

Response to Intervention Plan K-8

Trumansburg CSD

BOARD APPROVED: DATE

Response to Intervention Plan K-8

Trumansburg CSD

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The mission of the Trumansburg Central School District is to teach children to become informed, contributing, caring citizens, who take responsibility for their actions and confidently pursue chosen vocations as lifelong learners. The intended outcome is to help the children develop into healthy, adaptable adults who work together effectively and efficiently for the betterment of our society.

We believe that active communication among staff, students and community, in a process which is continuously reviewed, is essential to creating a stimulating and challenging environment which respects individual differences and provides equal opportunity so that all children may thrive.

Overview

RtI is a data driven process. Intervention services are aimed at helping students meet or exceed the New York State Learning Standards in English Language Arts and Mathematics as measured by New York State Assessments. RtI services are available to students with disabilities on the same basis as non-disabled students, provided that services required are in an instructional discipline not addressed in a student's Individualized Education Plan (IEP).

Trumansburg CSD's RtI plan is designed to help students achieve the common core learning standards in English Language Arts and Mathematics in grades K-8. Appropriate instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. For high-quality early literacy, instruction will be scheduled for an uninterrupted 90 minute literacy block in grades K-4 where appropriate. At the middle level for high-quality literacy instruction, all students in grades 5-7 may receive 80 minutes of English Language Arts instruction per day and those in 8th grade may receive a minimum of 40 minutes daily.

Appropriate instruction in math means explicit and systematic instruction in early numeracy, fluency in math computation, application of math concepts and problem solving. In grades K-4, math instruction will be scheduled for an uninterrupted 60 minute block where appropriate. In math, all students in grades 5-8 may receive a minimum of 40 minutes of instruction daily.

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SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The Trumansburg CSD Response to Intervention Plan is developed to meet the requirements of Section 117.3, which is to ensure student progress toward meeting state standards. RtI is the practice of providing high quality instruction and interventions matched to student needs. Learning rate over time and level of performance are used to make important educational decisions about individual students (NASDSE, 2006). RtI represents a systematic; research based educational approach 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 has also been shown to lead to more accurate identification of students with learning disabilities and appropriate interventions for them. Educators make important decisions daily regarding students' educational programs. These decisions include determining the need for changes in the nature of a child's current intervention or the need for special education services due to a learning disability. The decision as to whether a student needs an intervention change or has a learning disability must be based on extensive and accurate information.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a Multi-level prevention system to maximize student achievement. With RtI, 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 intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires 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 Rtl process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for Rtl:

1. Defines Rtl to minimally include:

- **Appropriate instruction** delivered to all students in the general education class 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 oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **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.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the Rtl process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an Rtl program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a Rtl program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an Rtl program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

In addition to the above Rtl requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.

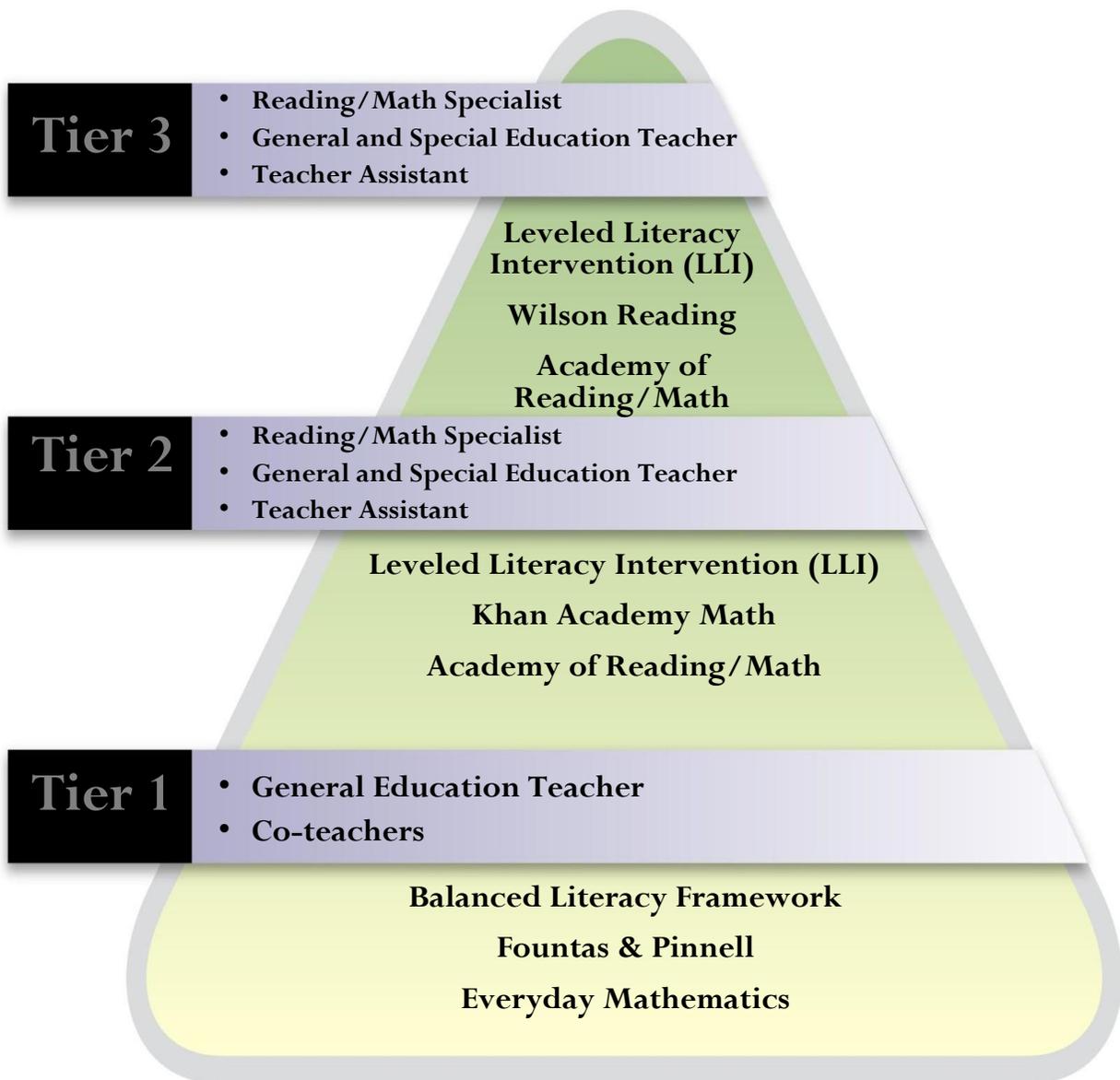
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An Rtl process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

Rtl serves as a multi—tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Trumansburg CSD, a 3-tiered model is used. The graphic presented below provides a visual illustration of the district’s Rtl model with a sampling of programs. Further information for each tier follows the graphic.



Tier One

Tier One is considered the primary level of intervention at Trumansburg CSD and always takes place in the general education classroom. Tier 1 involves appropriate instruction in literacy and math delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier 1 at Trumansburg CSD in terms of core program, interventionist, frequency, recommended duration, and location by grade level.

Tier One					
Grade	Core Program	Interventionist	Frequency	Recommended Duration	Location
K-4	Balanced Literacy Framework Common Core Standards Fountas & Pinnell Everyday Math	General Education Teacher & Co-teachers	Daily	90 min (Literacy) 60 min (Math)	General Education Classroom
5-7	Balanced Literacy Framework Common Core Standards Everyday Math	General Education Teacher & Co-teachers	Daily	80 min (Literacy) 40 min (Math)	General Education Classroom
8	Balanced Literacy Framework Common Core Standards Everyday Math	General Education Teacher & Co-teachers	Daily	40 min	General Education Classroom

Description of Core Program:

Evidence-based : Balanced literacy instruction combines phonics and holistic instruction, scaffolding, personalized instruction and the use of running records, anecdotal notes, rubrics and portfolios to connect reading and writing in the curriculum (Frey, et al., 2005; Kennedy & Shiel, 2010; Turner, 1989; Xue & Meisels, 1998). A major accomplishment of this approach is that it promotes accountability, making students control their learning outcomes and recognize their accomplishments throughout the learning process (Grenawalt, 2004). According to Xue and Meisels (1989), research supports the balanced literacy approach because literacy achievement out performs either the whole language or phonics instructional approach in isolation.

The five pillars of literacy instruction, phonemic awareness, word identification, vocabulary, oral reading fluency, and comprehension are all addressed within a Balanced Literacy Framework:



One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

The Common Core State Standards for Mathematics define what students should understand and be able to do in their study of mathematics. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness. The development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

Differentiation strategies: Strategies that are used to differentiate instruction for those students who struggle with the core program include, but are not limited to: Leveled/Trade Books, STAR Learning Progressions and Resources, and Guided groups based on individual strengths/weaknesses.

Check for fidelity: Through the Annual Professional Performance Review (APPR) process, administrators will check for the fidelity of RTI implementation. This will include examining artifacts, teachers' ability to analyze student work, and classroom observations.

Tier Two

Within the Trumansburg CSD Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to literacy and math skills.

Tier Two Supplemental Intervention						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Recommended Group Size
K-4	Leveled Literacy Intervention (LLI) Academy of Reading/Math	Reading Specialist, General and Special Education Teacher, Teacher Assistant	2-3x/week	20-30 min	Separate Location	Max of 5
5-8	Academy of Reading/Math Khan Academy Math	Reading/Math Specialist, General and Special Education Teacher	2-3x/week	40 min	Separate Location	Max of 6

Program options available to students at this tier are based on student need(s). A Tiers 2 and 3 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier 3 at Trumansburg CSD in terms of program options, interventionist, frequency, duration, location and group size.

Tier Three						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Recommended Group Size
K-4	Leveled Literacy Intervention (LLI) Academy of Reading/Math Edmark	Reading Specialist, General and Special Education Teacher, Teacher Assistant	4-5x/week (as individual student's schedule allows)	20-30 min	Separate Location	Max of 3
5-8	Academy of Reading/Math Wilson Reading Edmark Khan Academy Math	Reading/Math Specialist, General and Special Education Teacher	2-3x/week (as individual student's schedule allows)	40 min	Separate Location	Max of 3

Program options available to students at this tier are based on the student needs. The Appendix provides information on the nature of program options available at Tiers 2 and 3 for each grade level.

SECTION 3:

ASSESSMENT WITHIN an RTI FRAMEWORK

An Rtl 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 an Rtl process for different purposes.

Screening

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, further assessment, or supplemental instruction. It is highly recommended that there is evidence of psychometric accuracy and that the tools used or selected have been reviewed for their psychometric properties. The table presented below provides descriptive information regarding the universal screening procedures used in Trumansburg CSD.

Screening Tool(s):	STAR Early Literacy (K-1, older students as appropriate), STAR Reading (2-8), STAR Math (2-8)
Frequency of Administration:	3x per year: Sept, Jan, May
Grades Screened:	K-8
Screening Administrator(s)	Dawn McDonald (Teacher Assistant) Karen Salino (Reading Specialist) Chris Ibert (ELA teacher) Sarah Vakkas (Director of Instruction) Bryce DeSantis (MS Psychologist)

Location:	Computer Lab
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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 supports 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)

Considerations relative to universal screening for English Language Learners may include the following:

1. Use of tools with demonstrated reliability and validity to identify and monitor students' need for instructional support in reading and math.
2. Assessment of students' language skills to provide an appropriate context regarding evaluation of current levels of performance.
3. Planning of instruction based on what is known about the student's current level of performance and his or her literacy experiences.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Trumansburg CSD uses STAR Early Literacy, STAR Reading, and STAR Math in conjunction with other progress monitoring measures to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at Trumansburg CSD.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Monthly	Biweekly	Biweekly
Administrator(s)	General and Special Education Teacher	Reading/Math Specialist, Teacher Assistant, General and Special Education Teacher	Reading/Math Specialist, Teacher Assistant, General and Special Education Teacher
Location:	Computer Lab, Classroom	Computer Lab, Classroom	Computer Lab, Classroom

Additional Assessment: Diagnostic

Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.). See the Appendix for a list of Diagnostic assessments used to gather information about individual students' skills and needs.

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 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, the Trumansburg CSD two major decisions need to be made relative 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?

Determining Initial Risk Status

To determine which students may be at-risk, the Trumansburg CSD uses data obtained from benchmark/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:	STAR Early Literacy, STAR Reading, STAR Math
Secondary Data Source:	NYS Assessments in ELA and Math (4-8) Running Records (K-4) Teacher Recommendation Common Benchmarks (Letter Sounds, Sight Words, etc.) ELA and Math Course Grades (5-8)
Purpose:	<ul style="list-style-type: none"> • 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 ?	Grade Level Team including General Education Teachers, Special Education Teachers, School Psychologist, Principal, Reading Specialist, Teacher Assistant, Speech/Language Pathologist, School Counselor (as appropriate)
Frequency	Determinations will be made within two weeks after each benchmark assessment at grade level data meetings
Decision Options and Criteria:	See Appendix for decision rules related to Initial Risk Status

Determining Student Response to Intervention

Another key decision made by the Rtl Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Trumansburg CSD 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 Rtl Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention	
Primary Data Source:	STAR Early Literacy, STAR Reading, STAR Math
Secondary Data Sources (as needed):	Running Records/Fountas & Pinnell Benchmarks DIBELS ELA and Math Course Grades Teacher Recommendation
Purpose:	<ul style="list-style-type: none"> • Determine student's response to the intervention • Determine if the student is closing the gap • Determine the need for a lesser or more intensive intervention

Who's Involved ?	Support Team/RTI Team		
Frequency per Tier in addition to screening times (Grades K-4 only)	Tier 1	Tier 2	Tier 3
	As needed	Dec March	Dec March
Decision Options and Criteria:	See Appendix for decision rules related to Determining Student Response to Intervention		

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 the school district.

The Trumansburg CSD provides on-going, high-quality professional development for all instructional and supervisory staff. They will address multiple facets of RTI and Data Driven Instruction (DDI) with a particular focus on research-based reading and math interventions. Professional development formats typically include: multi-day trainings, short workshops, professional book clubs, model lessons, and classroom coaching.

In addition to district leaders, highly knowledgeable outside consultants may be retained to provide on-going, high-quality professional development in specific technical and/or procedural aspects of RTI. This may include training and support with universal screening/progress monitoring software.

SECTION 6:

PARENT NOTIFICATION

In the Trumansburg CSD parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when a student begins an intervention via letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

Parents will also receive notification via letter when a student will no longer be receiving an intervention.

APPENDIX

A. Tier 2 and 3 Instructional Menu

B. Diagnostic Assessments

C. Decision Rules for Determining Initial Risk Status

D. Decision Rules for Determining Student Response to Intervention

E. Sample Parent Letters

F. Balanced Literacy Framework

Appendix A:

Tier 2 and 3 Instructional Menu

These interventions can be used at Tiers 2 and 3. Intensity of instruction is increased at Tier 3 (frequency & duration of sessions). **Intervention fidelity** is critical to the integrity of an RTI model. **Intervention fidelity** refers to delivering instruction in the way it was designed to be delivered. If students are not making progress after receiving an intervention with fidelity, the intervention may be customized by adding research-based practices and must be approved by the DIT, a district literacy coach, or the building principal.

Intervention	Component	Description	Considerations
Leveled Literacy Intervention (Fountas & Pinnell)	Fluency (via integrating phonic, syntactic, and semantic cues), Comprehension	LLI is based on a Guided Reading approach using leveled books. Daily lessons are 30 minutes each and follow a predictable 2-day cycle. There is room for individual flexibility and teacher decision-making within daily lesson routines.	<ul style="list-style-type: none"> • 14-18 week program, typically • Goes up to F&P Level N • Designed for grades K-2 • Includes a writing component on alternating days • Program materials must be purchased from Heinemann • Training required
Wilson Reading	Phonemic Awareness, Alphabetic Principles (sound-symbol relationship), Word Study, Spelling, Sight Word Instruction, Fluency, Vocabulary, Oral Expressive Language Development	Wilson Reading is a supplemental reading and writing curriculum designed to promote reading accuracy (decoding) and spelling (encoding) skills for students with word-level deficits. Daily lessons are 45-90 minutes each and follow a 10-part lesson plan. There is room for individual flexibility and teacher decision-making within daily lesson routines.	<ul style="list-style-type: none"> • Level A for younger or ESL students, Level B for older students • Training required • Necessary materials include an instructor manual, rules notebook, dictation books, assessment materials, and manipulatives

Academy of Reading/Math	<p>Decoding automaticity, phonemic awareness, phonics, fluency, vocabulary, comprehension</p> <p>Computational fluency, Numbers & Operations, Algebra, Measurement, Geometry, Data Analysis & Probability</p>	<p>Web-based intervention solutions for grades 2 and up.</p>	<ul style="list-style-type: none"> • Personalized training plans based on placement tests • Data reports • 30 minutes per day, 3–5 times per week recommended • Flexible scheduling for in-class, lab, before and after school programs
Khan Academy Math	<p>K-12 Math concepts broken down by topics such as Arithmetic, Pre-Algebra, Algebra, Statistics, Trigonometry, Geometry, etc.</p>	<p>Web-based intervention solution with over 3000 videos for K-12 Math</p>	<ul style="list-style-type: none"> • Self-paced learning tool • Real-time class reports • Teacher resources
Edmark	<p>Level 1 teaches 150 Dolch Sight Words, as well as "-s", "-ed," and "-ing" endings, capitalization, and punctuation.</p> <p>Level 2 teaches 200 new words including compound words, as well as reviewing and reinforcing words from Level 1.</p>	<p>Reading program that uses a whole-word approach, with short instructional steps, consistent repetition, and positive reinforcement to ensure that students experience immediate success.</p>	<ul style="list-style-type: none"> • Designed for students with learning or developmental disabilities • Multiple learning modalities are incorporated • Teacher Resources include Story Books, picture cards, phrase cards, direction cards, etc.

Appendix B: Diagnostic Assessments

Diagnostic assessments are used to help teachers pinpoint instructional needs and to inform instruction for students who are struggling with literacy and mathematics learning.

Assessment	Component	Description	Considerations
Benchmark Assessment System (Fountas & Pinnell)	Fluency (reading record & optional word reading rate) Comprehension *other optional subtests available within the system	The Benchmark Assessment System is an informal reading inventory (IRI), which determines instructional levels along with the F&P text gradient. IRI's offer teacher insight into oral reading fluency beyond rate and accuracy (i.e., phrasing, prosody, expression)	-1 fiction and 1 nonfiction text available at each grade level -Texts are small books with full-color illustrations -Relatively time consuming to administer and score, varies depending on number of texts administered
Academy of Math placement test	Word Problems, Operations (Fluency), Terminology (Conceptual Knowledge)	The Academy of MATH automated placement test provides a snapshot of each student's math abilities relative to their grade to prescribe an individualized training program.	- can accelerate students through skills where proficiency is demonstrated; - provide students with reinforcement or review difficult concepts
Academy of Reading placement test	Foundation reading skills, including: phonemic awareness, sound symbol association, phonics and decoding, and reading comprehension	The Academy of Reading automated placement test provides a snapshot of each student's reading abilities relative to their grade to prescribe an individualized training program.	- can accelerate students through skills where proficiency is demonstrated; - provide students with reinforcement or review difficult concepts

<p>WADE (Wilson Assessment for Decoding and Encoding)</p>	<p>Sounds, Word spelling, Sentence spelling</p>	<p>Criterion-referenced tool to assist in identifying students and groups who will benefit from the Wilson Reading System</p>	<p>Provides low- and high- level vocabulary options, as well as both mastery and achievement scoring. Included in the testing materials are a User's Guide, Test Cards, and Recording Forms</p>
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Appendix C

Decision Rules for Determining Initial Risk Status

Elementary School:

3rd grade NYS Assessments in ELA and Math (4th grade only)

Running Record

Common Benchmark Assessments (CBAs)

Most Recent Benchmark Screening result for ELA and Math

Teacher Recommendation

Level of Need	3 rd Grade NYS	Running Record	CBAs	Benchmark Screening %ile	Teacher Rec (4,3,2,1)		Overall (4 data points)	Overall (5 data points)
Benchmark (4)	4	*	*	40+	4		14-16	16-20
On Watch (3)	3	*	*	26-39	3		11-13	12-15
Strategic (2)	2	*	*	11-25	2		7-10	8-11
Intensive (1)	1	*	*	0-10	1		0-6	0-7

*varies per grade level

Middle School:

Prior 2 years NYS Assessments in ELA and Math

Common Unit Assessments in ELA and Math

Most Recent Benchmark Screening result(s) for ELA and Math

Teacher Recommendation

Level of Need	NYS 2Yrs ago	NYS 1Yr ago	Common Unit Assessment	Benchmark Screening %ile	Teacher Rec (4,3,2,1)		Overall
Benchmark (4)	4	4	80+	40+	4		16-20
On Watch (3)	3	3	70-79	26-39	3		12-15
Strategic (2)	2	2	60-69	11-25	2		8-11
Intensive (1)	1	1	0-59	0-10	1		0-7

Appendix D:

Decision Rules for Determining Student Response to Intervention

For those students that fall below target, the teacher will implement an intervention that fits the student's need and conduct progress monitoring to measure the effectiveness of the intervention. The sensitivity of the general outcome measure will allow the teacher to adjust the intervention, if necessary over a shorter period of time for more informed and effective instruction. Teachers providing interventions for students should progress monitor monthly (tier 1) and at least biweekly (tiers 2 and 3).

At the elementary level (K-4), progress monitoring should continue until the student has at least three consecutive data points on or above the Goal Line. When a student has had at least three consecutive data points on or above the Goal Line and is within grade level expectations, they are considered successful and may exit to the next tier (tier 3 to tier 2, tier 2 to tier 1, tier 1 to no intervention). Similarly, when a student's progress monitoring data shows lack of progress toward the goal, the intervention may need to be changed. Support Team/Data Team meetings will occur midway between screenings to look at students' progress monitoring data to determine if interventions should be continued, changed, or stopped.

Appendix E: Sample Parent Letters

Trumansburg Central School District
100 Whig Street
Trumansburg, NY 14886
(607) 387-7551 X 4821

Response to Intervention Services

11/30/2012



Dear 

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) services to students who are at risk of not achieving the New York State Learning Standards. This service was previously called Academic Intervention Services (AIS). Response to Intervention services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science and Social Studies by providing additional instruction or support services.

As a result of periodic reviews and assessments at various grade levels, it has been determined that your child has been identified as a student at risk of not achieving the standards. Attached is a summary report of the additional services scheduled to be provided.

Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, a teaching assistant or other support staff. The school personnel will work to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

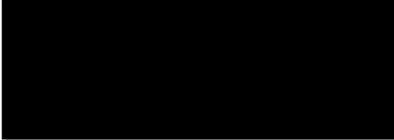
Sincerely,



**Trumansburg Central School District
100 Whig Street
Trumansburg, NY 14886**

Response to Intervention Services Progress Report

November 30, 2012



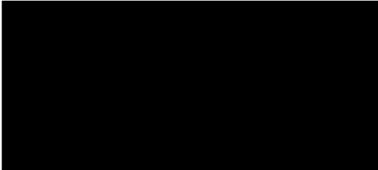
Dear 

As a result of previous assessments, your child was identified to be at risk and has been receiving Response to Intervention (RTI) services.

Enclosed is a report which indicates your child's progress. Please utilize this report along with other reports from your child's educational program(s) to help you evaluate your child's overall achievement in relation to classmates and education curriculum.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,



**Trumansburg Central School District
100 Whig Street
Trumansburg, NY 14886**

Continuation of Response to Intervention Services

November 30, 2012

[REDACTED]

Dear [REDACTED]

Previously you were notified that your child was identified as being at risk of not achieving the New York State Learning Standards and has been receiving Response to Intervention Services (RTI) services. Response to Intervention services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science and Social Studies by providing additional instruction or support services.

After reviewing your child's progress, it has been determined that your child continues to need the Response to Intervention services as indicated on the attached summary report.

Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, a teaching assistant or other appropriate support staff. The school personnel will work to provide your child with the necessary skills and support services to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

[REDACTED]

**Trumansburg Central School District
100 Whig Street
Trumansburg, NY 14886**

Discontinuance of Response to Intervention Services

November 30, 2012

[REDACTED]

Dear [REDACTED]

As a result of previous assessments, your child was identified to be at risk of not achieving the New York State Learning Standards in English/Language Arts, Mathematics, Science or Social Studies, and has been receiving Response to Intervention (RTI) services.

I am pleased to report that your child has made sufficient progress and is no longer at risk and all Response to Intervention services are scheduled to be discontinued.

Please be advised that your child's progress will continue to be monitored at various grade levels to meet the expected learning standards.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

[REDACTED]

Appendix F:
Balanced Literacy Framework

Balanced Literacy Defined

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy.

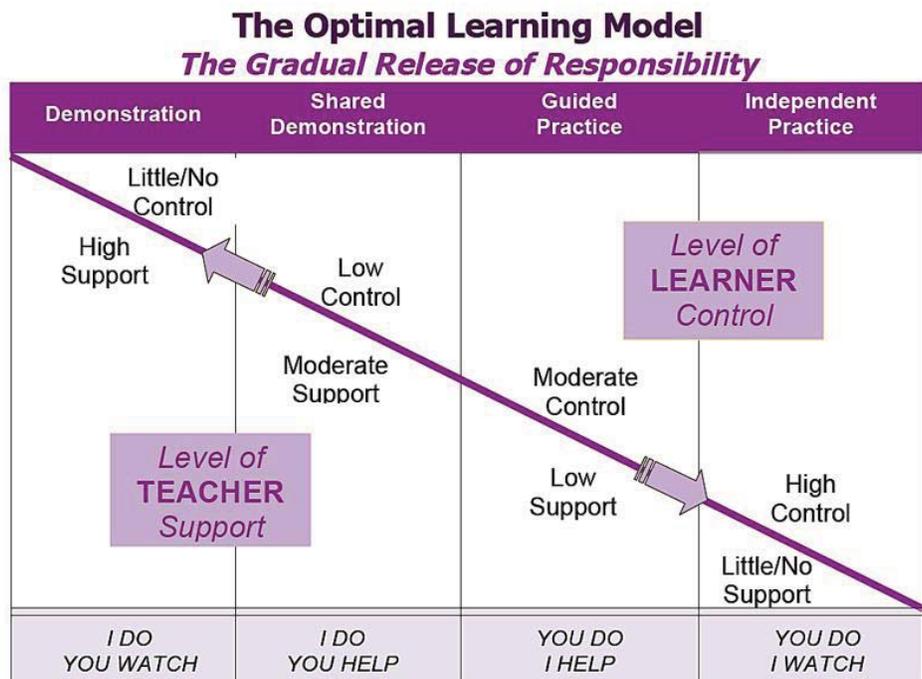
Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading.

Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.

Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach.

Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing on a daily basis. Each day the workshop ends with an opportunity for students to share and reflect upon their learning.

These authentic opportunities for reading and writing are arranged on a continuum based on the gradual release of responsibility. Some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teacher, leading to those that are done independently by the child.



Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)

**Throughout the Reading and Writing Workshop
the teacher will provide explicit instruction through:**

- . Think Alouds**
- . Modeling**
- . Focus Lessons**

READING WORKSHOP

Read Aloud

- Teacher has access to the text
- Teacher shares his/her thinking regarding strategies
- Teacher models fluent reading

Shared Reading

- Teacher and students have access to the text
- Teacher and students share thinking about reading strategies

Guided Reading

- Small flexible groups with similar needs/interests
- Instructional level text
- Teacher led
- Book chats with teacher guidance

Reading Conferences

- Teacher and student meet to assess and/or discuss progress, strategy use and set reading goals

Independent Daily Reading

- Student selects text with teacher guidance based on interest and independent reading level

WRITING WORKSHOP

Shared Writing

- Teacher uses the pen
- Teacher explicitly models the writing strategies and skills using Six Traits

Interactive Writing

- Teacher and students share the pen
- Teacher and students share their ideas about the writing process

Guided Writing

- Small flexible groups with similar needs/interests
- Focus on modes of writing using the Six Trait Model
- Teacher led

Writing Conferences

- Teacher and student meet to assess and/or discuss progress, skills and set writing goals

Independent Daily Writing

- Student and/or teacher chooses mode, purpose, audience

Word study

Phonemic Awareness

Phonics

Vocabulary

Roots and affixes

Word origins

Shared Learning

- A few children share their learning/strategies from the day

Shared Learning

- A few children share their learning/writing pieces from the day