Berlin Central School District Multi-Tiered Response to Intervention Plan 2022-2023

BCSD Response to Intervention Plan

The following individuals serve on the Berlin Central School District Response to Intervention Team and have been involved in the writing and development of the District RtI Plan:

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At Berlin Central School District, our focus is on maximizing the diverse talents and aspirations of our students and developing successful, responsible, and contributing members of our 21st Century society. We provide a challenging curriculum that meets or exceeds NY State's common core standards and our well–trained faculty are dedicated professionals, coordinating efforts among the school, family, and community to foster high expectations and provide the best opportunities for our students to succeed. Thanks to our supportive community, Berlin Central School District students enjoy a hands-on, interactive approach to learning in modern, updated facilities with access to the latest learning technology.

The District Level RtI Team is responsible for:
- Creating the district RtI plan
- Implementing the district RtI plan
- Creating a plan to provide support to instructional staff
- Research, review and determine interventions and strategies for implementation
- Reviewing district data as a means to reviewing the effectiveness of the overall district plan
- Revising the district RtI plan as necessary

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SECTION 1: INTRODUCTION

Response to Intervention (RtI) is a general education model designed to address the needs of struggling learners through universal screening, progress monitoring, and high quality instruction for all students. The overall focus of RtI at Berlin Central Schools is to provide support to students in Reading, ELA, Math, and social emotional learning in order for them to become more successful in school.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Curriculum is aligned to the NYS Common Core / Next Generation Learning Standards and grade level performance indicators.

RtI is a multi-tiered framework that provides instructional and/or behavioral support to students through early identification of learning and social emotional needs, while providing supplemental instruction based on individual skill deficits. As students move up the tiers, interventions and support are also increased with intensity and/or frequency (i.e. smaller group size or increased instructional time focused on specific areas). The focus is on targeted interventions directed to the needs of the individual student rather than broad based instruction. Student intervention outcomes drive instructional decision making at every tier of the model.

A systematic, data-based decision making (problem solving) method is used to determine the interventions to be implemented, whether the interventions/strategies are addressing the area(s) of deficit, and/or when the individual student's intervention plan needs to be revised.

The four essential components of RtI are:
(1) A school wide, multi-level instructional and behavioral system for developing skill deficits (2) Universal Screening (3) Progress Monitoring (4) Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

A. Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. Within an RtI model, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

B. Legislative Background & Regulatory Requirements

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that require schools to establish an RtI policy and procedures for students in grades K-4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

The Regents policy framework for RtI defines the RtI model to minimally include:

- Appropriate instruction
- Universal Screening
- Instruction matched to student needs with increasingly intensive levels of targeted intervention
- Repeated assessments
- Data analysis to inform data based instruction
- Written notification to parents when students require intervention beyond Tier 1
- A district plan and policies for implementing school-wide approaches
- A professional development plan to insure staff have the knowledge and skills necessary to implement a RtI model
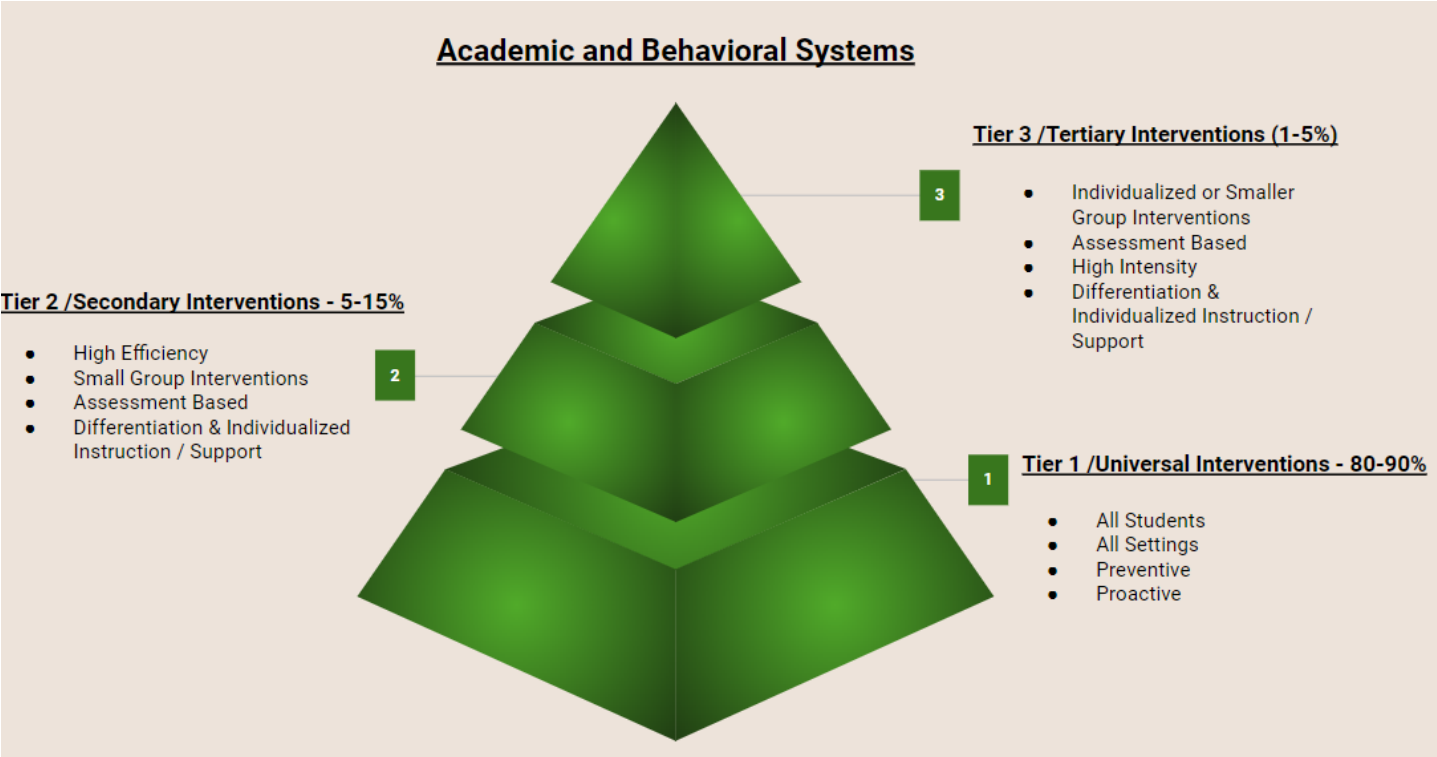
In addition to the above RtI Requirements, the amendments to 8 NY Code of Rules and Regulations also authorize the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a students in grades K-4 is a student with a learning disability in the area of reading.

C. Appropriate Instruction

This instruction is delivered to all students in the general education setting by qualified personnel. Appropriate instruction in reading means scientific research based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including or reading skills) and reading comprehension strategies. {8 NYCRR sec. 100.2 (ii) (1) (i)} Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability. Appropriate instruction in social emotional learning includes skill development in emotion management, conflict resolution and problem solving and self-regulation. Appropriate instruction is defined in the "Response to Intervention: Guidance for

New York State Districts – October 2010" as a core program that provides: High quality, research-based instruction to all students in the general education class provided by qualified teachers; Differentiated instruction to meet the wide range of student needs; Curriculum that is aligned to the NYS Common Core Learning Standards and performance indicators for all general education subjects; and instructional strategies that utilize a formative assessment process. No Child Left Behind and the Individuals with Disabilities Education Act of 2004 both require use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions/instruction provides our best opportunity to implement strategies that will be effective for a large majority of students.

SECTION 2: Response to Intervention as a Multi-Tiered Intervention Model

RtI serves as a multi-tiered prevention framework/model with increasing tiers of academic and behavioral support. Within the Berlin Central School District, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's RtI model. Further information for each tier follows the graphic.

Tier 1

Tier 1 is considered the primary level of intervention at Berlin Central School District and always

takes place in the general education classroom. Core Instruction takes place in the general education classrooms and includes all students. Instruction is aligned with the NYS Common Core / Next Generation Learning Standards. The components of core reading instruction are phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension. The components of core mathematics instruction are problem-solving, arithmetic skill and influencing, conceptual knowledge / number sense and reasoning ability. The core instruction (Tier 1) includes differentiation based on the abilities and needs of all students. Differentiated learning activities (i.e. mixed instructional groupings, learning centers, peer tutoring, etc) are utilized to address individual needs. The foundation of core instruction for ELL students should be culturally responsive and linguistically appropriate at levels pursuant to Part 154 of the Regulations of the Commissioner of Education. The Berlin CSD Administrative team monitors the fidelity of this plan through ongoing program evaluation; including, but not limited to, formal and informal (formative and summative) assessment data, classroom visits, teacher planning meetings and professional development, etc.

The following matrix provides details of the Tier 1 support, strategies and interventions at Berlin Central School District including but not limited to:

	Academic Supports & Interventions	Behavioral Supports & Interventions
Tier 1	BES ● Into Reading ● Small group instruction ● Envision ● Differentiated Instruction ● Parent-Teacher Conferences ● iReady personalized instruction ● Learning Centers BMHS ● Access to grade level curriculum through Core Instruction ● i Ready personalized instruction ● Differentiated Instruction ● Parent-Teacher Conferences	BES ● Counselor Support ● Support from Family Liaison ● Restorative Practices ● TCI-S ● Character Education ● School Wide Behavior Matrix ● Mountaineer Merits System ● Parent-Teacher Conferences ● Access to Calm Space inside or outside the classroom ● Differentiated Instruction ● Classroom SEL lessons BMHS ● Restorative Practices ● TCI-S ● Access to Recovery Zone ● Behavioral Supports ● Differentiated Instruction

		- Character Education - SEL lessons embedded into instruction - Parent - Teacher Conferences

Tier 2

Tier 2 is a secondary intervention intended for 10-15% of students who are not responding to core instruction at Tier 1. This supplemental instruction is provided *in addition to*, and not in place of, the core instruction provided school-wide. Tier 2 interventions focus on areas of student need, or deficit, that are determined from analysis of the universal screening data, in combination with the uniform grade level literacy, numeracy and social emotional assessments.

The location of a Tier 2 intervention may be the classroom, or an alternate location to be determined by the school building leadership team. Group size should be approximately 3-5 students. Frequency of intervention provided varies; however, generally it is no less than three times per week for a minimum of 20-30 minutes per session. The duration of the intervention may also vary, however, progress monitoring data is analyzed to determine if the intervention is being successful and needs to continue or proficiency is exhibited and the intervention service needs to be discontinued. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on individual student's responsiveness. Students who receive Tier 2 intervention will be monitored for progress no less than once every two weeks.

The building-level RtI teams review additional assessment data, which may include: Building Administrators, School counselors / psychologists, Related Service Providers, Special Education Teachers, General Education Teachers,

Tier 2 Interventionists may include: Classroom Teachers, RtI Teachers, Reading Teachers, School Counselors/Psychologists, Speech/Language Therapists, Special Education Teachers, other related service providers and other highly qualified interventionists

The following matrix provides details of Tier 2 support, strategies and interventions at Berlin Central School District, including but not limited to:

	Academic Supports & Interventions	Behavioral Supports & Interventions
Tier 2	BES Fundations	BES Counselor Support

| | Leveled Literacy Interventions (LLI) iReady personalized instruction Supplemental small group instruction with a Reading or Math interventionist Structured literacy approach based on STRONG and/or STALL phonic assessment Parent-Teacher Meeting BMHS Small group differentiated instruction, inside the classroom, based on student skill level Team Teaching or additional adult support within the classroom Individualized targeted instruction in the classroom Parent-Teacher Meeting i Ready personalized instruction | Support from Family Liaison Lunch groups Small focused counseling groups Restorative Practices TCI-S Individualized Behavior Plans Structured "Brain" Breaks Calming Space, inside or outside the classroom Parent-Teacher Meeting BMHS Restorative Practices Structured "Brain" Breaks TCI-S Access to Recovery Zone Behavioral Supports Parent-Teacher Meeting Individualized Behavior Plans |

Tier 3

Tier 3 provides tertiary intervention intended for about 1-5% of students who are not responding to instruction at Tiers 1 and 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. Tier 3 interventions focus on the needs of individual students who are experiencing significant difficulty in academic, social and/or behavioral domains. This tier provides targeted instruction to smaller groups or individual students. These services are considered supplemental to Tier 1 and are not intended to replace Tier 1 Core instruction. Individual diagnostic assessments are conducted to determine specific patterns of skills that the individual student has and does not have for the purpose of designing instructional and behavioral plans that will be effective in remediating the students' learning deficits.

The location of a Tier 3 intervention is usually outside of the classroom. A smaller group size and frequency of interventions provided varies, but it is more frequent than Tier 2 interventions and for a time period of 30 minutes or longer. Students who receive Tier 3 intervention will be

monitored for progress no less than once per week. All interventionists work with the general education teacher to provide continuity and congruence of instruction.

The following matrix provides details of Tier 3 support, strategies and interventions at Berlin Central School District, including but not limited to:

	Academic Supports & Interventions	Behavioral Supports & Interventions
Tier 3	BES ● Individualized or smaller group size ● Increased frequency and/or intensity of intervention strategies ● Structured literacy approach based on STRONG and/or STALL phonic assessment ● Parent-Teacher Meeting BMHS ● Targeted instruction, outside of the classroom, based on student need ● Increased frequency of delivery of intervention strategies ● i Ready personalized instruction ● Parent Teacher Meeting	BES ● Restorative Practices ● TCI-S ● Support from Family Liaison ● Access to Calming Space, inside or outside the classroom ● Individual Counseling ● Parent-Teacher Meeting ● Individualized Behavior Plans BMHS ● Restorative Practices ● TCI-S ● Access to Recovery Zone ● Behavioral Supports ● Parent-Teacher Meeting ● School Counseling ● Community Mental Health Counseling (in-school) ● Individualized Behavior Plans ● Structured "Brain" Breaks

SECTION 3: Assessment within a Response to Intervention Model

An RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within the RtI process for different purposes. The Berlin CSD RtI team will review the diagnostic assessment tools periodically, against other similar products and programs to ensure that these assessments continue to meet the needs of our students.

A. Universal Screening

Screening assessments are administered to all students K-9 to identify students who are not making progress at expected rates and are at-risk for poor learning outcomes. Screenings are conducted at set points throughout the year and are conducted with all students at each grade level, and followed by additional assessment and short-term progress monitoring to verify students' risk status.

Screening Tool(s):	iReady Diagnostic Assessment in Reading (K-9) iReady Diagnostic Assessment in Mathematics (K-9) Fountas & Pinnell (K-5) DIAL-4 (Pre-K and Kindergarten) The Student Risk Screening Scale- Universal Behavioral Screener K-12
Frequency of Administration:	Up to three times per year (Fall, Winter and Spring)
Grades Screened:	Pre-K through 9th grade
Screening Administrator(s):	Classroom teachers RtI Interventionists RtI Coordinator
Location:	Berlin Elementary School Berlin Middle High School

A universal screening assessment schedule is provided to detail the nature of screenings administered at each grade level at multiple intervals throughout the school year.

Universal Screening by Grade & Benchmarking Period			
Grade	**Fall (September)**	**Winter (Jan/Feb)**	**Spring (May/June)**
Pre-K	DIAL 4 (prior to school year)	_____	DIAL 4
Kindergarten	iReady Math & Reading	iReady Math & Reading Fountas & Pinnell	iReady Math & Reading Fountas & Pinnell
First - Fifth Grade	iReady Math & Reading Fountas & Pinnell	iReady Math & Reading	iReady Math & Reading Fountas & Pinnell
Sixth - Ninth Grade	iReady Math & Reading	iReady Math & Reading	iReady Math & Reading

Considerations for Screening or Benchmark Assessments for English Language Learners: Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional support than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010), demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

ENL Students will also be evaluated using the NYSITELL (New York State Identification Test for English Language Learners). These results will determine a student's initial

placement and services. After the first year, the NYSESLAT (New York State English as a Second Language Achievement Test) will determine the level of services and support.

B. Progress Monitoring

Progress monitoring is the practice of measuring student performance using assessments on a repeated basis to determine how well a student is responding to instruction and interventions at each tier. Data collected from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction, (3) determine whether to modify the intervention(s) being used, (4) identify the need for additional data collection, and (5) determine a student's assigned tier. The intensity of instruction and/or intervention will determine the frequency of progress monitoring. Progress monitoring will be conducted for students based on the schedule corresponding to their RtI Tier (at a minimum), using methods and measures that are consistent across monitoring sessions and will compare student progress to norm-based information. This will be done in an effort to obtain consistent data that will demonstrate a student's response to intervention.

Students assigned to Tier 2 require biweekly, at minimum, progress monitoring to be done by the classroom teacher. Students assigned to Tier 3 require weekly, at minimum, progress monitoring which will be completed by the RtI interventionists.

	Tier 1	Tier 2	Tier 3
Frequency of Progress Monitoring	As needed to document areas of growth and need	No less than every 2 weeks	No less than once per week
Person monitoring progress	Classroom teachers	Classroom Teacher / Interventionist	Interventionist

C. Additional Assessment

Screening and progress monitoring tools sometimes provide sufficient information to plan instruction, but most often they do not, since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress. Berlin Central School District will utilize additional informal and formal assessment tools as warranted, based on student need.

SECTION 4: DATA-BASED DECISION MAKING

A key component of an RtI framework is the use of data to inform educational decision making at the individual student, classroom, and school building levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made with regard to student performance:

1. Which student's may be at-risk for academic failure?

2. How well is the student responding to supplemental, tiered instruction/intervention?

A. Determining Initial Risk Status

To determine which students may be at-risk, the Berlin Central School District uses data obtained from benchmark/universal screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Primary Data Source:	iReady Diagnostic Assessments in Math and Reading Student Risk Screening Scale
Secondary Data Source:	Classroom Performance Assessments: Summative and Formative NYS State Assessment Data Behavioral Referral Data
Purpose:	❖ Identify who's at risk ❖ Identify the level of intervention a student requires ❖ Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	RtI - Coordinator

	Building Level Administrators Grade-Level Teams Building-Level RtI Teams
Frequency:	Up to three times per year (Fall, Winter & Spring)
Decision Options and Criteria:	Initial risk determinations are made by the building-level RtI teams, through the referral process and analysis of multiple data sources. Subsequent risk determinations such as: Entry/Exit into Tier 2 and/or Tier 3 support and services are made by the building-level RtI teams, based on analysis of assessment and progress monitoring data. All of these decisions are made at scheduled team meetings.

B. Determining Student Response to Intervention

Another key decision made by the building-level RtI Teams is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Berlin Central School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the RtI Team can make an informed decision about a student's response to intervention.

The table presented below provides further information regarding the nature of these decisions:

Determining Student Response to Intervention	
Primary Data Source:	Classroom Performance (including formative and summative assessments) Goal/Progress Monitoring Fountas & Pinnell Behavioral Referral Data

Secondary Data Source:	iReady Diagnostic Assessments in Math and Reading Student Risk Screening Scale
Purpose:	❖ Determine student's response to the intervention ❖ Determine the need for a revised intervention plan ❖ Determine the student's appropriate tier assignment (i.e. remain in same tier, move up, or move down)
Who's Involved:	RtI Coordinator Building-level RTI teams
Frequency per Tier:	Indicate how often or when decisions involving student response to intervention are determined per tier?

Tier 1	Tier 2	Tier 3
Throughout the school year, Upon Referral	Between 9 and 30 weeks	Between 15-20 weeks

Decision Options and Criteria:	Tier 1 – Core Instruction with preventative and proactive supports in the classroom for minor academic and behavioral concerns Tier 2 – Reading/Math/ELA/SEL support in a small group (3-5 students) setting inside, or outside of the classroom Tier 3 – Reading/Math/ELA/SEL Individualized or small group instruction outside the classroom

C. Learning Disability (LD) Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading, math, or limited English proficiency.

SECTION 5: PROFESSIONAL DEVELOPMENT

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

The Berlin Central School District provides professional development to provide teachers with best practices to meet the needs of their diverse group of learners. Professional development is used to aid teachers in developing a greater understanding of data and how it relates to instruction. Professional Development is determined by the District Administrative Team, in conjunction with the District-wide PD Committee.

SECTION 6: PARENT NOTIFICATION

Parents are notified of Berlin Central School District's Response to Intervention Plan through the district website. This information provides a rationale for RtI and the procedures put in place to address the state and national regulations.

In the Berlin Central School District parents are notified when their child requires an intervention beyond that provided to all students in the general education setting. Notification is provided to parents prior to the beginning of services via letter that indicates:

- The nature of the intervention their child will be receiving
    - Type of intervention
    - Frequency & Duration of Intervention
    - Interventionist
    - Location
- The nature of student performance data that will be collected
- Strategies for improving the student's rate of learning
- Parents' right to request an evaluation for special education programs and/or services 8NYCRR 100.2(ii) (1) (vi)