



*The mission of the Oriskany Central School District is to educate, engage, and empower students to excel in an ever-changing world. We are committed to our tradition of personal attention, positive relationships, and an innovative climate for learning.*

# **Oriskany Central School District**

## ***Response to Intervention Plan*** ***District IST Committee*** ***2024-2025*** ***To be reviewed annually***



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## **Mission, Vision, Goals, and Philosophy**

### **Our Mission**

*The mission of the Oriskany Central School District is to educate, engage, and empower students to excel in an ever-changing world. We are committed to personal attention, positive relationships, and an innovative climate for learning.*

### **Our Vision**

*The Oriskany Central School District invests in the future of our students, schools, community, and society to prepare students for a world we can only begin to imagine. We support all students with an inspiring, adapting, and exemplary education which fosters relationships within and beyond our school community. We nurture kindness and compassion, while building confidence and resilience in all students. By maximizing access to a rigorous and relevant curriculum and imaginative and interactive experiences, we empower students to navigate this complex and ever changing world.*

### **Our District Goals**

*We are committed to meeting the following district goals via this plan and its implementation.*

**Growth and Achievement:** The Oriskany Central School District is dedicated to the continuous growth, and achievement of the whole student.

**Climate:** The Oriskany Central School District is dedicated to creating a safe, supportive, and inclusive environment for all students, staff, and members of the school community.



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**Culture:** The Oriskany Central School District is dedicated to continuing its tradition of being a positive relationship- oriented community.

## Our Philosophy

The Oriskany Central School district will provide proactive research-based intervention(s) and support(s) for all students PK - 12 through the Four Tier RtI Process. The focus will be on academics, behavioral, and social-emotional well being. The district will use a comprehensive, universal screening process administered to all students to identify those at risk and guide instructional decisions. The building level teams will consistently and carefully monitor each student’s response, so interventions can be adjusted accordingly. This will be achieved by having regularly scheduled meeting dates.

### District Instructional Support Team

Oriskany Central School District is a suburban school district serving approximately 550 students PreK-12. The highly dedicated and capable staff includes teachers, other professionals, and supplementary school personnel trained in current best practices. The district is committed to the PreK-12 implementation of RtI/AIS.

All teachers and teaching assistants are expected to remain current in their knowledge of content, curriculum, and pedagogy. The District Instructional Support Team describes the implementation of the district’s RtI/AIS philosophy and expectations.

Composition of District IST Members		
1	Cronauer, Claudette	<i>RtI Coordinator, English 7-12, K-12 Reading Teacher</i>
2	Cuthbertson, Gregory	<i>Superintendent</i>
3	DeLong, Connie	<i>K-12 Reading Teacher</i>
4	Irwin, Karen	<i>Math RtI (TOSA)</i>
5	Kennedy, Andrew	<i>Jr./Sr. High Principal</i>
6	Lanahan, Kelley	<i>Speech Pathologist</i>
7	Mazza, Denise	<i>Director of Special Programs and Support Service</i>
8	Mucurio, Catherine	<i>Elementary Principal</i>
10	Williams, Chris	<i>School Counselor</i>



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## **Oriskany Central School District Response to Intervention (RtI) Plan**

### **Overview**

The Oriskany Central School District Response to Intervention (RtI) Plan is developed to meet the requirements of Section 100.2 (ee) revisions to Part 100 of the Commissioner's Regulations addressing Academic Intervention Services (AIS). Academic Intervention Services are defined as additional instruction and/or student support services that supplement the instruction provided in the general education program. These services are aimed at helping students meet and/or exceed the New York State Common Core Next Generation Learning Standards in mathematics, English language arts (along with science, and social studies when they become available) as measured by New York State Assessments. Students who have achieved a score below the minimum performance level on state assessments in grades 3 through 8, or students in all grades who are at risk of not meeting minimum performance level on commencement level state assessments, are eligible to review AIS. These services are available to students with disabilities on the same basis as non-disabled students; however, services shall be provided to the extent consistent with the student's Individualized Education Plan (IEP).

Response to Intervention is designed to help students achieve the learning standards in English language arts and mathematics in grades K-12, along with social studies and science in grades 4-12. This is the core instructional program as well as additional academic instruction or support that supplements the general curriculum (core program) in the least restrictive environment in order to improve academic performance. Because underperformance may be the result of many factors, review of eligible students for inclusion in AIS will involve, but is not limited to, a review of specific skill deficits, learning style, discipline problems, attendance problems, health issues, family issues, and mobility.

Since both time and staffing are finite resources, a unique blend of RtI support and scheduling may be required when multiple interventions are indicated. The designated Instructional Support Team (IST) will assist in recommending interventions. Implementation will be directed by the school principal(s) and will occur within our staffing resources. Additional intervention services will:

- provide targeted skill and/or behavior management support to supplement, not supplant classroom curriculum and instruction
- be provided first by the regular classroom teachers
- employ direct, systematic, and explicit supports in the area(s) of documented need

The AIS / RtI Compliance Plan that follows includes:

- Entrance criteria and provisions for services
- Range of supports available in a multi-tiered model

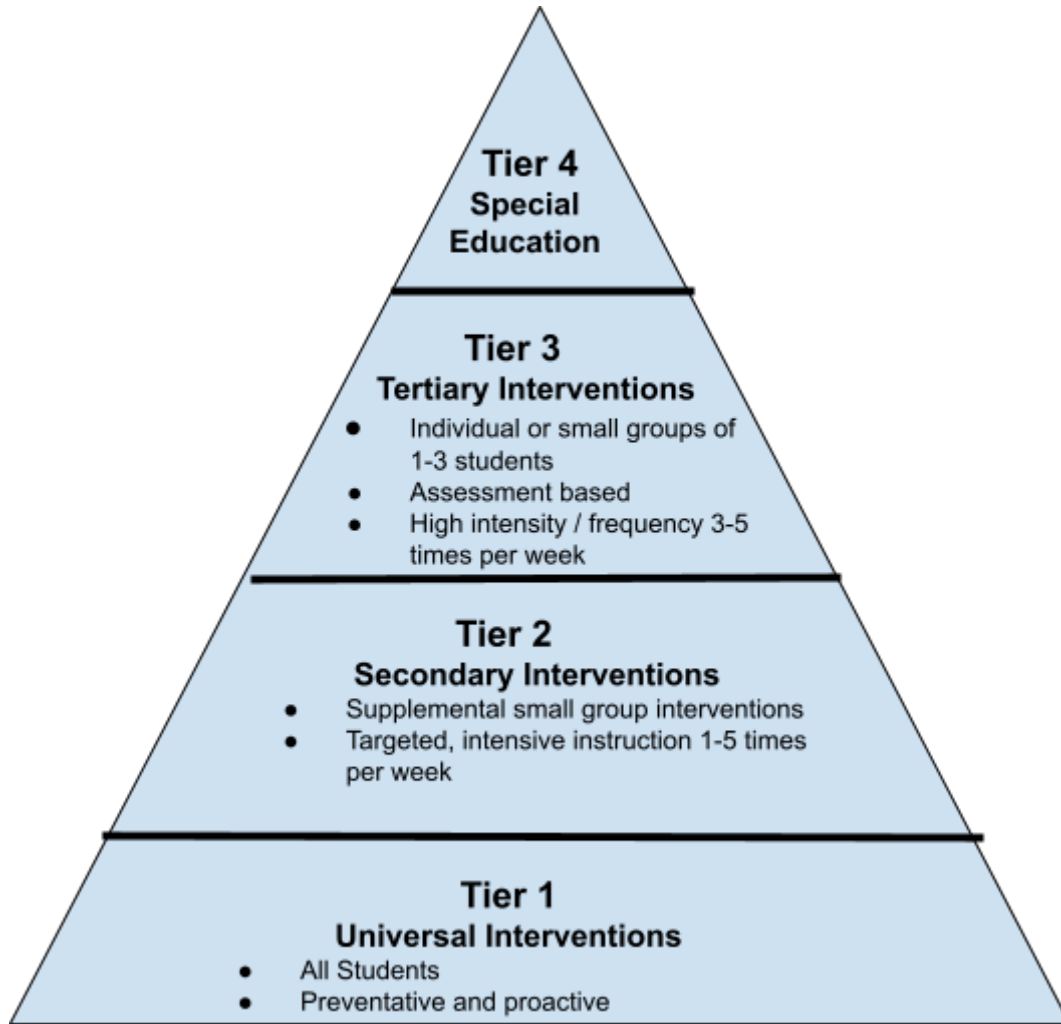


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- Parent notification procedures
- Progress monitoring procedures
- Exit criteria



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**Elements in a Four - Tier RtI Model**

**The following table outlines the essential features of a four-tier RtI model including ranges of frequency and duration of screenings, interventions, and progress monitoring**

<b>Elements</b>	<b>Tier 1 Core Curriculum and Instruction</b>	<b>Tier 2 Supplemental Instruction</b>	<b>Tier 3 Increased Levels of Supplemental Instruction</b>	<b>Tier 4 Special Education Services</b>
<b>Size of Instructional Group</b>	Whole Class Grouping	Small Group Instruction (3-8 Students)	Individualized or Small Group Instruction (1-5 Students)	Individualized or Small Group Instruction per IEP
<b>Mastery Requirements of Content</b>	Relative to cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring and master of IEP goals
<b>Frequency of Progress Monitoring</b>	Screening Measures 3 times per year	Varies, but no less than once every five weeks	Varies, but more continuous and at least once every five weeks	Varies, but more continuous and at least once every 10 weeks, dependent on IEP
<b>Frequency of Intervention Provided</b>	Daily	Varies, HS - No less than one time per week  ES - No less than 1 time per week	Varies, But more frequently than Tier 2	Varies based upon IEP required services
<b>Duration of Intervention</b>	School Year	Minimum of 5 weeks up to 40 weeks depending upon individual needs of students	Minimum of 5 weeks up to 40 weeks depending upon individual needs of students	Varies based upon IEP, typically for the whole school year
<b>Person(s) Responsible</b>	Classroom Teacher	Classroom Teacher, RtI Teacher, RtI Teaching Assistant, School Psychologist, School Social Worker, and School Counselor(s)	Classroom Teacher, RtI Teacher, RtI Teaching Assistant, School Psychologist, School Social Worker, and School Counselor(s)	Classroom Teacher, Case Manager, IEP Team



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## **Entrance Criteria / Eligibility**

All students are eligible for Tiers 2 and 3 services including those with disabilities and/or Limited English Proficiency (LEP), if they fail to meet the designated state performance standards or district approved guidelines. Additionally, LEP students and English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in the Commissioner's Regulations Part 154 are eligible for AIS.

Academic Intervention Services are provided for academic instruction and other related fundamental support needs that may impact student performance. Criteria are established in each area to identify students who require services. The criteria are based on several different forms of evaluation and documentation. Similar criteria are used as exit benchmarks indicating that services are no longer needed. The building principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention service.

The Oriskany Central School District believes the first and most effective intervention services for the majority of students will be provided by the regular classroom teacher in the regular classroom. Using the Response to Intervention (RTI) Model, teachers will collect student performance data following implementation of intervention strategies and will make informed, data-driven decisions for further intervention. Those students who continue to be eligible for AIS may necessitate consideration by the Instructional Support Team (IST). The multidisciplinary IST will further evaluate student strengths and needs and make appropriate recommendations to classroom teachers and support personnel. In more extreme cases, formal evaluations may be warranted and may include recommendations for more specialized services.

Students eligible for RtI Tiers 2 and 3 will include:

- Students who score below the designated performance levels on New York State assessments in grades 3-6
- Students in grades 7-8 are scheduled for math lab 3 out of the 6 day cycle.
- Students at risk of not meeting the state standards as measured by New York State commencement level assessments and as indicated through district adopted or approved screening and progress monitoring procedures, including Building IST recommendations
- LEP / ELL (Limited English Proficient / English Language Learner) students who do not achieve the CR Part 154 standards
- Identified students with disabilities and those designated as LEP/ELL who require services
- Entry Letters [appendix]





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## **District Support Services**

The Oriskany Central School District provides a wide variety of resources to support the academic, social/emotional, and behavioral needs of its students, and all may be utilized when appropriate to provide AIS:

- School Administrators
- General Education and Special Education Teachers
- RtI Specialists
- School Psychologist
- Content Area Specialists
- Social Worker
- Speech/Language Therapist
- Coaches and Advisors
- School Counselors
- Interagency Personnel from the Community
- Nurses
- Occupational Therapists
- Physical Therapists
- Teaching Assistants (under teacher direction)



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### Response to Intervention Services by Tiers and Building

Response to Intervention Services that are available in the Oriskany Central School District

<b>Intervention</b>	<b>Tier(s) of Intervention</b>	<b>NA Walbran Elementary School</b>	<b>Oriskany Jr. / Sr. High School</b>
Support provided by the classroom teacher	Tier 1	X	X
Supplemental instruction provided by Rtl teacher, teaching assistant, or specialist	Tiers 1-3	X	X
Before/During/ After School individualized instruction provided by the classroom teacher, Rtl teacher or teaching assistant	Tiers 1-4	X	X
ELA Reading Lab(s)	Tiers 1 - 3	X	X
Math Lab(s)	Tier 1	X	X
Learning Center	Tiers 1-4		X
Referrals to Building Instructional Support Team (IST)	Tiers 1-3	X	X
Referrals to Committee on Special Education (CSE)	Tiers 3-4	X	X
Speech / OT / PT	Tiers 1-4	X	X



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## **District Procedures for Academic and Support Services K-12**

The Oriskany Central School District Academic Intervention Services Plan outlines the Response to Intervention (RtI) multi-tiered process for identifying and supporting students with academic, behavioral, and social-emotional skills in grades K-12. This plan assures that multiple measures of assessment and other sources of data will be used for the identification of students to be served. These sources may include, but are not limited to student records, report card grades, classroom participation, diagnostic assessment, parent input, teacher referrals, and curriculum-based measures. All decisions for entry into, continuation of, intensity and frequency of, and exit from RtI will be based on data provided at each level.

RtI focuses on systematic, curriculum-based screening, skill deficits identification, targeted strategies, variety of evidence based interventions, and frequent progress monitoring. RtI is the framework identified in Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004 - reauthorization) as an intervention approach that generates data to inform instruction and identify students who may require special education and related services in a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (President's Commission on Excellence in Special Education, 2002).

A key element of the RtI approach is the provision of early intervention, when students first experience academic, behavioral, or social-emotional difficulties. This approach provides preventive and remedial services to at-risk students, and data useful for identifying learning disabilities.



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### Universal Screening(s)

Universal Screening Assessment(s) are used with all students PK-8 in the Oriskany Central School District. The purpose of these screenings is to identify students who may be academically at-risk.

<b>Screening Timeframes</b>
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Fall	9/1 - 10/1
Winter	1/1 - 2/1
Spring	5/1 - 6/1

### ❖ DIBELS - Oral Reading Fluency (ORF)

#### ELA and Math Universal Screening by Grade Level

Grade Level	Fall	Winter	Spring
PK	STAR Early Literacy DIAL 4 Fine/ Visual and Gross Motor Checklist	STAR Early Literacy	STAR Early Literacy
K	STAR Early Literacy DIAL 4 Fine/ Visual and Gross Motor Checklist	STAR Early Literacy	STAR Early Literacy CELF -5
1	STAR ELA STAR Math Fine/ Visual and Gross Motor Checklist ORF	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF
2	STAR ELA STAR Math Fine/ Visual and Gross Motor Checklist ORF	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF
3	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF
4	STAR ELA STAR Math	STAR ELA STAR Math	STAR ELA STAR Math



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	ORF	ORF	ORF
5	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF
6	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF	STAR ELA STAR Math ORF
7	STAR ELA STAR Math	STAR ELA STAR Math	STAR ELA STAR Math
8	STAR ELA STAR Math	STAR ELA STAR Math	STAR ELA STAR Math

**New for 2023-2024: Students in grades 9-12 will no longer take part in the STAR ELA and Math universal screenings three times per year.**

*Grades 9-12 will have teacher-created quarterly assessments in math and English Classes. These assessments will count as a summative assessment each marking period and will be used as a piece of data when determining if RtI is necessary. A Google Form is completed quarters 1-3 by the classroom teachers to summarize an item analysis. This data assists in determining curricular supports to increase student success.*

Grade Level	MP #1	MP #2	MP #3	MP #4
9	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Final Assessments for ELA and Math
10	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Final Assessments for ELA and Math
11	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Final Assessments for ELA and Math
12	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Quarterly Assessments for ELA and Math	Final Assessments for ELA and Math



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## **Parent/Guardian Involvement and Notification**

The Oriskany Central School District recognizes the critical role parents play in improving a student's academic performance. The State Education Department requires that parents be notified in writing when RtI (Tiers 2 and 3) is to be implemented for their child. The notification must include:

- Parent/Guardian contact regarding IST referral by referring PK-12 classroom teacher
- Parent/Guardian provided a copy of the Building IST Action Plan by PK-12 referring classroom teacher
  - A section in the Google IST Referral Form will now contain a spot for the date and time a teacher contacted the parent prior to submitting the IST form (New for 2023-2024)
- Reason for supplemental support
- Summary of the services to be provided, including focus, frequency, and intensity of services
- Consequences of not achieving the NYS Common Core Next Generation Learning Standards

When a student receives Academic Intervention Services, the New York State Education Department mandates that on-going communication with the parents must occur. Specific mandates are that parents be provided:

- Quarterly / marking period progress reports (this may be included as part of the student's report card)
- RtI Edge Progress Notes (New for 2023-2024)
- Opportunities for parent conference/consultation when requested
- Communication including suggestions for working with the student at home

Parents must be notified when supplemental support will be ended. The mandated notification must include the following information:

- Criteria for ending the service
- Current performance level of their child
- Specific assessments used to determine their child's level of performance

Parents may obtain information on ways they can support their child's learning by working with their child, monitoring their child's progress and working collaboratively with staff members providing supplemental support.



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## **Tier Change of Intensity**

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided for each tier. Students with the greatest need will receive more intense services, for a longer duration, and with more frequent progress monitoring. Students with the least intensive needs may only require monitoring or support as an intervention service. Decisions regarding service intensity will be determined by the Instructional Support Team (IST). Parental notification for change of tier services will be sent by the provider(s) of the service.

## **Exit Criteria**

A student may be exited from Tiers 2 and 3 upon demonstration of proficiency on NYS assessment(s), Benchmark Data Meetings, or as evidenced by a combination of the following as determined by the Instructional Support Team (IST):

- Locally -administered standardized testing
- Report comments are positive for the student's effort and achievement in AIS for two consecutive marking periods
- Student has successfully maintained target behavior for a minimum number of weeks
- IST or Benchmark Data Meetings recommends dismissal from service
- Progress toward goal line as supported by at least three data points (academic and/or behavioral) over the time specified in student's individualized service plan
- Elimination of behavioral problems for a predetermined amount of time
- Successful implementation of behavioral intervention plan that can be supported by classroom teacher/parent
- Exit letters [appendix]

## **Relationship of AIS/RtI and Special Education**

Academic Intervention Services (RtI Tiers 1,2 and 3) are within the realm of the general education program. As a result, AIS/RtI actions should not be included in a student's IEP or student's 504 Plan. The Committee on Special Education does not make recommendations for academic intervention services for students with disabilities. However, special education teachers and related service staff may provide AIS/RtI support when such services are in addition to any special education services that are listed in an IEP. The specific manner in which AIS/RtI support will be provided to a student with an IEP or 504 Plan will be determined by the IST.



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## **Student Support Services**

Prevention services are available to all students. In addition to academic interventions, students who are determined to be at risk for failure to meet NYS Common Core Next Generation Learning Standards in English language arts, mathematics (and, when available, science and/or social studies) as measured by New York State commencement level assessments may be determined to be at risk due to speech/language delays, poor attendance, behavior issues or other social/emotional factors. Students who have been identified as having such risk factors may receive preventive services such as speech improvement, counseling, guidance, health or other district services as identified by the IST.

## **Provisions for AIS/RtI Services**

A full range of AIS/RtI structures will be used to support all students who are not proficient on NYS Assessments or who are at risk of poor performance. All support services will be delivered by Highly Qualified (certified) staff as determined by Section 100.2 (o) of the Commissioner's Regulations. Intervention services in this district may include the following structures:

- Regular school day supplemental instruction
- Extended day program (before school, after school, or Saturday instruction)
- Extended year program (summer instruction)

## **Individual Skill Deficit Identification Sources**

In adopting the RtI Model, The Oriskany Central School District will employ a variety of evaluation tools and techniques to identify student skill deficits, including but not limited to:

- Error analysis of student assessment (COGNOS, assessment reports)
- Screening item analysis
- Analysis of student work
- Diagnostic assessments
- Disaggregated subject area assessments
- Data from patterns of student performance
- Disciplinary referrals
- Records of absences
- Tardy patterns
- History of documented behavioral issues





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## **Multi-Tiered Model of Student Support Services**

### **Tier 1**

<b>Interventionist:</b>	PK-12 General Education Teachers, (plus Special Education Teachers, Content Area Specialists, and Related Service Providers when working in a co-teaching capacity)
<b>Program:</b>	Tier 1 is designed to provide for the instructional needs of all students. It is comprised of three basic elements: (a) research based core instruction, (b) targeted, small group intervention for struggling students, (c) documented monitoring of skill progress. A brief summary of Tier 1 follows.
<b>Participants:</b>	All students
<b>Structure Options:</b>	In class, small group skill intervention <ul style="list-style-type: none"><li>● Standards and scientifically based instruction</li><li>● Small group skill intervention</li><li>● Peer support</li><li>● Addition to the core curriculum</li><li>● Differentiated instruction</li><li>● Instructional accommodations</li><li>● Environmental accommodations</li></ul>
<b>Groupings:</b>	Flexible groupings based on student performance data
<b>Time:</b>	During classroom time; targeted individual or small group instruction as needed
<b>Assessment:</b>	Universal screening three times per year. Curriculum based progress monitoring monthly to twice per month (based on level of need) and consistent documentation of instructional strategies used to target individual skill deficits.
<b>Data Warehouse:</b>	All data will be fully transparent and accessible to all staff within School Tools.
<b>Setting:</b>	In general education setting, no pull-out



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## **Tier 2**

- Interventionist:** PK-12 General Education Teachers, Content Area Specialists, Counselors, Teaching Assistants, School Psychologists, Speech Language Therapists, Occupational Therapists, and Physical Therapists
- Program:** Tier 2 is designed to successfully provide for the instructional needs of Students whose needs were not met with Tier 1 service. It consists of programs, strategies, and procedures designed to supplement, enhance, and support Tier 1. Tier 2 provides: (a) increased time for interventions, (b) smaller group size, (c) frequent, ongoing progress monitoring, and (d) short-term intervention. A brief summary of Tier 2 follows.
- Participants:** For students who have not been successful with Tier 1 efforts or who have not made significant progress to support the skill deficit(s). Supplemental skill instruction to support academic and behavior needs that have already been addressed in the classroom.
- Structure Options:** Supplemental targeted intervention
- Standards and scientifically based instruction
  - Small group intervention
  - Computer based supports
  - Learning Center or Lab
  - Peer tutoring and study club
  - Pre-teaching
  - Re-teaching
  - Study skills, organizational skills, test anxiety
  - Counselor watch
  - Supplemental instruction
  - Behavior Plan
  - Action Plan
- Groupings:** Flexible, homogeneous small groups based on skill deficiencies
- Time:** Targeted small groups (3-5 students recommended) 20-30 minutes per day 3-4 times per week



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**Assessment:** Curriculum based progress monitoring minimum twice per month with consistent documentation of progress data. Formal reporting to parents on skill progress will be quarterly.

**Data Warehouse:** All data will be fully transparent and accessible to all staff within School Tools and/or RtI Edge.

**Setting:** In general education setting or pull-out

### **Tier 3**

**Interventionist:** Content Area Specialists, Counselors, Teaching Assistants, School Psychologists, Speech Language Therapists, Occupational Therapists, and Physical Therapists

**Program:** Tier 3 is designed to successfully provide for the instructional needs of the students whose needs were not met with the combination of Tier 1 and Tier 2 services. It is composed of programs, strategies, and procedures designed to supplement, enhance, and support Tier 1 and Tier 2. Tier 3 provides: (a) daily intervention, (b) smaller group size, and (c) frequent, ongoing progress monitoring. A brief summary of Tier 3 follows.

**Participants:** For students who have not been successful with both Tier 1 and Tier 2 efforts or who have not made significant progress to support the skill deficit(s). Intensive skill instruction to support academic and behavior needs that have already been addressed in the classroom.

**Structure Options:** Intensive targeted intervention

- Scientifically proven intervention programs
- Individual or small group intervention
- Computer based supports
- Learning Center or Lab
- Pre-teaching
- Re-teaching
- Study skills, organizational skills, test anxiety
- Counselor watch
- Supplemental instruction, intensive remediation
- Behavior Plan
- Action Plan



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- Groupings:** Individual or homogeneous small groups based on skill deficiencies
- Time:** Individual or targeted small groups (1-2 students recommended) 30-60 minutes daily
- Assessment:** Curriculum based progress monitoring minimum of weekly with consistent documentation of progress data. Formal reporting to parents on skill progress will be provided at least quarterly.
- Data Warehouse:** All data will be fully transparent and accessible to all staff within School Tools and/or RtI Edge.
- Setting:** In pull-out setting



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# Appendix

## *Elementary School*

[Entrance Letter](#) for RtI

[Exit Letter](#) for RtI

## *Junior/Senior High School*

[Entrance Letter](#) for RtI Reading

[Exit Letter](#) for RtI Reading

[Learning Center](#) Placement Letter