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
MTSS-I & RtI Plan

Multi-Tiered System of Supports & Response to Intervention

District MTSS-I Committee 2026-2027

To be reviewed annually



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Our Mission

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Our Vision

The Oriskany Central School MTSS-I 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 MTSS-I Goals

We are committed to meeting the following MTSS-I goals via this plan and its implementation.

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

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

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

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District Philosophy

The Oriskany Central School District MTSS-I is committed to providing proactive, research-based interventions and support for all students from Pre-K through grade 12 through the Three-Tier RtI Process. This approach focuses on academic, behavioral, and social-emotional well-being by utilizing a comprehensive universal screening process to identify students at risk and guide instructional decisions. Through the MTSS-I process, tailored interventions will be implemented to meet the unique needs of each student. Building-level teams will consistently and carefully monitor student progress, making necessary adjustments to interventions as needed through regularly scheduled meetings to ensure effective, ongoing support.

District MTSS-I Team

Composition of District MTSS-I Team		
1	Amodio, Dayna	*Teacher Assistant*
2	Bostic, Brandi	*School Counselor*
3	Closinski, Emily	*Elementary Teacher*
4	Cortese, Erin	*Family and Consumer Science/Health*
5	Cuthbertson, Gregory	*Superintendent*
6	Davis, Jennifer	*School Counselor*
7	Delong, Connie	*Reading Specialist*
8	Gray, Heather	*Elementary Teacher*
10	Irwin, Karen	*Math Intervention Specialist*
11	Kennedy, Andrew	*Jr./Sr. High Principal*
12	McLaughlin, Stephanie	*School Psychologist*
13	Meiss, Thomas	*Elementary Principal*
14	Mucurio, Catherine	*Director of Special Programs and Support Services*
15	Pratt, Ariana	*BOCES Social Worker*
16	Williams, Chistopher	*School Counselor*
17	Wimmer, Caleb	*Junior-Senior High School Social Studies*

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District MTSS-I Committee

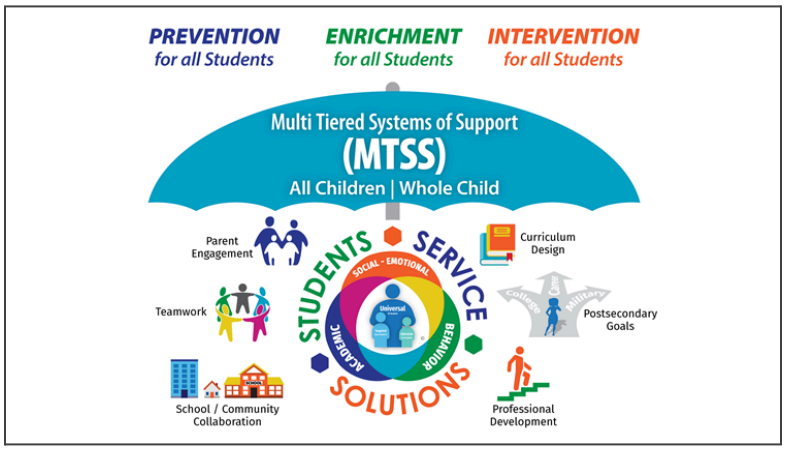
The District MTSS-I Committee will consist of individuals across grade and content areas that best represent all stakeholders within the MTSS-I. Members included but are not limited to: Administrators, School Psychologist, Classroom Teachers, Reading and/or Math Specialists, Special Education Teachers and School Counselors.

The purpose of the MTSS Committee is to develop, refine, and provide resources and guidance to support the MTSS-I's Multi-Tiered System of Supports (MTSS) process, ensuring effective implementation and continuous improvement. The MTSS-I Committee meets monthly throughout the school year.

Building Level MTSS-I Teams

Building-Level MTSS Teams, made up of administrators, the referring teacher, and key stakeholders, work together to address student concerns and provide tailored support. The MTSS Team helps recommend interventions, while school principals ensure they are implemented with available resources. AIS/RtI services are designed to:

- Provide targeted skill or behavior support that supplements classroom instruction.
- Be initiated by the regular classroom teacher whenever possible.
- Use direct, clear strategies to address specific needs.



Overview of Response to Intervention (RtI)

The Oriskany Central School District's Response to Intervention (RtI) Plan has been developed to meet the requirements of Section 100.2 (ee) revisions to Part 100 of the Commissioner's Regulations regarding Academic Intervention Services (AIS). AIS/RtI consists of additional instruction and/or student support services that supplement the general education program. These services aim to help students meet or exceed the New York State Learning Standards in Mathematics, English Language Arts, Science, and Social Studies, as measured by New York State Assessments.

Students who score below the minimum performance level on state assessments in grades 3 through 8, or students in any grade who are at risk of not meeting the minimum performance level on commencement-level state assessments, are eligible to receive AIS. These services are available to students with disabilities on the same basis as non-disabled students; however, services must be provided in accordance with the student's Individualized Education Plan (IEP).

Response to Intervention is designed to support student achievement in ELA and mathematics in grades K-12, as well as in social studies and science in grades 4-12. RtI encompasses the core instructional program along with additional academic instruction or support that supplements the general curriculum in the least restrictive environment to improve academic performance. Because underperformance may result from various factors, the review process for AIS eligibility will consider, but is not limited to, specific skill deficits, learning styles, discipline concerns, attendance issues, health conditions, family circumstances, and student mobility.

Since both time and staffing are finite resources, a unique blend of RtI support and scheduling may be necessary when multiple interventions are required. The designated MTSS-I Team will assist in recommending appropriate interventions. Implementation will be directed by the school principal(s) and will take place within available staffing resources. Additional intervention services will:

- Provide targeted skill and/or behavior management support to supplement, not replace, classroom curriculum and instruction.
- Be delivered primarily by regular classroom teachers.
- Employ direct, systematic, and explicit support in the documented area(s) of need.

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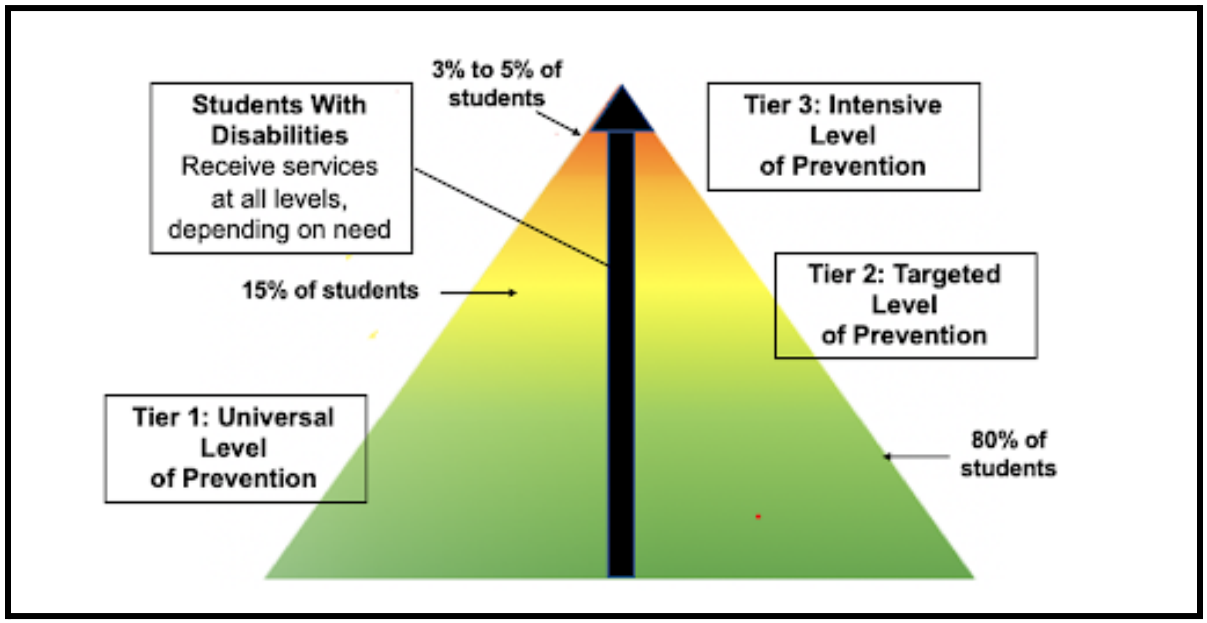
The following AIS/RtI Compliance Plan includes:

- Entrance criteria and provisions for services
- A range of supports available within a multi-tiered model
- Parent notification procedures
- Progress monitoring procedures
- Exit criteria



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Essential Elements of a Three-Tier RtI Model

The table below outlines the key features of a three-tier RtI model, including the frequency and duration of screenings, interventions, and progress monitoring.

Elements	Tier 1 ***Core Curriculum and Instruction***	Tier 2 ***Supplemental Instruction***	Tier 3 ***Increased Levels of Supplemental Instruction***
Size of Instructional Group	Whole Class Grouping	Small Group Instruction (3-8 Students)	Individualized or Small Group Instruction (2-5 Students)
Mastery Requirements of Content	Based on identified screening measure thresholds and ongoing progress demonstrated through monitoring.	Based on identified screening measure thresholds and ongoing progress demonstrated through monitoring.	Based on identified screening measure thresholds and ongoing progress demonstrated through monitoring.
Frequency of Progress Monitoring	Screening assessments conducted three (3) times annually.	Varies, but occurs at least once every five weeks.	Varies, but is more frequent and occurs at least once every two weeks.
Frequency of Intervention Provided	Daily	Recommended at least 2-3 times/ weekly *No less than one (1) time per week	Recommended Daily
Duration of Intervention	School Year	Minimum of 5 weeks and up to 40 weeks depending upon individual needs of students	Minimum of weeks up to 40 weeks depending upon individual needs of students
Person(s) Responsible	Classroom Teacher	Classroom Teacher, RtI Teaching Assistants	Classroom Teacher, Reading Specialists, Math Interventionist, Special Education Teacher

Entrance Criteria / Eligibility

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

Academic Intervention Services are provided to address academic instruction and other fundamental support needs that may impact student performance. Entry criteria are established in each area to identify students who require services. These criteria are based on various forms of evaluation and documentation. Similar criteria are used as exit benchmarks to indicate when services are no longer needed. The building principal, teachers, and support personnel will collaborate to determine the appropriate frequency and intensity of intervention services.

The OCSD MTSS-I believes that the first and most effective intervention services for the majority of students will be provided by the regular classroom teacher within the regular classroom. Using the RtI Model, teachers will collect student performance data following the implementation of intervention strategies and will make informed, data-driven decisions for further intervention. Students who continue to be eligible for AIS may require consideration by the MTSS-I Team. The multidisciplinary MTSS-I Team 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 necessary and may include recommendations for more specialized services.

Students eligible for RtI Tiers 2 and 3 will include:

- Students who score below designated performance levels on New York State Assessments in grades 3–8, or who are identified through data meetings, universal screeners, benchmark assessments, classroom performance data, and other district measures as performing below grade-level expectations, may be considered for additional academic support and intervention services.
- Students in grades 7–8 may be scheduled for supplemental mathematics instruction through Math Lab.
- Students in grades 7–12 may be scheduled for targeted academic intervention through an RtI support period.

- Students identified as at risk of not meeting New York State learning standards, as evidenced by commencement-level assessment results and district-approved MTSS-I screening, progress-monitoring data, and Building MTSS-I Team recommendations, may receive intervention services.
- English Language Learners (ELLs)/Limited English Proficient (LEP) students who do not meet the requirements outlined in CR Part 154 may receive additional support services.
- Students with disabilities and ELL/LEP students who are identified as requiring specialized instruction, accommodations, modifications, or intervention services will receive support as outlined in their educational plans and applicable regulations.

District MTSS-I Support Services

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

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

**Please note that AIS and RtI are often used interchangeably in this document. While AIS focuses specifically on academic support, RtI encompasses a broader range of services, including support for behavior, medical needs, attendance, and other areas.*

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ACADEMIC Response to Intervention Services by Tiers and Building

This section outlines the Response to Intervention (RtI) services available in the Oriskany Central School District MTSS-I, detailing the services provided at each tier and within each school building.

Academic Intervention	Tier(s) of Intervention	N.A. Walbran Elementary School	Oriskany Jr. / Sr. High School
Support provided by the classroom teacher	Tier 1	X	X
Supplemental instruction provided by classroom teacher, RtI teacher, teaching assistant, or specialist.	Tiers 1-3	X	X
Before/During/ After School individualized instruction provided by the classroom teacher, RtI teacher or teaching assistant.	Tiers 1-3	X	X
ELA/Reading RtI	Tiers 1 - 3	X	X
Math Lab(s)	Tier 1-2 (HS) Tier 2-3 (ES)	X	X
Referrals to Building MTSS-I Team	Tiers 1-3	X	X
Referrals to Committee on Special Education (CSE) or Section 504	Tier 3+	X	X
Speech / OT / PT	Tier 1 (PK/K) Tier 2-3 (K-12)	X	X

District MTSS-I Procedures for Academic and Support Services K-12

The OCSD MTSS-I Plan outlines the Response to Intervention (RtI) multi-tiered process for identifying and supporting students with academic, behavioral, and social-emotional needs in grades PK-12. This plan ensures that multiple assessment measures and other sources of data will be used to identify students who require services. These sources may include, but are not limited to, student records, report card grades, classroom participation, diagnostic assessments, parent input, teacher referrals, and curriculum-based measures. All decisions regarding 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, identification of skill deficits, targeted strategies, a variety of evidence-based interventions, and frequent progress monitoring. RtI is the framework outlined in the 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. This systematic approach ensures that students experiencing educational difficulties receive 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 offers preventive and remedial services to at-risk students and provides data useful for identifying learning disabilities.

Universal Screenings Timelines and Information

Universal screening assessments are administered to all students in grades PK-8, and to some students in grades 9-12 as appropriate.

SCREENING TIMEFRAMES

Fall	9/1 - 10/1
Winter	1/1 - 2/1
Spring	5/1 - 6/1

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ELA and Math Universal Screening by Grade Level

**DIBELS - Oral Reading Fluency (ORF), Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF)*
***QPS administered when scored in the red or yellow on ORF or STAR*

	Fall	Winter	Spring
PK	Brigance Screener Fine/Gross Motor Checklist Articulation Screener	STAR Early Literacy **BRIGANCE IED III (if needed)*	STAR Early Literacy **BRIGANCE IED III (if needed)*
K	Brigance Screener Fine/Gross Motor Checklist Fluharty Screener DIBELS: LNF, PSF	STAR Early Literacy DIBELS: LNF, PSF, NWF	STAR Early Literacy DIBELS: LNF, PSF, NWF
1	STAR Early Literacy DIBELS: ORF, NWF **LNF, PSF (if appropriate)*	STAR Reading STAR Math DIBELS: ORF, NWF	STAR Reading STAR Math DIBELS: ORF, NWF
2	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF
3	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF
4	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF
5	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF
6	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF	STAR Reading STAR Math DIBELS: Maze, ORF
7	STAR Reading STAR Math	STAR Reading STAR Math	STAR Reading STAR Math
8	STAR Reading STAR Math	STAR Reading STAR Math	STAR Reading STAR Math
9-12	STAR Reading/STAR Math (as needed/all SWD)	STAR Reading/ STAR Math (as needed/all SWD)	STAR Reading/ STAR Math (as needed/all SWD)

Grades 9-12 will have teacher-created quarterly assessments. These assessments will serve as summative evaluations each marking period and will contribute to the data used to determine the need for RtI services. Classroom teachers will complete a form at the end of quarters 1-3 to summarize an item analysis. This data helps the MTSS-I team identify curricular supports to enhance student success.

Grade Level	MP #1	MP #2	MP #3	MP #4
9	Quarterly Assessments	Quarterly Assessments	Quarterly Assessments	Final Assessments
10	Quarterly Assessments	Quarterly Assessments	Quarterly Assessments	Final Assessments
11	Quarterly Assessments	Quarterly Assessments	Quarterly Assessments	Final Assessments
12	Quarterly Assessments	Quarterly Assessments	Quarterly Assessments	Final Assessments

All subjects are expected to complete quarterly assessments, with the exception of AP and MVCC courses. The data review sheet is shared to ensure consistent use across teams. Special Areas and Essentials are assessed only during the 2nd and 4th quarters, as they meet on an every-other-day schedule, allowing for reporting that aligns more effectively with those marking periods.

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SOCIAL EMOTIONAL LEARNING (SEL)

Response to Intervention Services by Tiers and Building

This section outlines the Response to Intervention (RtI) services available in the Oriskany Central School District MTSS-I, detailing the services provided at each tier and within each school building.

SEL Intervention	Tier(s) of Intervention	N.A. Walbran Elementary School	Oriskany Jr. / Sr. High School
Support provided by the classroom teacher	Tier 1	X	X
Supplemental instruction provided by classroom teacher, teaching assistant, or school counselor.	Tiers 2-3	X	X
Before/During/ After School individualized instruction provided by the school counselor, social worker, school psychologist	Tiers 2-3	X	X
Lunch Bunch/Small Group Counseling/Peer Mediations	Tiers 2 - 3	X	X
Individual Counseling	Tier 2-3 (HS) Tier 2-3 (ES)	X	X
Referrals to Building MTSS-I Team	Tiers 1-3	X	X
Referrals to Committee on Special Education (CSE) or Section 504	Tier 3+	X	X

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Social-Emotional Behavior Universal Screening by Grade Level

Comprehensive District Counseling Plan provides additional information on social-emotional supports and activities in the district.

	Fall	Winter	Spring
K-3	SAEBRS Teacher	SAEBRS Teacher	SAEBRS Teacher
4	SAEBRS Teacher SAEBRS Student	SAEBRS Teacher SAEBRS Student	SAEBRS Teacher SAEBRS Student
5-7	SAEBRS Teacher (4 Core Teachers) SAEBRS Student	SAEBRS Teacher (4 Core Teachers) SAEBRS Student	SAEBRS Teacher (4 Core Teachers) SAEBRS Student
8-12	**SAEBRS as requested through MTSS*	**SAEBRS as requested through MTSS*	Staff Connection Form

**Students receiving Tier 2 or 3 support through counseling should have screener completed 5x*
***Other teachers/support staff may be asked to complete questionnaires as needed*

Parent/Guardian Involvement and Notification

The Oriskany Central School District MTSS-I recognizes the vital role parents play in supporting their child's academic progress. As part of the Response to Intervention (RtI) process, the State Education Department requires that parents be notified in writing, in a language or mode of communication they understand, if their child requires an intervention beyond what is provided to all students in the classroom. This notification must clearly outline the following:

- The method and frequency of parent/guardian communication regarding the MTSS-I referral by the referring PK-12 classroom teacher.
    - In the MTSS referral, teachers should document the date(s) and method(s) of communication with the parent/guardian regarding the concerns prompting the referral.
- The type and amount of data the school will collect to monitor the student's progress.
- The nature of the intervention or instructional support the student will receive, including the focus, frequency, and intensity of services.
- The potential consequences of not meeting the NYS Common Core Next Generation Learning Standards.
- The parent's right to request an evaluation for special education services.

To ensure compliance with these requirements, the district will establish clear procedures, including determining the method for written parental notification, the frequency and manner of communication between parents and staff, and the process for sharing progress monitoring data with parents. These measures will enhance transparency and collaboration in supporting student success.

When a student receives Academic Intervention Services, the New York State Education Department mandates ongoing communication with parents. Specifically, parents must be provided with:

- Quarterly / marking period progress reports (this may be included as part of the student's report card)
- MTSS Edge Progress Notes (if applicable)
- 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. ***Parental notification of initial services will be provided in writing and sent via mail.***

Tier Change of Intensity

Intensity of service refers to 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 needs will receive more intensive services, for a longer duration, and with more frequent progress monitoring. Students with less intensive needs may only require monitoring or support as an intervention service. Decisions regarding service intensity will be made by the MTSS-I Team. ***Parental notification of a change in tier services will be provided by the classroom/homeroom teacher.***

Exit Criteria

A student may be exited from Tiers 2 and 3 upon demonstration of the following:

- Proficiency on NYS assessment(s)
- Proficiency on benchmark/universal screening data
- Locally administered standardized testing
- Positive report comments regarding the student's effort and achievement in AIS for two consecutive marking periods
- Successful maintenance of target behavior for a minimum number of weeks
- Recommendation for dismissal from service by MTSS-I or through Benchmark Data Meetings
- Progress toward goal line, supported by at least three data points (academic and/or behavioral) over the time specified in the student's individualized service plan
- Elimination of behavioral problems for a predetermined period
- Successful implementation of a behavioral intervention plan, supported by the classroom teacher/parent

Students typically exit intervention services following review at a data meeting. However, based on updated student performance data demonstrating that the student is approaching or meeting grade-level standards, services may be adjusted or discontinued at the discretion of the Principal and/or MTSS team.

Relationship of AIS/RtI and Special Education

Academic Intervention Services (AIS) and Response to Intervention (RtI) Tiers 1, 2, and 3 are part of the general education program. Therefore, AIS/RtI support should not be listed in a student's Individualized Education Program (IEP) or Section 504 Plan. The Committee on Special Education (CSE) does not recommend AIS for students with disabilities.

However, special education teachers and related service providers may deliver AIS/RtI support in addition to the special education services outlined in a student's IEP. The method and delivery of AIS/RtI for students with an IEP or 504 Plan will be determined by the District's Multi-Tiered System of Supports – (MTSS-I) team.

Prevention services are available to all students. In addition to academic interventions, students may be identified as at risk of not meeting the New York State Next Generation Learning Standards in English Language Arts, mathematics, and, when available, science and/or social studies, based on performance on New York State commencement-level assessments.

Students may also be considered at risk due to factors such as speech and language delays, chronic absenteeism, behavioral concerns, or other social-emotional challenges. Those identified as at risk may receive preventive services, including but not limited to speech improvement, counseling, guidance, health services, or other supports provided through the District's Multi-Tiered System of Supports , as determined by the building level MTSS-I teams.

Provisions for AIS/RtI Services

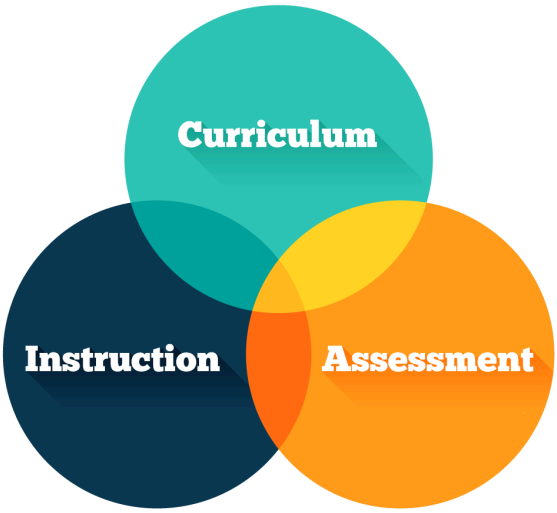
A full range of Response to Intervention (RtI) supports will be provided to students who are not proficient on New York State assessments or who are identified as at risk for poor academic performance. All services will be delivered by appropriately certified, Highly Qualified staff, in accordance with Section 100.2(o) of the Commissioner's Regulations. Intervention services offered through the District's Multi-Tiered System of Supports – Tier I (MTSS-I) may include:

- Supplemental instruction during the regular school day
- Extended day programs (before or after school)
- Extended year programs (summer instruction, if available)

Individual Skill Deficit Identification Sources

As part of its adoption of the RtI Model, the Oriskany Central School District's MTSS-I framework will utilize a range of evaluation tools and techniques to identify student skill deficits. These tools may include, but are not limited to:

- Error analysis of student assessments
- Screening item analysis
- Review of student work samples
- Diagnostic assessments
- Disaggregated data from subject-specific assessments
- Analysis of patterns in student performance
- Disciplinary referral records/documentation of behavioral concerns
- Attendance records, including absences and patterns of tardiness



Data Meetings Overview

Elementary Level:
Formal data meetings will be held at least three times per year. These meetings will focus on a comprehensive review of relevant data points, including but not limited to: state and local assessments, universal screening results, classroom observations, student grades, attendance, discipline records, and anecdotal evidence. Teams will analyze classroom performance data and incorporate the Multi-Tiered System of Supports (MTSS) process to identify student needs, inform instructional decisions, celebrate strengths, and ensure that appropriate academic interventions and supports are implemented. The length, structure, and timing of each meeting will vary based on cohort size, student needs, and building-wide goals. Grade-level teams will meet weekly to monitor student progress and instructional practices, while vertical alignment will be supported through instructional leadership meetings as needed.

Secondary Level:
Formal data meetings will occur three times per year to analyze quarterly assessment data, classroom performance, and student grades, while also providing opportunities to calibrate grading expectations across departments. The MTSS process will be embedded to identify student needs, inform instruction, celebrate academic and behavioral strengths, and ensure timely interventions are in place. Meeting structure and timing may vary based on department size, student data, and school-wide priorities. Departments will meet monthly to monitor student progress and refine instructional practices. Grade 7 and 8 teams will meet bi-weekly, while grade-level teams in grades 9–12 will meet monthly. Vertical alignment will be addressed through instructional leadership meetings as needed.

Faculty members will participate in at least one grade-level meeting team, with the exception of Grades 7 and 8 staff, who may participate in both teams due to shared instructional and student support needs. Special area teachers will select a primary team to regularly attend but may also be asked to join additional meetings as needed to provide input on specific students they serve across other grade levels. Following each meeting, notes and key action items will be shared with the appropriate team members and the building principal to ensure consistent communication and follow-through. The principal will retain all agendas, minutes, data discussions, intervention plans, and next steps so that all relevant staff have ongoing access to important information.

Resources: Data Meeting Discussion Guide Sample: Data Sheet ELA Grade 1

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Multi-Tiered Model of Student Support

**subject to change based on need*

TIER 1

Intervention MTSS-I:
PK-12 General Education Teachers, (plus Special Education Teachers, Content Area Specialists, and Related Service Providers when working in a co-teaching capacity)

Program:
Tier 1 is intended to meet the instructional needs of all students and consists of three key components:

(a) research-based core instruction,
(b) targeted small-group interventions for students who need additional support, and
(c) ongoing, documented monitoring of skill development.

A brief overview of Tier 1 is provided below.

Participants: All students

Structure Options: In class, small group skill intervention

- Standards and scientifically based instruction
- Small group skill intervention
- Peer support
- Addition to the core curriculum
- Differentiated instruction
- Instructional accommodations
- Environmental accommodations

Groupings: Flexible groupings based on student performance data

Time: During classroom time; targeted individual or small group instruction, as needed

Assessment:
Universal screening will be conducted three times per year. Curriculum-based progress monitoring will take place monthly or bi-monthly, depending on the level of student need. Instructional strategies used to address individual skill deficits will be consistently documented as part of the MTSS-I process.

Data Warehouse:
All data will be fully transparent and accessible to all staff within district approved data management system.

Setting: In general education setting, no pull-out

TIER 2

InterventionMTSS-I:
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 address the instructional needs of students who do not respond adequately to Tier 1 support. It includes programs, strategies, and procedures that supplement, enhance, and reinforce Tier 1 instruction. Tier 2 provides:

(a) increased time for targeted interventions,
(b) smaller group sizes for more focused instruction,
(c) frequent and ongoing progress monitoring, and
(d) short-term, skill-specific interventions.

A brief overview of Tier 2 is provided below.

Participants:
For students who have not shown success with Tier 1 interventions or have not made sufficient progress in addressing their skill deficits. This includes supplemental instruction to support academic and behavioral needs that have already been targeted in the classroom.

Structure Options: Supplemental targeted intervention:

Standards and scientifically based instruction
Small group intervention
Computer based supports
ELA or Math Lab
Pre-teaching/Re-teaching
Study skills
Organizational skills
Counselor watch
Supplemental instruction
Behavior Plan

Groupings: Flexible, homogeneous small groups based on skill deficiencies

Time: Targeted small groups (3-6 students recommended),
20-30 minutes per day 3-4 times per week

Assessment: Curriculum-based progress monitoring will occur at least twice a month (2xMonthly or Bi-Weekly), with consistent documentation of progress data. Formal progress reports will be provided to parents quarterly.

Data Warehouse:
All data will be fully transparent and accessible to all staff within district approved data management system.

Setting: In general education setting or pull-out

TIER 3

Intervention MTSS-I:
Content Area Specialists, Counselors, Teaching Assistants, School Psychologists, Speech-Language Therapists, Occupational Therapists, and Physical Therapists

Program:
Tier 3 is designed to address the instructional needs of students whose needs have not been met through the combined support of Tier 1 and Tier 2 services. It consists of programs, strategies, and procedures that further supplement, enhance, and support Tier 1 and Tier 2 interventions. Tier 3 provides:

(a) daily targeted intervention,
(b) smaller group sizes for more focused support, and
(c) frequent and ongoing progress monitoring.

A brief overview of Tier 3 is provided below.

Participants:
For students who have not been successful with both Tier 1 and Tier 2 interventions or who have not made significant progress in addressing their skill deficits. This includes intensive skill-based instruction to support academic and behavioral needs that have already been targeted in the classroom.

Structure Options: Intensive targeted intervention:

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

Groupings: Individual or homogeneous small groups based on skill deficiencies

Time: Individual or targeted small groups (1-3 students recommended), 30-60 minutes daily
schedule may affect

Assessment:
Curriculum-based progress monitoring will occur at least bi-weekly, with consistent documentation of progress data. Formal progress reports will be provided to parents at least quarterly.

Data Warehouse:
All data will be fully transparent and accessible to all staff within district approved data management system.

Setting: In pull-out setting

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.

Appendix

Elementary School

Entrance Letter for RtI

Exit Letter for RtI

Response to Intervention (RtI) / What I Need (WIN) Time Protocols

MTSS-I Meeting Structure

Math Assessments & Progress Monitoring Tools

Reading Assessments & Progress Monitoring Tools

Intervention Central

Junior/Senior High School

Entrance Letter for RtI Reading

Exit Letter for RtI Reading

Intervention Central

Data Meeting Discussion Guide

Agenda & Meeting Minutes

Quarterly Data Report