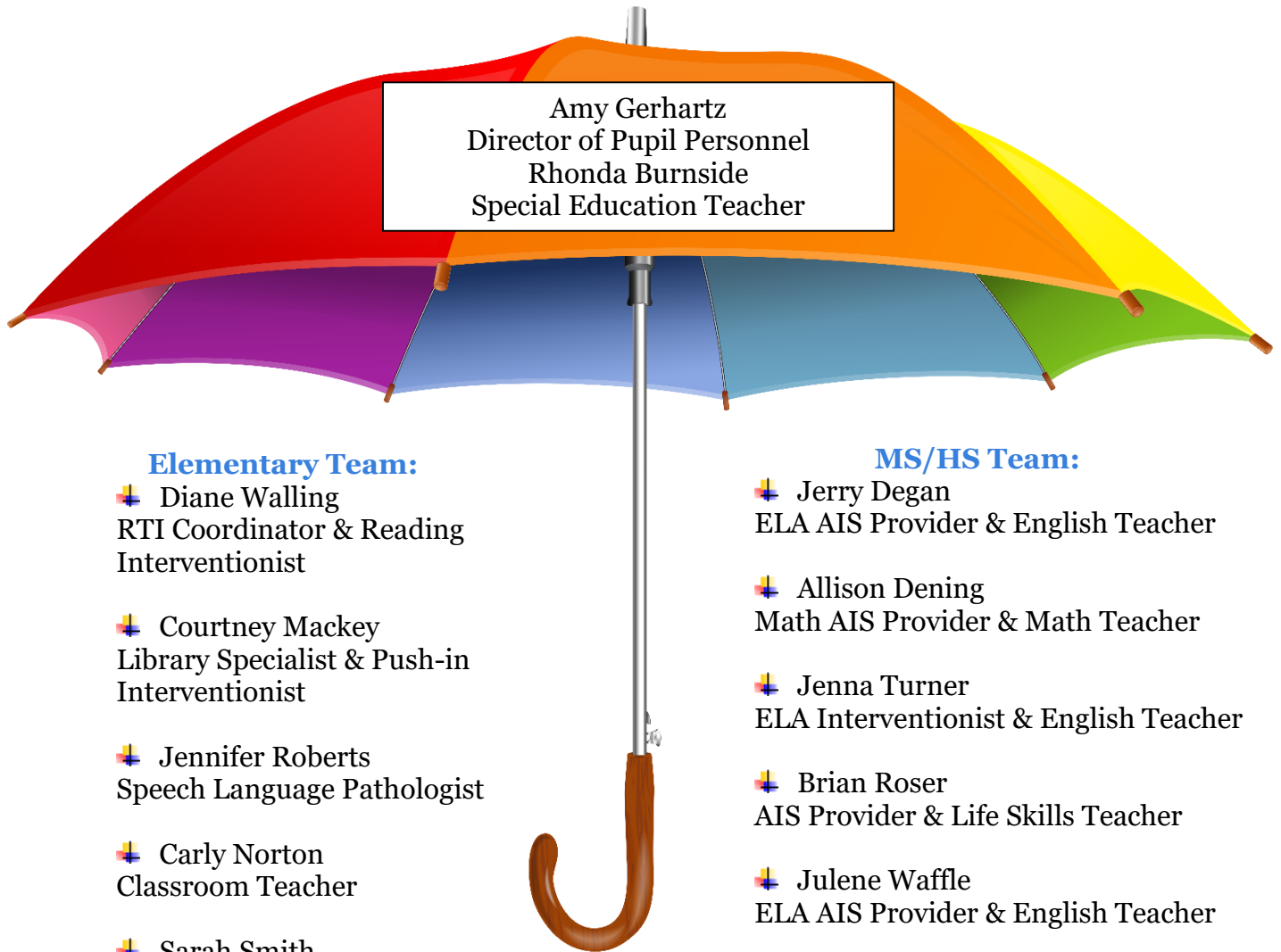
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## Morris CSD Mission Statement

The mission of the Morris Central School community is to provide a quality education for all that will prepare students with the necessary skills needed to succeed in college and careers. We are committed to creating an environment that fosters a high level of academic achievement, practices 21<sup>st</sup> century skills, promotes the attainment of one's personal best, and encourages citizenship and personal integrity. Learning is a lifelong, independent and lifelong endeavor.

# RTI Umbrella Team Members



Amy Gerhartz  
Director of Pupil Personnel  
Rhonda Burnside  
Special Education Teacher

## Elementary Team:

- + Diane Walling  
RTI Coordinator & Reading Interventionist
- + Courtney Mackey  
Library Specialist & Push-in Interventionist
- + Jennifer Roberts  
Speech Language Pathologist
- + Carly Norton  
Classroom Teacher
- + Sarah Smith  
Classroom Teacher

## MS/HS Team:

- + Jerry Degan  
ELA AIS Provider & English Teacher
- + Allison Dening  
Math AIS Provider & Math Teacher
- + Jenna Turner  
ELA Interventionist & English Teacher
- + Brian Roser  
AIS Provider & Life Skills Teacher
- + Julene Waffle  
ELA AIS Provider & English Teacher

## Purpose of the RTI Umbrella Team

The RTI Umbrella Committee oversees and adjusts processes and procedures, as necessary. This team is responsible for developing, improving, and implementing processes and procedures for effectively implementing Response to Intervention within their building. A systematic approach is used in order to make sure requirements are simple, clear, and concise in order to be beneficial for all involved. Amy Gerhartz, as the DPP, ensures processes and procedures connect and are vertically aligned in order to keep processes and procedures consistent across the district. This will prevent students ‘falling through the cracks’ as well as ensure consistency with data collection and referral requirements.

# Introduction

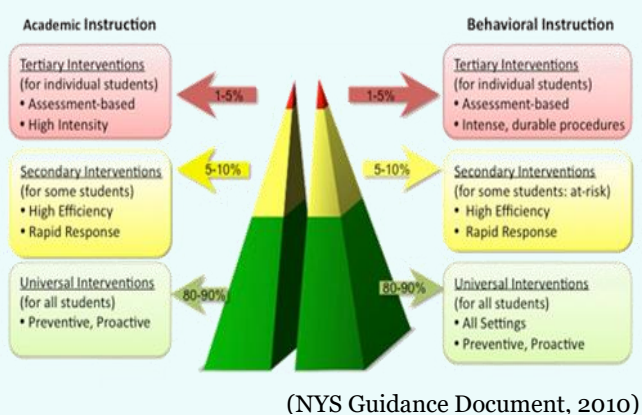
Morris CSD embraces the Response to Intervention (RTI) framework as a system of service delivery using evidence-based interventions, assessments, and on-going progress monitoring for individual students. Informed decisions about students' academic and behavioral needs are made through the use of an IST committee. Students who do not respond effectively to initial instruction may be provided with increasing intensity of intervention using a 3-tiered framework.

The core principles of RTI include:

- All children can be effectively taught
- Identify students who require intervention
- Multi-tier model of service delivery
- Problem-solving method used to make decisions within a multi-tier model
- Research-based, scientifically validated interventions
- Monitor student progress to inform instruction and determine further interventions, as necessary
- Effectively use data to inform decisions

## What is RTI?

### Multi-Tiered Systems of Support (MTSS): RTI-A for Academics; RTI-B for Behavior



Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

RTI is a tiered framework, as seen in the diagram on the left, for service delivery that is systematic and data based in order to identify students' academic and behavioral difficulties. Evidence-based instructional practices are used to address individual student needs.

The RTI framework provides:

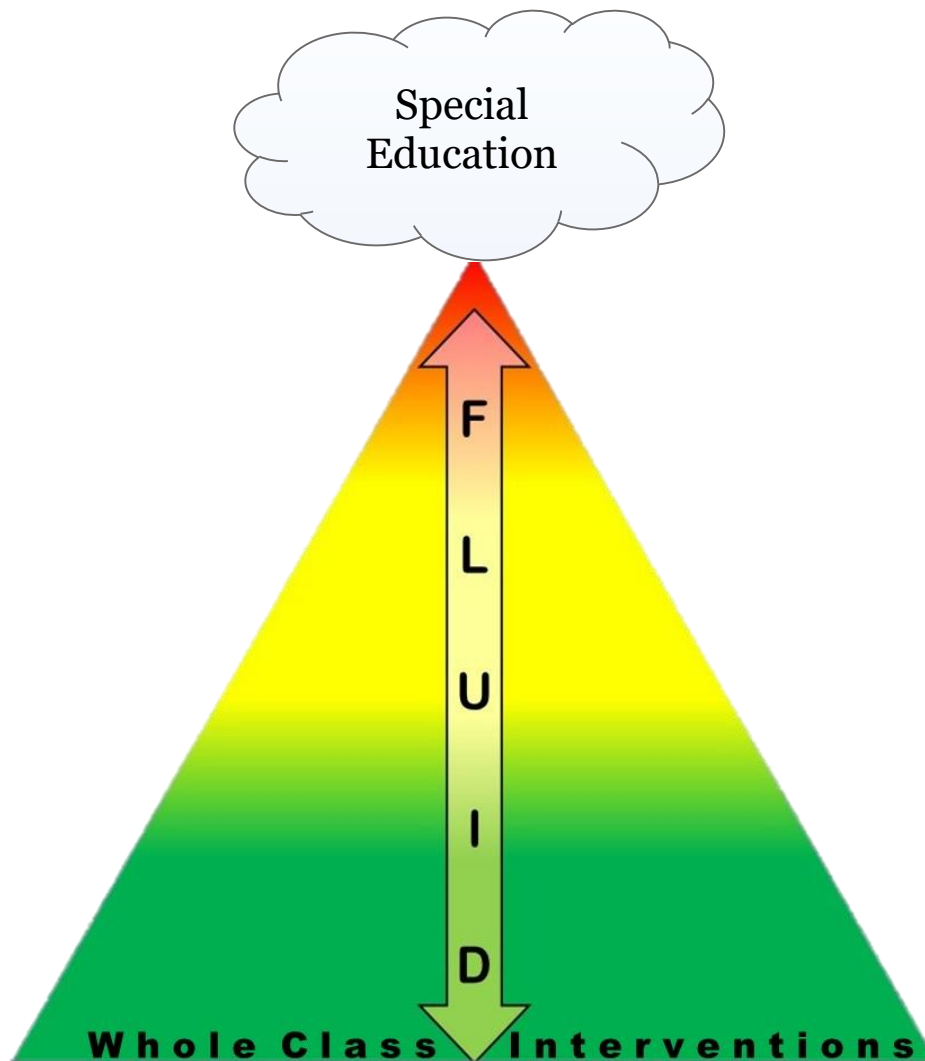
- High-quality, systematic instruction and intervention matched to student needs.
- Universal screening and consistent progress monitoring to guide decisions regarding interventions, strategies, and potential services.

# Purpose of RTI

**NOTE:** RTI is necessary to determine if a student qualifies for a Learning Disability. However, its sole purpose is **not a means** to special education. Rather, RTI is a **proactive process** meant to provide students with interventions they need to be successful.

RTI represents an important educational strategy to close achievement gaps for all students, particularly those who are at risk, by preventing smaller learning problems from becoming insurmountable gaps. RTI leads to more appropriate identification of students with learning disabilities by providing multiple interventions and monitoring progress over time.

The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program, approach, or lack of instruction. RTI is an effective and instructionally relevant process to inform these decisions.



# Data-Informed Practices

RTI begins with high quality, evidence-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through the provision of differentiated instruction in the core curriculum. Data is monitored using multiple measures of assessment. A variety of assessments are examined to determine potential supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction.

## *Tier 1: For ALL Students*

- **Appropriate Instruction** delivered to all students in the general education classroom by qualified personnel; Data-Informed Instruction through Explicit Instruction practices is used to reteach material to the class, as needed.
- **Universal Screening** for all students to participate in an effort to determine students' academic rates in comparison to national norms
  - All students in grades K-12 participate in a universal screening assessment for Reading and Math. The STAR assessment is conducted three times per year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty. Results of the universal screening are to be shared with parents as well as any concerns and measures being taken to address concerns.
  - Once students are identified, a progress monitoring route will be used to determine if individual students are in need of additional instruction or intervention. Once other multiple measures are also analyzed, differentiated instruction for identified students may be used during core instruction while additional progress monitoring data are obtained.
- **Multiple Measures** include a variety of formative and summative assessments generally conducted by the classroom teacher. Work samples can be used as long as they are analyzed objectively. For instance, a rubric could be used to score a writing work sample instead of a subjective statement being given such as “the student writes poorly”.

## *Tiers 2/3: For Some/Few Students*

- **Instruction Matched to Student Need** with increasingly intensive levels of targeted intervention and instruction for 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



- **Progress Monitoring**, or repeated assessments, of student achievement, which could include Curriculum-Based Measurements (CBMs) to determine if interventions are resulting in student progress towards age or grade level standards.
  - Progress Monitoring begins in the classroom when a student is struggling and a skill deficit has been determined. Once a student has been initially identified as at-risk by the results of universal screening and multiple measures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
  - Progress Monitoring is used to assess whether an intervention is working, or not, at all three tiers. It provides routine data that displays student growth over time to determine if the student is progressing as expected.

“Data is not about adding more to your plate.

Data is about making sure the right things are on your plate.”

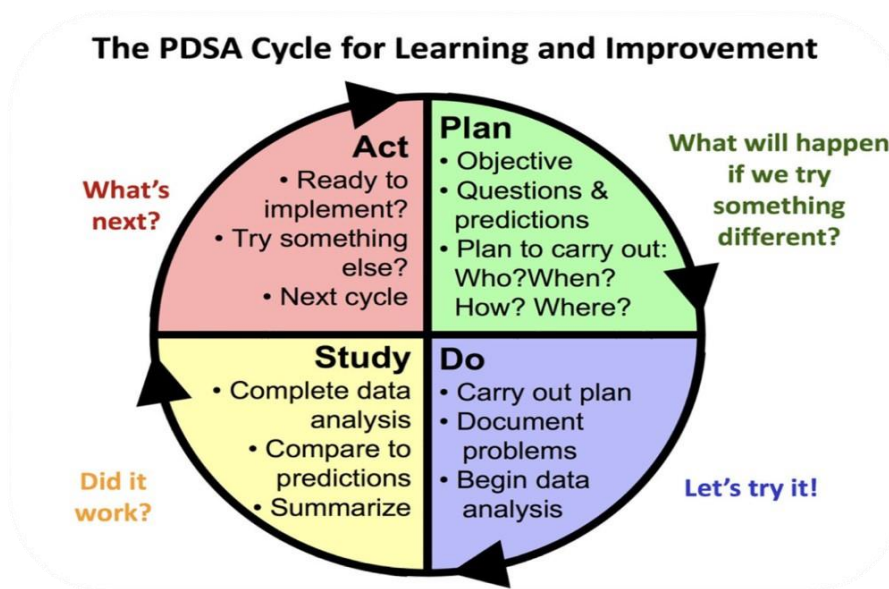
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# Tier 1 Data Meetings

Grade-level Data Meetings are held on a consistent basis and are an integral part of the general education program. The primary purpose of these meetings is two-fold:

- To use Benchmarking Data to determine what skills need to be focused on as a whole class
- To provide interventions and progress monitor all students to ensure achievement gaps, as a whole class, do not widen. Consistent data effectively informs instruction to address what the majority of students need.



The above graphic organizer is used to guide discussions at these meetings. In the fall, the process begins with “Plan”. Using universal screening data, it is determined what skill(s) to focus on. In a repeating cyclical manner, interventions are chosen and the method and frequency of data collection is determined. At the following meeting, discussion is had on whether the intervention worked, based on collected data. Is the intervention **adopted, adapted, or abandoned?** Does the skill-focus need to continue or does another skill need to be addressed?

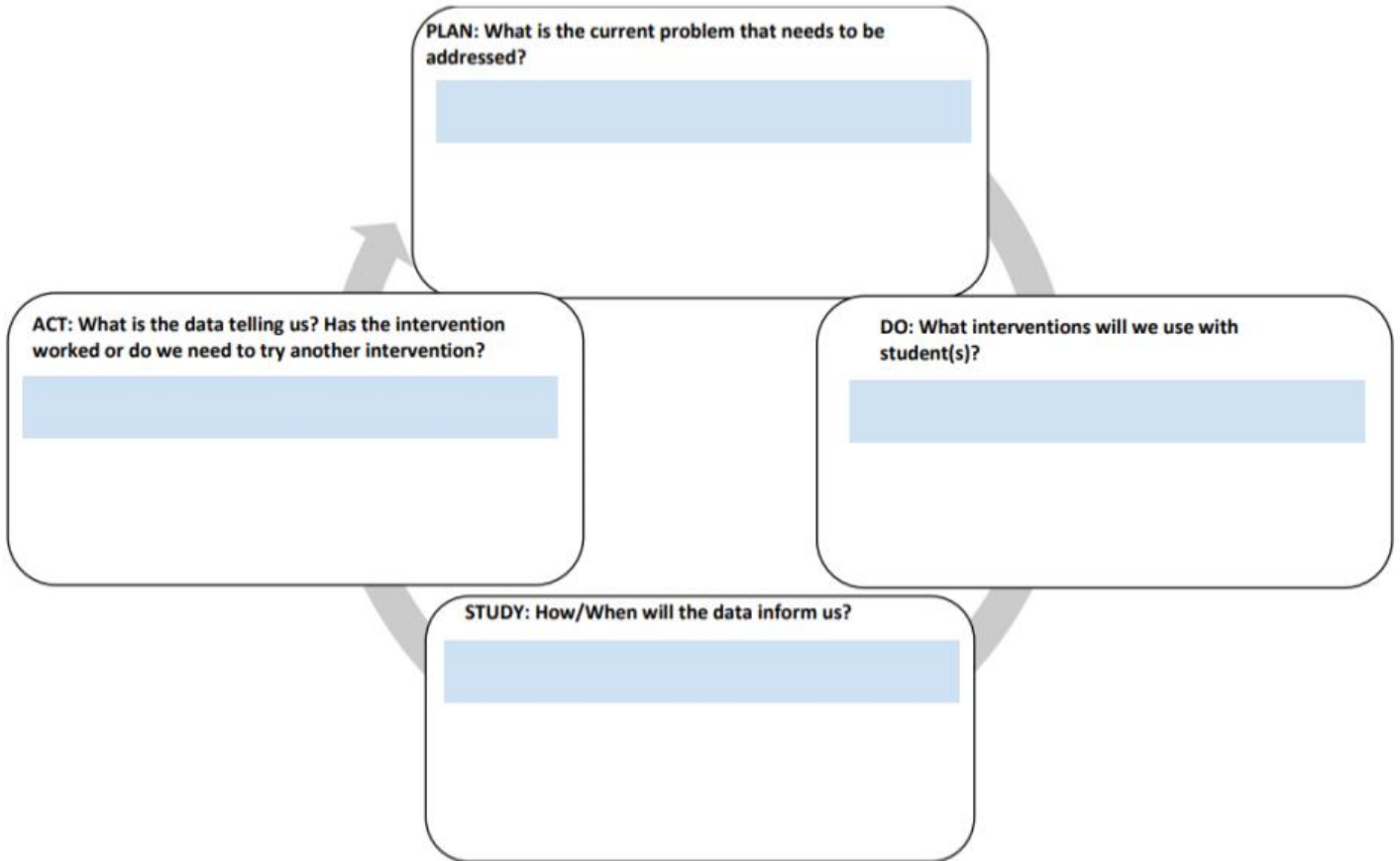
The graphic organizer on the following page is a picture of the digital version used by teachers to keep everyone informed and organized.



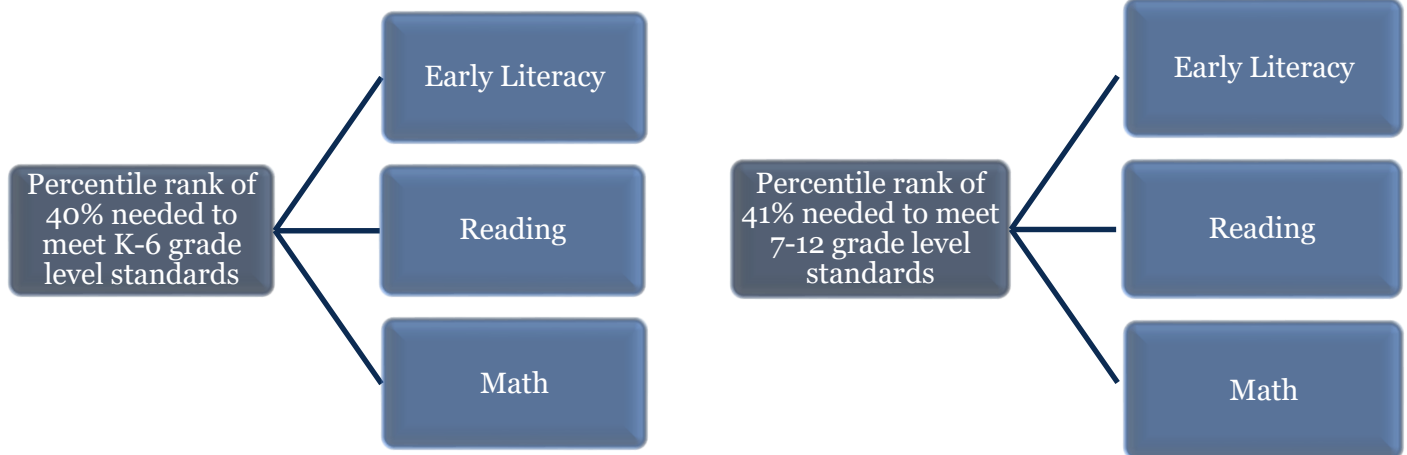
# Data Team Meeting: PDSA Graphic Organizer

Date:

Grade Level:  Members Present:



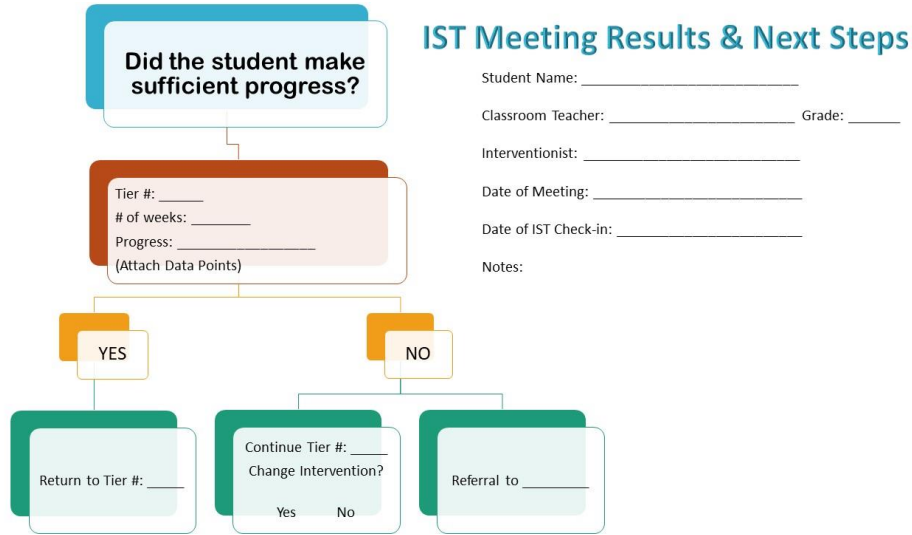
## STAR Benchmark Scores



# Instructional Support Team (IST) Meetings

The primary purpose of the IST is to ensure all students are given the opportunity to be successful in the general education classroom. Members of this team are responsible for analyzing assessment and progress monitoring data as well as determining interventions and potential services for struggling learners. IST meetings are held consistently to address areas of individual student need as well as identify possible reasons for non-responsiveness to intervention and to brainstorm other interventions to try.

The chart below is used to assist with the decision-making process to determine next steps:



## IST Members may include:

**Elementary**

- Psychologist
- Guidance Counselor
- RTI Coordinator
- \*Classroom Teacher
- \*ELA &/or Math Interventionist
- Related Service Provider(s)
- *Principal*
- *Director of Pupil Personnel*

**Middle School**

- Psychologist
- Guidance Counselor
- \*Grade-level Core Content Teacher(s)
- \*AIS Provider(s)
- Related Service Provider(s)
- *Principal*
- *Director of Pupil Personnel*

**High School**

- Psychologist
- Guidance Counselor
- \*Grade-level Core Content Teacher(s)
- \*AIS/Regents Prep Provider(s)
- Related Service Provider(s)
- *Principal*
- *Director of Pupil Personnel*

\*mandated members

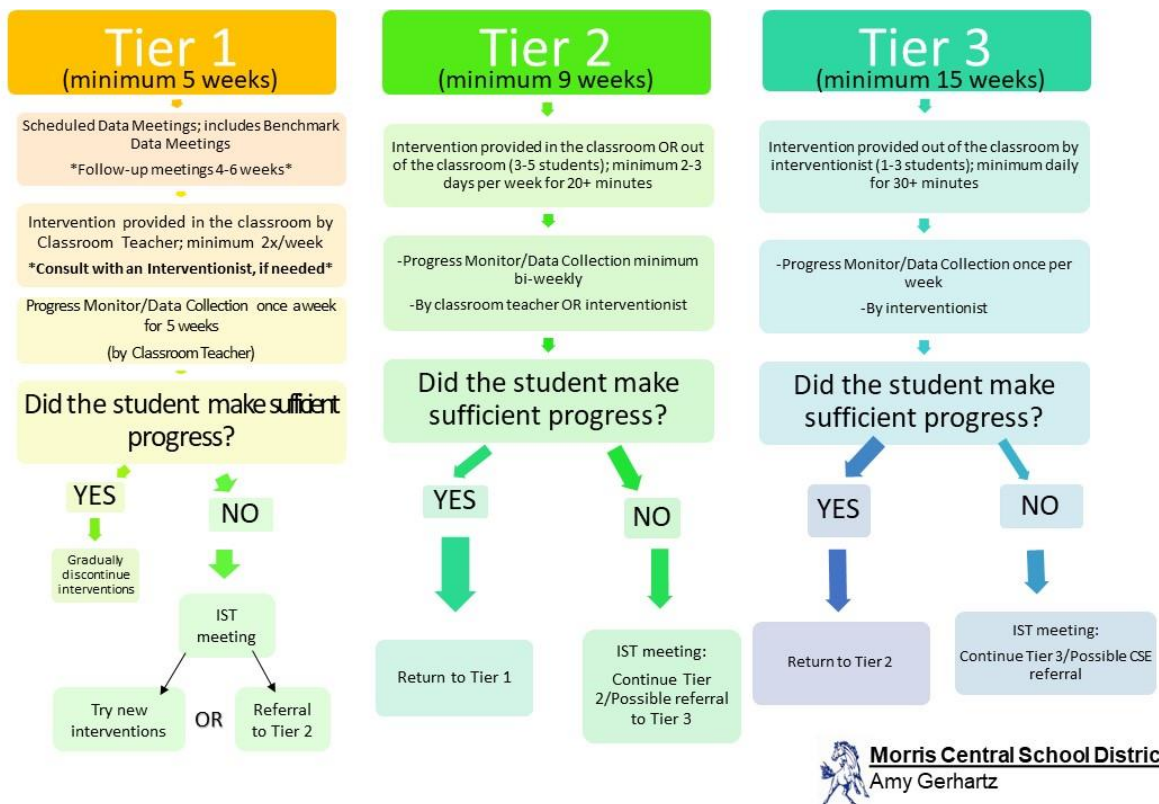
*italicized* = at least one administrator should be present if recommending referral to CSE

## Fidelity within the RTI Framework

The purpose of fidelity is to ensure that programs, assessments, and interventions are implemented as prescribed by their developers. Meeting Minutes are documented in various formats at both Data Meetings and IST Meetings in an effort to monitor instructional fidelity and implementation of interventions through the collection, analysis, and interpretation of data.

## Elementary Framework

Students who need further monitoring, interventions, strategies, or accommodations will be provided by the classroom teacher for a minimum of five weeks. A quick data check will be collected once a week within those five weeks. Teachers will examine this data to determine if the student is making progress, or not. Teachers are encouraged to consult with their colleagues, including interventionists, for ideas on strategies and interventions. If the individual student does not make progress, teachers will complete a referral to IST and an IST meeting will be scheduled.



K-6  
RTI  
FLOWCHART

## Specific to Intervention Services

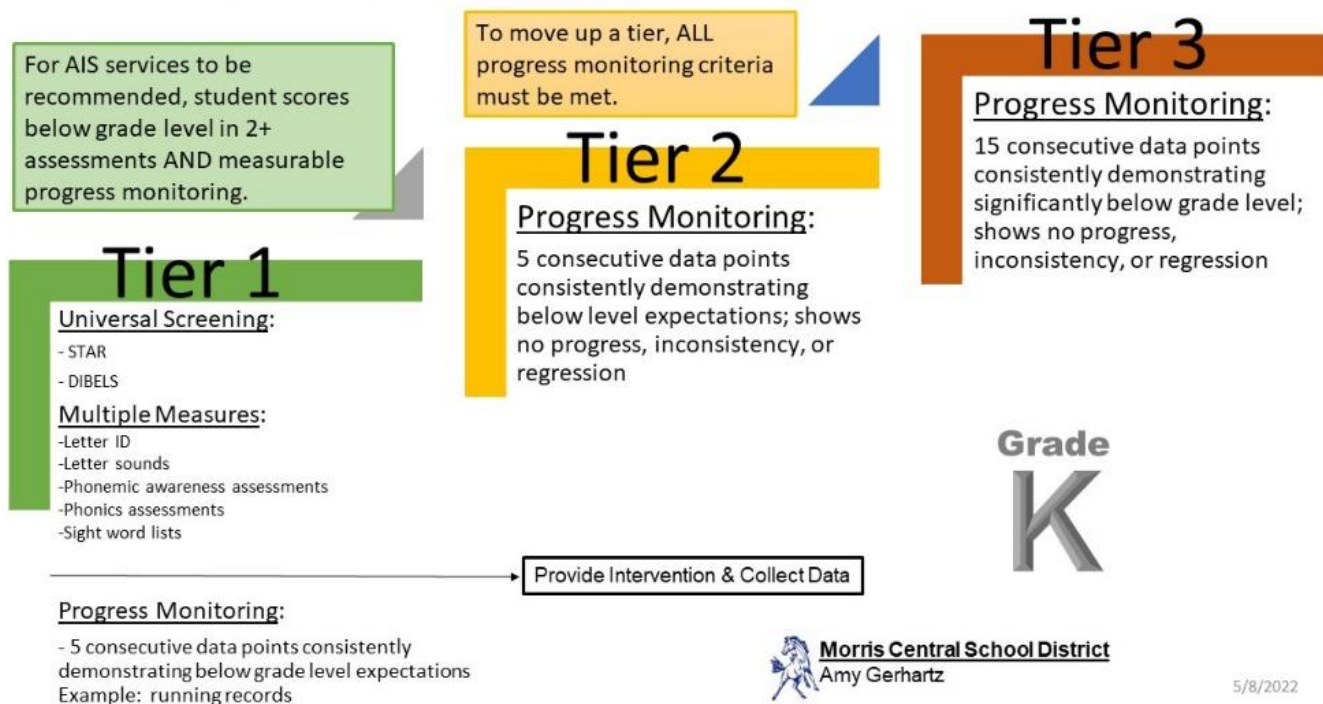
If the IST determines a referral to Tier 2 Intervention is necessary, a plan will be created including the continuation of interventions provided in the classroom as well as the skill deficit to focus on and the type of services to be provided (frequency and duration). Data collection method(s) will be chosen including what will be used, how often it will be conducted, and who will be responsible. Progress monitoring will continue under the direction of the Interventionist and will be logged in data collection binders accordingly.

Parents will be notified of the need for their child receiving intervention services. A copy of the RTI District Plan will be available on the school website. Interventionists must be certified and qualified in the content area of intervention.

## Entrance Criteria for Reading, grades K-6

➤ Subject to change due to new curriculum in the process of being purchased

### READING Entrance Criteria for Intervention in Kindergarten



# READING Entrance Criteria for Intervention in 1<sup>st</sup> grade

For intervention services to be recommended, student scores below grade level in 2+ assessments AND measurable progress monitoring.

To move up a tier, ALL progress monitoring criteria must be met.

## Tier 1

**Universal Screening:**

- STAR
- DIBELS

**Multiple Measures:**

- Letter ID
- Letter sounds
- Phonemic awareness assessments
- Sight word lists
- Weekly Scott Foresman Tests
- Weekly Spelling Tests

**Progress Monitoring:**

- 5 consecutive data points consistently demonstrating below grade level expectations

Example: running records

## Tier 2

**Progress Monitoring:**

5 consecutive data points consistently demonstrating below level expectations; shows no progress, inconsistency, or regression


## Tier 3

**Progress Monitoring:**

15 consecutive data points consistently demonstrating significantly below grade level; shows no progress, inconsistency, or regression

Provide Intervention & Collect Data

Grade  
1

 **Morris Central School District**  
Amy Gerhartz

5/8/2022

# READING Entrance Criteria for Intervention in 2<sup>nd</sup> grade

For intervention services to be recommended, student scores below grade level in 2+ assessments AND measurable progress monitoring.

To move up a tier, ALL progress monitoring criteria must be met.

## Tier 1

**Universal Screening:**

- STAR
- DIBELS

**Multiple Measures:**

- Sight word lists
- Weekly spelling tests
- Phonics word list assessment
- Weekly fresh reads (Scott Foresman)
- Scott Foresman Unit Tests
- Running records

**Progress Monitoring:**

- 5 consecutive data points consistently demonstrating below grade level expectations

Example: running records

## Tier 2

**Progress Monitoring:**

5 consecutive data points consistently demonstrating below level expectations; shows no progress, inconsistency, or regression

## Tier 3

**Progress Monitoring:**

15 consecutive data points consistently demonstrating significantly below grade level; shows no progress, inconsistency, or regression

Provide Intervention & Collect Data

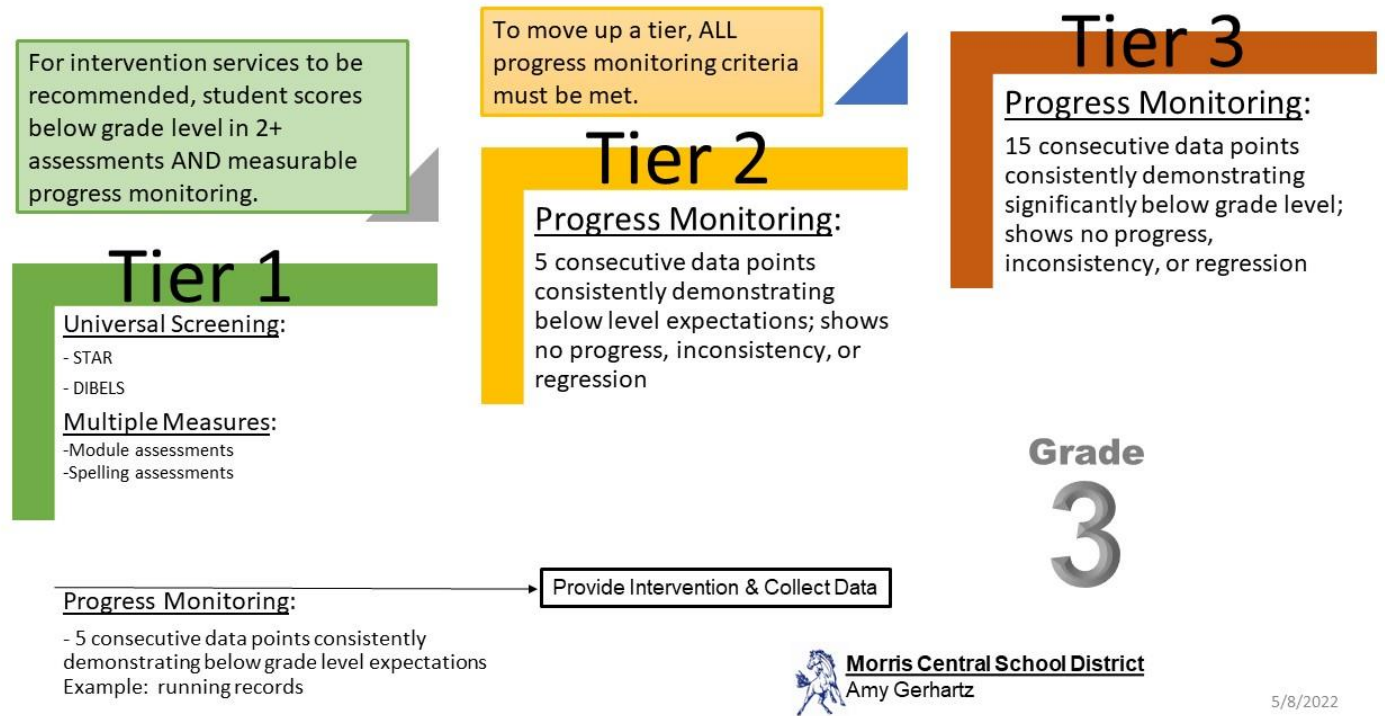
Grade  
2

 **Morris Central School District**  
Amy Gerhartz

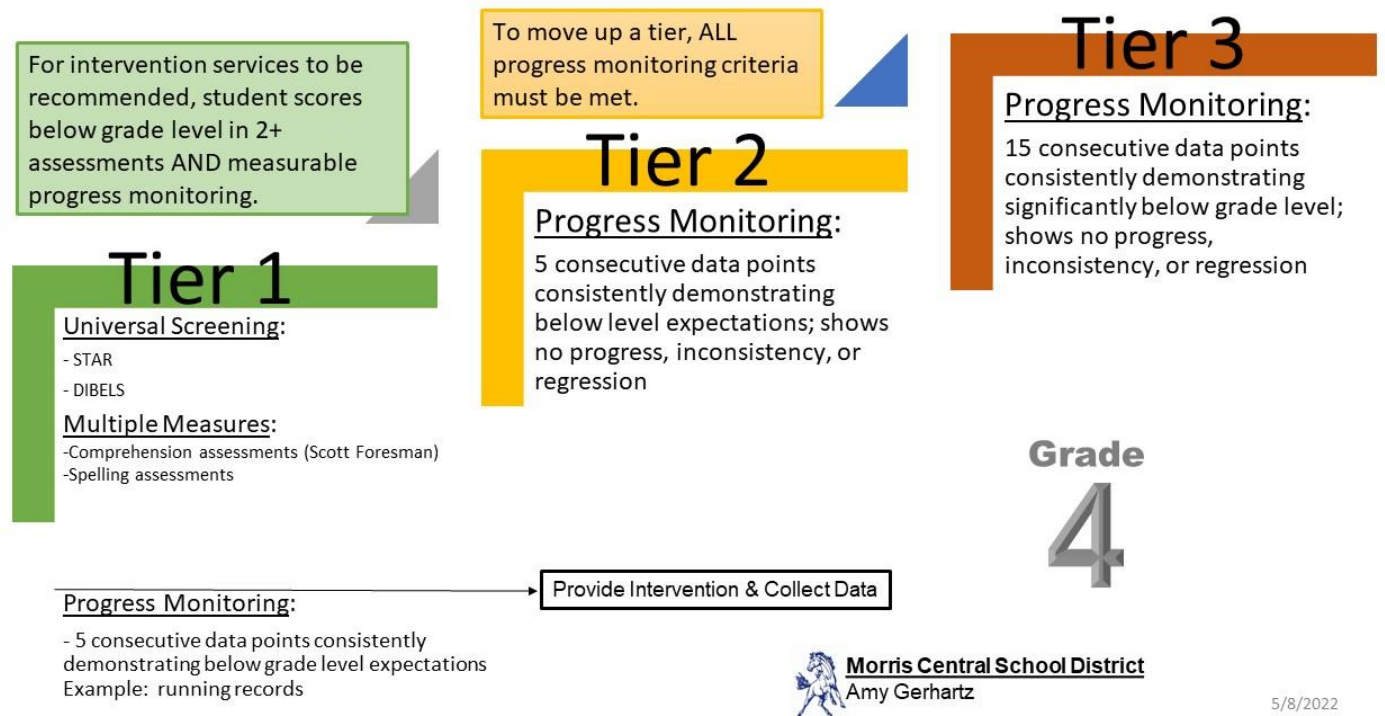
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# READING Entrance Criteria for Intervention in 3<sup>rd</sup> grade



# READING Entrance Criteria for Intervention in 4<sup>th</sup> grade



# READING Entrance Criteria for Intervention in 5<sup>th</sup> grade

For intervention services to be recommended, student scores below grade level in 2+ assessments AND measurable progress monitoring.

## Tier 1

### Universal Screening:

- STAR
- DIBELS

### Multiple Measures:

- Comprehension assessments
- Reading A-Z quizzes
- Spelling Tests

To move up a tier, ALL progress monitoring criteria must be met.

## Tier 2

### Progress Monitoring:

5 consecutive data points consistently demonstrating below level expectations; shows no progress, inconsistency, or regression

## Tier 3

### Progress Monitoring:

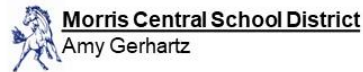
15 consecutive data points consistently demonstrating significantly below grade level; shows no progress, inconsistency, or regression

Grade  
**5**

### Progress Monitoring:

- 5 consecutive data points consistently demonstrating below grade level expectations  
Example: running records

Provide Intervention & Collect Data



5/8/2022

# READING Entrance Criteria for Intervention in 6<sup>th</sup> grade

For intervention services to be recommended, student scores below grade level in 2+ assessments AND measurable progress monitoring.

## Tier 1

### Universal Screening:

- STAR
- DIBELS

### Multiple Measures:

- Module/teacher created assessments

To move up a tier, ALL progress monitoring criteria must be met.

## Tier 2

### Progress Monitoring:

5 consecutive data points consistently demonstrating below level expectations; shows no progress, inconsistency, or regression

## Tier 3

### Progress Monitoring:

15 consecutive data points consistently demonstrating significantly below grade level; shows no progress, inconsistency, or regression

Grade  
**6**

### Progress Monitoring:

- 5 consecutive data points consistently demonstrating below grade level expectations  
Example: running records

Provide Intervention & Collect Data

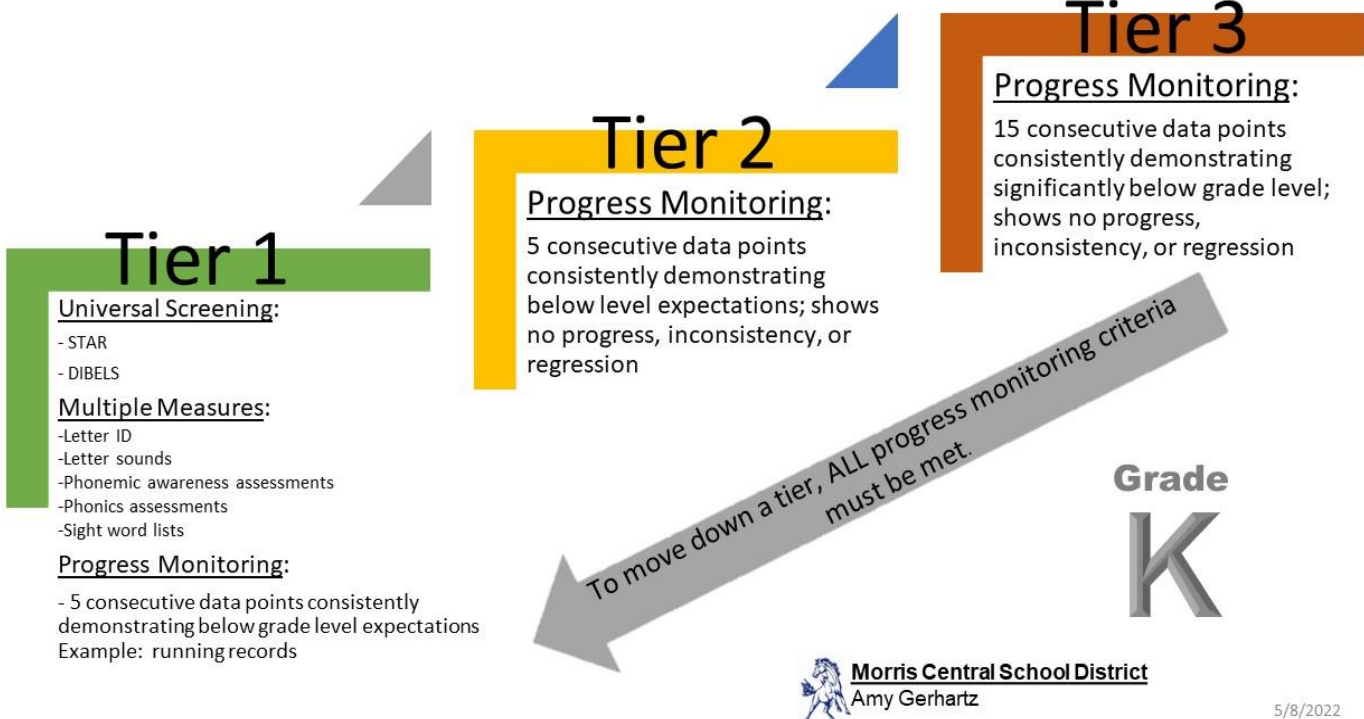


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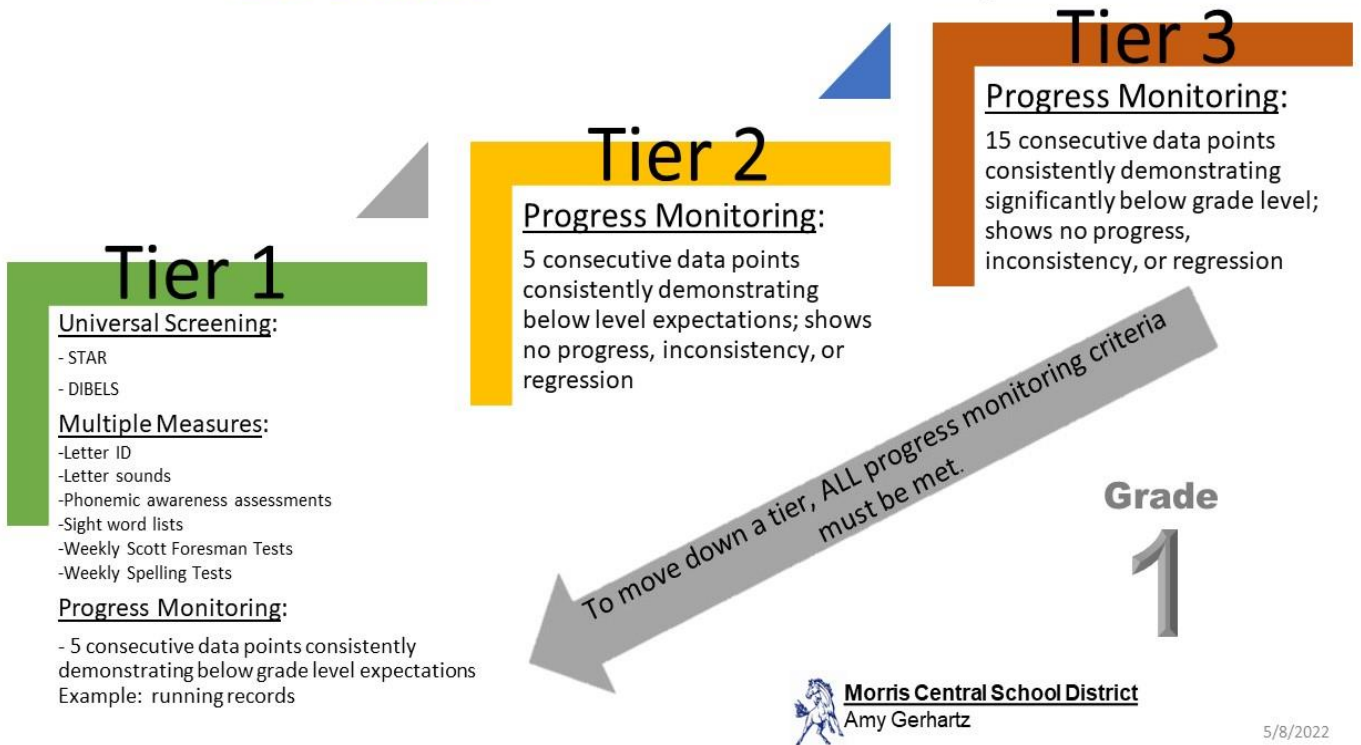


# Exit Criteria for Reading, grades K-6

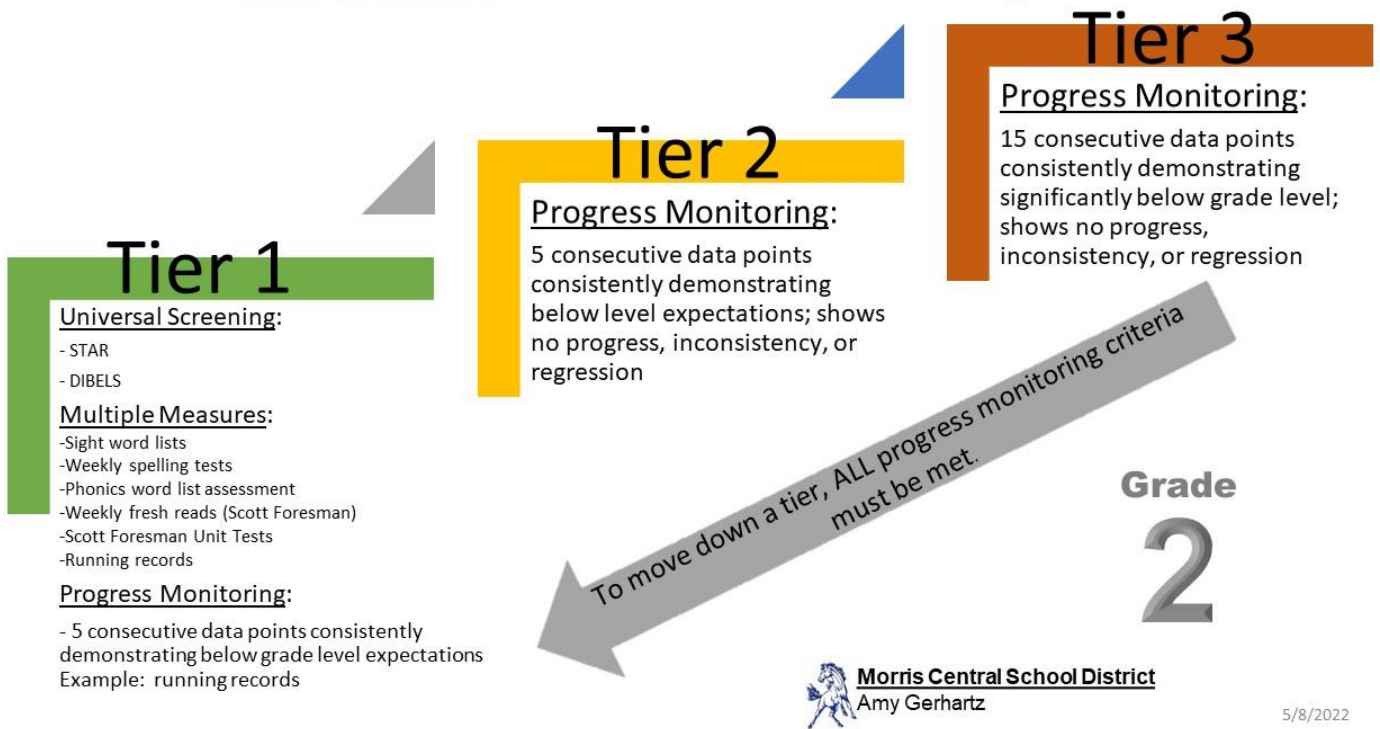
## READING Exit Criteria for Intervention in Kindergarten



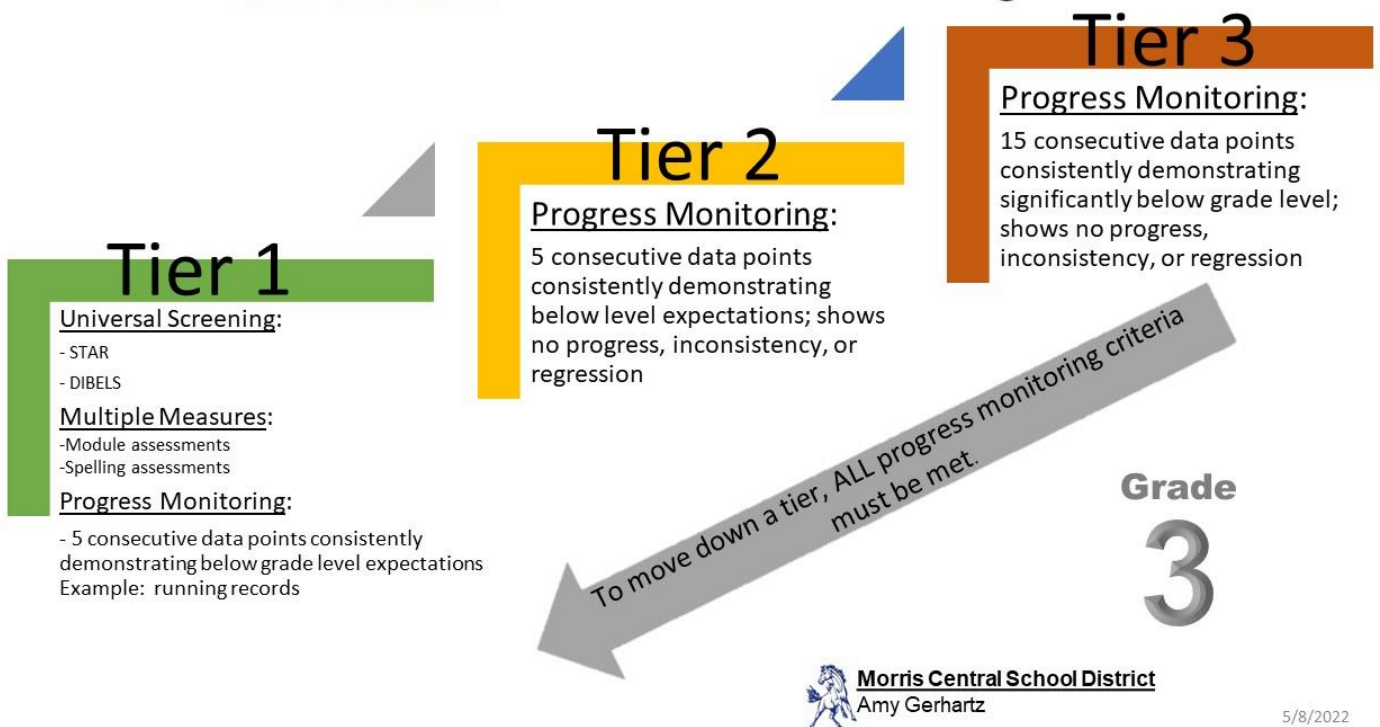
## READING Exit Criteria for Intervention in 1<sup>st</sup> grade



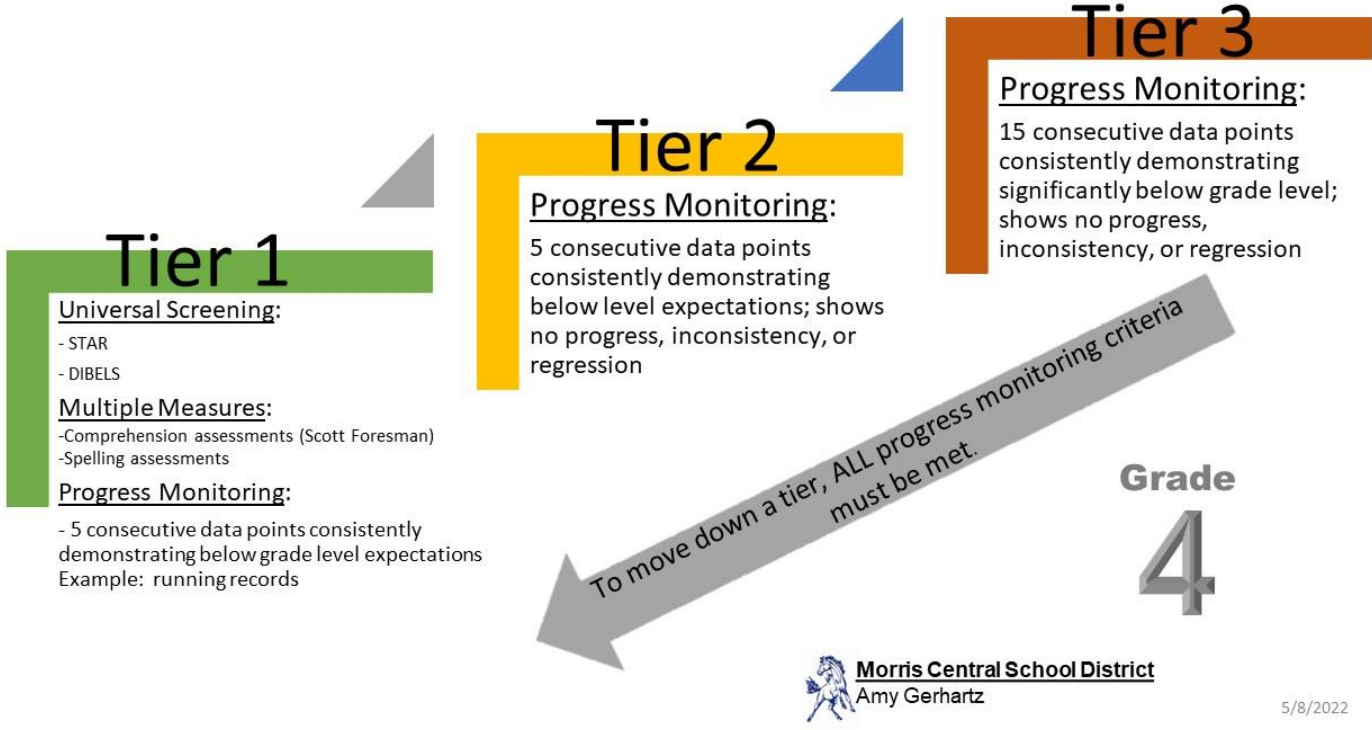
# READING Exit Criteria for Intervention in 2<sup>nd</sup> grade



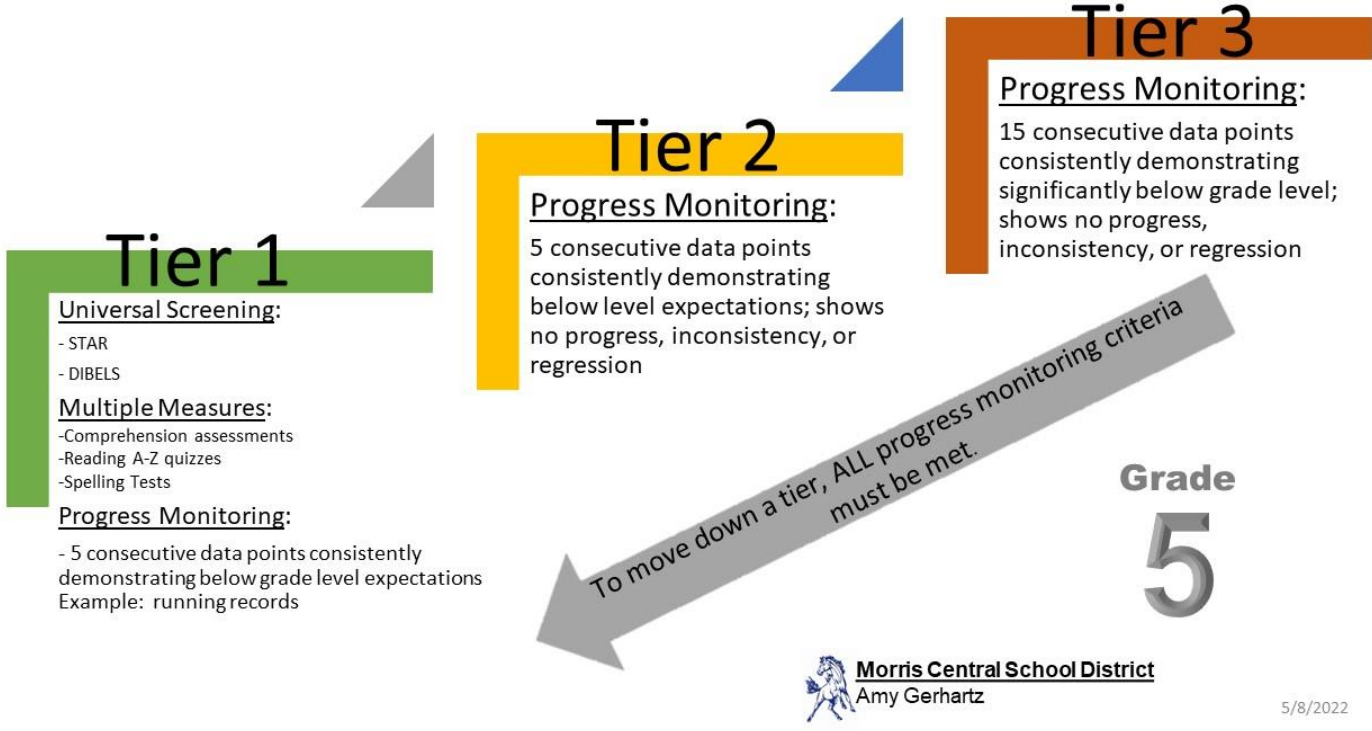
# READING Exit Criteria for Intervention in 3<sup>rd</sup> grade



# READING Exit Criteria for Intervention in 4<sup>th</sup> grade

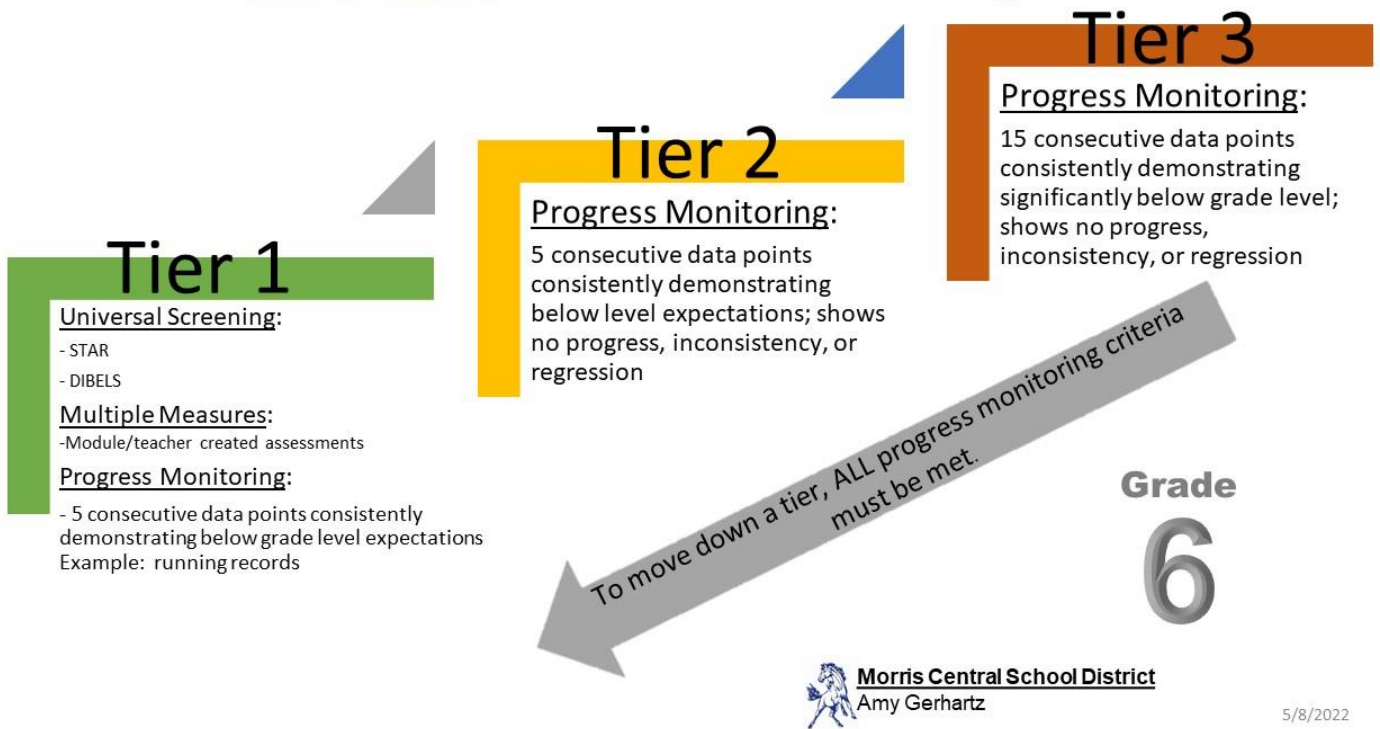


# READING Exit Criteria for Intervention in 5<sup>th</sup> grade



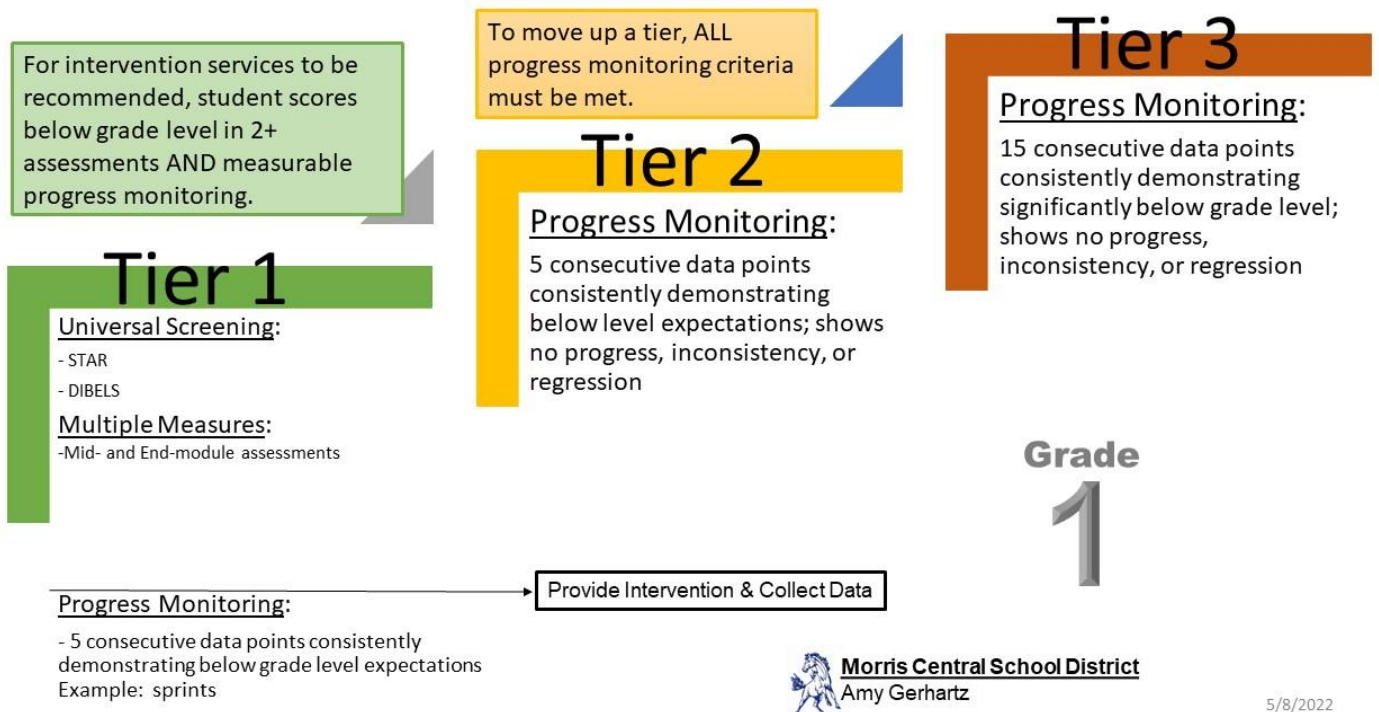


# READING Exit Criteria for Intervention in 6<sup>th</sup> grade



## Entrance Criteria for Math, grades K-6

### MATH Entrance Criteria for Intervention in 1<sup>st</sup> grade



# MATH Entrance Criteria for Intervention in 2<sup>nd</sup> grade

For intervention services to be recommended, student scores below grade level in 2+ assessments AND measurable progress monitoring.

## Tier 1

### Universal Screening:

- STAR
- DIBELS

### Multiple Measures:

- Mid- and End-module assessments
- Daily Rocket Math fluency
- Daily/Weekly word problems (Evan Moor)
- Daily Exit Ticket

To move up a tier, ALL progress monitoring criteria must be met.

## Tier 2

### Progress Monitoring:

5 consecutive data points consistently demonstrating below level expectations; shows no progress, inconsistency, or regression

## Tier 3

### Progress Monitoring:

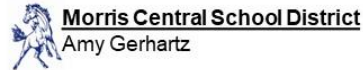
15 consecutive data points consistently demonstrating significantly below grade level; shows no progress, inconsistency, or regression

Grade  
2

### Progress Monitoring:

- 5 consecutive data points consistently demonstrating below grade level expectations  
Example: sprints

Provide Intervention & Collect Data



5/8/2022

# MATH Entrance Criteria for Intervention in 3<sup>rd</sup> grade

For intervention services to be recommended, student scores below grade level in 2+ assessments AND measurable progress monitoring.

## Tier 1

### Universal Screening:

- STAR
- DIBELS

### Multiple Measures:

- Mid- and End-module assessments

To move up a tier, ALL progress monitoring criteria must be met.

## Tier 2

### Progress Monitoring:

5 consecutive data points consistently demonstrating below level expectations; shows no progress, inconsistency, or regression

## Tier 3

### Progress Monitoring:

15 consecutive data points consistently demonstrating significantly below grade level; shows no progress, inconsistency, or regression

Grade  
3

### Progress Monitoring:

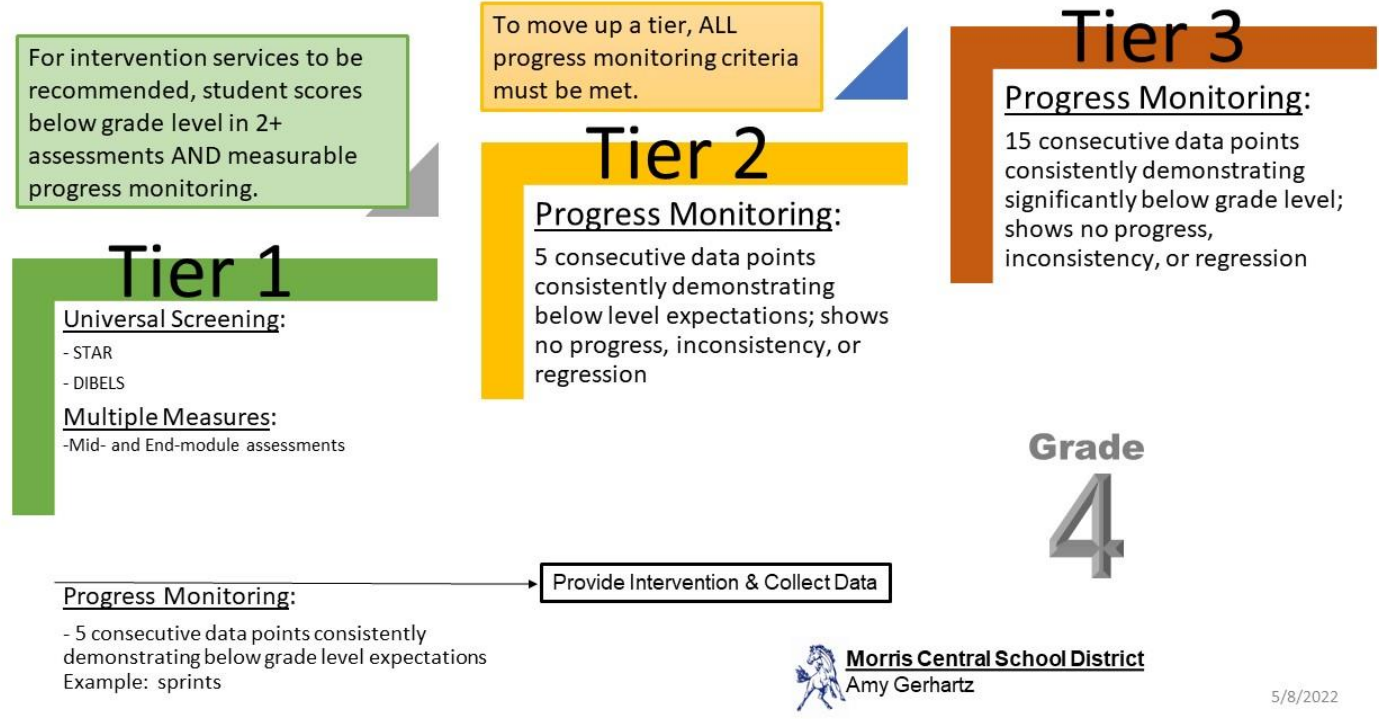
- 5 consecutive data points consistently demonstrating below grade level expectations  
Example: sprints

Provide Intervention & Collect Data

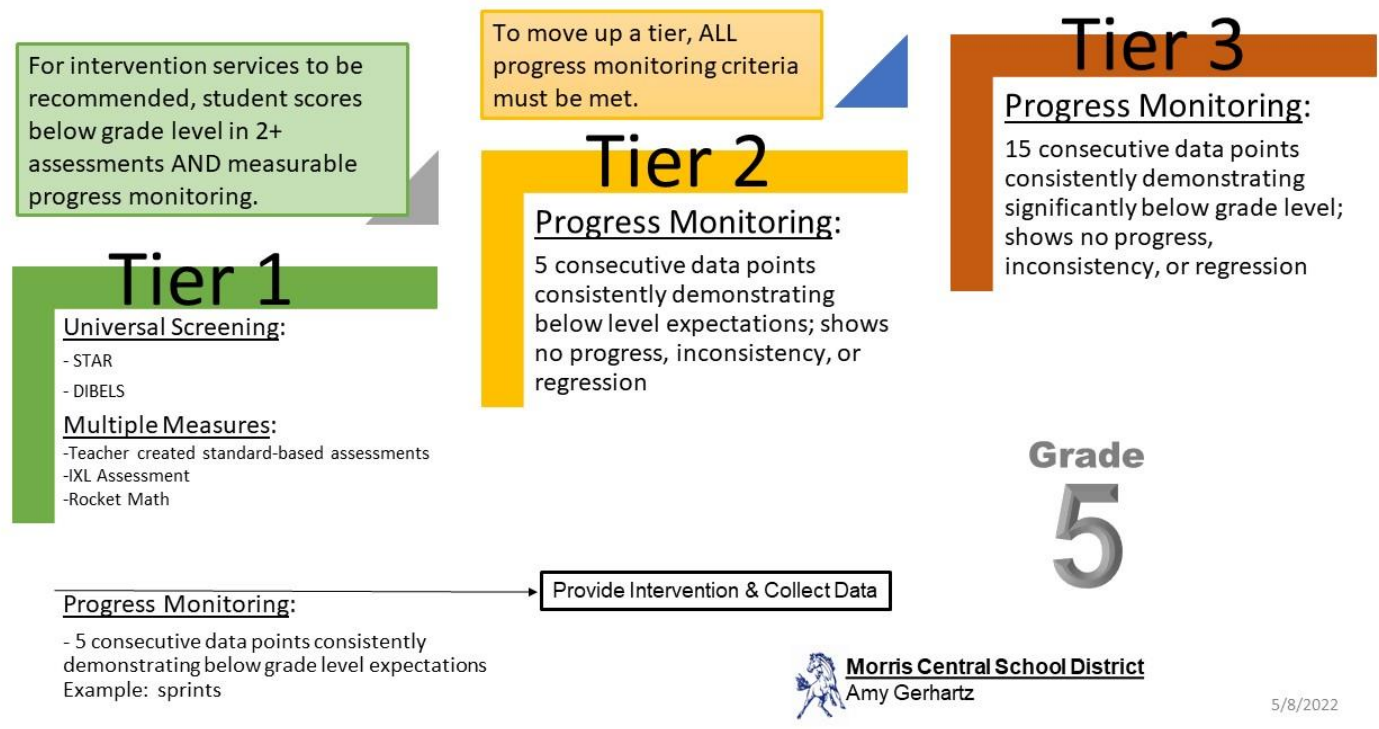


5/8/2022

# MATH Entrance Criteria for Intervention in 4<sup>th</sup> grade

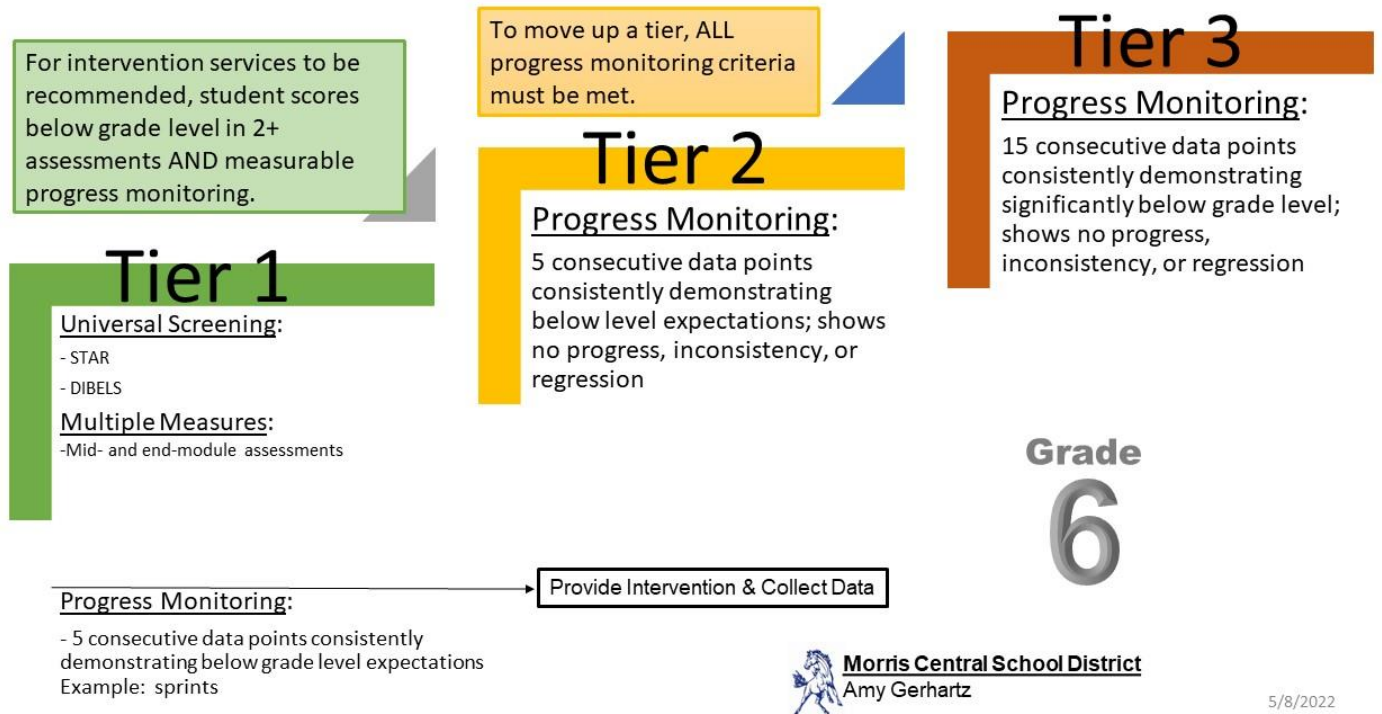


# MATH Entrance Criteria for Intervention in 5<sup>th</sup> grade



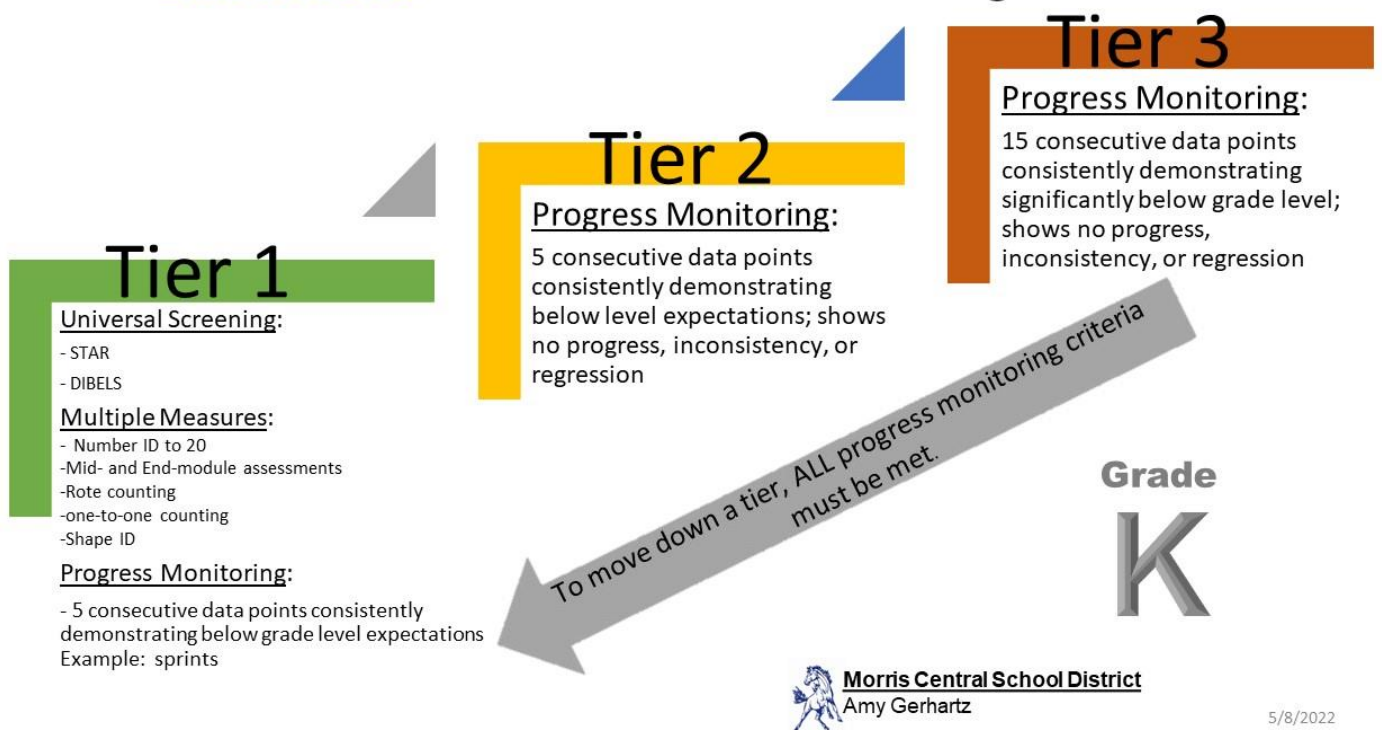


# MATH Entrance Criteria for Intervention in 6<sup>th</sup> grade



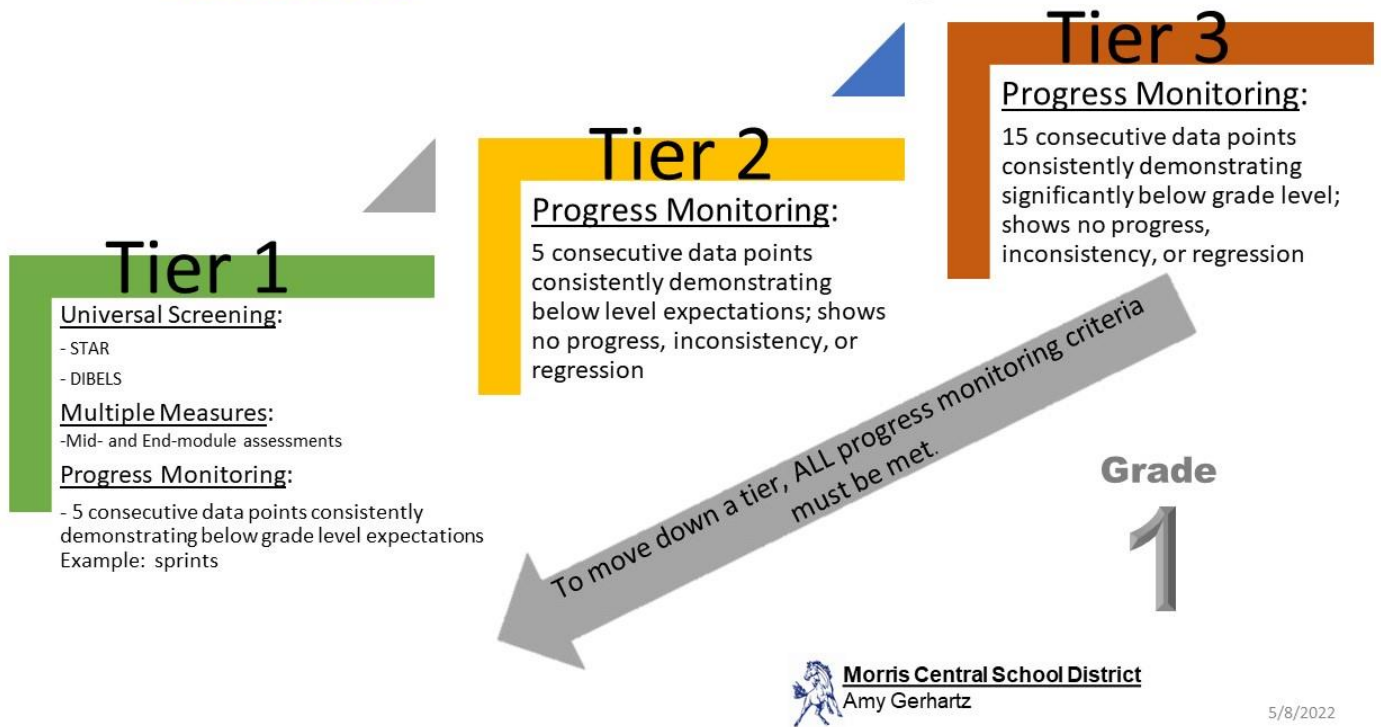
## Exit Criteria for Math, grades K-6

# MATH Exit Criteria for Intervention in Kindergarten

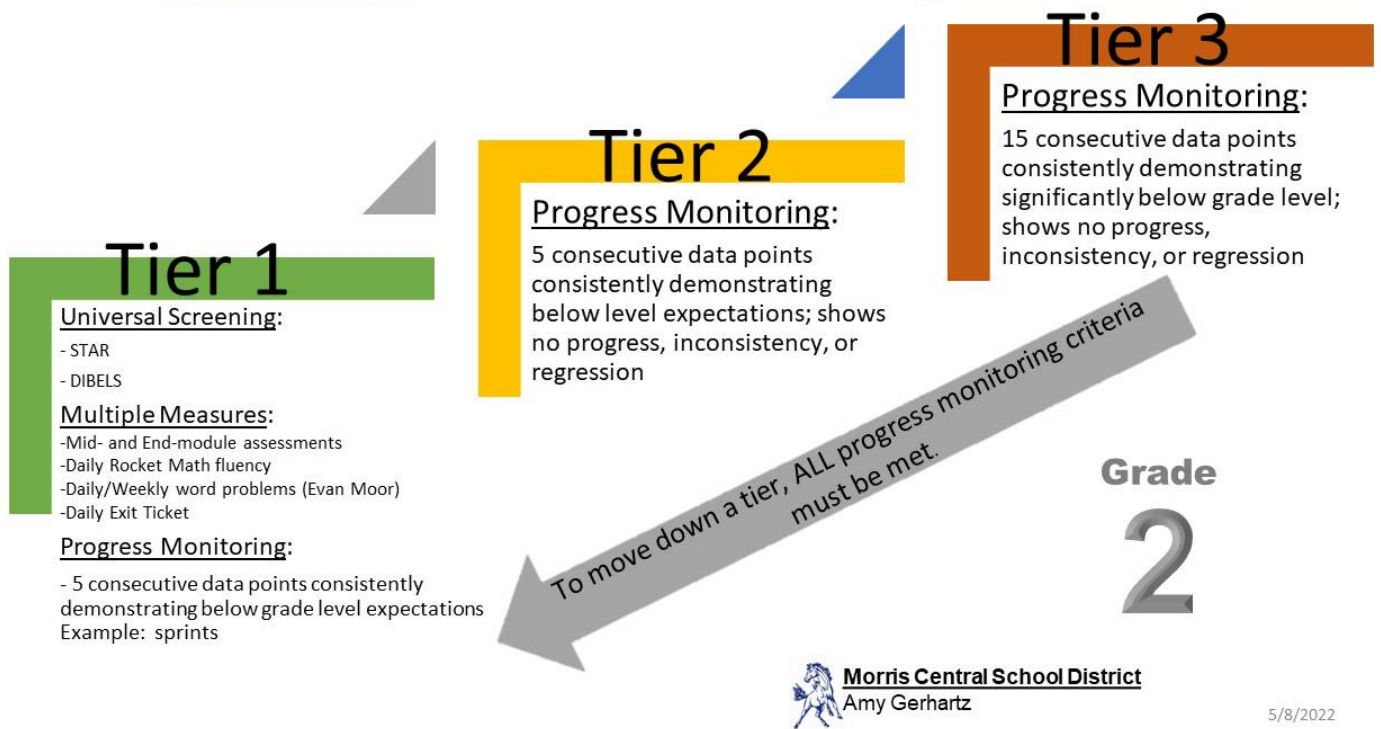




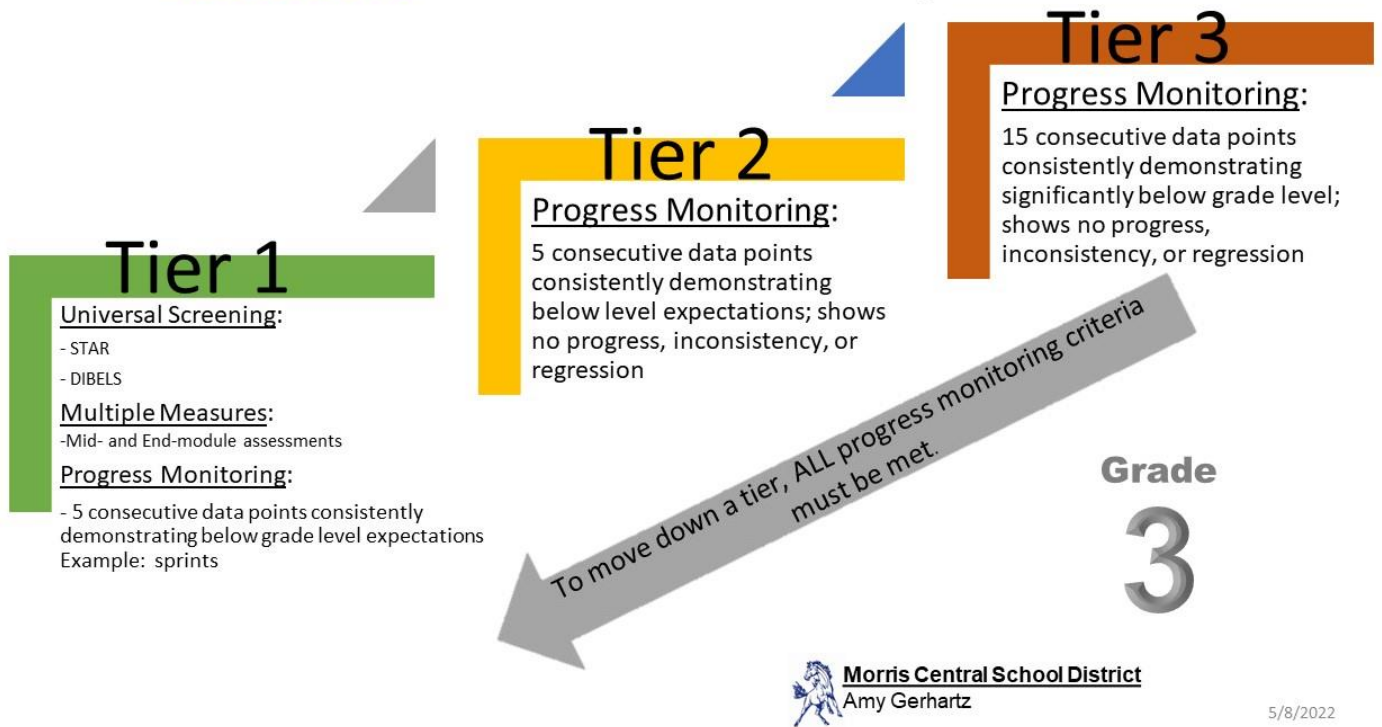
# MATH Exit Criteria for Intervention in 1<sup>st</sup> grade



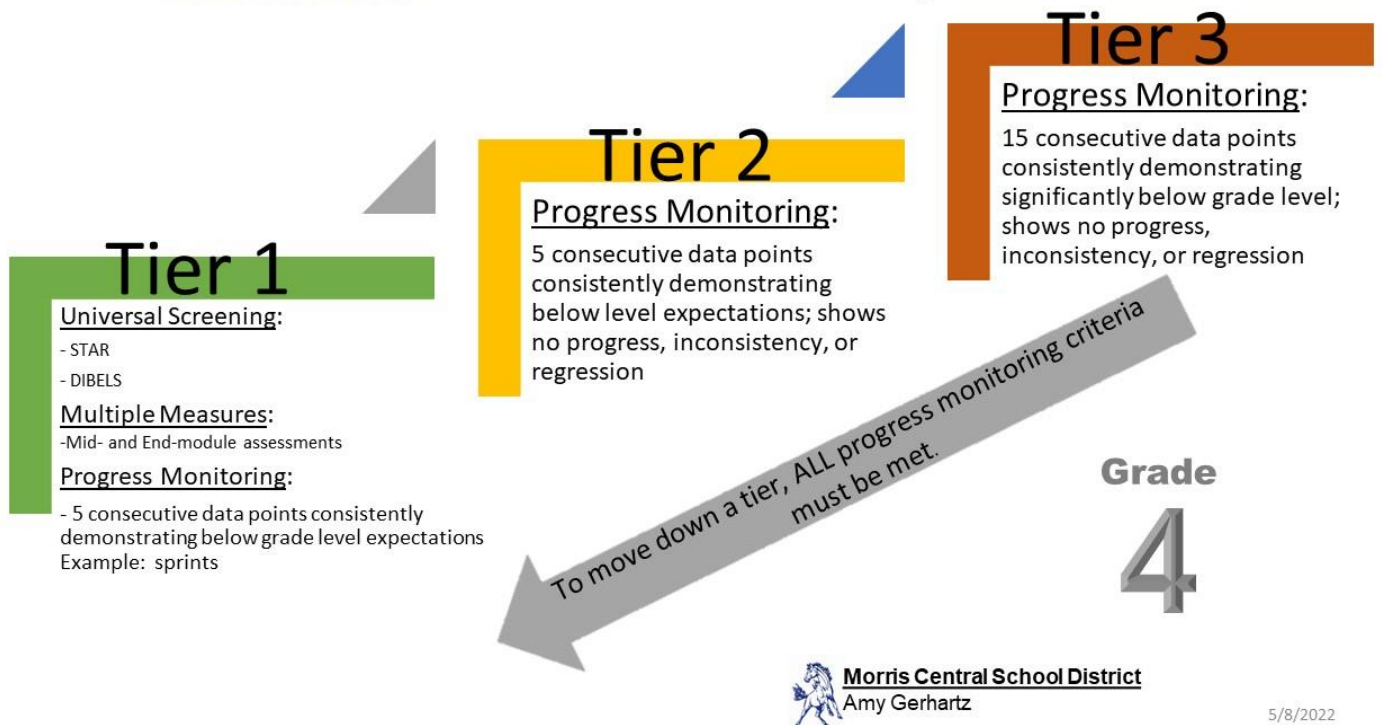
# MATH Exit Criteria for Intervention in 2<sup>nd</sup> grade



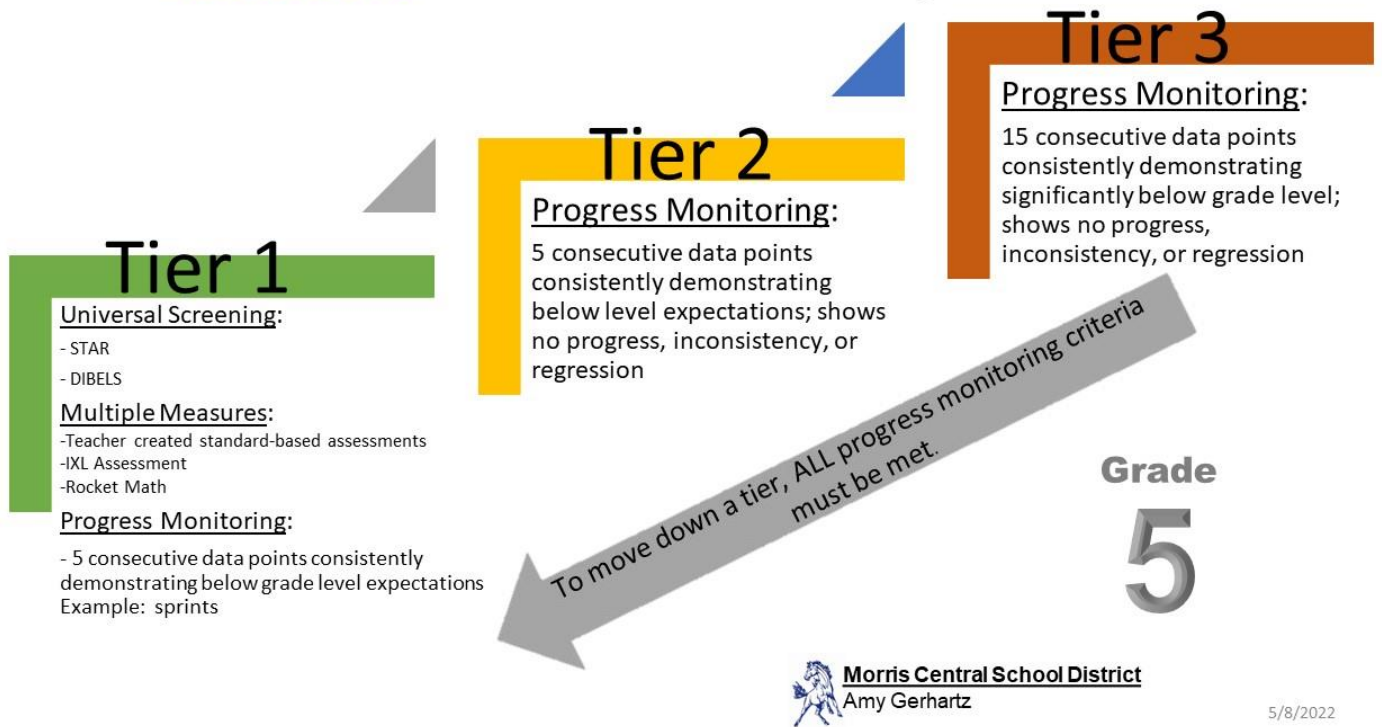
# MATH Exit Criteria for Intervention in 3<sup>rd</sup> grade



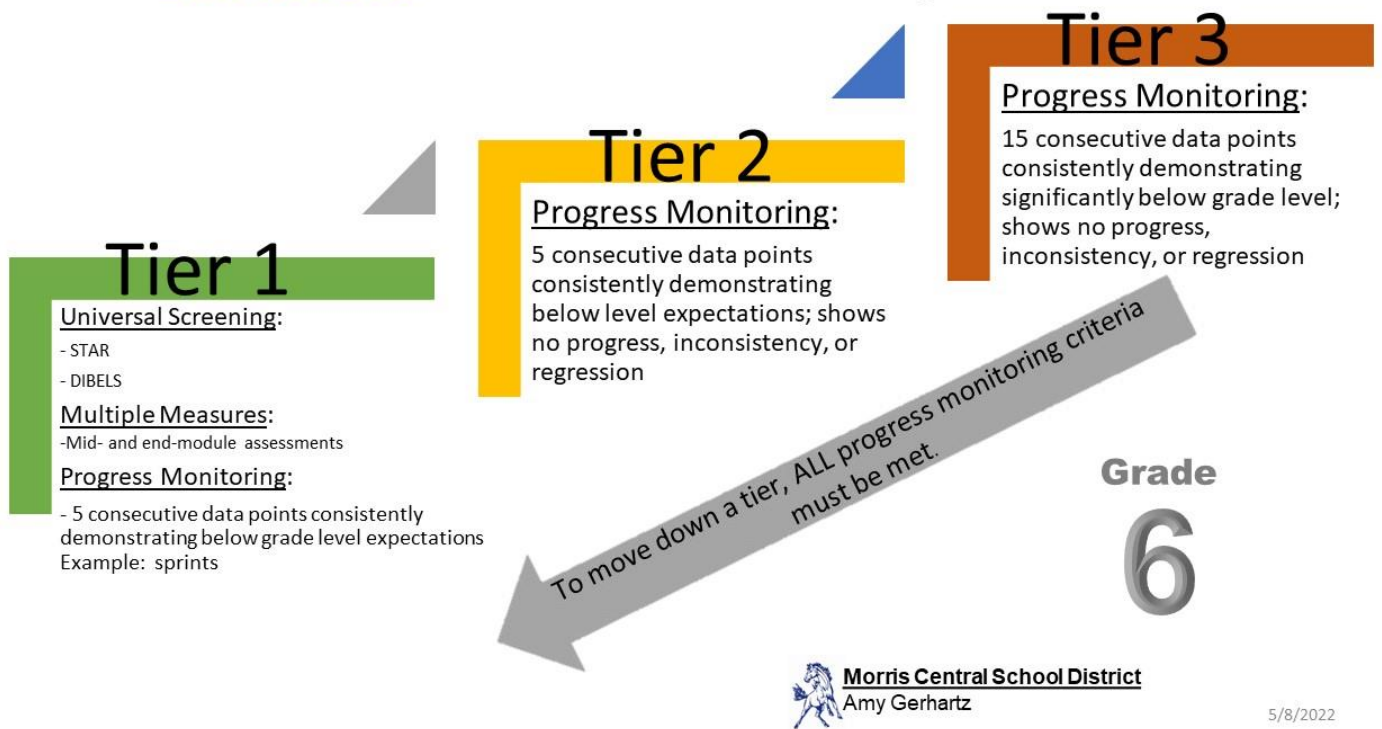
# MATH Exit Criteria for Intervention in 4<sup>th</sup> grade



# MATH Exit Criteria for Intervention in 5<sup>th</sup> grade



# MATH Exit Criteria for Intervention in 6<sup>th</sup> grade



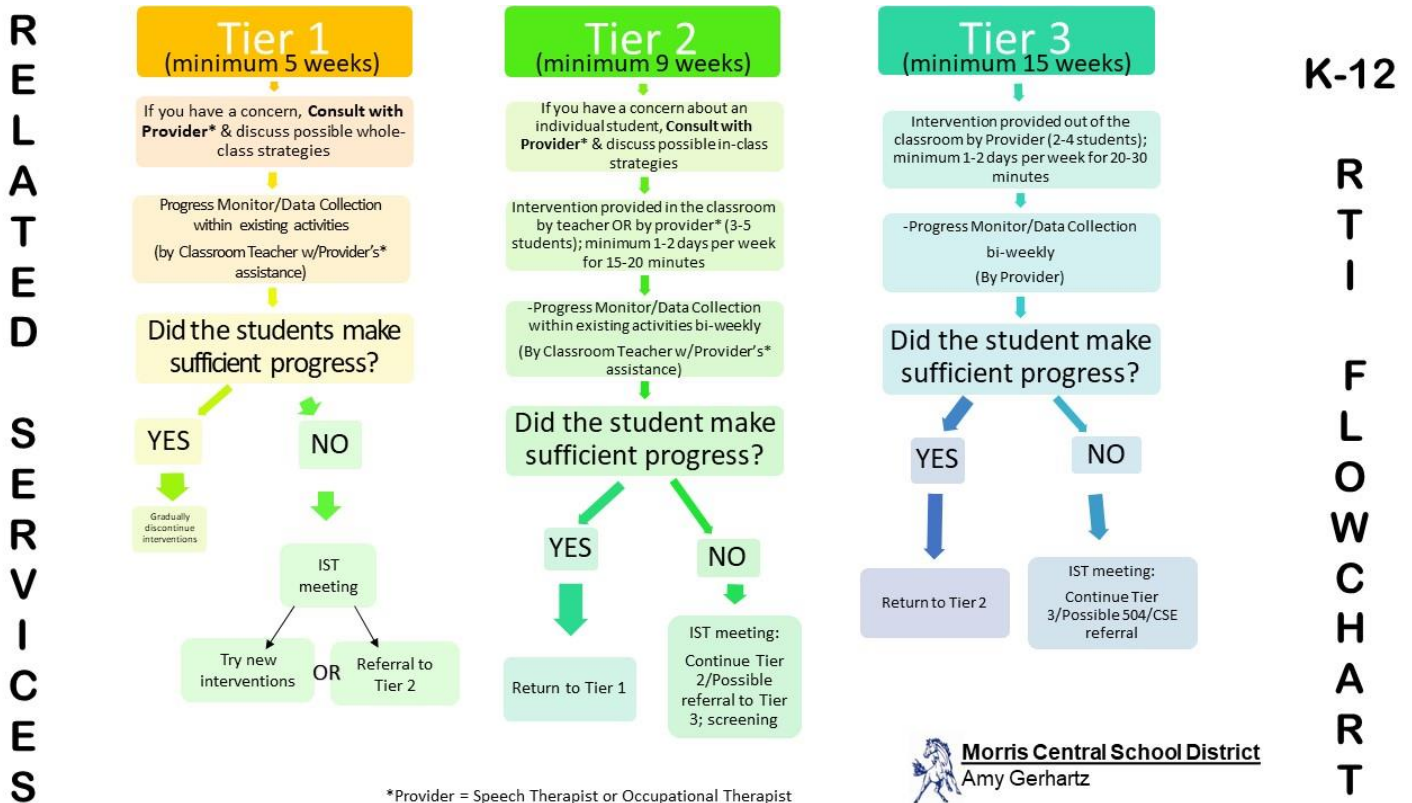


# Related Services Framework

Students who need further monitoring, interventions, strategies, or accommodations in the areas of speech and language or fine motor skills will be provided by the classroom teacher for a minimum of five weeks. A quick data check will be collected once a week within those five weeks. Teachers will examine this data to determine if the student is making progress, or not. Teachers are encouraged to consult with their colleagues, including related service providers, for ideas on strategies and interventions. If the individual student does not make progress, teachers will complete a referral to IST and an IST meeting will be scheduled.

If it is determined that individual students need further support with articulation, language skills, or fine motor skills, the appropriate provider will work closely with the classroom teacher to provide support and strategies in the classroom for a minimum of nine weeks. Specific data within existing classroom activities will be noted on a bi-weekly basis. If students continue to significantly struggle and data shows little to no growth made, the appropriate service provider will conduct a screening to determine if Tier 3 services are required.

Tier 3, in terms of Speech and Language Therapy or Occupational Therapy is considered ‘Speech Improvement’ or ‘OT Improvement’ and is provided to at risk students who do not necessarily have a disability, but who require intense support to close the skill gaps. Tier 3 services are provided by the appropriate provider as a pull-out service and progress monitoring occurs on a bi-weekly basis for a minimum of 15 weeks. If students still do not show growth and continue to struggle, a referral may be made to the Committee of Special Education (CSE).



# Parent Notification

Classroom Teachers will notify parents via phone, email, or parent-teacher meeting when they are concerned about their child’s progress in the general education classroom and upon intervening at the Tier 1 level. Teachers will also notify parents when they make a referral to IST.

Parents are notified when their child will be receiving an intervention at the Tier 2 or Tier 3 level. The letter includes the following information:

- Type of intervention
- Frequency
- Duration
- Interventionist

Notification is also provided to parents via letter whenever their child moves across the Tiers.

Quarterly Progress Reports are sent home around report card time for students receiving Tier 2 or Tier 3 Intervention services.

## Entrance Letter:



Date \_\_\_\_\_

To the Parents/Guardians of \_\_\_\_\_

The Morris Central School District follows a process based on state and local assessment measures that allows us to provide additional support services to students as soon as areas of instructional need are identified. In kindergarten through sixth grade, many opportunities are available for students to receive small group or individual assistance. Once a student is receiving additional support in a particular area known as Academic Intervention Services (AIS), their progress is carefully monitored either weekly or bi-weekly depending on the frequency of service, in order to determine if the intervention is effective or if more intensive support is needed.

Your child has been recommended to receive additional support in the following area(s):

Service(s):	Interventionist(s):	Frequency:	Group Size:
_____	_____	_____	_____
_____	_____	_____	_____

These interventions will be in addition to the routine classroom instruction your child receives and will occur during the designated grade-level intervention block. The interventionist and your child's teacher will be working together toward building the necessary skills for your child to be successful on grade level concepts and skills in this area.

You will receive a Quarterly Report to Parents along with your child's report card. If you have any questions or concerns, please contact Diane Walling at [dwalling@morriscsd.org](mailto:dwalling@morriscsd.org) or (807)283-8100 ex. 204.

If you suspect that your child has a disability that adversely impacts your child's academic success, you have the right to request an evaluation for special education services. Please contact the Director of Pupil Personnel Services, Amy Gerhartz, at 807-283-8100 to further discuss your child's progress, concerns, and eligibility guidelines for special education. Thank you for your support.

Sincerely,

Diane Walling  
Reading Teacher/RtI Specialist  
[dwalling@morriscsd.org](mailto:dwalling@morriscsd.org)

# Accommodation Plan

For students who require classroom, assignment, or testing accommodations but do not qualify as a student with a disability, an accommodation plan may be put in place via an IST meeting.

It should be noted that this type of accommodation will not apply to NYS assessments.

# Roll-Over Criteria

Roll-over criteria, as determined in the chart below, have been established for students receiving intervention services at the end of the school year and have been determined to require further intervention beginning the following school year to be successful.

**Roll-Over Criteria for Tier 2 and Tier 3 Intervention Services**

	By the Last Day of Recorded Attendance in June	In September
If a student in a Tier 2 service has:	completed 1-5 weeks,	begin Tier 2 at week 1.
	completed 6-9 weeks,	continue Tier 2 on the week they left off.
If a student in a Tier 3 service has:	completed 1-5 weeks,	begin Tier 3 at week 1.
	completed 6-11 weeks,	continue Tier 3 on the week they left off.
	completed 12-15 weeks,	complete 5 weeks of Tier 3 before any referral to CSE.

❖ When students are retained, Universal Screenings and Multiple Measure Data should be provided to IST early in September and an appropriate Tiered level of service should be recommended and started.

# Middle/High School Framework

**NOTE:** This is currently a work in progress and has not yet been officially established. Members have been invited to begin initiating and implementing this important endeavor, as seen on page 3. Beginning in the 2022-2023 school year, this team will be working diligently to establish processes and procedures, which are doable as well as beneficial for both students and staff.

With that said, the priority focus will be this year's sixth graders moving up to seventh grade. Processes and procedures will be put in place to ensure there is a continuity of services put in place to meet currently struggling students. Out-of-the-box thinking and decision-making will be taking place to overcome the structured scheduling hurdles currently in place, which often prevents availability of staff and/or students to provide/receive Academic Intervention Services (AIS).

A schedule will also be developed to provide an opportunity for grade-level teams to meet as Professional Learning Communities (PLCs). These meetings will serve multiple purposes including, but not limited to, the following:

- Analyze student data across subject areas to inform instructional practices
- Determine which priority standards need to be retaught or taught in a different way
- Provide teachers with data-based information to begin monitoring specific individual students
- Provide an opportunity for teachers to collaborate in a manner which improves, streamlines, and aligns instruction

Based on these discussions and the MS/HS RTI Umbrella Team's solutions-based decision-making, a structured framework that works for the secondary level will be developed and implemented.



## **Resources for Teachers & Interventionists**

**Academic and Behavioral Interventions; Curriculum-Based Assessments**

[www.interventioncentral.org](http://www.interventioncentral.org)

**Florida Center for Reading Research**

[www.fcrr.org](http://www.fcrr.org)

**NYS website for RTI; includes interventions for Reading & Math**

[www.nysrti.org](http://www.nysrti.org)

**Curriculum Skill Strands; Remediation Guides**

[www.engageNY.org](http://www.engageNY.org)