



Edmeston Central School RTI Plan

Members of the RTI Plan Committee

These school staff members assisted in the development of this RTI plan:

Jennifer Kapp - Elementary Teacher
Kathleen Russell - Elementary Guidance Counselor
Christine Nichols - Secondary Social Studies Teacher/Dean of Students
Dee Crowell - Reading Teacher
Joann Salo - Special Education Teacher
Sarah Spado - Special Education Teacher
Pamela Grimm - CSE Chairperson
Brian Hunt - Superintendent
Martha Winsor - Principal
Christine Stanton - Speech Teacher
Lisa Boan - School Psychologist
Jaime Riesen - Reading Teacher
Amy McEnroe - Special Education Teacher
Vincent Slesinsky - Secondary ELA Teacher
Sara Schallert - Secondary ELA Teacher
Rose Welsh - Elementary Teacher
Michel Galley -- Elementary Teacher
Heather Golliver - Elementary Teacher
Kris Slentz - Elementary Teacher

Introduction

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 students. RTI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It



Edmeston Central School RTI Plan

has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction or might have a learning disability. This 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 or approach. RTI is an effective and instructionally relevant process to inform these decisions.

The New York State Education Department (NYSED) has established a regulatory policy framework for RTI in relation to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners. The required elements of an RTI plan are

- Appropriate Instruction
- Screenings Applied to All Students in the Class
- Instruction Matched to Student Need
- Repeated Assessments of Student Achievement (Progress Monitoring)
- Application of Student Information to Make Educational Decisions
- Considerations when Implementing RTI with Limited English Proficient/English Language Learners (LEP/ELL)
- Notification to Parents
- School District Selection of the Specific Structure and Components of an RTI Program
- Ensuring Staff Knowledge And Skills Necessary To Implement RTI Programs
- Use of RTI in the Determination of a Learning Disability

The Edmeston Central School District Response to Intervention Plan addresses these required elements as follows:

Appropriate Instruction

RTI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and



Edmeston Central School RTI Plan

supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

Reading in the early grades is a primary focus of the RTI process, as this is the area in which most of the research is available and the curriculum area in which the most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RTI can apply to other content areas as well as to behavioral issues that impact learning. The Edmeston Central School District RTI Plan specifies that the RTI process will apply to ELA, Math, and behavioral concerns in all grade levels PreK - 12th grade.

Appropriate instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction¹ to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

Appropriate instruction in reading in the primary grades means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. For high quality early literacy instruction, the core reading program in the primary grades should minimally be scheduled for a 90 minute block of instruction daily.

Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

Appropriate behavioral supports and intervention is evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.



Edmeston Central School RTI Plan

Research/evidence-based instruction that has shown to be effective is provided to all students includes

- Scientific research-based reading instruction includes a block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies.
- Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
- Curriculum is aligned to the Common Core learning standards and grade level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure fidelity of implementation.
- Instructional strategies/programs are implemented with fidelity.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

Screenings Applied to All Students in the Class

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Section 117.3 of the Regulations of the Commissioner of Education requires that students with low test scores be monitored periodically through screenings and on-going assessments of the student’s reading and mathematical abilities and skills.



Edmeston Central School RTI Plan

Screenings of all students should be conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty. Screening instruments should be valid and reliable and aligned with grade-level curriculum based on the Common Core learning standards.

Using recognized and research-validated screening assessments and guided by the recommendations of the tools' developers, the school district determines the levels of typical, at risk, and seriously at risk performance. This information is used by teachers to determine which students need to be closely monitored for learning difficulties, including further individualized assessment to determine the need for supplemental instruction.

A standard procedure for using screening data to determine if a student responds to scientific, research-based instruction includes either establishing:

1. the cut points at which risk is determined (e.g., establishing risk identification of students who score below a norm-referenced cut-point (such as less than the 25th percentile on a standardized reading test) or
2. a pattern of performance (e.g., identifying students who score below a performance benchmark associated with poor long-term outcome (such as less than 15 on curriculum-based measurement (CBM) word identification fluency at the beginning of first grade).

The way screening results are used to identify a student in need of additional instruction or intervention may vary as a function of the model employed: *direct route or progress monitoring route*. In a *direct route model*, students who are identified as at-risk from a screening assessment are provided with additional or supplemental intervention immediately. In contrast, schools that use a progress monitoring route model, initially identify a student as at-risk based on results from a screening process and continue to progress monitor those students on a weekly basis for five or six weeks to confirm or disprove initial risk status. Typically, schools that employ a progress monitoring route model will also differentiate instruction for those students identified as at-risk during core instruction while additional progress monitoring data are obtained.

The steps to conduct the universal screening process are:

- Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.



Edmeston Central School RTI Plan

- Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.
- Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results.
- Identify students who fall below the established cut-point or benchmark.
- Determine how to use screening results: direct route model versus progress monitoring route with or without differentiation in core instruction.
- If using the progress monitoring route, confirm students' risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student's response to the core instructional program. Consider evidence of poor rates of improvement after receiving appropriate instruction over five to eight weeks in core instruction as confirming the need for supplemental intervention.
- Use grade level teams to review screening results to determine what changes or interventions are appropriate for the students identified.
- Analyze screening data to determine the effectiveness of the core curriculum and instruction and the areas in which professional development may be needed. Generally, if more than 20 percent of all students are not achieving or making adequate progress toward established benchmarks, this may be an indication that the school should evaluate its overall curriculum and instructional program. If less than 20 percent of students are not making adequate progress, it may be assumed that the core program is adequate, and identification of students at risk is needed to provide additional interventions for those students.

The quality indicators for universal screening are

- School-wide screenings occur at least three times during the course of an academic year (fall, winter, spring).
- Screening instrument items are aligned with the curriculum based on the NYS learning standards for each grade level.
- Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.
- Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results.



Edmeston Central School RTI Plan

- Screening is administered school-wide or at least to 95 percent of all students.
- Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.
- Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.
- Screening results are used to determine effectiveness of core curriculum and instruction.

Entry Criteria for AIS

All students who fall below the NYS mandated cut score for proficiency on the previous year's state test will receive AIS to begin the school year. Students who are within 5 scale score points of the proficiency cut score will be monitored for AIS; students more than 5 points below the cut score will receive AIS instruction.

Students who did not have a NYS test in the previous school year will receive AIS according to the recommendation of the RTI Committee based on any one of or a combination of these criteria:

- STAR test scores below proficiency
- Failing cumulative average in class
- Teacher recommendation based on local assessments (specify local assessments)

Exit Criteria for AIS

Students receiving AIS at the beginning of the school year will be dismissed as a result of the recommendation of the RTI Committee. The RTI process is expected to take a minimum of 8 weeks before recommending a change in AIS, to allow a comprehensive assessment of the student's progress. The RTI committee will consider the following criteria:

- STAR test scores at or above proficiency
- Cumulative average of 75 or above in the subject for which the student receives AIS
- Teacher recommendation based on local assessments (specify local assessments)
- NYS test score at or above proficiency



Edmeston Central School RTI Plan

Instruction Matched to Student Need

Multi-tier Service Delivery Model

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs.

Levels of Intervention: Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program.

Tier I	Characteristic
Interventionist	Regular classroom teacher
Setting	Regular classrooms
Grouping	Varied and flexible grouping
Duration	Entire school year
Length of Instructional Sessions	90 minutes per day of ELA in grades K-6 60 minutes per day of Math in grades K-6 40-45 minutes per day of ELA in grades 7-12 40-45 minutes per day of Math in grades 7-12
Assessment	Universal screening of all students in ELA and Math in grades K-12 3 times per school year
Progress Monitoring	Students identified initially as at-risk for not meeting standards are monitored on a weekly basis for as long as they remain at-risk



Edmeston Central School RTI Plan

Levels of Intervention: Tier 2

Tier 2 intervention is typically small group (3-5) supplemental instruction. It may take place in the general education classroom or in an alternate location outside of the general education classroom. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Approximately 5 to 15 percent of students in a class receive Tier 2 intervention. Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using Curriculum-Based Measurement (CBM) that measure targeted skills. The recommended length of time a student spends in the second tier of intervention will vary from approximately ten to 30 weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level.

Tier II	Characteristic
Interventionist	Reading Teacher, AIS Math Teacher, Teaching Assistant, ELA Teacher, Math Teacher, Speech Teacher
Setting	Variable, can occur within the regular classroom or outside of the regular classroom
Grouping	Small group with similar learning needs
Duration	Variable, based on the rate of progress and performance of students, may be 10-30 weeks
Length of Instructional Sessions	Approximately 20-30 minutes, 3-4 times per week
Assessment	Includes formal and informal assessments to inform instruction, in the regular classroom and by interventionists
Progress Monitoring	Weekly



Edmeston Central School RTI Plan

Levels of Intervention: Tier 3

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction.

Tier III	Characteristic
Interventionist	Special Education Teacher, Speech Teacher, Reading Teacher, AIS math Teacher, ELA Teacher, Math Teacher
Setting	Mainly outside the regular classroom, but may also occur within the regular classroom
Grouping	Small group with similar learning needs
Duration	Varies, approximately 10-40 weeks
Length of Instructional Sessions	Approximately 30-60 minutes per day, 4-5 times per week
Assessment	Includes formal and informal assessments to inform instruction, administered by interventionists
Progress Monitoring	Weekly to measure student progress



Edmeston Central School RTI Plan

Repeated Assessments of Student Achievement (Progress Monitoring)

For Progress Monitoring in ELA for Tier I, the following assessments will be used:

- Reading Series Assessments in grades K-6 - weekly
- STAR Early Literacy in grades K-2 - monthly
- STAR Reading Enterprise in grades 3-12 - monthly
- ELA Module Assessments

For Progress Monitoring in Math for Tier I, the following assessments will be used:

- Envision Math assessments in grades K-6 - weekly
- Digits Math assessments for grades 7 and 8 - weekly
- STAR math for grades 1-12 - 3 times per school year
- Math Module assessments - as required

For Progress Monitoring in ELA for Tier II, the following assessments will be used:

- PALS - to assess phonemic awareness
- Easy CBM
- Steep - grades 1-5 to assess oral reading fluency
- Discovery Education Predictive Assessment
- Locally Developed assessments of writing skills - rubrics will be used to score
- Observation Survey of Early Literacy Achievement
- The Predictive Assessment of Reading for grades K-3
- Words Their Way

For Progress Monitoring in Math for Tier II, the following assessments will be used:

- STAR math for grades 1-12 - monthly
- Envision Math Quick Checks - weekly
- Curriculum Based Measurement (CBM) for Math - monthly



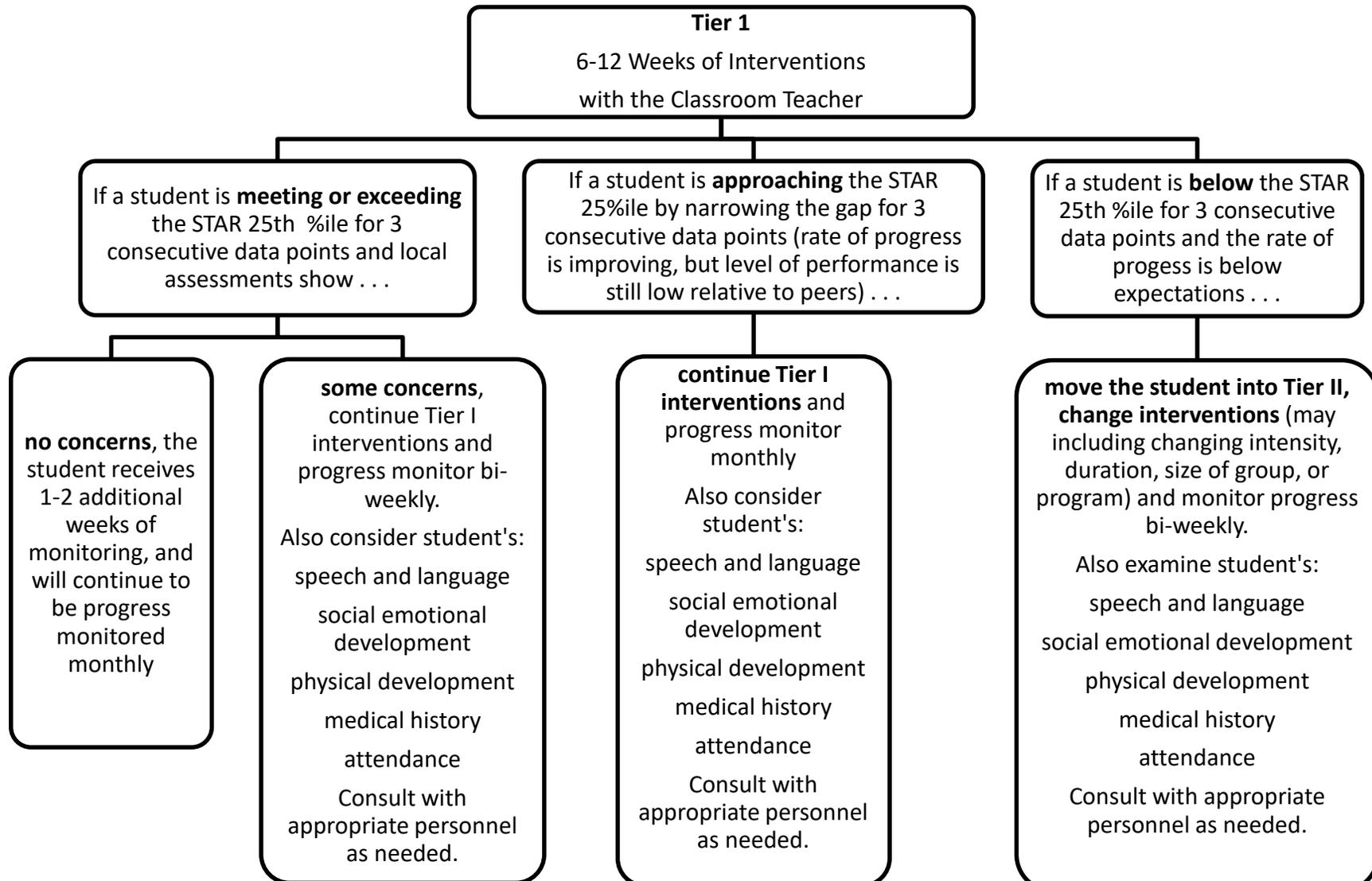
Edmeston Central School RTI Plan

Application of Student Information to Make Educational Decisions

The flow charts below show the decision-making process to apply student performance data to make educational decisions:



Edmeston Central School RTI Plan

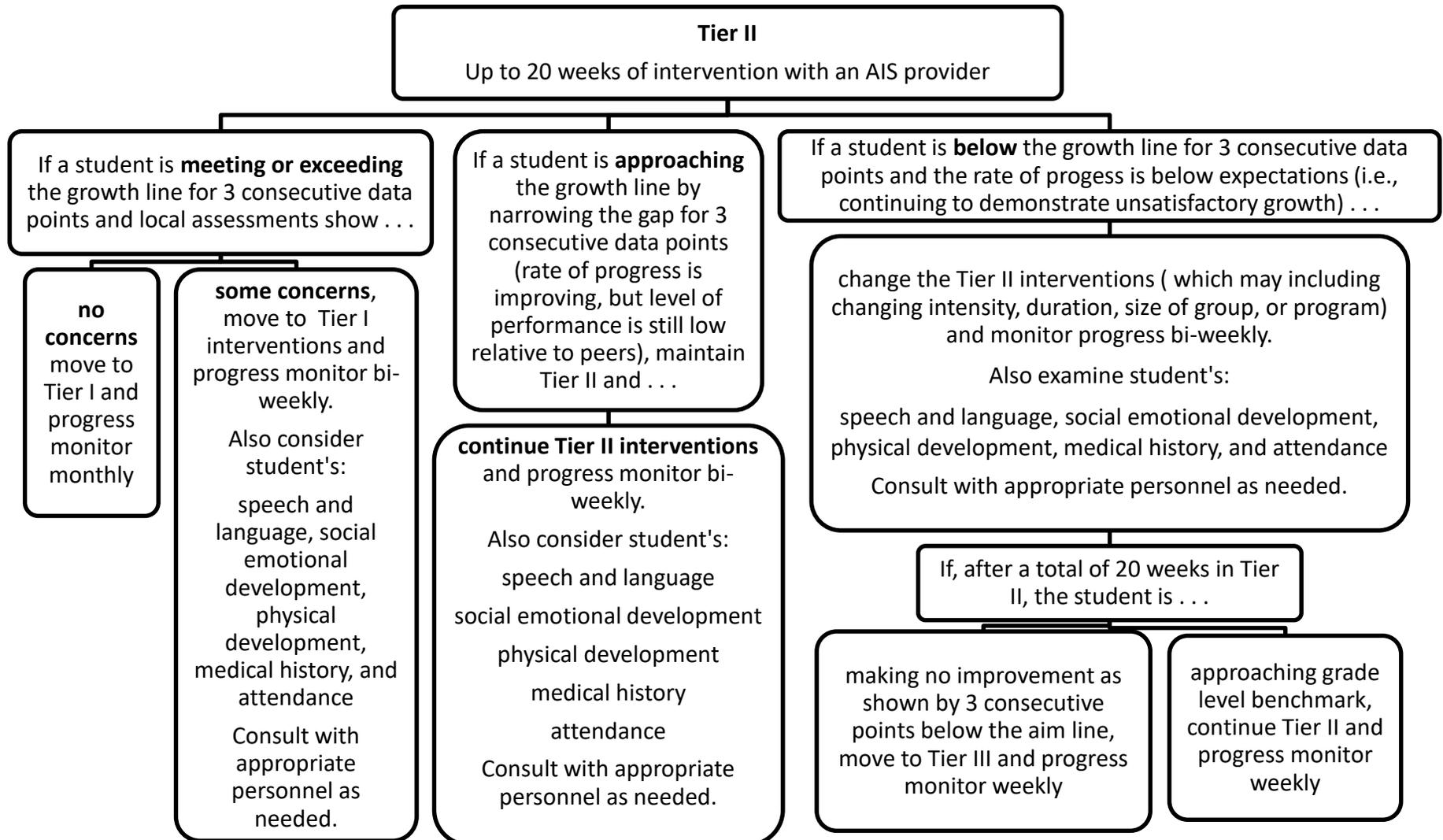




Edmeston Central School RTI Plan



Edmeston Central School RTI Plan

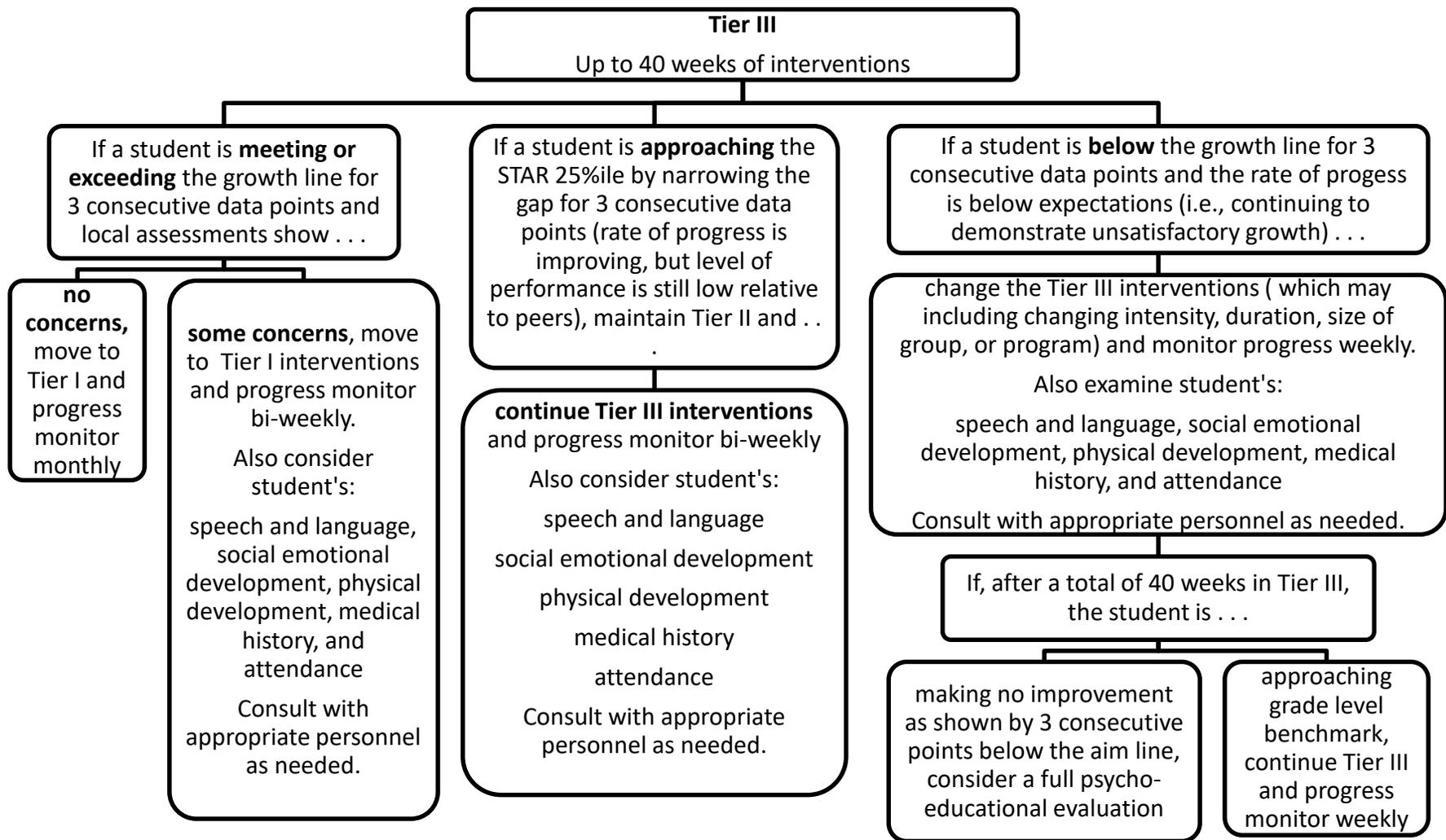




Edmeston Central School RTI Plan



Edmeston Central School RTI Plan





Edmeston Central School RTI Plan

Considerations when Implementing RTI for Limited English Proficient/English Language Learners (LEP/ELL Students)

For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language).

Prior to making decisions about a student's reading fluency, teachers should consider the relationship between the student's language proficiency and his/her literacy skills. In the case of LEP/ELL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second language

The issue of linguistic proficiency and vocabulary comprehension is also important when collecting data and measuring math skills. Vocabulary comprehension has been identified as a major variable in the understanding of math concepts. Computational concepts, algorithms, numerical concepts, measurement concepts and the structure of word problems are not necessarily universal

Criteria for Recommending a Psycho-Educational Evaluation

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RTI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability.

Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer 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.



Edmeston Central School RTI Plan

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RTI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics;
and
2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;
or
(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;
and



Edmeston Central School RTI Plan

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Process for Determining Learning Disability Using RTI Data

While the data collected through an RTI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout an RtI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;



Edmeston Central School RTI Plan

- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

Written Report

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RTI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RtI program; strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

Appendix B provides NYS' model form for documentation of a learning disability eligibility determination.



Edmeston Central School RTI Plan

Nonpublic School Students

NYSED recommends that all schools, including nonpublic schools, implement RtI programs.

If a student from a nonpublic school is referred for an evaluation to determine if the student has a disability and there is no data from an RtI process available because the nonpublic school does not implement an RtI process, information from other sources should be obtained regarding the type of instruction the student has received and the student's progress in the school's curriculum (such as teacher reports, classroom tests, standardized tests, report cards and information from parents). Nonpublic school students cannot be denied an evaluation to determine if the student has a disability or the provision of services, if eligible, based on the nonpublic school not implementing an RtI process and the lack of data available from an RtI process. The determination of eligibility is based upon a comprehensive multidisciplinary evaluation consistent with section 200.4(b) of the Regulations of the Commissioner of Education. The parent and CSE may agree to extend the timeline to complete the individual evaluation in order to have the student participate in a process to assess the student's response to scientific, research-based intervention (RTI).



Edmeston Central School RTI Plan

Quality Indicators for Use of RTI Data in a Learning Disability Determination

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
 - The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
 - Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
 - Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RTI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.

Notification to Parents

The following letter will be used to notify parents of RTI services:



Edmeston Central School RTI Plan

Dear ECS Parent/ Guardian,

The State of New York set up a process in all public schools to assist all students in achieving success. This program is called Response to Intervention (RTI). You may read more about the policy at the New York State Department of Education website (<http://www.p12.nysed.gov/specialed/RTI/parent.htm>) and by requesting a list of resources from the Edmeston Central School RTI team.

The process is divided into three tiers. Interventions may be academic or behavior related. Below is a brief overview of the three Tiers.

Tier One:

The core curriculum and instruction taught to every student in the homeroom or departmental setting
Ongoing, universal assessments

Tier Two:

Additional support two to three times a week
Minimum of twice a month progress monitoring for target skills
Flexible strategies based on student learning styles and need
Smaller group setting

Tier Three:

Intensive, additional support three to five times a week
Weekly progress monitoring for target skills
Flexible strategies based on student learning styles and need
Smaller group setting

Students' participation in the Tiers explained above is flexible and needs based. The goal of Rtl is to ensure success for every student in Tier One. The placement of students in the Tier is determined through teacher collaboration and assessment data-analysis.



Edmeston Central School RTI Plan

At this time, your child is moving to:

_____ Tier Two

_____ Tier Three

The targeted skill(s) for your child are: _____

You are asked to assist your child in strengthening their ability and performance in the listed areas. A list of online resources is available on the Ray website and at Ray in Room 206. Additionally, you may schedule an appointment with the Interventionist, Ms. Garcia, at 773-553-0970 or cdgarcia@cps.edu.

Thank you for your support,

The ECS RTI Team



Edmeston Central School RTI Plan

Specific Components of the District's RTI Program

RTI Tiered Descriptor

Grade	Tier I	Tier II	Tier III
K	<p>Program Options: Reading Street and Handwriting Without Tiers (HWT) Envision Math Interventionist: General Education Teacher</p> <p>Frequency/Duration: SF = 120 minutes and HWT = 20 minutes</p>	<p>Program Options: Early Reading Intervention (ERI) Envision Math Interventionist: Math AIS Teacher, Reading Teacher, Speech Teacher, TA</p> <p>Frequency/Duration: 30 minutes daily (small group)</p>	<p>Program Options: Early Reading Intervention (ERI) Interventionist: Reading Teacher, Speech Teacher, Special Education Teacher, Math AIS Teacher</p> <p>Frequency/Duration: 15 – 30 minutes daily (1:1, 1:2, 1:3)</p>
1	<p>Program Options: Reading Street and HWT Envision Math Interventionist: General Education Teacher</p> <p>Frequency/Duration: SF = 120 minutes and HWT = 15-20 minutes</p>	<p>Program Options: My Sidewalks and Words Their Way Envision Math Interventionist: Reading Teacher, Speech Teacher, TA, Math AIS Teacher</p> <p>Frequency/Duration: 30 minutes daily (small group)</p>	<p>Program Options: My sidewalks and Words Their Way Interventionist: Reading Teacher, Special Education Teacher, Speech Teacher</p> <p>Frequency/Duration: 15 – 30-minutes (1:1, 1:2, 1:3)</p>



Edmeston Central School RTI Plan

2	Program Options: Reading Street and HWT Envision Math Interventionist: General Education Teacher Frequency/Duration: SF = 140 minutes and HWT = 15 minutes	Program Options: My Sidewalks and Words Their Way Envision math Interventionist: Reading Teacher, Speech Teacher, TA, Math AIS Teacher Frequency/Duration: 30 minutes daily (small group)	Program Options: My Sidewalks and Words Their Way Interventionist: : Reading Teacher, Special Education Teacher, Speech Teacher, Math AIS Teacher Frequency/Duration: 15 – 30-minutes (1:1, 1:2, 1:3)
----------	---	--	--

Grade	Tier I	Tier II	Tier III
3	Program Options: Reading Street Envision Math Interventionist: Regular Education Teacher Teaching Assistant Frequency/Duration: 90 minutes per day	Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: Reading and AIS Teachers Teaching Assistant Frequency/Duration: 30-45 minutes per session	Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: AIS and Special Education Teachers Frequency/Duration: 15 30 min. per session



Edmeston Central School RTI Plan

<p style="text-align: center;">4</p>	<p>Program Options: Reading Street Envision Math Interventionist: Regular Education Teacher Teaching Assistant Frequency/Duration:</p> <p>90 minutes per day</p>	<p>Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: Reading and AIS Teachers Teaching Assistant Frequency/Duration:</p> <p>30-45 minutes per session</p>	<p>Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: AIS and Special Education Teachers Frequency/Duration:</p> <p>15 30 min. per session</p>
<p style="text-align: center;">5</p>	<p>Program Options: Reading Street Envision Math Interventionist: Regular Education Teacher Teaching Assistant Frequency/Duration:</p> <p>90 minutes per day</p>	<p>Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: Reading and AIS Teachers Teaching Assistant Frequency/Duration:</p> <p>30-45 minutes per session</p>	<p>Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: AIS and Special Education Teachers Frequency/Duration:</p> <p>15 30 min. per session</p>



Edmeston Central School RTI Plan

RTI Tiered Descriptor

Grade	Tier I	Tier II	Tier III
6	Program Options: Reading Street Envision Math Interventionist: Regular Education Teacher Teaching Assistant Frequency/Duration: 90 minutes per day	Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: Reading and AIS Teachers Teaching Assistant Frequency/Duration: 30-45 minutes per session	Program Options: Strategic Intervention (Reading Street) Envision Math Interventions Interventionist: AIS and Special Education Teachers Frequency/Duration: 15 30 min. per session
7	Program Options: Literature Textbook Series Digits Math Interventionist: Frequency/Duration: 40-45 min. per session	Program Options: Reading Street Strategic Interventions Interventionist: AIS Teacher Frequency/Duration: 30-45 min. per session	Program Options: Reading Street Strategic Interventions Interventionist: AIS and Special Education Teachers Frequency/Duration: 30-45 min. Per session



Edmeston Central School RTI Plan

8	Program Options: Literature Textbook Series Digits Math Interventionist: Frequency/Duration: 40-45 min. per session	Program Options: Reading Street Strategic Interventions Interventionist: AIS Teacher Frequency/Duration: 30-45 min. per session	Program Options: Reading Street Strategic Interventions Interventionist: AIS and Special Education Teachers Frequency/Duration: 30-45 min. Per session
----------	--	--	---

Grade	Tier I	Tier II	Tier III
9	Program Options: Literature Textbook Series Interventionist: Regular Classroom Teacher Frequency/Duration: 40-45 min. per session	Program Options: Interventionist: Classroom Teachers assigned AIS Frequency/Duration: 30-45 min. per session	Program Options: Interventionist: Classroom Teachers assigned AIS Special Education Teachers Frequency/Duration: 30-45 min. per session
10	Program Options: Literature Textbook Series Interventionist: Regular Classroom Teacher Frequency/Duration: 40-45 min. per session	Program Options: Interventionist: Classroom Teachers assigned AIS Frequency/Duration: 30-45 min. per session	Program Options: Interventionist: Classroom Teachers assigned AIS Special Education Teachers Frequency/Duration: 30-45 min. per session



Edmeston Central School RTI Plan

<p style="text-align: center;">11</p>	<p>Program Options: Literature Textbook Series Interventionist: Regular Classroom Teacher Frequency/Duration:</p> <p>40-45 min. per session</p>	<p>Program Options: Interventionist: Classroom Teachers assigned AIS Frequency/Duration:</p> <p>30-45 min. per session</p>	<p>Program Options: Interventionist: Classroom Teachers assigned AIS Special Education Teachers Frequency/Duration:</p> <p>30-45 min. per session</p>
<p style="text-align: center;">12</p>	<p>Program Options: Literature Textbook Series Interventionist: Regular Classroom Teacher Frequency/Duration:</p> <p>40-45 min. per session</p>	<p>Program Options: Interventionist: Classroom Teachers assigned AIS Frequency/Duration:</p> <p>30-45 min. per session</p>	<p>Program Options: Interventionist: Classroom Teachers assigned AIS Special Education Teachers Frequency/Duration:</p> <p>30-45 min. per session</p>

Strategies for Student Success

Assessment Strategies

- Allow for multiple quick-response techniques (e.g., tell your partner, use individual dry-erase boards, thumbs up/thumbs down, non-verbal signals)
- Use Pair-Share to allow students to summarize what they learned
- Use a variety of informal, formal, and authentic assessments
- Vary the type of written test items (e.g., multiple choice, short-answer response, extended-answer response)
- Use frequent checks for understanding to correct or clarify any misunderstandings



Edmeston Central School RTI Plan

- Hold individual conferences with students to determine what they understand
- Evaluate the thinking process and product by asking students to articulate, orally or in writing, how they solved a problem
- Use a K-W-L chart to determine what students know and what they have learned
- Use performance-based tasks and/or activities (oral presentation, roleplaying, paraphrasing, summarizing, retelling, and problem-solving situation)
- Use rubrics and/or checklists when evaluating student products
- Utilize illustrations and oral/written explanations to demonstrate content knowledge and understanding
- Use probing questions to stimulate curiosity and to determine the depth of knowledge of what is being learned
- Ask questions that generate a variety of solutions and stimulate creative thinking
- Use open-book or open-note tests

Provide study questions, study sheets, or opportunities to study with a partner prior to formal testing

- Use graphic organizers to display conceptual understanding
- Use book-response journals for students to record short or extended written reactions to what they have read and follow-up with conferences
- Provide equitable opportunities for students to participate in discussions to determine the level of comprehension of a topic being studied
- Implement portfolios gradually to compare a student's work to his/her previous work to determine growth over time
- Have students share "I learned..." statements orally or use a learning log during and at the conclusion of a unit of study
- Use an interview to determine the student's depth of understanding rather than whether or not the student can provide the correct answer
- Allow 3-5 seconds "wait time" after asking a question and before calling on a student to allow all students time to process the question and generate responses

Time Management/Scheduling Strategies

- Create time awareness by having students estimate the length of time it takes to complete a task
- Use time management tools (assignment sheets, calendars, and student planners) to help students plan and remain focused on a goal
- Schedule time for students to clean out desks and/or notebooks
- Assign responsible partners to students with time management problems



Edmeston Central School RTI Plan

- Maintain a monthly calendar of assignments and activities which is posted and clearly visible to all students
- Make all materials readily available and easily accessible
- Make assignments in advance
- Break long-term assignments into smaller, manageable increments
- Post project due dates and call attention to them frequently
- Use a timer as a visual or auditory reminder to keep students on task (e.g., kitchen timer, stopwatch, overhead timer)
- Develop and maintain a list of things to be accomplished each day
- Allow time for students to reorganize and prepare for the next activity
- Use signals for transitions (chimes, music, clap hands)
- Offer suggestions to parents on how to assist and support time management
- Use incentives when students complete tasks as planned, especially the important tasks
- Post assignments/worksheets online for home access
- Allow additional testing time
- Incorporate breaks between work periods
- Schedule testing over several days
- Administer the test at the most optimal time of day for a student
- Extend time for completion of tasks, projects, or assignments
- Adjust the length of a task or of an assignment
- Match practice tasks to students' skills (instructional level), focusing on fewer at a time on a deeper level

VISUAL LEARNERS

- Support text information with pictures, graphics, and written key words
- Use demonstrations, modeling, charts, and graphic organizers to introduce, develop, and extend information
- Emphasize key points using highlighters, highlighter tape, or color coding
- Utilize tangible models/teaching aides when teaching abstract concepts
- Present new information using outlines, advance organizers, and notes
- Use bulleted information in handouts, lectures, and displayed written texts



Edmeston Central School RTI Plan

- Deliver instruction using visual technological resources
- Provide step-by-step written directions/instructions
- Offer seating where students can view the speaker
- Use non-verbal cues to draw attention to a concept being taught
- Allow the option of taking notes during direct instruction

AUDITORY LEARNERS

- Verbalize steps needed to solve problems and have students verbalize directions
- Present new information using an oral delivery method
- Substitute oral reports in place of written reports
- Use brainstorming, cooperative learning, and listening opportunities
- Encourage students to read aloud quietly to process information
- Involve students in discussions and group collaboration
- Teach concepts and support mastery of skills with jingles, raps, songs, cheers, chants, poetry, and mnemonic devices
- Administer an oral test, in lieu of a written test, that allows students to respond orally
- Use a variety of reading intervention formats (taped reading, books on tape, oral reading, choral reading, duet reading, echo reading)
- Provide opportunities to listen and respond to music and produce music

TACTILE/KINESTHETIC LEARNERS

- Engage students in hands-on learning experiences
- Allow students to move around while learning
- Alternate between passive and active activities
- Design seat work that involves a minimal time period and gradually lengthen assignments
- Divide complex instruction into shorter segments for presentation
- Reduce the work task into parts
- Use manipulatives, role playing, games, and simulations to develop conceptual understanding
- Present instructions prior to passing out materials



Edmeston Central School RTI Plan

- Remove distractible items from the student's work surface
- Use student responses: hand motions, clapping hands, tapping feet, or snapping fingers
- Employ "act it out" strategies
- Encourage the use of a ruler, marker, index card, or other tracker to maintain the place in reading text or assist in task completion
- Offer choices in student products (e.g., role-playing, drawings, models, creative dramatics, experiments, demonstrations, games, projects)

Effective Instructional Practices

FEEDBACK

- Use prompt, specific feedback that is built into the learning process
- Engage students in reviewing their own performance
- Supply students with rubrics in advance of an activity so students can adjust and improve learning as they work

GAMES/SIMULATIONS

- Use simulations to model real-life experiences

COOPERATIVE GROUPING

- Group students in small, heterogeneous learning groups
- Model and teach interpersonal and interdependence skills prior to group work (e.g., expectations for success, collaboration rubric, decision making, time management, conflict resolution)
- Practice, monitor, and adjust cooperative learning groups
- Provide and explain homework policies that communicate expectations, consequences, guidelines, and brief pointers
- Break down complex skills in short segments allowing repeated practice



Edmeston Central School RTI Plan

- Offer appropriate feedback to correct any misunderstandings or errors in thinking as soon as possible
- Use planners, assignment notebooks, or journals to organize assignments and provide a support structure

ORGANIZERS

- Model cognitive processing by “thinking out loud” when demonstrating the use of an organizer
- Record students’ prior knowledge on a graphic organizer to determine gaps in learning
- Provide an overview of the lesson in a condensed and organized form
- Present information in multiple ways (e.g., graphically, written, verbally)

VOCABULARY STRATEGIES

- Provide direct, systematic vocabulary instruction
- Provide a variety of opportunities to encounter a new vocabulary word multiple times (at least 6) to build word meaning
- Post and interact with high-frequency words on a word wall
- Maintain a vocabulary journal or a word wall folder
- Create a personal glossary or vocabulary log
- Rewrite or paraphrase definitions
- Create a picture collage that illustrates a vocabulary word
- Illustrate and write a meaningful sentence using a vocabulary word
- Develop and extend vocabulary through read-alouds
- Describe how words are alike and different using a Venn diagram or T-chart
- Design a word web to develop and extend the meaning of a vocabulary word
- Research word origins to enhance word meanings
- Use questions that solicit real-life examples of vocabulary words
- Use Post-it notes to jot down unfamiliar words during independent reading and follow up on the word meanings
- Use antonyms and synonyms to clarify word meanings



Edmeston Central School RTI Plan

- Associate a vocabulary word with a graphic representation or an example
- Select and teach words that are not likely to be learned independently and that are essential for comprehending the main idea
- Teach students to use word parts such as prefixes and suffixes to read new vocabulary
- Engage students in instructional conversations to develop vocabulary

Accommodations Strategies

PRESENTATION FORMAT

- Read directions to the student
- Have student reread and paraphrase the directions
- Highlight key verbs in the section for test directions
- Offer examples and models of the standard of work expected
- Record test questions and play by audiotape
- Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry – erase boards, colored highlighting tape, colored Post-it notes)
- Provide large print editions
- Reduce the number of items or problems on a page
- Increase the white space on a page
- Use a computer to present tasks
- Enlarge print/font size and increase spacing between lines on a page
- Use frames, windows, or boxes to separate and space problems and/or text on a page
- Use graphic representations to illustrate written directions or text
- Provide visual supports to supplement lessons
- Record the response using a tape recorder
- Allow verbal responses
- Use writing support (e.g., note-taking assistance, pencil grips)
- Use graph paper for placement of numerals and for alignment of problems
- Use manipulatives
- Use a calculator



Edmeston Central School RTI Plan

SETTING/ENVIRONMENT

- Arrange the classroom with options for seating
- Allow a student to sit in a location where he/she is most comfortable
- Seat student near the teacher or in a low-traffic area
- Allow the student freedom to move about during an individual administration of the test or while working on a task
- Reduce unnecessary visual stimuli and/or clutter
- Provide adaptive or special furniture
- Help a student follow test items by pointing or placing the student's finger or marker on the question
- Conduct testing in a small group
- Provide for individual test administration
- Use lined paper to keep writing level across the page

Differentiated Instructional Strategies

- Assess needs of students by using diagnostic assessments to determine readiness levels in order to match skills appropriately to the students
- Compact content by eliminating teaching or student practice if content or a skill has been previously mastered
- Give an interest inventory to determine topics that motivate or interest students
- Provide precise guidelines for working in groups which are taught prior to the group work and are consistently reinforced
- Teach a variety of time management skills so students manage time effectively
- Reinforce skills of note taking, summarizing, research strategies, and collaboration
- Vary the types and/or complexity of questions asked
- Use wait time before allowing students to respond to a question
- Encourage multiple responses for a question
- Use technology as a viable means to support classroom experiences and to address



Edmeston Central School RTI Plan

multiple learning needs

- Design meaningful activities for students to work on independently at the beginning of class or when students have completed assignments
- Use timelines to help students remain on target and prevent procrastination
- Have a student keep a log or journal to document the process of a project
- Involve students in self-assessment and reflective thinking about their growth in learning
- Use multiple types of student products that reflect a range of learning styles from which students choose to present their learning (e.g., skit, book response, debate, panel discussion, advertisement, song)
- Vary the classroom areas available for learning (e.g., quiet area, lots of space)
- Provide a variety of group formats for learning depending on how the student works best
- Engage students in varied opportunities of working with other students who are similar and dissimilar in interests, styles of learning, and readiness levels

Engaged Learner Strategies

Integrate real-life experiences into instruction through problem-based learning

- Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text
- Increase modeling, guided practice, and hands-on learning to increase student participation
- Have students record notes or make illustrations of key points during instruction
- Decrease teacher talk and increase student response time with information being taught
- Promote high-response opportunities during direct instruction (e.g., partner to partner, small group, individual)
- Arouse student curiosity by bringing in something that relates to the topic being studied
- Utilize computer-assisted instruction to build background knowledge and provide frequent feedback with self-correction
- Turn off room lighting and use a flashlight to highlight or to draw the attention of students to key words/items
- Have earphones/earplugs available for students who have auditory distractibility
- Keep desktop and/or table top free of clutter to help students focus on instruction
- Stop often to summarize key elements in a lesson to point out to students what is important to remember