

Updated 9/19/2014

Our complete district Response to Intervention plan can be found on our district website located at <http://www.alcsny.org/>.

### **Response to Intervention: Allegany-Limestone Middle School**

RTI is the program used by the Allegany-Limestone Middle School to provide additional support to students in the area of ELA and Math to increase ability in various competencies. Students are put into tiers based on i-Ready testing that occurs three times throughout the school year. Students are tested in the fall, winter, and spring. Students are also provided Science and Social Studies support based on assessments. The goal of our RTI program is to help the students gain the necessary skills to be removed from any academic intervention services.

## Tiered Services (TS) Program Description 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

	Tier 1	Tier 2	Tier 3	Special Education/Tier 4
<b>INTENSITY OF SERVICE</b>	ELA/Math/SS/Science Instruction Grades 6-8	In addition to Tier 1: Minimum 1 every cycle, AIS for 25-30 minutes.	Support provided in addition to Tier 1 and Tier 2: Minimum 2 every cycle for 25-30 minutes.	Additional support identified by CSE and documented in the IEP  Tier 1-3 support provided as deemed appropriate by CSE
<b>GROUPING</b>	Large Group Instruction	Small Group: 12 – 15 students recommended	Small Group: 8 – 12 students recommended	Individual or Small Group: 1–5 students recommended
<b>STAFFING</b>	Classroom Teacher	Classroom teacher, co-teachers, Special Education Teachers, or teacher aides	Classroom teacher, co-teachers, Special Education Teachers, or teacher aides	Reading Specialists or Special Education Teachers
<b>PROGRAM/ INSTRUCTIONAL SUPPORT</b>	<ul style="list-style-type: none"> <li>▪ Use of differentiated instructional strategies based on student need which includes:                             <ul style="list-style-type: none"> <li>○ Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials</li> <li>○ Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, cooperative learning and information processing</li> <li>○ Classroom teachers will identify similar skills needed and use flexible grouping for instruction based on student need</li> <li>○ Grade level teachers will meet on a regular basis to review core program assessment information to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Tier 1 and Tier 2 Support</li> <li>▪ Smaller group with similar needs instruction and collaboration with classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tier 1, 2, and 3 Support</li> <li>▪ Standard Protocol Intervention (Corrective Reading)</li> <li>▪ Tier 2 Support if appropriate for skill</li> <li>▪ small group instruction for intensive skill instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tier 1 Support if appropriate or consider alternate core</li> <li>▪ Tier 2-3 Support if appropriate for skill</li> <li>▪ Individualized intervention consistent with IEP goals</li> <li>▪ Individual or small group instruction for intensive skill instruction</li> <li>▪ CSE meets according to NYS Part 200 Special Education Regulations</li> </ul>

<p>monitor progress of grade level and core instruction effectiveness.</p>				
<p>PROGRESS MONITORING/ ASSESSMENTS</p>	<p>READING:</p> <ul style="list-style-type: none"> <li>▪ Benchmark Screenings 3 x a year (fall, winter, spring) i-Ready testing</li> <li>▪ Analysis of weekly assessments and unit tests. Students with low performance in the core are referred to Grade Level Team.</li> </ul>	<p>READING:</p> <ul style="list-style-type: none"> <li>▪ Skill deficit areas monitored bi-weekly or monthly (weekly tests, i-Ready testing)</li> <li>▪ Grade Level Team, <i>MSST, and Special Education Teachers regularly (as needed) reviews assessment (Core, i-Ready), information to monitor progress of individual students</i> <b>Off Ramp:</b> Indication of Tier 1 in i-Ready testing, success on assessments and/or teacher recommendation.</li> </ul>	<p>READING:</p> <ul style="list-style-type: none"> <li>▪ Skill deficit areas monitored weekly or bi-weekly</li> <li>▪ <b>Off Ramp:</b> Indication of Tier 1 in i-Ready testing, success on assessments and/or teacher recommendation.</li> </ul>	<p>READING:</p> <ul style="list-style-type: none"> <li>▪ Skill deficit areas monitored 1 x per month</li> <li>▪ <b>Off Ramp:</b> Indication of Tier 1 in i-Ready testing, success on assessments and/or teacher recommendation.</li> </ul>
	<p>MATH:</p> <ul style="list-style-type: none"> <li>• Benchmark Screenings 3 x a year (fall, winter, spring) i-Ready testing</li> <li>• Analysis of weekly assessments and unit test. Students with low performance in the core are referred to Grade Level Team.</li> </ul>	<p>MATH:</p> <ul style="list-style-type: none"> <li>• Skill deficit areas monitored bi-weekly or monthly (weekly tests, i-Ready testing).</li> <li>• Grade Level Team, <i>MSST, and Special Education Teachers regularly (as needed) reviews assessment (Core, i-Ready), information to monitor progress of individual students</i> <b>Off Ramp:</b> Indication of Tier 1 in i-Ready testing, success on assessments and/or teacher recommendation.</li> </ul>	<p>MATH:</p> <ul style="list-style-type: none"> <li>• Skill deficit areas monitored bi-weekly or monthly (weekly tests, i-Ready testing).</li> <li>• Grade Level Team, <i>MSST, and Special Education Teachers regularly (as needed) reviews assessment (Core, i-Ready), information to monitor progress of individual students</i> <b>Off Ramp:</b> Movement to Tier 1 in i-Ready testing, success on assessments and/or teacher recommendation.</li> </ul>	<p>MATH:</p> <ul style="list-style-type: none"> <li>• Skill deficit areas monitored bi-weekly or monthly (weekly tests, i-Ready testing.)</li> <li>• Grade Level Team, <i>MSST, and Special Education Teachers regularly (as needed) reviews assessment (Core, i-Ready), information to monitor progress of individual students</i> <b>Off Ramp:</b> Movement to Tier 1 in i-Ready testing, success on assessments and/or teacher recommendation.</li> </ul>

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