

# **Onteora Central School District**

## **Response to Intervention (RTI) Plan**

**For ELA & Literacy**

**Grades K-6**

**June, 2012**

## **Onteora Board of Education**

Ann McGillicuddy, President  
Tony Fletcher, Vice President  
Laurie Osmond, Trustee  
Dan Spencer, Trustee  
Rob Kurnit, Trustee  
Tom Hickey, Trustee  
Michael McKeon, Trustee

## **Onteora Administration**

Dr. Phyllis Spiegel McGill, Superintendent of Schools  
Victoria McLaren, Assistant Superintendent for Business  
Nicholas Millas, Athletic Director  
Cynthia Bishop, Director of Pupil Personnel Services  
Lance Edelman, Onteora High School Principal  
Jennifer O'Connor, Onteora Middle School Principal  
Gabriel Buono, Principal, Bennett Elementary School  
Linda Sella, Principal, Phoenicia Elementary School  
Barbara Schnell, Principal, Woodstock Elementary School

## **Vision**

Onteora is a community of learners who are empowered to succeed in a changing and diverse society.

## **Mission**

An Onteora education will inspire personal growth that will create lifelong learners who are committed to global responsibility.

## **With Appreciation**

We would like to acknowledge the work of the following professionals who were instrumental in the development of the Onteora Central School Districts' Response to Intervention Plan.

The collaboration among administrators, general education teachers, special education teachers, and English as Second Language teachers, consultants and various resources helped to create a plan that is inclusive of all student learning needs.

## **Onteora RTI Planning Team**

Dana Fulmer, Team Facilitator, Ulster BOCES  
Cynthia Bishop, Director of Pupil Personnel Services  
Barbara Schnell, Principal of Woodstock Elementary School  
Dr. Richard Medved, Literacy Consultant  
Andrew Vail, Reading Teacher, Woodstock Elementary  
Doreen Erlwein, Classroom Teacher, Bennett Elementary  
Heidi LaMonda, Classroom Teacher, Phoenicia Elementary  
Jane Wolfrom, Classroom Teacher, Phoenicia Elementary  
Jennifer Simco, School Psychologist, Bennett Elementary  
Julie Hull, Reading Teacher, Onteora Middle School  
Kelly McLean, Reading Teacher, Phoenicia Elementary  
Lauren Tervenski, Classroom Teacher, Woodstock Elementary  
Lisa Haller, Special Education Teacher, Woodstock Elementary  
Louise Speers, Special Education Teacher, Bennett Elementary  
Michelle Martin, Reading Teacher, Bennett Elementary  
Molly Wilson, Classroom Teacher, Woodstock Elementary  
Pamela Olson, Speech-Language Pathologist, Phoenicia Elementary  
Robin Osswald, English as a Second Language Teacher, Phoenicia Elementary

## Table of Contents

### Contents

|  |    |
|--|----|
| Response to Intervention- Essential Elements.....                | 5  |
| RTI Process .....  | 6  |
| RtI Definitions.....   | 6  |
| Flow Chart .....   | 9  |
| Universal Screenings.....  | 10 |
| RTI Action Process.....  | 10 |
| The RTI Team .....   | 11 |
| Parent Involvement .....   | 13 |
| Progress Monitoring .....  | 13 |
| RTI and Special Education .....                                  | 14 |
| RTI Literacy (Reading/Writing) Program and Core Curriculum ..... | 16 |
| Core Reading and Writing Curriculum: .....                       | 16 |
| Comprehension Core Instruction .....                             | 19 |
| Writing Instruction & Benchmark Writing Prompts .....            | 21 |
| Phonics and Language Core Instruction.....                       | 22 |
| Cut-Point Criteria & Expected Proficiency Levels.....            | 30 |
| Communication & Support Plan for the RTI Process .....           | 32 |
| Communication Plan for the RTI Process .....                     | 32 |
| Professional Development Support for RTI.....                    | 32 |
| RTI Forms .....  | 33 |
| RTI Action Form .....  | 33 |
| Intervention Form.....   | 34 |
| Parent Notification Form .....                                   | 35 |

## **Response to Intervention- Essential Elements**

*Adapted from the “Essential Components of RTI – A Closer Look at Response to Intervention”*  
([http://www.rti4success.org/images/stories/pdfs/rtiessentialcomponents\\_051310.pdf](http://www.rti4success.org/images/stories/pdfs/rtiessentialcomponents_051310.pdf))

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce learning difficulties. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.

Comprehensive RTI implementation will contribute to more meaningful identification of learning issues, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning and other disabilities.

The four essential components of RTI are:

- A. A school-wide, multi-tiered instructional system for preventing school failure
- B. Universal screening of all students
- C. Progress monitoring of students receiving interventions
- D. Data-based decision making for instructional and intervention plans

### **RTI integrates student assessment and instructional intervention**

All K-6 students within the Onteora School District will be assessed three times yearly with the following Universal Screening instruments:

- DIAL-3 for entering kindergarten students
- MAP Primary Assessments for K-2<sup>nd</sup> grade students
- MAP Reading Assessment for 3<sup>rd</sup>-6<sup>th</sup> grade students
- Teachers College Reading Inventory and fluency assessment
- Teachers College On-demand Writing Benchmarks

Cut-point criteria have been identified for each assessment at each yearly point. Students scoring below the cut-point criteria will be further assessed using targeted diagnostic instruments or probes. Students receiving intervention will also be progress monitored with various instruments, probes and curriculum-based measures. Some examples of these include:

- STAR Reading Assessment
- Running records
- AIMS Web probes
- Words Their Way assessments

### **RTI employs a multi-level intervention/prevention system**

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. More than one intervention may be used within a given level of prevention.

- **Core Instruction:** High quality core instruction that meets the need of most students.
- **Tier One/Primary prevention:** evidence-based interventions(s) of moderate intensity that can be delivered by the classroom teacher, within the Core Curriculum, to address the learning needs of most students.

- **Tier Two/Secondary prevention:** evidence-based intervention(s) of increased intensity that will be delivered by a Reading Specialist, and that address the learning or behavioral challenges of most at-risk students.
- **Tier Three/Tertiary prevention:** individualized intervention(s) of increased intensity for students who show minimal response to secondary interventions

Strategies such as Guided Reading, Readers Theatre, and Letter/Sound sorting are examples of possible Tier One interventions.

### **RTI can be used to both maximize student achievement and reduce behavioral problems**

By encouraging practitioners to implement early intervention, RTI implementation should improve academic performance and behavior, simultaneously reducing the likelihood that students are incorrectly identified as having a disability.

### **RTI can help identify students at risk for poor learning outcomes or challenging behavior**

Struggling students are identified by implementing a two stage screening process. The first stage includes universal screening benchmarks such as MAP Reading and the Teachers College Reading Inventory Assessments. For students who score below the cut point on the universal screening tools, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status. Screening tools must be reliable, valid and demonstrate diagnostic accuracy for predicting which students will develop learning difficulties.

### **RTI encourages the use of research-based curricula and evidence-based interventions**

Classroom instructors are required to use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of mild intensity are provided in the classroom. This is known as Tier One.

Tier One interventions, which are in addition to the core primary instruction, typically involve small-group instruction to address specific identified needs. These evidence-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately remain in Tier One with ongoing progress monitoring. Students who show minimal response to the intervention move to Tier Two or Three, where more intensive and individualized supports are provided. All instructional interventions should be selected with attention to their evidence of effectiveness and with sensitivity to culturally and linguistically diverse students.

## **RTI Process**

### **RtI Definitions**

**Assessment Pro:** a Web-based data platform that serves as a repository for student achievement on the Teachers College Reading Benchmark Assessments.

**Benchmark:** a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

**Core Reading Program:** any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

**Curriculum Based Measurement:** an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

**Data-based Decision Making:** the process of using student data to determine the efficacy of instruction and/or intervention.

**Differentiated Instruction:** involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product, and/or the learning environment.

**Fidelity of Implementation:** refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

**Progress Monitoring:** an assessment process that entails the collection and analysis of student data to evaluate academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

**Rate of Progress:** student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

**Research-based instruction:** involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

**Response to Intervention:** school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognized as one of the research-based Contracts for Excellence allowable programs.

**RtI Design Team:** a collaborative and multi-disciplinary team whose major function is the planning and development of an RtI process in their respective building or district.

**RtI Problem-Solving Team:** a collaborative and multi-disciplinary team that meets on a regular basis for the purposes of (1) evaluating student data, (2) planning interventions, and (3) monitoring student response to intervention.

**Scaffolded Task** – task that responds to the different modalities represented in your school classroom or individually.

**Task** – Formative assessment that responds to what is being taught and measure knowledge of such item

**Tiered Instruction** - an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

**Tier 1:** Effective, standards-based reading instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as “core instruction,” it is designed to meet the needs of 80% - 90% of all students. At this level, the classroom teacher makes use of

scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all. **Core instruction should include whole class; small group; and individual student work based on the data of your class and the CCSS.**

**Teachers College Reading and Writing Project (TCRWP)**  
**Words Their Way**  
**Intervention Bank**  
**Common Core Learning Standards Driven**  
**TCRWP Reading Assessments**  
**On-Demand Writing**  
**Performance Assessments and Rubrics**

**Tier 2:** Designed for students who are not making sufficient progress in Tier 1 and is offered in addition to Tier 1. Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1 for 9 – 12 weeks.

Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and are provided for a minimum of 20 –30 minutes per session a minimum of 3-4 times per cycle by trained, knowledgeable and skilled school personnel. Tier 2 should include small-group strategy instruction.

**Leveled Literacy Intervention (LLI)**  
**Guided Reading**  
**Strategy Group**  
**Benchmark Assessment System (BAS)**  
**Onteora Central Schools' Intervention Toolkit**

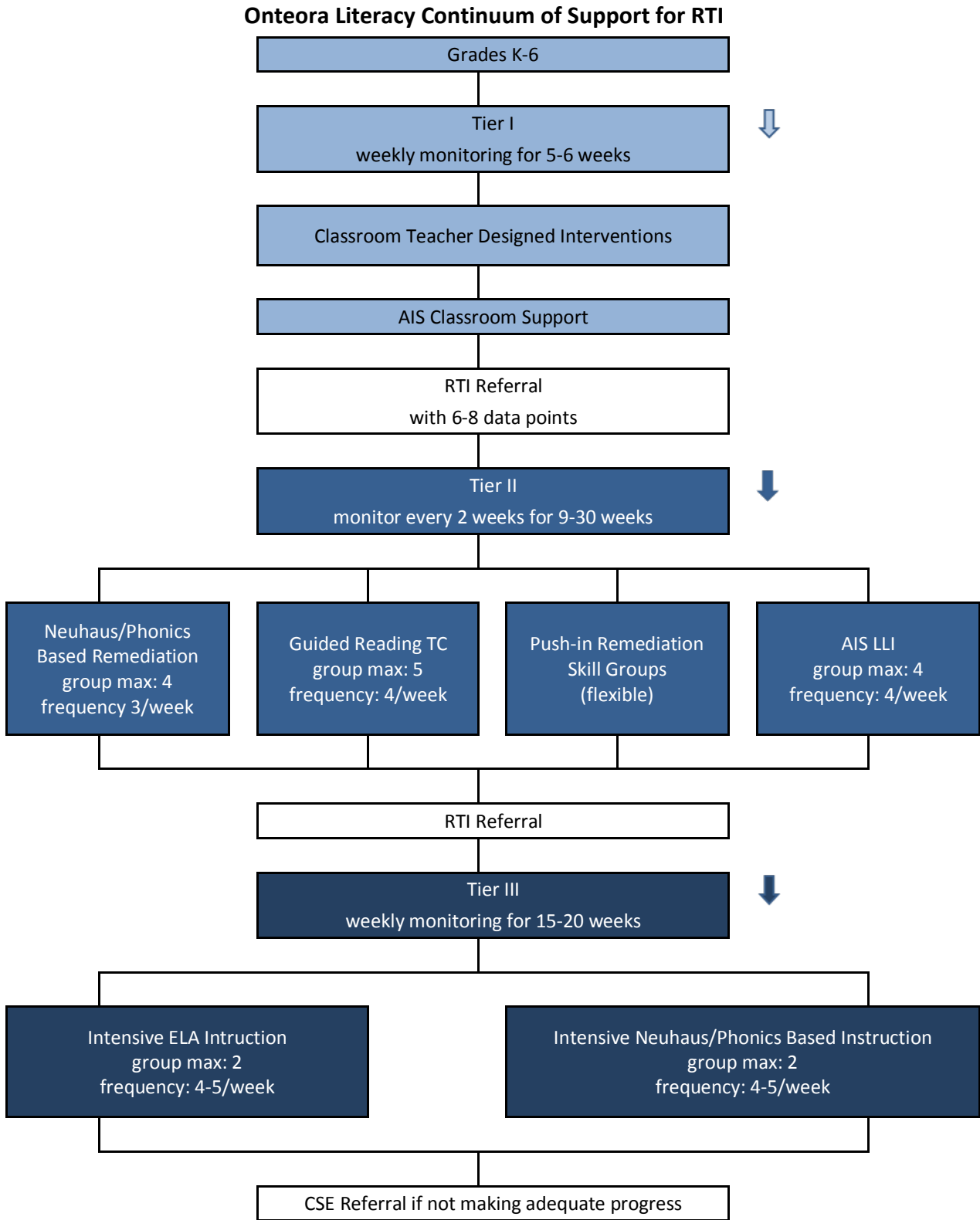
**Tier 3:** Designed for students who are not making sufficient progress in Tier 2 and is offered in addition to Tier 1. Supplemental, individualized and customized intervention provided to students in a smaller group format (1:1 or 1:2) and delivered with greater frequency and duration (4 times per cycle, minimum of 30- 60 minutes daily). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator. Students remain in Tier 3 for 3 – 6 months prior to the referral process.

**Neuhaus Reading System**  
**IMLI**  
**LLI and BAS**  
**Intervention Toolkit (supplement)**

**Universal Screening**—an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of four times per year (fall, winter, spring, pre-summer). For our purposes, we will use the Teachers College Reading Benchmark assessments that will be recorded in Assessment Pro.



Flow Chart



## Universal Screenings

All students will be assessed three times yearly according to the following schedule:

| Assessment                                   | Grade Levels          | Administration Dates      |
|--|-----------------------|---------------------------|
| DIAL-3                                       | Incoming Kindergarten | Kindergarten registration |
| MAP Primary Assessment                       | K-2                   | Fall, Winter, Spring      |
| MAP Reading                                  | 3-6                   | Fall, Winter, Spring      |
| Teachers College Reading Inventory & Fluency | K-6                   | Fall, Winter, Spring      |
| Teachers College On Demand Writing Prompt    | K-6                   | Fall, Winter Spring       |

Cut-point criteria have been identified for each assessment administration (see Forms section of this document.) Students who score below the cut-point score will be further assessed by the classroom teacher to verify and define area of need. Choices for this additional assessment include, but are not limited to, the following:

- Re-assessment with the universal screening tool (if within testing window)
- Probes from Aims Web or EasyCBM.com
- Running record and miscue analysis
- Writing sample
- STAR Reading Assessment
- Words Their Way assessment
- Observation Survey
- Phonics Screening
- Letter Identification
- Phonological Awareness Assessment
- Concepts of Print

## RTI Action Process

### Step 1: Assessment & Analysis

The classroom teacher will analyze assessment results of those students who score below cut-point criteria in the Universal Screening and additional assessments to determine their areas of literacy challenge.

### Step 2: Tier One Intervention

The classroom teacher will implement Tier One Interventions within Core Instruction for the student. These interventions will be research based and specifically targeted to address the student's area(s) of identified need. An example of an intervention would be to do small group Guided Reading with students with shared decoding deficiencies while the general class is engaged in independent reading.

### Step 3: Progress Monitoring

While the teacher implements the above interventions, s/he will monitor the student's progress using a targeted progress monitoring tool. ***This will be done at least weekly for a minimum of 5 consecutive weeks.***

#### Step 4: RTI Action Initiation

If the student still displays need, the teacher will submit the RTI Action Form to the RTI committee. This form must be submitted with at least three different forms of evidence showing student need areas in literacy, including data from 5 weeks of progress monitoring. The form must also list the in-class (Tier One) intervention history. Forms submitted without sufficient assessment or intervention evidence will be returned as the RTI Team cannot evaluate student need without this information.

#### Step 5: RTI Committee Meeting

The RTI Committee will meet, including the referring teacher and, if they choose to attend, the student's parents or guardians. The Committee will analyze all the data available pertinent to the student's literacy achievement. Appropriate, specific goal(s) will be created for the student, along with a specific intervention plan. A case manager will be assigned, and a targeted intervention plan will be created. Options include maintaining the student at a Tier One level of intervention, or increasing to Tier Two or Three levels.

#### Step 6: Intervention & Progress Monitoring

Intervention(s) will be delivered according to the plan made by the RTI Committee. Progress will be monitored every 1-2 weeks. Intervention will continue for at least 9 and up to 18 weeks. The Case Manager will collaborate with the Intervention Teacher to monitor progress and adjust instruction

#### Step 7: Re-evaluation

The RTI Committee will meet to evaluate a student's progress after 9-18 weeks of intervention. Progress will be compared with the initial goals. If a student is making adequate progress and has substantially satisfied cutpoint goals on screening instruments, they will be returned to a Tier One level of intervention to be delivered by the classroom teacher. If the student is making progress but has not satisfied cutpoint goals, they will be retained at the same level of Tier II or III intervention. If the student is not making adequate progress, their intervention plan will be modified.

If, after 18-20 weeks of Tier III intervention a student is not making adequate progress, they may be referred to the CSE Committee for evaluation for Special Education.

#### **The RTI Team**

The RTI Team in each elementary building will include the following people:

- Principal
- School social worker or psychologist
- Presenting teacher
- Another grade-level general education teacher
- Parent of student
- School Nurse, as needed
- Specialist teachers invited as needed (e.g. Reading Teacher, Math Teacher, OT/PT, Speech Pathologist, ESL, TOD, TVI, etc.)

#### **RTI Teams need to assign members to the following roles:**

- **Coordinator/Meeting Facilitator:** The principal or assistant principal will serve as the RtI coordinator and facilitator of meetings. As coordinator, the principal reviews teacher referrals,

ensuring that each referral is complete and that a case manager is assigned to each case. He/she notifies RtI team members of days, times, and locations of meetings and coordinates the assignment of substitutes for teachers attending team meetings. As facilitator, the principal opens the meeting with a brief overview of the goals of the meeting. He/she also reviews the general problem-solving process to be used during the meeting. One of the main roles of the facilitator will be to encourage participation from all members, keep the discussion on task, and clarify and summarize information being communicated during the meeting. The principal will also receive the teacher documents, make the meeting agenda, disseminates meeting information, and send out parent letters.

- **Time Keeper:** Due to the large number of tasks that must be accomplished in a short span of time at the RtI meeting, keeping track of time is crucial. The timekeeper's role is to monitor the team's use of time.
- **Recorder:** The recorder is responsible for completing the meeting minute forms. It will be critical for the recorder to accurately capture the important information shared at the meeting so he/she may need to occasionally stop for clarification about various items under discussion. The recorder should include enough detail in the minutes so that a person unable to attend the meeting can understand the key details of the intervention plan developed by the team.
- **Case Manager:** In most cases, this will either be the Reading Specialist or other intervention specialist. The case manager's job is to support the referring teacher throughout the problem-solving process. The case manager may perform roles such as:
  - Helping the referring teacher complete the RtI referral form;
  - Consulting with the teacher about the types of student background or assessment information that might be useful during the initial RtI meeting;
  - Assisting the teacher in collecting student data before the initial RtI meeting.

After the initial RtI meeting, the case manager will consult with the referring teacher to ensure that he/she is able to implement the intervention plan developed by the RtI team.

### **When to Meet**

- Each principal will set a weekly meeting date and time for RTI Team meetings. This schedule will be disseminated at the Orientation Day in September

### **Forms & Notes Submission**

- Teachers will complete RTI Action Forms and submit them to the RTI Coordinator for their building (Building Principal.)
- The District has a designated RTI\_Committee (R:) Drive, in which these forms will be placed. Members of the RTI Team will have access to these forms.
- At the meetings, the Recorder will take notes on the meeting. These notes will be shared with the rest of the team. Forms will be saved to the designated RTI Drive on the network after the meeting. Forms can be printed at the time of the meeting and signed by participants.

## **Parent Involvement**

When a child is referred to the RTI Team for evaluation, the Building Principal will send out a letter to the child's parents or guardians inviting them to attend the RTI meeting. This letter will be mailed at least one week prior to the meeting. (A copy of this letter can be found in the Appendix at the end of this document.) If parents do not read English, the District will make every attempt for the letter to be translated into their native tongue.

If parents cannot attend the meeting, they will receive a copy of the Intervention Plan, and will be invited to subsequent Re-evaluation Meetings. Parents are always invited to request a conference if desired with any of their child's teachers.

If parents can attend the meeting, they are invited as a member of the RTI Team. As a member of the team, they provide valuable information about the referred child, help to analyze the evidence of need, and participate in problem-solving, according to the protocols of the meeting.

After the meeting, whether they are present or not, parents will receive a copy of the Intervention Plan, which will include the following:

- The amount and nature of student performance data (progress monitoring) that will be collected
- The educational interventions and services that will be provided, including information about specific strategies
- The specific learning goals for their child
- Information about parents' right to request an evaluation for special education programs &/or services

Parents will also be invited to every subsequent RTI Re-evaluation Meeting about their child, with such invitations being sent out a week before their occurrence, with every effort being made to translate the letter into their native tongue.

Parents will receive the written notes from all Progress Monitoring & Re-evaluation Meetings. This is the responsibility of the Building Principal.

## **Progress Monitoring**

Options for Progress Monitoring include, but are not limited to:

- Running Records
- Targeted Conference (must keep Conference Notes)
- On Demand Writing
- Read Aloud Stop and Jot
- Reading Journal and Logs
- STAR Reading Assessment
- AIMS Web probes
- Words Their Way assessments
- Quarterly Grade Level Assessment (standardized across district)
- Observation Survey
- Phonics Screening
- Letter Identification
- Phonological Awareness Assessment
- Concepts of Print

## **RTI and Special Education**

### **The Use of RtI in the Determination of a Learning Disability**

#### **CRITERIA FOR DETERMINING LEARNING DISABILITY (LD)**

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.

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

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;
- 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.

## **RTI Literacy (Reading/Writing) Program and Core Curriculum**

**120+ minutes of ELA instruction *integrated* with content area instruction, which includes on a daily basis:**

- 45 minutes of Readers Workshop (to include explicit instruction in comprehension, text structure, word knowledge; also includes independent and guided reading)
- 45 minutes of Writers Workshop (to include explicit instruction & modeling in genre study, craft elements, language structure, etc.)
- 15-30 minutes of direct instruction & practice in (as appropriate by grade level): phonemic awareness, phonics, word knowledge, spelling & grammar
- 15-20 minutes of interactive read-aloud

As part of core instruction, the Teachers College Reading Benchmarks and Writing Benchmark Prompts will be delivered once each quarter.

### **Core Reading and Writing Curriculum:**

The Ontario Central School District uses Teachers College Reading and Writing Project (TCRWP) as a strategy to structure differentiation for reading and writing instruction. As such, reading and writing instruction within the District is a balanced literacy approach and is differentiated to meet diverse student needs and is based on a wide variety of reading materials and genres. Reading and writing instructional materials and practices are research-based and are in compliance with the New York State P-12 Common Core Learning Standards of English Language Arts and Literacy.

### **Research Base of the TCRWP Reading Curriculum:**

“Success in the early grades does not guarantee success throughout the school years and beyond, but failure in the early grades does virtually guarantee failure in later schooling (p. 11).”

Slavin, R., N. Karweit, and B. Wasik. (1992). Preventing early school failure: What works? *Educational Leadership*, 50, 10-19.

#### **These are called, “The Big Five” from the Reading First Panel of the Federal Government**

“Adequate progress in learning to read English beyond the initial level depends on the following:

1. A working understanding of how sounds are represented alphabetically.
2. Time for sufficient practice in reading to achieve fluency,
3. Opportunity to read different kinds of text written for different purposes,
4. Instruction focused on concept and vocabulary growth, and
5. Control over procedures for monitoring comprehension and repairing misunderstandings (p. 223).

Snow, C. E., Burns, M.S. & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

| The Work of the TCRWP Is Grounded in the Best of Current and Seminal Research on Balanced Literacy Instruction |   |   |
|--|---|---|
| Researched Topic   | Findings  | Sources   |
| Use a balanced approach to combining whole-class and small group   | The work of the TCRWP supports all components of a balanced approach which combines whole-class and small group | National Institute of Child Health and Human Development (NICHD). (2001). <i>Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research</i> |



|   |   |   |
|---|---|---|
| instruction.  | <p>instruction.</p> <p>Whole-Class:</p> <ul style="list-style-type: none"> <li>• Minilessons and End of Workshop Shares in Reading and Writing Workshop</li> <li>• Interactive Writing</li> <li>• Shared Reading</li> <li>• Small Group:</li> <li>• Partner Reading</li> <li>• Guided Reading Lessons</li> <li>• Strategy Lessons</li> <li>• Individual conference</li> <li>• Table conference (with a group of children in one area)</li> </ul>  | <p><i>literature on reading and its implications for reading instruction. Reports of the sub groups: Comprehension.</i> Washington, DC: National Institutes of Health.</p> <p>Neuman, S. B., &amp; Dickinson, D. K. (Eds.), (2001). <i>Handbook of early literacy research.</i> New York: Guilford Publications.</p> <p>Adams, M., Forman, B., Lundberg, L., &amp; Beeler, T. (1998). <i>Phonemic awareness in young children.</i> Baltimore, MD: Paul H. Brookes.</p>  |
| Using assessment to inform instruction in all areas of balanced literacy  | <p>A combination of formative (conference notes, notes after small group lessons, quick checks on reading level, and so forth) and informal assessments developed by the TCRWP (K-8 Assessment for Independent Reading Level and Writing Rubrics to judge student progress) are used to identify students' reading and writing strengths and weaknesses. Daily interaction with students during Reading and Writing Workshop and other components of balanced literacy provide assessment checkpoints so teachers can monitor student learning.</p> | <p>Fountas, I. C. &amp; Pinnell, G. S. (1996). <i>Guided reading: Good first teaching for all children.</i> Portsmouth, NH: Heinemann.</p> <p>Tierney, R. J. (1998). Literacy assessment reform: Shifting beliefs, principled possibilities, and emerging practices. <i>The Reading Teacher</i>, 51(5), 374-390.</p> <p>Beaver, J. M. (2006). <i>Developmental reading assessment: Second edition (DRA2).</i> Parsippany, NJ: Celebration Press.</p> <p>McGill-Franzen, A. Dick Allington's wife) (2006). <i>Kindergarten literacy: matching assessment and instruction in kindergarten.</i> New York, NY: Scholastic, Inc.</p> <p>Caldwell, J. S. (2002). <i>Reading assessment: A primer for teachers and tutors.</i> New York, NY: Guilford Publications.</p> <p>Snow, C. E., Burns, M.S. &amp; Griffin, P. (Eds.) (1998). <i>Preventing reading difficulties in young children.</i> Washington, DC: National Academy Press.</p> |
| Scaffolded instruction for all students with a gradual release of responsibility from teacher to student—teaching for independence. | <p>The format for minilessons, conference and small group lessons follows and models the steps of scaffolded instruction outlined in the literature as follows:</p> <ol style="list-style-type: none"> <li>1. Introduce the strategy (explicit identification of the strategy)</li> <li>2. Model the strategy (teacher modeling)</li> <li>3. Guided Practice (student practice with teacher support)</li> <li>4. Review and reflect (independent application)</li> </ol> <p>(Pearson and Gallagher, 1983; Pearson and Duke, 2002)</p>               | <p>Vygotsky, L.S. (1978). <i>Mind in society: the development of higher psychological processes</i> (M. Cole, V. John-Steiner, S. Scribner, &amp; E. Souberman, Eds. &amp; Trans.). Cambridge, MA: Harvard University Press. (Original work published 1934).</p> <p>Allington, R. L., &amp; Johnston, P.H. (2000). What do we know about effective fourth-grade teachers and their classrooms? (CELA Research Report No. 13010), Albany: National Research Center on English Learning and Achievement, State University of New York.</p> <p>Allington, R. L., and Johnston, P. H. (2002). <i>Reading to learn: Lessons from exemplary fourth-grade classrooms.</i> New York: Guilford Publications.</p>   |

|  |   |  |
|--|---|--|
|  |   | <p>Pearson, P. D., and Gallagher, M. (1983). The instruction of reading comprehension. <i>Contemporary Educational Psychology</i>, 8, 317-344.</p> <p>Pressley, M., Allington, R. L., Wharton-McDonald, R., Block, C., &amp; Morrow, L. M. (2001). <i>Learning to Read: Lessons from exemplary first grade classrooms</i>. New York: Guilford Publications.</p>  |
| Provide explicit models of reading strategy instruction.                         | Through printed materials (books, curriculum calendars, and additional packets of information), calendar (conference) days with video examples of strategy teaching, on-site staff development by TCRWP staff-developers, and a series of institutes (week long courses) throughout the year, teachers are provided with models of explicit strategy instruction. In addition to providing examples of the Pearson-Duke format above in the format of project minilessons and conference architectures, teachers are instructed in how to prompt students differentially to provide a release of responsibility creating independent student use of strategies. | <p>RAND Reading Study Group. (2002). <i>Reading for Understanding: Toward and R&amp;D program in reading comprehension</i>. Santa Monica, CA: RAND.</p> <p>Duke, N. K. &amp; Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Firetrap &amp; S. J. Samuels (Eds.), <i>What research has to say about reading instruction</i> (3<sup>rd</sup> ed., pp. 205-242). Newark, DE: International Reading Association.</p> <p>Palinscar, A. S. and Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. <i>Cognition and Instruction</i>, 1(2), 117, 175.</p> <p>Pearson, P. D., Roehler, L. R. , Dole, J.A., &amp; Duffy, G.G. (1990). <i>Developing expertise in language to learn</i>. Portsmouth, NH: Heinemann.</p>  |
| Provide opportunities for students to collaborate and talk about their learning. | Various structure and events during the day allow students who participate in the work of the TCRWP to collaborate and talk about their learning. Techniques such as “turn and talk” to a partner is used during minilessons, interactive read aloud, partner time during independent reading time, and sometimes during small group instruction. At these points, teachers can listen in and assess students’ understanding of new learning. The teaching point at the end of small group lessons and the share at the end of the workshop often provides opportunities for students to talk about their new learning with others in the class or group.       | <p>RAND Reading Study Group. (2002). <i>Reading for Understanding: Toward and R&amp;D program in reading comprehension</i>. Santa Monica, CA: RAND.</p> <p>Vygotsky, L.S. (1978). <i>Mind in society: the development of higher psychological processes</i> (M. Cole, V. John-Steiner, S. Scribner, &amp; E. Souberman, Eds. &amp; Trans.). Cambridge, MA: Harvard University Press. (Original work published 1934).</p> <p>Eeds, M., &amp; Wells, D. (1989). Grand conversations: An exploration of meaning construction in literature study groups. <i>Research in the Teaching of English</i>, 23(1), 4-29.</p> <p>Cazden, C. B. (1988). <i>Classroom discourse: The language of teaching and learning</i>. Portsmouth, NH: Heinemann.</p> <p>Johnson, D. W. and Johnson, R. T. (1987). <i>Learning together and alone: Cooperative, competitive, and individualistic learning</i> (2<sup>nd</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Allington, R. L., &amp; Johnston, P.H. (2000). What do we know about effective fourth-grade teachers and their classrooms? (CELA Research Report No. 13010), Albany: National Research Center on English Learning and Achievement, State University of New York.</p> <p>Allington, R. L., and Johnston, P. H. (2002). <i>Reading to learn: Lessons from exemplary fourth-grade</i></p> |

|   |   |   |
|---|---|---|
|   |   | <i>classrooms</i> . New York: Guilford Publications.  |
| Teach reading skills and strategies in the context of real reading. | Reading and writing skills and strategies are taught in the context of “real” reading and writing throughout the school day by reading and discussing varied genre--fiction and non-fiction text as well as producing various kinds of writing. | <p>National Institute of Child Health and Human Development (NICHD). (2001). <i>Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the sub groups: Comprehension</i>. Washington, DC: National Institutes of Health.</p> <p>Fountas, I. C. &amp; Pinnell, G. S. (1996). <i>Guided reading: Good first teaching for all children</i>. Portsmouth, NH: Heinemann.</p> <p>Clay, M. M. (1985). The early detection of reading difficulties: A diagnostic survey with recovery procedures (3<sup>rd</sup> ed.), Auckland, New Zealand: Heinemann.</p> <p>Duke, N. K. &amp; Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Firetrap &amp; S. J. Samuels (Eds.), <i>What research has to say about reading instruction</i> (3<sup>rd</sup> ed., pp. 205-242). Newark, DE: International Reading Association.</p> |

## Comprehension Core Instruction

In all elementary buildings, K-6 teachers will follow the curricular calendars below:

| Grade          | Month             | Curriculum  |
|----------------|-------------------|---|
| <b>Kinder</b>  | September/October | We are readers, exploring the exciting world of books   |
|                | October/November  | Readers read, think, and talk about emergent storybooks and familiar shared texts                                   |
|                | November/December | Readers use super powers to read everything in the classroom and beyond   |
|                | January/February  | We can be reading teachers: Teach yourself and teach your partner use all you know to read                          |
|                | February/March    | Learning about ourselves and our world: Reading for information   |
|                | April/May         | Readers are brave and resourceful when we encounter hard words and tricky parts in our books                        |
| <b>Grade 1</b> | May/June          | Readers get to know characters by pretending and by performing our books  |
|                | September         | Readers build good habits   |
|                | October/November  | Tackling trouble: When readers come to hard words and tricky parts of books we try harder and harder                |
|                | November/December | Nonfiction readers learn about the world  |
|                | January/February  | Readers meet the characters in our books  |
|                | February/March    | We can be our own teachers when we work hard to figure out words and parts of texts in fiction and nonfiction texts |
| <b>Grade 2</b> | April/May         | Reading across genres to learn about a topic: Informational books, stories, and poems                               |
|                | May/June          | Dramatizing characters and deepening our comprehension in reading clubs   |
|                | September/October | Taking charge of reading  |
|                | October/November  | Characters face new, bigger challenges, and so do readers   |
|                | November/December | Reading nonfiction, reading the world   |
|                | January/February  | Series reading and cross-genre reading clubs  |
| <b>Grade 3</b> | February/March    | Nonfiction reading clubs  |
|                | April/May         | Reading and role playing: fiction, fairytales, and folk tales   |
|                | May/June          | Readers can read about science topics to become experts   |
|                | September         | Building a reading life   |
|                | October           | Following characters into meaning: envision, predict, synthesize, and infer   |
|                | November          | Series book clubs   |
|                | December          | Nonfiction reading: expository texts  |
|                | January           | Mystery book clubs  |
|                | February/March    | Biography book clubs  |
|                | March/April       | Test preparation  |

|                |                         |   |
|----------------|-------------------------|---|
|                | April/May               | Social issues book club   |
|                | May/June                | Informational reading: reading, research and writing in the content areas   |
| <b>Grade 4</b> | September               | Building a reading life   |
|                | October/November        | Following characters into meaning: envision, predict, synthesize, infer, and interpret                                      |
|                | November/December       | Nonfiction reading: using text structures to comprehend expository, narrative, and hybrid nonfictions                       |
|                | January                 | Nonfiction research projects: teaching students to navigate complex informational text sets with a critical analytical lens |
|                | End of January/February | Historical fiction book clubs and informational reading: tackling complex texts   |
|                | March/April             | Test preparation  |
|                | April/May               | Informational reading: reading and research in the content areas  |
|                | May/June                | Social issues book clubs: applying analytical lenses across literature and informational texts                              |
| <b>Grade 5</b> | September               | Agency and independence: launching reading with experienced readers   |
|                | October/November        | Following characters into meaning: envision, predict, synthesize, infer, and interpret                                      |
|                | November/December       | Nonfiction reading: using text structures to comprehend expository, narrative, and hybrid nonfictions                       |
|                | January                 | Nonfiction research projects: teaching students to navigate complex informational text sets with a critical analytical lens |
|                | February                | Interpretation text sets  |
|                | March/April             | Test preparation  |
|                | April/May               | Historical fiction books clubs and informational reading: tackling complex texts or fantasy book clubs                      |
|                | May/June                | Informational reading: reading, research, and writing in the content areas or fantasy book clubs                            |
| <b>Grade 6</b> | September               | Agency and independence: launching reading with experienced readers   |
|                | October/November        | Investigating characters across and within genres   |
|                | November/December       | Reading across nonfiction topics to increase academic knowledge, seek career interests and synthesize texts                 |
|                | January                 | Critical nonfiction research: developing analytical lenses for informational reading  |
|                | February/March          | Close reading and text analysis: literature, informational texts and poetry through the lens of social issues               |
|                | March/April             | Test preparation  |
|                | April/May               | Historical fiction and nonfiction book clubs: Tackling complex texts  |
|                | June                    | Author studies to independent projects: launching a summer of reading   |

### **Research Base of the TCRWP Writing Curriculum:**

The Units of Study for Teaching Writing series developed by TCRWP, employs the following six research principles:

1. There are fundamental traits of all good writing, and students write well when they learn to use these traits.
2. Using a writing process to teach the complex task of writing increases student achievement.
3. Students benefit from teaching that offers direct instruction, guided practice, and independent practice.
4. To write well, writers need ample time to write every day.
5. A well-rounded curriculum provides supports for struggling writers and English language learners.
6. Writing and reading are joined processes, and students learn best when writing and reading instruction are coordinated.

Adapted from: *Research Base: Units of Study for Primary Writing (Grades K-2)* and *Units of Study for Teaching Writing, Grades 3-5*.

## Writing Instruction & Benchmark Writing Prompts

In all elementary buildings, K-6 teachers will follow the curricular calendars below:

| Grade          | Month             | Curriculum  |
|----------------|-------------------|---|
| <b>Kinder</b>  | September/October | Launching the writing workshop  |
|                | October/November  | Looking closely: observing, labeling and listing like scientists  |
|                | November/December | Writing true stories  |
|                | January/February  | Procedural writing: how-to books  |
|                | February/March    | Informational books   |
|                | April/May         | Persuasive writing  |
|                | May/June          | Informational books in science  |
|                |                   |   |
| <b>Grade 1</b> | September/October | Launching with small moments  |
|                | October/November  | Authors as mentors: craftsmanship and revision  |
|                | November/December | Informational books   |
|                | January/February  | Persuasive writing: opinions, reviews, and stories  |
|                | February/March    | Poetry: powerful thoughts in tiny packages  |
|                | April/May         | Informational writing about science   |
|                | May/June          | Realistic fiction   |
|                |                   |   |
| <b>Grade 2</b> | September/October | Writing stories under mentor authors  |
|                | October/November  | Writing and revising realistic fiction  |
|                | November/December | Informational writing   |
|                | January/February  | Writing about reading   |
|                | February/March    | Poetry: powerful thoughts in tiny packages  |
|                | March/April       | Writing adaptations of familiar fairytales and folk tales, and perhaps writing original fantasy stories as well |
|                | May/June          | Informational writing about science   |
|                |                   |   |
| <b>Grade 3</b> | September/October | Launching the writing workshop with personal narrative  |
|                | October/November  | Realistic fiction   |
|                | December          | Informational writing   |
|                | January           | Poetry  |
|                | February/March    | Persuasive reviews and writing about reading  |
|                | March/April       | Test preparation  |
|                | April/May         | Writing to make a real world difference   |
|                | May/June          | Informational writing: reading , research, and writing in the content areas                                     |

|                |                         |  |
|----------------|-------------------------|--|
| <b>Grade 4</b> | September               | Raising the level of personal narrative writing  |
|                | October/November        | Realistic fiction  |
|                | November/December       | The personal and persuasive essay: “Boxes and Bullets” and argument structures for essay writing |
|                | January                 | Research-based argument essay or informational writing   |
|                | End of January/February | Historical fiction/Mixed genre writing   |
|                | March/April             | Literary essay/Test preparation in writing   |
|                | April/May               | Research-based informational writing   |
|                | May/June                | Mixed genre text sets about social issues  |
| <b>Grade 5</b> | September               | Raising the level of personal narrative memoir   |
|                | October/November        | The interpretive essay: exploring and defending big ideas about life and texts                   |
|                | November/December       | Informational texts  |
|                | January                 | Research-based argument essay  |
|                | February                | Literary and comparative essays  |
|                | March/April             | Test preparation   |
|                | April/May               | Historical fiction/Mixed genre writing or fantasy writing  |
|                | May/June                | Writing in the content areas/Research-based informational writing or fantasy writing             |
| <b>Grade 6</b> | September               | Launching and raising the level of personal narrative writing                                    |
|                | October/November        | Realistic fiction/Social action fiction  |
|                | November/December       | Informational writing: nonfiction books  |
|                | January                 | Persuasive essay: constructing compelling arguments  |
|                | February/March          | Literary essay: Analyzing texts for meaning, craft and tone                                      |
|                | March/April             | Writing prompted essays for the NYS ELA Exam   |
|                | April/May               | Historical fiction   |
|                | June                    | poetry   |

## Phonics and Language Core Instruction

Word knowledge, phonics and phonemic awareness are explicitly taught incorporating the *Words Their Way* Program.

The next several pages of the Ontario Central School District RtI Plan are adapted from ***Response to Intervention (RtI), a Practical Manual***, a document published by the Teachers College Reading and Writing Project as a support to districts adopting the TCRWP as their core literacy curriculum.

## Independent Reading Benchmarks

### Text Complexity Bands (K – 5)

The Independent Reading Benchmarks lay out a continuum of growth based on the expectation that students will enter kindergarten as emergent readers and finish eighth grade reading at level Z.

| Teachers College Reading and Writing Project<br>Benchmark Reading Levels |   |   |  |   |   |
|--|---|---|--|---|---|
| Grade  | SEPTEMBER   | NOVEMBER  | JANUARY  | MARCH   | JUNE  |
| <b>K</b>   | Emergent Story Books<br>Shared Reading  | Emergent Story Books<br>Shared Reading<br>A/B (with book intro)                   | B/C (with book intro)                                  | 1 = Early Emergent<br>2 = A/B (with book intro)<br>3 = C (with book intro)<br>4 = D/E | 1 = B or below<br>2 = C (with book intro)<br>3 = D/E<br>4 = F or above            |
| <b>1</b>   | 1 = B or below<br>2 = C<br>3 = D/E<br>4 = F or above                              | 1 = C or below<br>2 = D/E<br>3 = F/G<br>4 = H or above                            | 1 = D or below<br>2 = E/F<br>3 = G/H<br>4 = I or above | 1 = E or below<br>2 = F<br>3 = G/H<br>4 = I or above                                  | 1 = G or below<br>2 = H<br>3 = I/J/K<br>4 = L or above                            |
| <b>2</b>   | 1 = F or below<br>2 = G/H<br>3 = I/J/K<br>4 = L or above                          | 1 = G or below<br>2 = H/I<br>3 = J/K/L<br>4 = M or above                          | 1 = H or below<br>2 = I/J<br>3 = K/L<br>4 = M or above | 1 = I or below<br>2 = J/K<br>3 = L/M<br>4 = N or above                                | 1 = J or below<br>2 = K/L<br>3 = M<br>4 = N or above                              |
| <b>3</b>   | 1 = K or below (avg. H)<br>2 = L<br>3 = M<br>4 = N or above                       | 1 = K or below (avg. I)<br>2 = L/M (avg. L)<br>3 = N<br>4 = O or above            | 1 = L or below<br>2 = M/N<br>3 = O<br>4 = P or above   | 1 = M or below (avg. J)<br>2 = N<br>3 = O<br>4 = P or above                           | 1 = N or below (avg. K)<br>2 = O<br>3 = P<br>4 = Q or above                       |
| <b>4</b>   | 1 = M or below (avg. J)<br>2 = N/O (avg. N)<br>3 = P/Q (avg. P)<br>4 = R or above | 1 = N or below (avg. L)<br>2 = O/P (avg. P)<br>3 = Q/R (avg. Q)<br>4 = S or above | 1 = O or below<br>2 = P/Q<br>3 = R/S<br>4 = T or above | 1 = O or below (avg. K)<br>2 = P/Q (avg. P)<br>3 = R/S (avg. R)<br>4 = T or above     | 1 = P or below (avg. L)<br>2 = Q/R (avg. Q)<br>3 = S/T (avg. S)<br>4 = U or above |
| <b>5</b>   | 1 = P or below (avg. M)<br>2 = Q/R (avg. Q)<br>3 = S<br>4 = T or above            | 1 = P or below (avg. N)<br>2 = Q/R/S (avg. Q)<br>3 = T<br>4 = U or above          | 1 = Q or below<br>2 = R/S/T<br>3 = U<br>4 = V or above | 1 = Q or below (avg. O)<br>2 = R/S/T (avg. R/S)<br>3 = U<br>4 = V or above            | 1 = R or below (avg. P)<br>2 = V/W (avg. V)<br>3 = Y<br>4 = Z or above            |

**4= exceeds standards, 3= meets standards, 2= approaches standards, 1= needs support.**

### Oral Reading Rate Benchmarks – Words per Minute

Oral reading rate, when it assesses fluent reading, is a measure of automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

Our assessment for Oral Reading Rate is one that assumes fluency, as in, we are checking the rate at which a reader reads with accuracy, intonation and meaningful phrasing. The reader should be in an appropriate level text, therefore.

| Reading Level | Level 1   | Level 2   | Level 3                | Level 4                  |
|---------------|---|---|------------------------|--------------------------|
|               | <i>Needs Support<br/>May indicate that the reader<br/>should be in easier texts,<br/>and/or needs fluency support –<br/>see next page</i> | <i>Approaches<br/>Standards<br/><br/>Fluency<br/>instruction<br/>needed – see next<br/>page</i> | <i>Meets Standards</i> | <i>Exceeds Standards</i> |
| J             | 44 WPM or less  | 45-54 wpm   | 55-85 wpm              | 86 wpm or more           |
| K             | 54 wpm or less  | 55-64 wpm   | 65-95 wpm              | 96 wpm or more           |
| L             | 59 wpm or less  | 60-69 wpm   | 70-100 wpm             | 101 wpm or more          |
| M             | 64 wpm or less  | 65-74 wpm   | 75-105 wpm             | 106 wpm or more          |
| N             | 64 wpm or less  | 65-79 wpm   | 80-110 wpm             | 111 wpm or more          |
| O             | 64 wpm or less  | 65-79 wpm   | 80-115 wpm             | 116 wpm or more          |
| P             | 69 wpm or less  | 70-89 wpm   | 90-125 wpm             | 126 wpm or more          |
| Q             | 74 wpm or less  | 75-104 wpm  | 105-140 wpm            | 141 wpm or more          |
| R             | 74 wpm or less  | 75-104 wpm  | 105-145 wpm            | 146 wpm or more          |
| S             | 79 wpm or less  | 80-109 wpm  | 110-145 wpm            | 146 wpm or more          |
| T             | 84 wpm or less  | 85-114 wpm  | 115-150 wpm            | 151 wpm or more          |
| U             | 84 wpm or less  | 85-114 wpm  | 115-150 wpm            | 151 wpm or more          |
| V             | 84 wpm or less  | 85-114 wpm  | 115-150 wpm            | 151 wpm or more          |
| W             | 89 wpm or less  | 90-124 wpm  | 125-160 wpm            | 161 wpm or more          |
| X             | 89 wpm or less  | 90-124 wpm  | 125-160 wpm            | 161 wpm or more          |
| Y             | 89 wpm or less  | 90-124 wpm  | 125-160 wpm            | 161 wpm or more          |
| Z             | 99 wpm or less  | 100-129 wpm   | 130-165 wpm            | 166 wpm or more          |

Source: These oral fluency numbers are based upon “Oral Reading Rates” found in the *DRA2 Teacher Guide K-3 and 4-8 (Developmental Reading Assessment)* by Joetta M. Beaver and Mark A. Carter, Ph.D., 2006, Pearson Education, Inc.



## **Teachers College Reading and Writing Project**

### ***Why Oral Reading Rate matters:***

Oral reading rate, when it assesses fluent reading, is a measure of word recognition automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.

#### **If a student performs at Level 1 in Oral Reading Rate:**

Almost by definition the reader cannot in fact read this text with accuracy, comprehension and fluency and needs to be reading a just right text.

When students read very slowly, it is an indicator of compromised fluency, accuracy, and/or comprehension and probably the student is not well-matched to the level of book he or she is reading. The first step for most students scoring at Level 1 would be to reassess the reading level. You could look again at notes from your assessment of the student's independent reading level. Does the running record indicate that the student is reading with 96% to 100% accuracy or better? Does the retell of the passage indicate a strong understanding of the passage? Was the student able to answer three of the four comprehension questions correctly? Was the passage read with features of level three or four fluency as noted in the fluency scoring guide?

If the student did, indeed, read with high comprehension and accuracy, and the intonation for fluency was appropriate, but he or she reads aloud very slowly, then you could work on the automaticity work we recommend for Level 2 range readers. You might also compare the student's oral and silent reading rates, while checking comprehension. It is possible that some English Language Learners may be reading silently with comprehension, but when they read aloud to you, their fluency and oral rate are low. These children probably need to hold two levels of books then – see below.

#### **If a student performs in the Level 2 range of Oral Reading Rate:**

This student needs support in reading with automaticity. One recommendation is that the student has two books going simultaneously. One book is the independent reading book; the other book is a book for fluency practice. The fluency practice book is at a level in which the student scores in the level 3 range for oral reading rate. This is the book in which the student will practice strategies for fluent reading. For example: a student might have a level K book for independent reading and a level J book for practicing fluency. In short – the independent book is at the independent reading level and the fluency practice book is at a level in which the student scores in the level 3 range on the oral reading rate scale.

## Teacher's College Reading and Writing Project

### Benchmarks for Primary Assessments

The Benchmarks for Primary Assessments lay out a continuum of growth for K-2 students with concepts of print, letter/sound identification, and high frequency words. These benchmarks end in second grade. There are no benchmarks in grades 3-8.

|                     | September  | November  | March   | June  |
|---------------------|--|---|---|---|
| <b>Kindergarten</b> | <b><i>Concepts of Print</i></b><br>1 = 1<br>2 = 2-4<br>3 = 5<br>4 = 6+                 | <b><i>Concepts of Print</i></b><br>1 = 4 or below<br>2 = 5-9<br>3 = 10<br>4 = 11+           | <b><i>Concepts of Print</i></b><br>1 = 9 or below<br>2 = 10-11<br>3 = 12<br>4 = 13+         | <b><i>Concepts of Print</i></b><br>1 = 11 or below<br>2 = 12<br>3 = 13<br>4 = NA        |
|                     | <b><i>Letter Identification</i></b><br>1 = 6 or below<br>2 = 7-11<br>3 = 12<br>4 = 13+ | <b><i>Letter Identification</i></b><br>1 = 11 or below<br>2 = 12-17<br>3 = 18-39<br>4 = 40+ | <b><i>Letter Identification</i></b><br>1 = 17 or below<br>2 = 18-39<br>3 = 40-53<br>4 = 54+ | <b><i>Letter Identification</i></b><br>1 = 39 or below<br>2 = 40-53<br>3 = 54<br>4 = NA |
|                     | <b><i>Letter Sound</i></b><br>1 = 1<br>2 = 2<br>3 = 3<br>4 = 4+                        | <b><i>Letter Sound</i></b><br>1 = 2 or below<br>2 = 3-5<br>3 = 6<br>4 = 14+                 | <b><i>Letter Sound</i></b><br>1 = 5 or below<br>2 = 6-13<br>3 = 14-19<br>4 = 20+            | <b><i>Letter Sound</i></b><br>1 = 19 or below<br>2 = 20-25<br>3 = 26<br>4 = NA          |
| <b>Kindergarten</b> | <b><i>Word List</i></b><br>1 = NA<br>2 = NA<br>3 = 0<br>4 = 1+                         | <b><i>Word List</i></b><br>1 = 2 or below<br>2 = 3-6<br>3 = 7<br>4 = 10+                    | <b><i>Word List</i></b><br>1 = 4 or below<br>2 = 5-9<br>3 = 14<br>4 = 25+                   | <b><i>Word List</i></b><br>1 = 19 or below<br>2 = 20-24<br>3 = 25-34<br>4 = 35+         |
| <b>Grade 1</b>      | <b><i>Word List</i></b><br>1 = 19 or below<br>2 = 20-24<br>3 = 25-34<br>4 = 35+        | <b><i>Word List</i></b><br>1 = 24 or below<br>2 = 25-24<br>3 = 35-49<br>4 = 50+             | <b><i>Word List</i></b><br>1 = 34 or below<br>2 = 35-89<br>3 = 90-124<br>4 = 125+           | <b><i>Word List</i></b><br>1 = 89 or below<br>2 = 90-124<br>3 = 125-139<br>4 = 140+     |

|                |  |  |  |  |
|----------------|--|--|--|--|
| <b>Grade 2</b> | <b>Word List</b><br>1 = 89 or below<br>2 = 90-124<br>3 = 125-139<br>4 = 140+ | <b>Word List</b><br>1 = 124 or below<br>2 = 125-139<br>3 = 140-154<br>4 = 155+ | <b>Word List</b><br>1 = 139 or below<br>2 = 140-154<br>3 = 155-174<br>4 = 175+ | <b>Word List</b><br>1 = 154 or below<br>2 = 155-164<br>3 = 175-199<br>4 = 200+ |
|                |  |  |  |  |
|                |  |  |  |  |
|                |  |  |  |  |
|                |  |  |  |  |

## A Protocol for Interpreting Reading and Writing Data and Setting Goals

**Step1:** Collect data. Look carefully at each piece of data separately, and say all you can about the student as a learner. What does the student do well? What does the student need support with?

Some data you might collect:

- Book logs with evidence of their comprehension
- Samples of writing about reading (post-its, reading notebook), across-content areas, writing notebooks and drafts, literary responses, quick essays
- On-demand assessment (narrative) both opinion and informational
- Running Record with accountability toward retell
- Sight word list
- Spelling inventory
- Oral language assessment
- IEP information
- Content-area specific assignments
- Anecdotal notes based on talk
- Evidence based on rubrics and continuums
- ELL information

**Step 2:** Look across your conclusions from each individual piece of data for patterns. Synthesize data to come up with an action plan based on findings.

**Step 3:** Create an action plan! The action plan should include:

- Methods of instruction (mini lessons, small groups, conferences, read aloud);
- Methods of progress monitoring based on the goal;
- Frequency with which the student will have guided practice (how many minutes per week in school?);
- Length of time it will take to achieve the goal;
- Specific skills, strategies, or behaviors could be taught.

## Samples of Common Types of Assessment Data

## Key Informal Assessments



- ❖ Running Record
- ❖ Miscue analysis
- ❖ Anecdotal record
- ❖ Portfolio
- ❖ Authentic samples
- ❖ Spelling analysis
- ❖ Word identification
- ❖ Response log
- ❖ Conference notes
- ❖ Post-its
- ❖ Self-assessment
- ❖ Peer-assessment
- ❖ Listening to reading
- ❖ Questioning
- ❖ Kid watching
- ❖ Feedback in context
- ❖ Student think-aloud
- ❖ Discussion
- ❖ Rubric
- ❖ Checklist
- ❖ Interview
- ❖ Informal inventory
- ❖ Questionnaire
- ❖ Reading survey
- ❖ Self-questioning
- ❖ Interest survey
- ❖ Strategy reflection
- ❖ Retelling
- ❖ Literature response
- ❖ Sketch/illustration
- ❖ Readers' notebook
- ❖ Writing Prompt

We must ensure that we are balancing varied forms of assessment to include the data recommended for RtI and the assessments that will offer a rich bank of information about students. This requires day-to-day assessment that is embedded in the learning process as an instructional informant. Effective instruction IS assessment as each instructional experience is an opportunity to assess the success of learning and each assessment experience embeds good instruction. Throughout this process, we continuously ask questions that will help us to make new and more informed choices:

- What evidence is there that learning is/is not taking place?
  - What does the existing evidence tell us about this student?
  - What patterns are emerging to support a broader view?
  - How can we interpret the data to support our instructional goals?
  - How can we apply what we know about this student on a daily basis?
  - What new evidence can we collect to demonstrate success?
- (Howard, 2009)

The following assessments are examples of the evidence that classroom teachers and intervention specialists can bring to the RtI meetings as well as the suggestions in the “Key Informal Sidebar.”

- **Report Card Grades:** including teacher comments and previous years achievement.
- **Test/Screening Data:** Test records from a student’s cumulative folder or from Nassau BOCES Data Warehouse illustrate academic strengths and weaknesses. Results from TC Benchmark Assessments as archived in *Assessment Pro* would also provide a useful comparison to grade-level peer performance.
- **Student Interview:** This can be an informal interview you have with the student to assess their perceived academic strengths or behavioral strengths or weakness, preferred methods of learning, and interests.
- **Class and Homework Grades:** Grades from the current year provide a comparison of student’s performance to average class performance.
- **Attendance/Tardiness Records:** This data can be obtained via Infinite Campus. It will be important to look for patterns of absences and tardy arrivals.
- **Disciplinary Referrals:** These referrals will help the PST to track patterns of misbehavior over history.
- **Completed Work Products:** A collection of work students completed independently.
- **Anecdotal Records:** Records from the classroom teacher about any aspect of the student’s academic or behavioral performance.

## Intervention Programs

| TIER I Classroom Interventions                |   |                        |                             |
|---|---|------------------------|-----------------------------|
| Check interventions used to address concerns. |   |                        |                             |
| General Pedagogical Interventions             |   | Math Interventions     |                             |
|   | Preferential Seating / Proximity          |                        | Touch Point Math            |
|   | Extended Time                             |                        | Timez Attack                |
|   | Study Carrels                             |                        | Manipulatives               |
|   | Graphic & Visual Cues                     |                        | Flashcards                  |
|   | Small Group Instruction                   |                        | Odyssey                     |
|   | Task Break Down/Chunking                  |                        | Compass Learning            |
|   | Refocusing / Restating / Reteaching       |                        | Graphic organizers          |
|   | Timers                                    |                        | Other:                      |
|   | Homework "hotline"                        | Literacy Interventions |                             |
|   | Self-correction check list                |                        | Readers theatre             |
|   | Mnemonic devices                          |                        | Partner reading             |
|   | Check-in/Check-out system                 |                        | Guided notes/highlighting   |
|   | Behavior/Homework Contracts               |                        | Graphic organizers          |
|   | Verbal Encouragement / Reinforcement      |                        | Think alouds                |
|   | Peer Tutoring                             |                        | Guided reading              |
|   | Homework Help / Club                      |                        | Word sorts                  |
|   | Extra Help (Recess, etc.)                 |                        | Multi-sensory materials     |
|   | Daily Communication Log                   |                        | Text Look Back              |
|   | Behavior Chart                            |                        | Controlled vocabulary texts |
|   | Parent Peer Trainer                       |                        | Sentence Strips             |
|   | Counseling or FACETS                      |                        | Books on CD                 |
|   | ESL / ELL / LEP Services                  |                        | Re-reading                  |
|   | Parental Resources to Support Instruction |                        | Word attack hierarchy       |
|   | Modified Work                             |                        | Key word strategies         |
|   | Student/Teacher Generated Rubrics         |                        | Mind maps                   |
|   | Student Goal Setting                      |                        | Reciprocal teaching         |

| TIER II SUPPLEMENTAL INSTRUCTION |  |                     |  |                      |  |
|----------------------------------|--|---------------------|--|----------------------|--|
| AIS Reading                      |  | AIS Math            |  | AIS Social Studies   |  |
| AIS Writing                      |  | AIS Science         |  | Speech               |  |
| Homework Program                 |  | Counseling          |  | Occupational Therapy |  |
| Fast ForWord                     |  | IMLI                |  | Physical Therapy     |  |
| Guided Reading                   |  | Summer School       |  | Teaching Assistant   |  |
| FBA / BIP                        |  | Parent Peer Trainer |  | Consultant Teacher   |  |
| Neuhaus                          |  | RtI Toolkit         |  |                      |  |

| TIER III SPECIALIZED SERVICES |  |            |  |             |  |
|-------------------------------|--|------------|--|-------------|--|
| IMLI                          |  | Counseling |  | Other       |  |
| LLI                           |  | Neuhaus    |  | RtI Toolkit |  |
| Other                         |  |            |  |             |  |

## Cut-Point Criteria & Expected Proficiency Levels

| Universal Screening/<br>Assessment               | Expected Proficiency Cut-Point Scores<br>Anything Below Indicates Need for Tier I Intervention & Progress Monitoring |                                      |  |   |                                      |                                   |     |                                      |
|--|--|--------------------------------------|--|---|--------------------------------------|-----------------------------------|-----|--------------------------------------|
| Grade  | Kindergarten   |                                      |  |   | 1 <sup>st</sup> Grade                |                                   |     |                                      |
| Quarter  | 1  | 2                                    | 3  | 4   | 1                                    | 2                                 | 3   | 4                                    |
| DIAL   |  |                                      |  |   |                                      |                                   |     |                                      |
| TC Reading Benchmark                             | Emergent<br>Texts  | A/B with<br>Intro                    | C  | D/E   | D/E                                  | F/G                               | G/H | I-K                                  |
| Fluency (CWPM)                                   |  |                                      |  |   |                                      |                                   |     | 55                                   |
| MAP Assessment                                   | Below 50 <sup>th</sup><br>Percentile   | Below 50 <sup>th</sup> Percentile    |  | Below 50 <sup>th</sup><br>Percentile                                | Below 50 <sup>th</sup><br>Percentile | Below 50 <sup>th</sup> Percentile |     | Below 50 <sup>th</sup><br>Percentile |
| Letter/Sound<br>Assessment or<br>Words Their Way | Letter/Sound Assessment<br>K Quarters 1-3  |                                      |  | Words Their Way<br>K Quarter 4 & 1 <sup>st</sup> Grade Quarters 1-4 |                                      |                                   |     |                                      |
|  | 5+ Capitals<br><br>5+ Lower<br>case  | 8+ Capitals<br><br>24+ Lower<br>case | 18+ Capitals<br><br>24 Lower<br>case<br><br>18<br>Primary<br>Sound | Initial<br>Consonant<br>6/7   | Initial<br>Consonant<br>6/7          | TBD                               | TBD | TBD                                  |
|  |  |                                      |  | Final<br>Consonant<br>6/7   | Final<br>Consonant<br>6/7            |                                   |     |                                      |
|  |  |                                      |  | Short<br>Vowels<br>6/7  | Short<br>Vowels<br>6/7               |                                   |     |                                      |
|  |  |                                      |  | Consonant<br>Digraphs<br>4/7  | Consonant<br>Digraphs<br>4/7         |                                   |     |                                      |
|  |  |                                      |  | ConsonantBl<br>ends<br>4/7  | ConsonantBl<br>ends<br>4/7           |                                   |     |                                      |

| Assessment<br>(*Asterisk indicates a<br>Universal Screening Tool) | Expected Proficiency Cut-Point Scores<br>Results Below Lowest Cut-Point Score<br>Indicates Need for Tiered Intervention & Progress Monitoring |                                    |         |                                       |                                       |                                    |         |                                       |
|---|---|------------------------------------|---------|---------------------------------------|---------------------------------------|------------------------------------|---------|---------------------------------------|
|   | 2 <sup>nd</sup> Grade   |                                    |         |                                       | 3 <sup>rd</sup> Grade                 |                                    |         |                                       |
| Quarter   | 1   | 2                                  | 3       | 4                                     | 1                                     | 2                                  | 3       | 4                                     |
| *TC Reading Benchmark   | I-K   | J-L                                | K-M     | M                                     | M                                     | N                                  | O       | P                                     |
| *Fluency (CWPM)   | 55-85   | 65-95                              | 70-100  | 75-105                                | 75-105                                | 80-110                             | 80-115  | 90-125                                |
| *TC Writing Benchmark   | L5  | L5                                 | L5      | L5                                    | L6                                    | L6                                 | L6      | L6                                    |
| *MAP Assessment   | 50 <sup>th</sup><br>Percentile  | 50 <sup>th</sup> Percentile        |         | 50 <sup>th</sup><br>Percentile        | 50 <sup>th</sup><br>Percentile        | 50 <sup>th</sup> Percentile        |         | 50 <sup>th</sup><br>Percentile        |
| STAR Reading  | 2.0   | 2.2                                | 2.5     | 3.0                                   | 3.0                                   | 3.2                                | 3.8     | 4.0                                   |
|   | 4 <sup>th</sup> Grade   |                                    |         |                                       | 5 <sup>th</sup> Grade                 |                                    |         |                                       |
| *TC Reading Benchmark   | P-Q   | Q-R                                | R-S     | S-T                                   | S                                     | T                                  | U       | V                                     |
| *Fluency (CWPM)   | 90-124  | 105-140                            | 105-145 | 110-145                               | 110-145                               | 115-150                            | 115-150 | 115-150                               |
| *TC Writing Benchmark   |   |                                    |         |                                       |                                       |                                    |         |                                       |
| *MAP Assessment Reading<br>RIT Score                              | 50 <sup>th</sup><br>Percentile<br>199   | 50 <sup>th</sup> Percentile<br>203 |         | 50 <sup>th</sup><br>Percentile<br>207 | 50 <sup>th</sup><br>Percentile<br>207 | 50 <sup>th</sup> Percentile<br>210 |         | 50 <sup>th</sup><br>Percentile<br>212 |
|   | 6 <sup>th</sup> Grade   |                                    |         |                                       |                                       |                                    |         |                                       |
| *TC Reading Benchmark   | V-W   | W                                  | W-X     | X                                     |                                       |                                    |         |                                       |
| *Fluency (CWPM)   | 115-150   | 125-160                            | 125-160 | 125-160                               |                                       |                                    |         |                                       |
| *TC Writing Benchmark   |   |                                    |         |                                       |                                       |                                    |         |                                       |
| *MAP Assessment Reading<br>RIT Score                              | 50 <sup>th</sup><br>Percentile<br>212   | 50 <sup>th</sup> Percentile<br>214 |         | 50 <sup>th</sup><br>Percentile<br>216 |                                       |                                    |         |                                       |

## **Communication & Support Plan for the RTI Process**

### **Communication Plan for the RTI Process**

The District RTI Plan will be presented at the July 3, 2012 Ontario Board of Education meeting to the community at large. Faculty presentations will be made to all elementary teachers on the Orientation Day before school begins in September, 2012; these will be the responsibility of building principals. The RTI plan itself will be housed in each elementary building, and will also be accessible to all staff on the shared drive. The District point person for RTI will be the Director of Pupil Personnel Services.

### **Professional Development Support for RTI**

The District recognizes that ongoing professional development and support are essential to the success of the RTI plan. As such, professional development will be offered in the following areas:

- Core curriculum, including
  - Readers' & Writers' Workshop
    - Reading and Writing Curriculum Calendars
    - Readers' and Writers' Leveled Libraries for Guided and Independent Reading
    - Read Aloud Storybooks
    - Shared-Reading Big Books
    - Guided Reading Big Books
    - Journal Writing
  - Word knowledge & phonemic awareness
    - Words Their Way Word Study Guide
    - Spelling Inventory
    - Letter Identification
    - Letter/Sound Knowledge
    - Sight Word Knowledge
    - Alphabet and Phonological Awareness
- Analysis of universal screening tools, including:
  - MAP
  - Reading & Writing Benchmarks
- Progress monitoring tools, including
  - Availability of options
  - Matching the right tool to the right situation
  - Analysis of results & use to modify instruction
  - Introduction of new programs, such as AIMS Web
  - Support and follow-up with familiar programs
- Tier One Interventions, including:
  - Options: Development of an Interventions Tool Kit
  - Targeted matching of the right tool to the area of student need
  - Setting specific, measureable goals for student progress
  - Progress monitoring options



RTI Action Form

**RTI Forms**

## Intervention Form

## Parent Notification Form

## RTI ACTION FORM

### Onteora Central Schools

|  |                                  |  |
|--|----------------------------------|--|
| <input type="checkbox"/> Phoenicia   | <input type="checkbox"/> Bennett | <input type="checkbox"/> Woodstock   |
| Referred by:   | Date:                            | Classroom Teacher:   |
| Student's Name:  |                                  | Parents/Guardians:   |
| Phone Number:  |                                  | Email:   |
| Address:   |                                  |  |
| Date of Birth:   | Age:                             | Grade:   |
| Dominant Language:   |                                  | Second language in home (if any):  |
| Days absent this year to date:   |                                  | Recent MAP Scores: _____ ELA _____ Math  |
| TC Reading Level:  | TC Comprehension %:              | TC Fluency Rate:   |
| NYSESLAT Level:  |                                  | NYS ELA Score: _____ NYS Math Score _____  |
| Services Currently Receiving:<br>_____ AIS Reading    _____ AIS Math    _____ OT    _____ PT    _____ Speech    _____ ESL    _____ Counseling<br>_____ Homework Help    _____ Parent Peer Training    _____ Has IEP    _____ Has 504<br><br>Other: _____ |                                  |  |
| Medical or health Concerns:  |                                  |  |
| Reason for referral:   |                                  |  |
| Are there settings or situations in which the problem is less severe? If so, please describe:  |                                  |  |
| Date parent contacted about RTI action:  |                                  | By whom?   |
| Classroom intervention history included?<br><br>_____ YES    _____ NO  |                                  | 5 weeks of progress monitoring data attached to form?<br><br>_____ YES    _____ NO |

**Please check off the items you consider to be strengths of the student:**

|  |  |   |
|--|--|---|
| <p><b><u>A. Verbal-Linguistic</u></b></p> <p><input type="checkbox"/> Independent reading</p> <p><input type="checkbox"/> Oral reading</p> <p><input type="checkbox"/> Comprehension</p> <p><input type="checkbox"/> Decoding</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> Telling stories</p> <p><input type="checkbox"/> Expressive language</p> <p><input type="checkbox"/> Memorization skills</p><br><p><b><u>B. Math-Logic</u></b></p> <p><input type="checkbox"/> Solving problems</p> <p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Experimenting</p> <p><input type="checkbox"/> Reasoning</p> <p><input type="checkbox"/> Logic</p><br><p><b><u>C. Interests &amp; Talents</u></b></p> <p><input type="checkbox"/> Artistic</p> <p><input type="checkbox"/> Musical</p> <p><input type="checkbox"/> Athletic/dance</p> <p><input type="checkbox"/> Hobbies or Interests (list):</p> | <p><b><u>D. Spatial</u></b></p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Drawing</p> <p><input type="checkbox"/> Puzzles</p> <p><input type="checkbox"/> Visualization</p><br><p><b><u>E. Work Habits</u></b></p> <p><input type="checkbox"/> Uses time appropriately</p> <p><input type="checkbox"/> Checks work</p> <p><input type="checkbox"/> Listens carefully</p> <p><input type="checkbox"/> Completes work neatly</p> <p><input type="checkbox"/> Participates in discussions</p> <p><input type="checkbox"/> Works well independently</p> <p><input type="checkbox"/> Works well in groups</p> <p><input type="checkbox"/> Volunteers for classroom activities</p> <p><input type="checkbox"/> Tries hard to please</p> <p><input type="checkbox"/> Takes care of belongings</p> <p><input type="checkbox"/> Keeps desk and work areas neat</p> <p><input type="checkbox"/> Follows oral instructions</p> <p><input type="checkbox"/> Follows written instructions</p> <p><input type="checkbox"/> Seeks help when needed</p> <p><input type="checkbox"/> Organizes materials</p> <p><input type="checkbox"/> Attention span</p> <p><input type="checkbox"/> Completes assignments</p> | <p><b><u>F. Impulse Control/Self Esteem</u></b></p> <p><input type="checkbox"/> Has appropriate attention span</p> <p><input type="checkbox"/> Talks only at appropriate times</p> <p><input type="checkbox"/> Respects school property</p> <p><input type="checkbox"/> Respects others</p> <p><input type="checkbox"/> Uses polite language</p> <p><input type="checkbox"/> Has self control</p> <p><input type="checkbox"/> Has a likeable disposition</p> <p><input type="checkbox"/> Tries hard to “fit in”</p> <p><input type="checkbox"/> Waits patiently for teacher</p><br><p><b><u>G. Social Judgment/Peer Relationships</u></b></p> <p><input type="checkbox"/> Follows rules</p> <p><input type="checkbox"/> Respects authority</p> <p><input type="checkbox"/> Is well liked by peers</p> <p><input type="checkbox"/> Accepts consequences for own actions</p> <p><input type="checkbox"/> Tells the truth</p> <p><input type="checkbox"/> Functions well in unstructured settings (i.e. lunch, recess, bus)</p> <p><input type="checkbox"/> Accepts others opinions &amp; differences</p> <p><input type="checkbox"/> Sense of humor</p> <p><input type="checkbox"/> Open to trying new things</p> <p><input type="checkbox"/> Self-motivated/sets own goals</p> <p><input type="checkbox"/> Polite</p> <p><input type="checkbox"/> Enthusiastic</p><br><p><b>Other Strengths:</b></p> |
|--|--|---|

**Area(s) of Concern:***What are your concerns with this student?**If more than one, pick only the top 3 and number them  
(1 = the highest concern area)***ELA**

- ☐ Phonemic Awareness  
☐ Alphabetic Knowledge  
☐ Reading Comprehension  
☐ Phonics  
☐ Reading Fluency

- ☐ Handwriting  
☐ Spelling  
☐ Written Expression  
☐ Language Acquisition  
☐ Auditory Comprehension

(understanding spoken information, following directions)

**Behavioral/Social**

- ☐ Attentional  
☐ Oppositional  
☐ Disruptive  
☐ Motivational  
☐ Peer relationships  
☐ Inappropriate social behaviors

**Math**

- ☐ Math Facts  
☐ Math Processes, algorithms  
☐ Application of skills  
☐ Problem solving  
☐ Utilizing math tools

**Speech/Language**

- ☐ Articulation  
☐ Language  
☐ Stuttering  
☐ Social/Pragmatic Language  
☐ Auditory Skills

**Medical/ Physical**

- ☐ Gross motor  
☐ Fine motor  
☐ Sensory  
☐ Spatial sense  
☐ General health  
☐ Other? (please explain):

**Evidence of Concern Area:** *Check at least 3.*

| <u>Score</u><br><u>ELA</u> | <u>Assessment</u>   | <u>Dates Given</u>       |
|----------------------------|---|--------------------------|
| <input type="checkbox"/>   | MAP   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Running Record  | <input type="checkbox"/> |
| <input type="checkbox"/>   | DIAL-3  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Fluency Probe (TC)  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Reading Comprehension Probe (TC)  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Writing Samples (TC)  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Handwriting Samples   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Leveled Literacy Intervention Assessment  | <input type="checkbox"/> |
| <input type="checkbox"/>   | STAR Assessment   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Letter/Sound Assessment   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Words Their Way Spelling Inventory  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Reading Logs  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Reading Responses   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Classroom Based Measure (describe):   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Other Assessment (list):  | <input type="checkbox"/> |
| <b>Speech/Language/ELL</b> |   |                          |
| <input type="checkbox"/>   | CELF-4S (Clinical Evaluation of Language Fundamentals Screening Test - 4th Edition) | <input type="checkbox"/> |
| <input type="checkbox"/>   | Anecdotal notes   | <input type="checkbox"/> |
| <b>Behavioral/Social</b>   |   |                          |
| <input type="checkbox"/>   | Behavior tracking sheet   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Time on task assessment   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Health office consult   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Discipline referrals  | <input type="checkbox"/> |
| <input type="checkbox"/>   | FBA/BIP   | <input type="checkbox"/> |
| <b>Math</b>                |   |                          |
| <input type="checkbox"/>   | STAR Assessment   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Timed math facts  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Word problem samples  | <input type="checkbox"/> |
| <input type="checkbox"/>   | MAP Test  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Accelerated Math  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Odyssey   | <input type="checkbox"/> |
| <input type="checkbox"/>   | Classroom Based Measure:  | <input type="checkbox"/> |
| <input type="checkbox"/>   | Other (please specify)  | <input type="checkbox"/> |

**Speech/Language/ELL**


**Behavioral/Social**


**Math**

**INTERVENTION HISTORY--*Required***

Interventions Attempted: Please describe specific interventions that you or others have made this year to meet this student’s academic, social, and/or emotional needs. Data related to the interventions should be attached.

Need Area(s) \_\_\_\_\_

Targeted Skill(s) \_\_\_\_\_

Goal(s) \_\_\_\_\_

| Interventions ( <i>specific to Target Area</i> ) | Begin Date/End Date | Description of Effectiveness (attach pre & post-intervention data) |
|--|---------------------|--|
| CONFIDENTIAL                                     |                     |  |

**HISTORICAL EVALUATION OF GRADES**

Please circle the appropriate historical evaluation of grades:

| GRADES                                  |               |                  |                      |
|---|---------------|------------------|----------------------|
| Have improved each year                 | Yes           | No               |                      |
| Have remained the same                  | Yes           | No               |                      |
| Have dropped each year                  | Yes           | No               |                      |
| Have dropped suddenly at grade level(s) | Yes           | No               |                      |
| Data not available                      | Home schooled | Transfer Student | Kindergarten Student |

**CURRENT GRADES**

Please include a copy of the current report card

**RTI Intervention Form**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_ Tier: \_\_\_\_\_

**RTI Team Members:**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Case Manager: \_\_\_\_\_

**Pick top *two* Areas of Concern:**

1. \_\_\_\_\_

2. \_\_\_\_\_

|   |   |
|---|---|
| <b>SMART Goal Statement(s) for Intervention 1</b><br>The student will be able to:<br>_____<br>_____<br>_____<br><br>With _____ (% accuracy/rubric score/frequency) as<br>measured by: Progress Monitor Assessment: _____<br>_____ | <b>SMART Goal Statement(s) for Intervention 2</b><br>The student will be able to:<br>_____<br>_____<br>_____<br><br>With _____ (% accuracy/rubric score/frequency) as<br>measured by: Progress Monitor Assessment: _____<br>_____ |
| <b>Service/Strategy</b> (What service, or research based<br>intervention will you use?)<br><br>-<br><br>-   | <b>Service/Strategy</b> (What service, or research based<br>intervention will you use?)<br><br>-<br><br>-   |
| <b>Person(s) Responsible:</b>   | <b>Person(s) Responsible:</b>   |
| <b>Baseline Measurement (Date):</b>   | <b>Baseline Measurement (Date):</b>   |
| <b>Review Date:</b>   | <b>Review Date:</b>   |



THIS SECTION FOR RTI TEAM USE ONLY

|   |  |   |  |
|---|--|---|--|
| <b>Parents will:</b><br>___ Support student's schoolwork<br>___ Be an active participant<br>___ Set aside time and place for reading<br>___ Ensure student attends school daily and on time<br>___ Maintain communication with teachers<br>___ Other _____<br>___ Other _____ |  | <b>Student will:</b><br>___ Set goals<br>___ Practice teacher demonstrated strategies<br>___ Develop and monitor progress<br>___ Be an active learner/participant<br>___ Ask teacher for help/support<br>___ Read daily (___min/day)<br>___ Other _____ |  |
| <b>Classroom Teacher will:</b><br><i>List the differentiated interventions for classroom use:</i><br><br><br><br><br><br><br><br><br><br><br>   |  |   |  |
| Administrator Signature:  |  | Teacher Signature:  |  |
|   |  |   |  |
| Student Signature:  |  | Provider Signature:   |  |
|   |  |   |  |

## REVIEW NOTES

Review Date: \_\_\_\_\_

RTI Team Members:

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

|   |   |
|---|---|
| <b>Intervention 1:</b>  | <b>Intervention 2:</b>  |
| <b>End Line Measurement (Date):</b>   | <b>End Line Measurement (Date):</b>   |
| <b>Intervention Status:</b><br>__ Adequate Progress      __ Inadequate Progress   | <b>Intervention Status:</b><br>__ Adequate Progress      __ Inadequate Progress   |
| <b>Action Plan:</b><br>__ Continue Intervention<br>__ Revise Intervention<br>__ Discontinue Intervention<br>__ Refer to CSE | <b>Action Plan:</b><br>__ Continue Intervention<br>__ Revise Intervention<br>__ Discontinue Intervention<br>__ Refer to CSE |
| <b>Other Notes:</b>   |   |

# Onteora Central School District

**BOICEVILLE, NEW YORK 12412**

**Phone (845) 657-3320  
Fax (845) 657-8742**

Date: \_\_\_\_\_

RE: \_\_\_\_\_

Dear \_\_\_\_\_:

Our mission is to ensure that every child succeeds. By now you have likely been informed by your child's teacher of his/her difficulties in the area of \_\_\_\_\_.

We are holding a Response to Intervention (RTI) Team meeting to discuss better ways to meet the needs of your child. The meeting is scheduled for:

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TIME

\_\_\_\_\_  
BUILDING

\_\_\_\_\_  
ROOM

You play an important role in the success of your child and the school welcomes any input you may have. We hope you will agree to join us for this important meeting.

Please sign and return this letter with your child to school, indicating your availability to attend. Please feel free to call your child's teacher if you have any questions.

Sincerely,

Building Principal

Woodstock Elem 679-2316

Phoenicia Elem 688-5580

Bennett Elem 657-2354

-----  
Parent/Guardian, please check one box below and return to school.

- ☐ I will attend the RTI meeting.  
☐ I will not attend the meeting.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date of signature