

# Baldwinsville Central School District Response to Intervention Plan K-8



**Matthew McDonald, Acting Superintendent of Schools**

**Joseph DeBarbieri, Deputy Superintendent**

**Tony Cardamone, Director of Elementary Curriculum & Instruction (K-6)**

**Renee Burnett, Director of Secondary Curriculum & Instruction (7-12)**

**David Kilcourse, Director of Pupil & Personnel Services**

**Rocco Nalli, Director of Special Education**

8/5/2016

# **Baldwinsville Central School District**

## **Response to Intervention Plan**

### **Overview**

The Baldwinsville Central School District Response to Intervention (RtI) Plan is developed to meet the requirements of Section 117.3 requirements to ensure student's progress toward meeting state standards. RtI is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). 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 has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student is struggling to meet the standards set for all students and needs 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 leading 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. These services are aimed at helping students meet and/or exceed the New York State Learning Standards in mathematics, English language arts, science, and social studies as measured by New York State Assessments. These services are available to students with disabilities on the same basis as non-disabled students; however, services shall be provided to the extent consistent with the student's Individualized Education Plan (IEP).

Baldwinsville's RtI plan is designed to help students achieve the 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, the core reading program will minimally be scheduled for 165 minute literacy block in kindergarten through 2<sup>nd</sup> grade and 120 minute literacy block in grades 3-5. Literacy instruction in grade 6 will be 80 minutes, and in grades 7-8, students will receive a 40 minute class every day. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

### **RtI Assessment Plan**

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. All students in grades K-8 will be given appropriate screening measures three times a year. STAR Reading, STAR Math, STAR Early Literacy, and AISWeb Plus will provide instructional staff with a valid and reliable screening package. Literacy skills assessed, depending upon grade level, are phonemic awareness, phonics, fluency, vocabulary, and comprehension. In the

area of Mathematics, depending upon grade level, screening will include early numeracy, computation, concepts and applications, and problem solving (Refer to Appendix 1 for specific information on test administration schedule). Having these screening measures in place will ensure compliance with Section 117.3 of the Regulations of the Commissioner of Education, which requires that students with low test scores be monitored periodically through screenings and on-going assessments of the students' reading and mathematic abilities and skills.

Screening results are used to identify a student in need of intervention, and continue to progress monitor those students on a weekly or bi-weekly basis for 5 -9 weeks (see Appendix 2) 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. (Jenkins, J., & Johnson, E., 2008) We have developed progress monitoring rules (See Appendix 2). Each building Instructional Support Team (IST) and Building Data Team supports using these rules by frequently referring to them while meeting on a student. While following the chart it is evident we recognize that any good assessment system uses multiple measures to make instructional decisions. As evident in Appendix 2 we have a variety of diagnostic measures to determine student academic deficiencies in order to guarantee appropriate academic interventions.

Our school district's process to determine if a student responds to scientific, research-based instruction shall include the following: (a) instruction matched to student need with increasingly intensive levels of targeted intervention and, (b) 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 [8NYCRR §100.2(ii)(1)(iii)]. To make it clear to academic staff delivering interventions to students we have a Tier Descriptor Form (See appendices 3 and 4). As evident in Appendices 3 and 4, we have a variety of intervention materials that are academically appropriate for students in Tier 1, Tier 2, or Tier 3 interventions.

### **RtI Tiered System**

Our multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). We have adopted a three-tiered intervention model.

Our Tier 1 intervention model generally includes a literacy block with supplemental material provided to students in need of additional help (see Appendices 3 and 4). Our Tier 1 students are progress monitored by the classroom teacher for a specific amount of time (see Appendix 2 Progress Monitoring Flow Chart). Our students in Tier 1 (some risk) will be progress monitored at minimum once per month, if warranted.

Tier 2 intervention is typically small group supplemental instruction. This supplemental instructional intervention is provided in addition to Tier 1 instruction. Our Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, or in a diagnostic assessment. Students are often grouped according to instructional need. Tier 2 intervention will take place in the general education classroom or in an alternate location outside of the general education classroom. Our Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and durations. Individual student needs affect the determination of these variables. Our students in a Tier 2 intervention will be progress monitored once every other week in K-5 literacy, 1 to 2 times per month in K-5 mathematics, and every 2 weeks for grades 6-8 mathematics/literacy to determine intervention effectiveness.

Our Tier 3 service differs from Tier 2 instruction in terms of time, duration, group size, progress monitoring, and focus. This tier provides greater individualized instruction in a small group setting. Our students in a Tier 3 intervention will be progress monitored at least once every other week in K-5 literacy, 1 to 2 times per month in K-5 mathematics, and every 2 weeks in grades 6-8 mathematics/literacy.

### **Parent Notification**

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing. Our school district will notify parents when the student enters a Tier 2 service. Furthermore, our district will notify a parent if their son/daughter is suspected of having a learning disability. Parents will receive data-based documentation of the student's achievement at reasonable intervals reflecting formal assessment of a student's progress during instruction. This is consistent with section 200.4(j) of the Regulations of the Commissioner of Education.

When a student receives instructional interventions, several factors must be considered to ensure that instructional strategies/programs are implemented with fidelity; that is, how closely the specific steps or procedures were delivered as intended. One critical factor for fidelity is a student's daily attendance. As a result, parents are an essential part of an effective RtI model. If a student is not attending school regularly and his/her attendance has seven (7) or more absences, parents will be notified that intervention fidelity is being compromised. A student's school can only make decisions about the effectiveness of instructional interventions if he/she is attending school regularly; and if a student is not, building-level data teams and Committees on Special Education cannot determine whether a child's learning struggles are predominantly due to a lack of appropriate instruction.

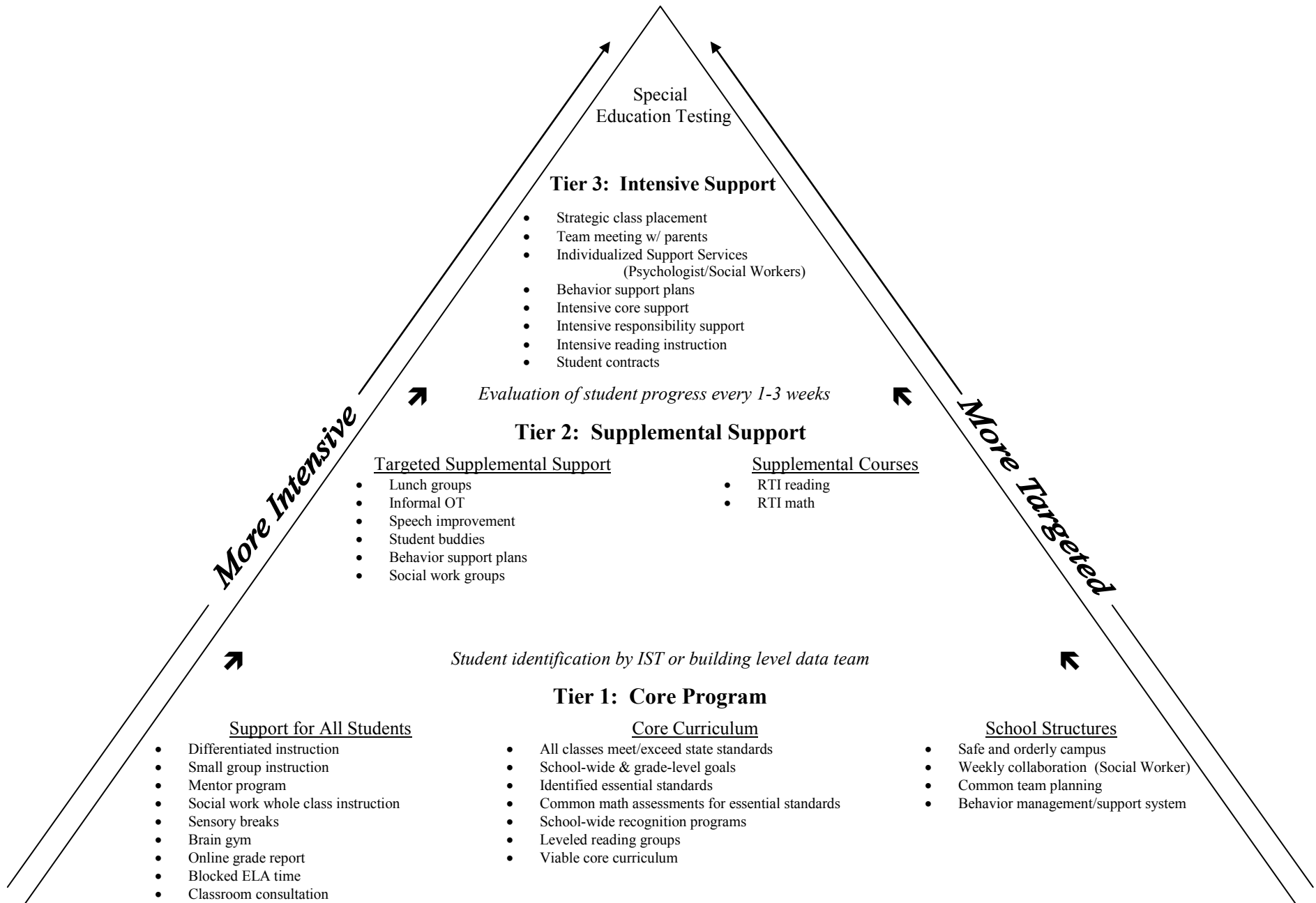
### **Professional Development**

We believe effective implementation of a data-based decision making process like RtI requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process.

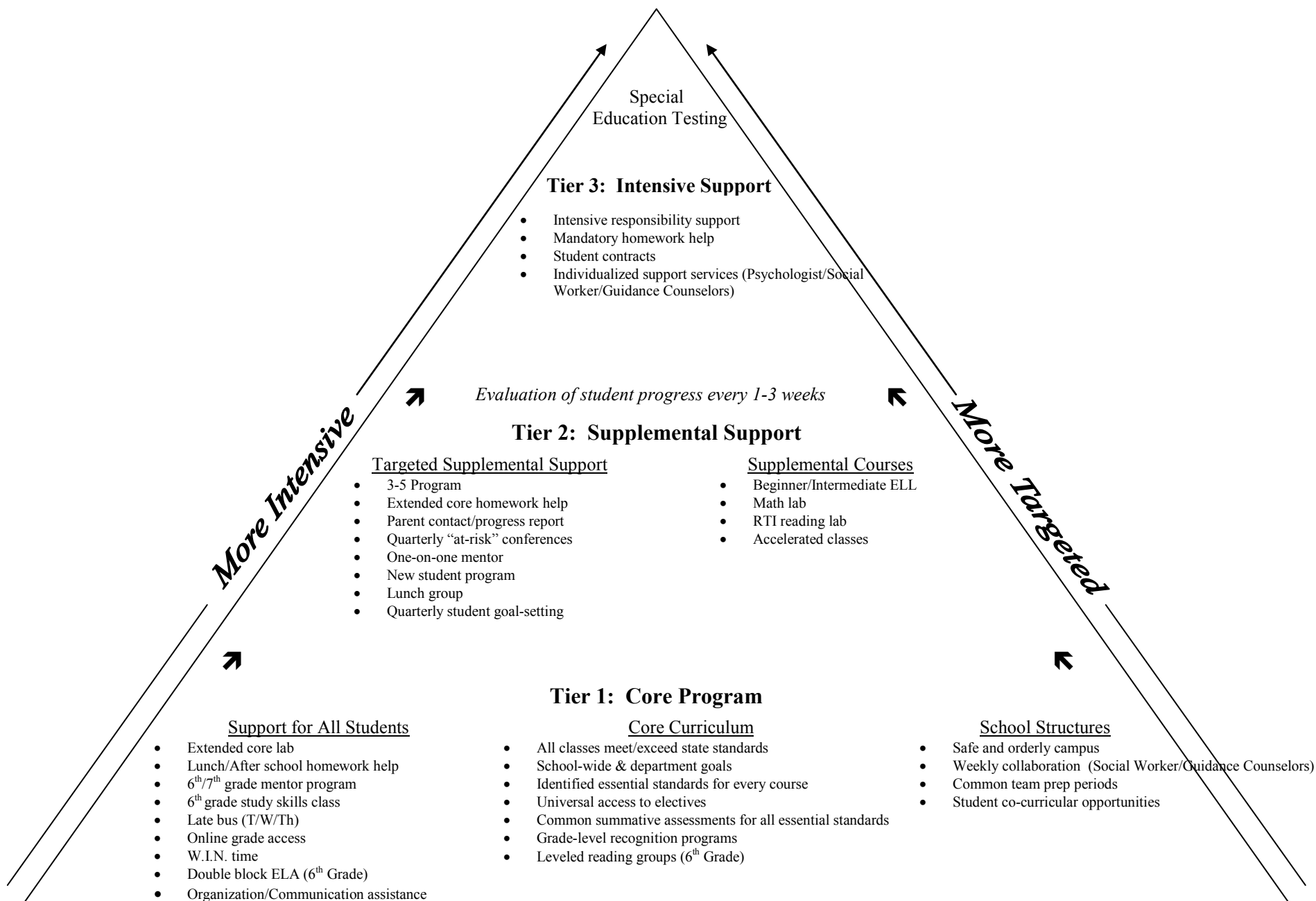
The RtI model in our school district has included several opportunities for staff to understand the RtI Process. Our staff is skilled in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students' aim-lines of learning.

Individuals who will be participating in the instructional support teams have a broad understanding of interventions and are highly skilled in data analysis, problem solving, and decision making in support of improving instructional programs for students referred to the team.

Baldwinsville Central School District's (Gr. K-5)  
Pyramid Response to Interventions



# Baldwinsville Central School District's (Gr. 6-8) Pyramid Response to Interventions



## **Appendix 1 Screening Schedule**

### **Recommended Benchmark Assessment Schedule**

#### **September 2016**

Wednesday (9/7/16) – Buildings may begin Fall 2016 Benchmarking (Classroom or Computer Lab Testing)

Friday (9/30/16) – End Fall 2016 Benchmarking (May extend to 10/7/16 for grades K-1)

Monday (9/12/16) – Begin RTI Services (based on Spring 2016 Data)

On or Before Monday (10/10/16) – Begin RTI Services (based on Fall 2016 Data)

#### **January 2017**

Monday (1/9/17) – Begin Winter 2017 Benchmarking (Classroom or Computer Lab Testing)

Friday (1/27/17) – End Winter 2017 Benchmarking

On or Before Monday (2/6/17) – Begin RTI Services (based on Winter 2017 Data)

#### **May 2017**

Monday (5/8/17) – Begin Spring 2017 Benchmarking (Classroom or Computer Lab Testing)

Friday (5/26/17) – End Spring 2017 Benchmarking

On or Before Monday (6/12/17) – Adjust RTI Services (based on Spring 2017 Data)

# ELA and Mathematics Student Selection Criteria

Use these criteria to highlight students for possible RtI services. Additional evidence/data may be gathered by the data team to identify students for services.

<b><u>Fall (based on last Spring Benchmarks and current Fall Benchmarking)</u></b>	<b><u>WINTER</u></b>	<b><u>Spring</u></b>
K - 39 <sup>th</sup> Percentile & Below	K - 39 <sup>th</sup> Percentile & Below	K - 39 <sup>th</sup> Percentile & Below
1 <sup>st</sup> - 39 <sup>th</sup> Percentile & Below	1 <sup>st</sup> - 39 <sup>th</sup> Percentile & Below	1 <sup>st</sup> - 39 <sup>th</sup> Percentile & Below
2 <sup>nd</sup> - 39 <sup>th</sup> Percentile & Below	2 <sup>nd</sup> - 39 <sup>th</sup> Percentile & Below	2 <sup>nd</sup> - 39 <sup>th</sup> Percentile & Below
3 <sup>rd</sup> - 39 <sup>th</sup> Percentile & Below	3 <sup>rd</sup> - 39 <sup>th</sup> Percentile & Below	3 <sup>rd</sup> - 39 <sup>th</sup> Percentile & Below
4 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	4 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	4 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below
5 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	5 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	5 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below
6 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	6 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	6 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below
7 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	7 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	7 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below
8 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	8 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below	8 <sup>th</sup> - 39 <sup>th</sup> Percentile & Below

**The district will set the mark to 40% for not needing services**

- set 25 - 39% on watch
- set 10 - 24% in Tier II
- set >10% in Tier III

**Note: Criteria set to the National distribution**



## ***Appendix 2***

### **Baldwinsville CSD Guidelines for RTI**

#### **Benchmark Assessments**

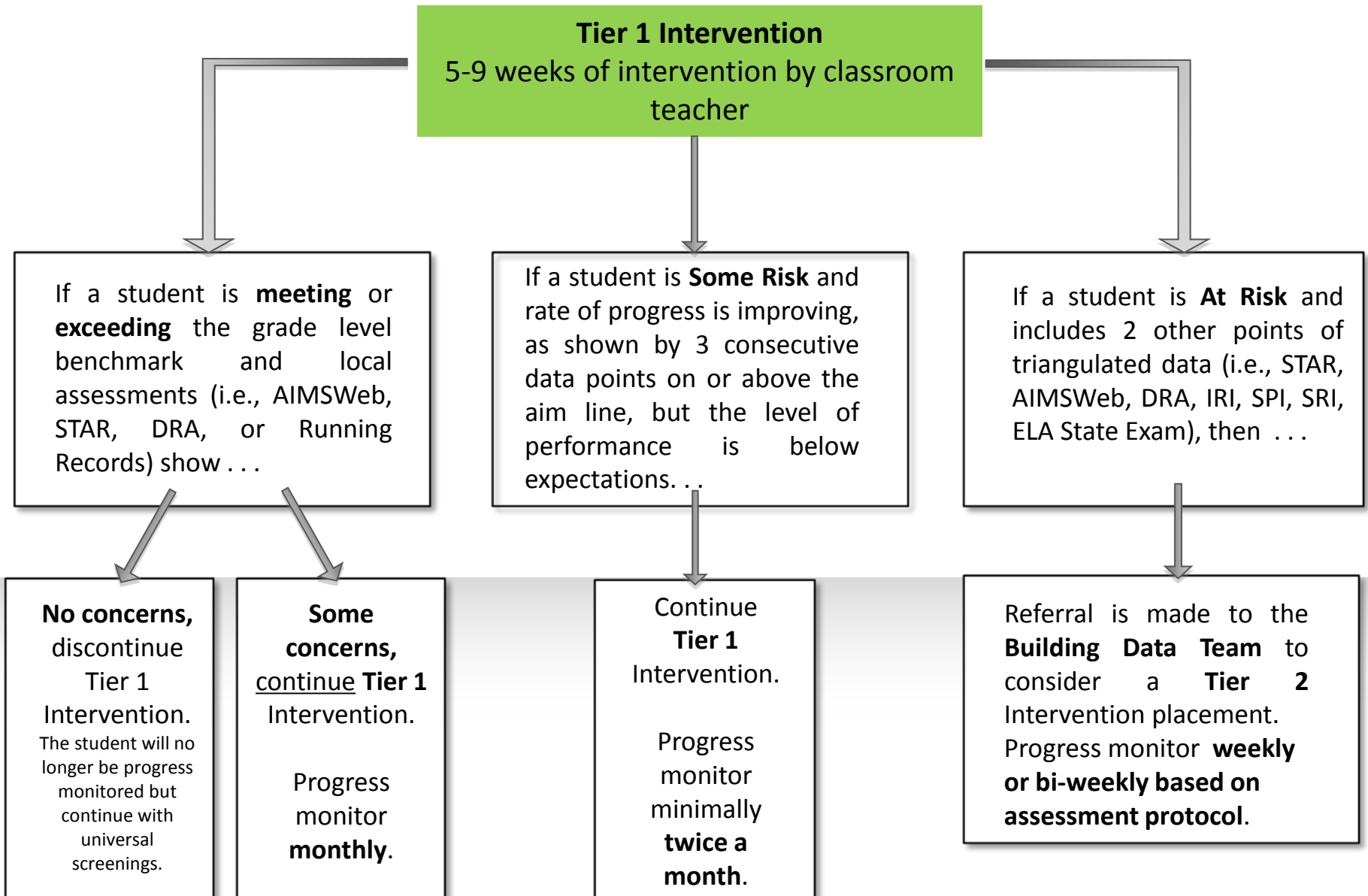
##### **Universal Screening**

Administered 3 times a year. All students must be benchmarked at grade level.

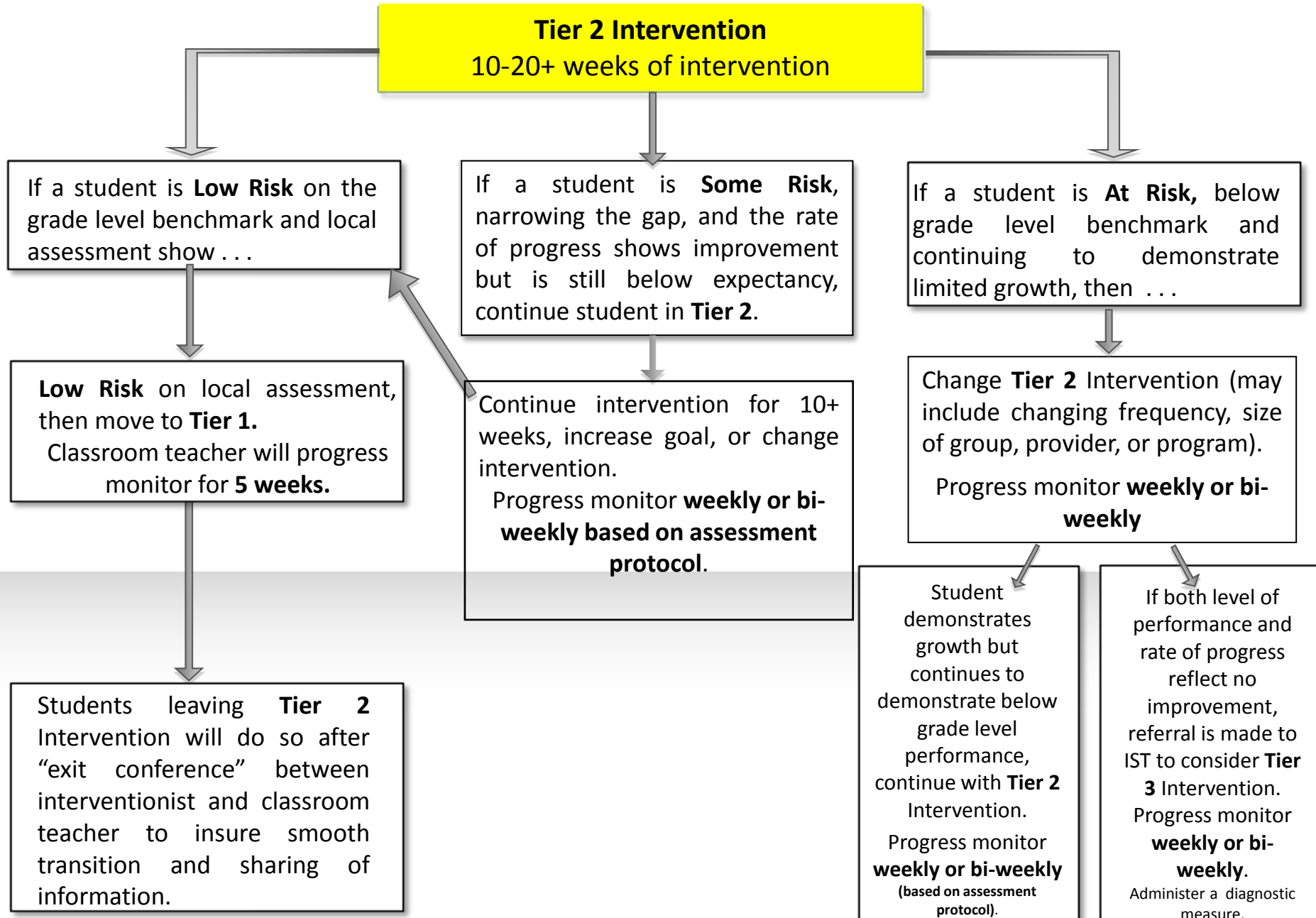
Typically, no testing modifications or accommodations are provided for benchmarking; however, accommodations per NYS assessment guidelines may be permitted\*

\* Unless IEP states students are exempt from Universal Screening.

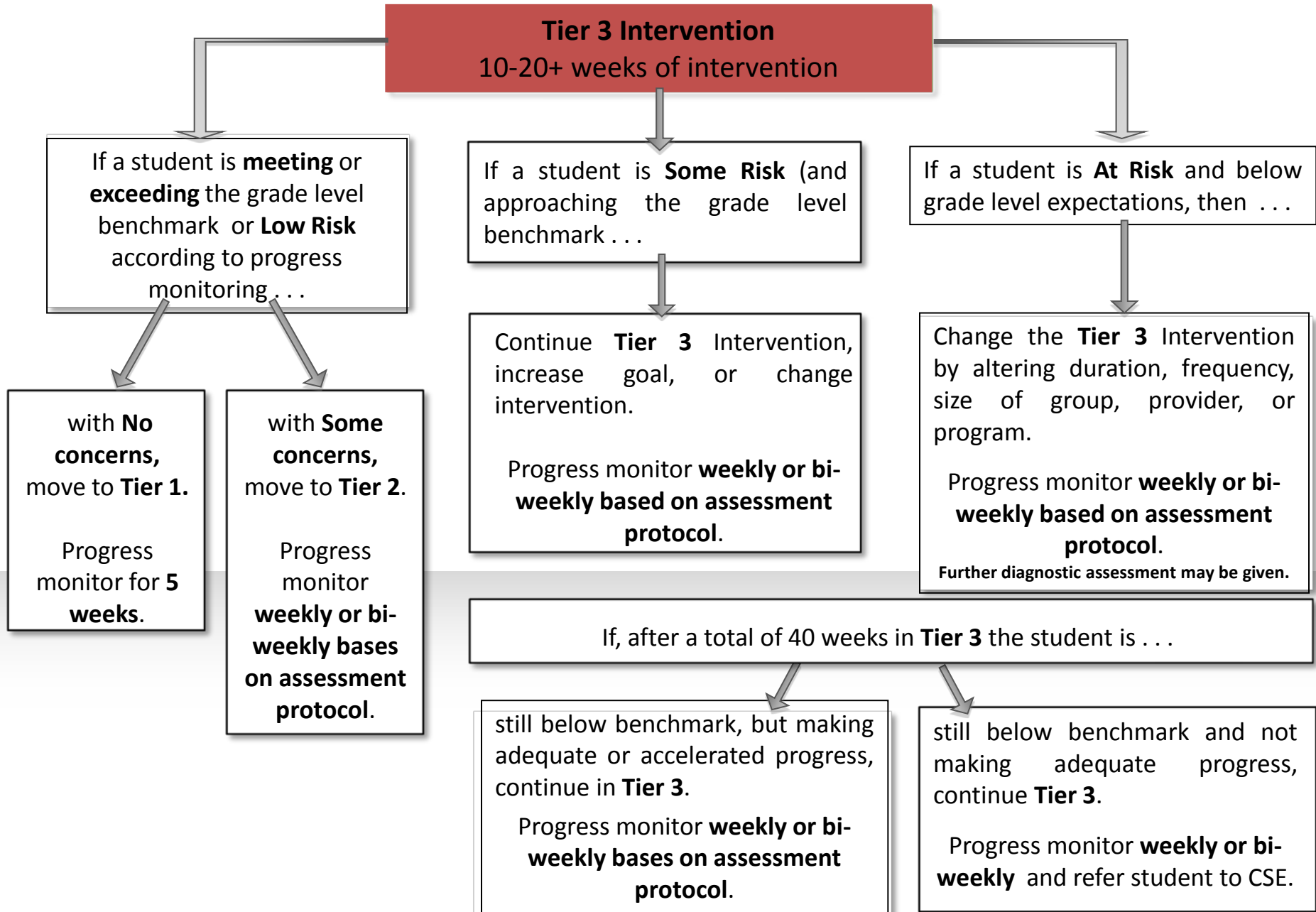
# Baldwinsville CSD Guidelines for RTI



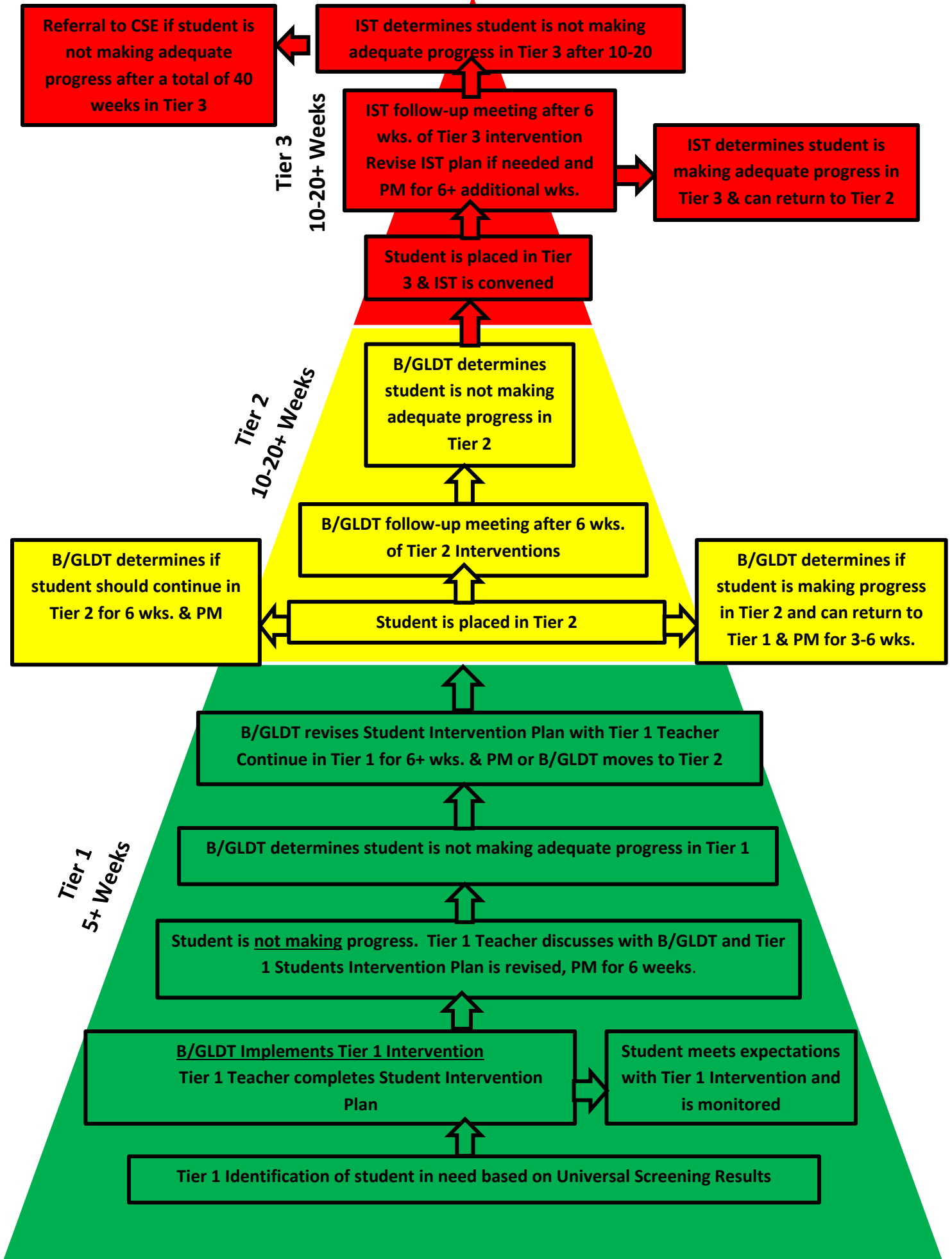
# Baldwinsville CSD Guidelines for RTI



# Baldwinsville CSD Guidelines for RTI



# B/GLDT & IST FLOW CHART



# **BALDWINSVILLE CENTRAL SCHOOL DISTRICT**

29 East Oneida Street  
Baldwinsville, NY 13027

## **The RtI Process in Determining a Learning Disability**

This information is from the New York State “Response to Intervention: Guidance for New York State School Districts” (October 2010) and the “Individuals with Disabilities Education Improvement Act: (IDEAm 2004).

According to Federal Law, A Specific Learning Disability is defined as follows:

- (i) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The data obtained through RtI can help document that the reason for a student’s poor performance in meeting reading benchmarks is not due to a lack of appropriate instruction or limited English proficiency. RtI can give important descriptive information about a child that can accompany data obtained from an individual evaluation, such as how a child learns, and why they are having difficulties reaching standardized benchmarks.

Comprehensive and multidisciplinary evaluations include a social history, psychological evaluation and observation, physical evaluation, and any other appropriate evaluations (educational, speech and language, occupational or physical therapy). This information taken together with the instructional strategies used throughout the RtI process provide important information to the Committee on Special Education (CSE) about the student’s progress in meeting State approved grade level standards and benchmarks. When determining if a student has a learning disability, a number of exclusionary factors must also be taken into account, such that a learning disability is not the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage. This data should include but is not limited to:

- Data that demonstrate that a student was provided appropriate instruction delivered by qualified personnel, including research based instruction in reading.
- Progress monitoring data that describe how a student responded to particular interventions of increasing intensity.
- Instructional information on a student’s skill level and rate of learning relative to grade level standards on norm/criterion referenced benchmarks; and
- Evaluative data including Curriculum Based Measures (CBM) regarding a student’s performance that is useful and instructionally relevant.

Data from multiple sources must indicate that when a student receives appropriate instruction, he/she:

- Does not adequately achieve grade level standards and benchmarks in the area of reading
- and
- is not making sufficient progress in meeting these benchmarks when provided with appropriate instruction that is consistent with an RtI Model; or

- exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by CSE;

and

- 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.

**DOCUMENTATION OF THE DETERMINATION OF ELIGIBILITY FOR A  
STUDENT SUSPECTED OF HAVING A LEARNING DISABILITY**

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on Special Education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for \_\_\_\_\_, which indicate that the student:

- ☐ Has a learning disability requiring special education services.
- ☐ Does not have a learning disability.

2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:

3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicates:

4. The educationally relevant medical findings, if any, indicate:

5. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c) consider:

- ☐ data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.

**AND**

- ☐ data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents



6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:

☐ the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics, calculations, mathematics problem solving:

**AND**

☐ the student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);

**OR**

☐ exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age. State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

**AND**

☐ the student's learning difficulties 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.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

☐ The following instructional strategies were used and student-centered data was collected:

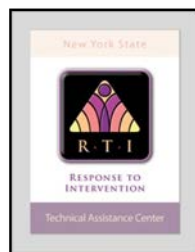
**AND**

☐ Document how parents were notified 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 the parents' right to request an evaluation for special education programs and/or services.

## 8. CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

<b>Title</b>	<b>Signature</b>	<b>Agree</b>	<b>Disagree</b>
District Representative	_____	<input type="checkbox"/>	<input type="checkbox"/>
Parent of Student	_____	<input type="checkbox"/>	<input type="checkbox"/>
Regular Education Teacher	_____	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Teacher	_____	<input type="checkbox"/>	<input type="checkbox"/>
School Psychologist	_____	<input type="checkbox"/>	<input type="checkbox"/>
Others: Specify	_____	<input type="checkbox"/>	<input type="checkbox"/>
	_____	<input type="checkbox"/>	<input type="checkbox"/>
	_____	<input type="checkbox"/>	<input type="checkbox"/>
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# RTI TIERED DESCRIPTOR

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## Baldwinsville Central School District Literacy Response to Intervention Plan Appendix 3

# RTI TIERED DESCRIPTOR

School District: Baldwinsville Central School District

Year: 2016-2017

\*Please note: Treasures labeling of materials do not coincide with RtI levels

	TIER 1	TIER 2	TIER 3
K	<p><b>Program Options:</b> Treasures: small group instruction (3-5 groups; begins in January), Treasure Chest, includes phonics/spelling, Lucy Calkins Florida Center for Reading Research (FCRR) iRead Foundations</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 165 minute Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs Foundations Road to the Code Phonemic Awareness for Young Children</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher &amp; Teaching Assistant Speech Therapist</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> Foundations</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 30 minutes per session (in addition to classroom instruction)</p>
1	<p><b>Program Options:</b> Treasures: small group instruction (3-5 groups), Treasure Chest, includes phonics/spelling, Lucy Calkins Writing iRead Foundations</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 165 minutes Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs Foundations Road to Reading Phonemic Awareness for Young Children</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher &amp; Teaching Assistant Speech Therapist</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> Foundations</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 30 minutes per session (in addition to classroom instruction)</p>

# RTI TIERED DESCRIPTOR

School District: Baldwinsville Central School District

Year: 2016-2017

	TIER 1	TIER 2	TIER 3
2	<p><b>Program Options:</b> Treasures: small group instruction (3-5 groups) Treasure Chest, includes phonics/spelling, Lucy Calkins Writing iRead Foundations</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week <b>Duration:</b> 165 minutes Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs Foundations Road to Reading Phonemic Awareness for Young Children</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher &amp; Teaching Assistant</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> Foundations</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 30 minutes per session (in addition to classroom instruction)</p>
3	<p><b>Program Options:</b> Treasures: small group instruction (3-5 groups), Treasure Chest, includes phonics/spelling, Lucy Calkins writing</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week <b>Duration:</b> 120 minutes Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs Road to Reading</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher &amp; Teaching Assistant</p> <p><b>Frequency:</b> 3 times a week <b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> System 44 Wilson Language Basics</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week <b>Duration:</b> 30 minutes per session (in addition to classroom instruction)</p>

	TIER 1	TIER 2	TIER 3
4	<p><b>Program Options:</b> Treasures: small group instruction (3-5 groups), Treasure Chest, includes phonics/spelling, Lucy Calkins writing</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 120 minutes Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher &amp; Teaching Assistant</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> System 44 Wilson Language Basics</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 30 minutes per session(in addition to classroom instruction)</p>
5	<p><b>Program Options:</b> Treasures: small group instruction (3-5 groups), Treasure Chest, includes phonics/spelling, Lucy Calkins writing</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 120 minutes Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher &amp; Teaching Assistant</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> System 44 Wilson Language Basics</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 30 minutes per session (in addition to classroom instruction)</p>

## RTI TIERED DESCRIPTOR

	TIER 1	TIER 2	TIER 3
6	<p><b>Program Options:</b> Treasures: small group instruction, Treasure Chest, includes phonics/spelling, Writer's Workshop</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 80 minute Literacy Block</p>	<p><b>Program Options:</b> Treasure Chest, Triumphs Expert 21, Next Generation (Read 180) PLATO Reading Intervention</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 20 minutes per session</p>	<p><b>Program Options:</b> System 44 Wilson Language Basics</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 4 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>
7	<p><b>Program Options:</b> Writer's Workshop</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 40 minute class</p>	<p><b>Program Options:</b> Expert 21, Next Generation (READ 180) PLATO Reading Intervention Corrective Reading – Decoding Strand</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher</p> <p><b>Frequency:</b> 3 times a week</p> <p><b>Duration:</b> 20 minutes per session</p>	<p><b>Program Options:</b> System 44 Wilson Language Basics</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 4 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>

# RTI TIERED DESCRIPTOR

School District: Baldwinsville Central School District

Year: 2015-2016

	TIER 1	TIER 2	TIER 3
8	<p><b>Program Options:</b> Writer's Workshop Technical Communication/Study Skills Seminar</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 40 minutes per session</p>	<p><b>Program Options:</b> Expert 21, Next Generation (READ 180) Corrective Reading – Decoding Strand</p> <p><b>Interventionist:</b> General Education Teacher Reading Teacher</p> <p><b>Frequency:</b> 5 times over 10 days or 5 times per week (Dependent on Intervention Used)</p> <p><b>Duration:</b> 40 minutes per session</p>	<p><b>Program Options:</b> System 44 Wilson Language Basics</p> <p><b>Interventionist:</b> Reading Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 40 minutes per session</p>





# RTI TIERED DESCRIPTOR

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Baldwinsville Central School District

Math Response to Intervention Plan

Appendix 4

# RTI TIERED DESCRIPTOR

School District: Baldwinsville Central School District

Year: 2016-2017

	TIER 1	TIER 2	TIER 3
K-5	<p><b>Program Options:</b> Small group math instruction Strategic grouping across grade Integrated co-teaching math</p> <p><b>Interventionist:</b> General Education Teacher Special Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 60 minute math block</p>	<p><b>Program Options:</b> Math Lab Do The Math</p> <p><b>Interventionist:</b> Math Specialist</p> <p><b>Frequency:</b> 1-3 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>	<p><b>Program Options:</b> Number Worlds</p> <p><b>Interventionist:</b> Special Education Teacher</p> <p><b>Frequency:</b> 3-5 times a week</p> <p><b>Duration:</b> 30 minutes per session</p>
6-8	<p><b>Program Options:</b> Digits intervention folders (7<sup>th</sup> grade only) Parent Night covering math curriculum WIN Time</p> <p><b>Interventionist:</b> General Education Teacher</p> <p><b>Frequency:</b> 5 times a week</p> <p><b>Duration:</b> 40 minutes math block</p>	<p><b>Program Options:</b> PLATO Math Math Lab Math 180</p> <p><b>Interventionist:</b> Math Specialist</p> <p><b>Frequency:</b> every other day</p> <p><b>Duration:</b> 40 minutes per session</p>	<p><b>Program Options:</b> Math 180</p> <p><b>Interventionist:</b> Math Specialist</p> <p><b>Frequency:</b> every other day</p> <p><b>Duration:</b> 40 minutes per session</p>

# BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Baldwinsville, New York

Harry E. Elden Elementary School  
29 East Oneida Street  
Baldwinsville, New York 13027  
Phone: (315) 638-6118  
Fax: (315) 638-6171

JOSEPH M. DeBARBIERI  
Deputy Superintendent

THOMAS J. COUGHLIN  
Principal

Dear Parent / Guardian of:

Date:

The Baldwinsville Central School District is committed to providing the highest quality of education for every student. Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students. These levels are referred to as *Tiers*. According to screening measures, your child is currently performing below district benchmark(s). To better meet your child's instructional needs, the school will begin providing your child with small group instruction as indicated below:

- ☐ **TIER 2-** Based on district-approved assessment data, students who are unsuccessful in Tier 1 will be provided additional research-based interventions. This instruction may take place in the classroom; outside of the classroom or a combination. Student progress is monitored and parents will receive quarterly reports.
- ☐ **TIER 3** -Students who continue to struggle in Tier 2 will receive more intensive interventions and progress monitoring. Parents will continue to receive quarterly reports.

## Area(s) of differentiated support:

☐ **READING:**

☐ **MATH:**

## Staff providing support:

☐ **READING:**

- ☐ Classroom Teacher
- ☐ Reading Staff

☐ **MATH:**

- ☐ Classroom Teacher
- ☐ Math Staff

This differentiated support will provide your child with interventions designed to support his/her success. The vast majority of students will meet grade-level expectations when receiving support in the context of this model. When this approach does not properly support a student, special education services may be needed, and parents will be notified to discuss this matter or you may contact your building principal at any time with any questions.

## Exiting RtI:

Students will be eligible to exit RtI services based upon the outcome of either their Progress Monitoring results and/or their Benchmark results (scoring within the benchmark zone for that measure and time of year); in conjunction with teacher input.

We invite you to view our district RtI plan which can be found on the Baldwinsville Central School District webpage. If you have any questions about this process, please feel free to contact the school.

Sincerely,

Thomas J. Coughlin  
Principal

# BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Baldwinsville, New York

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JOSEPH M. DeBARBIERI  
Deputy Superintendent

THOMAS J. COUGHLIN  
Principal

Dear Parent/Guardian of:

Date:

Baldwinsville Central School District is committed to providing the highest quality of education for every student. Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students.

According to earlier screening measures, your child qualified to receive this support in the area(s) of:

## **I. Area(s) of differentiated support:**

☐ **READING:**

☐ **MATH:**

I am very excited to share that due to the hard work your child has put forth we no longer find it necessary for her/him to continue to receive additional support in the area(s) below:

## **II. Area(s) no longer requiring additional support:**

☐ **READING:**

☐ **MATH:**

Your child's latest progress report is attached and reflects her/his successful performance in this area(s). [Note: If both Reading and Math are selecting in Part I, but one of them is left unchecked in Part II, your child will continue to receive additional support in that area.]

**Please know that we continue to monitor the progress of all students in the areas of reading and math three times per year (fall, winter, spring).** If we should determine that your child requires this additional support in the future, we will contact you.

We invite you to view our district RtI plan which can be found on the Baldwinsville Central School District webpage. If you have any questions about this process, please feel free to contact the school.

Sincerely,

Thomas J. Coughlin  
Principal

# BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Baldwinsville, New York

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JOSEPH M. DeBARBIERI  
Deputy Superintendent

THOMAS J. COUGHLIN  
Principal

Dear Parent/Guardian of:

Date:

Baldwinsville Central School District is committed to providing the highest quality of education for every student. Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students.

According to earlier screening measures, your child qualified to receive this support in the area(s) of:

## **I. Area(s) of differentiated support:**

☐ **READING:**

☐ **MATH:**

Though your child continues to need support in the area(s) above, it is not at the level that requires him/her to work with one of our RtI teachers at this time. Your child will return to the classroom to receive instructional support from the classroom teacher as s/he continues to improve his/her academic skills in the area(s) notes above.

**Please know that we continue to monitor the progress of all students in the areas of reading and math three times per year (fall, winter, spring).** If we should determine that your child requires this additional support in the future, we will contact you.

We invite you to view our district RtI plan which can be found on the Baldwinsville Central School District webpage. If you have any questions about this process, please feel free to contact the school.

Sincerely,

Thomas J. Coughlin  
Principal

# BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Baldwinsville, New York

JOSEPH M. DeBARBIERI  
Deputy Superintendent

Dear Parent / Guardian of:

Date:

The Baldwinsville Central School District is committed to providing the highest quality of education for every student. As you know, Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students. According to screening measures, your child is currently performing below district benchmark(s) and is receiving support services. To better meet your child's instructional needs, the school will plan on resuming your child's RtI services in September when he or she returns to school. The services that your child will continue to receive are indicated below:

☐ **TIER 2-** Based on district-approved assessment data, students who are unsuccessful in Tier 1 will be provided additional research-based interventions. This instruction may take place in the classroom; outside of the classroom or a combination. Student progress is monitored and parents will receive quarterly reports.

☐ **TIER 3** -Students who continue to struggle in Tier 2 will receive more intensive interventions and progress monitoring. Parents will continue to receive quarterly reports.

## Area(s) of differentiated support:

### ☐ **READING:**

- ☐ Phonemic awareness
- ☐ Phonics
- ☐ Fluency
- ☐ Vocabulary
- ☐ Comprehension

### ☐ **MATH:**

- ☐ Early Numeracy
- ☐ Computation
- ☐ Concepts and Applications
- ☐ Problem Solving

## Staff providing support:

### ☐ **READING:**

- ☐ Classroom Teacher
- ☐ Reading Staff

### ☐ **MATH:**

- ☐ Classroom Teacher
- ☐ Math Staff

## Exiting RtI:

Your child will be eligible to exit RtI services based upon the outcome of either their Progress Monitoring results and/or their Benchmark results (scoring within the Benchmark zone for that measure and time of year); in conjunction with teacher input. Your child may be eligible to end RtI services after Benchmarking has been completed in the fall. To help your child remain current with reading and mathematics skills during the summer break, we encourage you to do the following:

- Have your child read to you aloud and then ask questions about the reading like: "What are you interested in about this book?" "What doesn't interest you?" "What's going on in the book?" "Is it turning out the way you thought it would?" "What do you think will happen next?" "Can you summarize the book?" "What did you like about it?" "What other books does it remind you of?"
- Visit [www.readingrockets.org/article/391](http://www.readingrockets.org/article/391) to access suggestions for helping keep your child's interest in reading and learning during the summer break.
- Visit [tutoring.sylvanlearning.com/newsletter/1101/10math.cfm](http://tutoring.sylvanlearning.com/newsletter/1101/10math.cfm) to access suggestions for helping your child improve his or her math skills.
- Allow your child to access the following websites: [www.abcya.com](http://www.abcya.com), [www.starfall.com](http://www.starfall.com), [www.pbskids.org](http://www.pbskids.org), [www.mathblaster.com/teachers/math-practice/math-skills](http://www.mathblaster.com/teachers/math-practice/math-skills), [www.arcademicskillbuilders.com/](http://www.arcademicskillbuilders.com/) to practice their skills.

If you have any questions about this process, please feel free to contact the school.

Sincerely,  
Principal