

# Response to Intervention Plan

Grand Island Central School District

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# Response to Intervention Plan

## Grand Island Central School District

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### Grand Island Central School District Mission Statement:

The Mission of the Grand Island Schools is to foster academic excellence, personal growth, and social responsibility.

# Table of Contents

Section		page
1	Introduction	3
	-Rtl Defined	
	Legislative Background and Regulatory Requirements	3-5
2	Rtl as a Multi-Leveled Intervention Model	6
	Tier I	7-8
	Tier 2	9
	Tier 3	10
3	Assessment within an Rtl Model	11
	Universal Screening	11-12
	Progress Monitoring	13
	Additional Assessment	
4	Data-Based Decision Making within an Rtl Model	14
	Determining At-Risk Status	14
	Determining Student Response to Intervention	15
	LD Determination	16
5	Professional Development	17
6	Parent Notification	17
8	Appendix	18
	A. Tier 2 Instructional Menu	
	B. Tier 3 Instructional Menu	
	C. Reading Diagnostic Assessment Matrix	
	D. Decision Rules for Determining Initial Risk Status	
	E. Decision Rules for Determining Student Response to Intervention	
	F. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability	
9	References	

# SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Grand Island Central School District is to improve students' achievement in all academic areas, collaboration among professionals, and decrease special education referrals. Furthermore, refined processes will address additional behavioral, social, and emotional development.

## Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

## Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using an RtI process to determine a student's response to research-based intervention.

*Minimum Requirements.* The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading –fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasing intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in

their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided;
  - strategies for increasing the student's rate of learning; and
  - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the Rtl process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

*[8 NYCRR section 100.2(ii)]*

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

*[8 NYCRR section 100.2(ii)]*

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

*[8 NYCRR section 200.4(j)]*

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

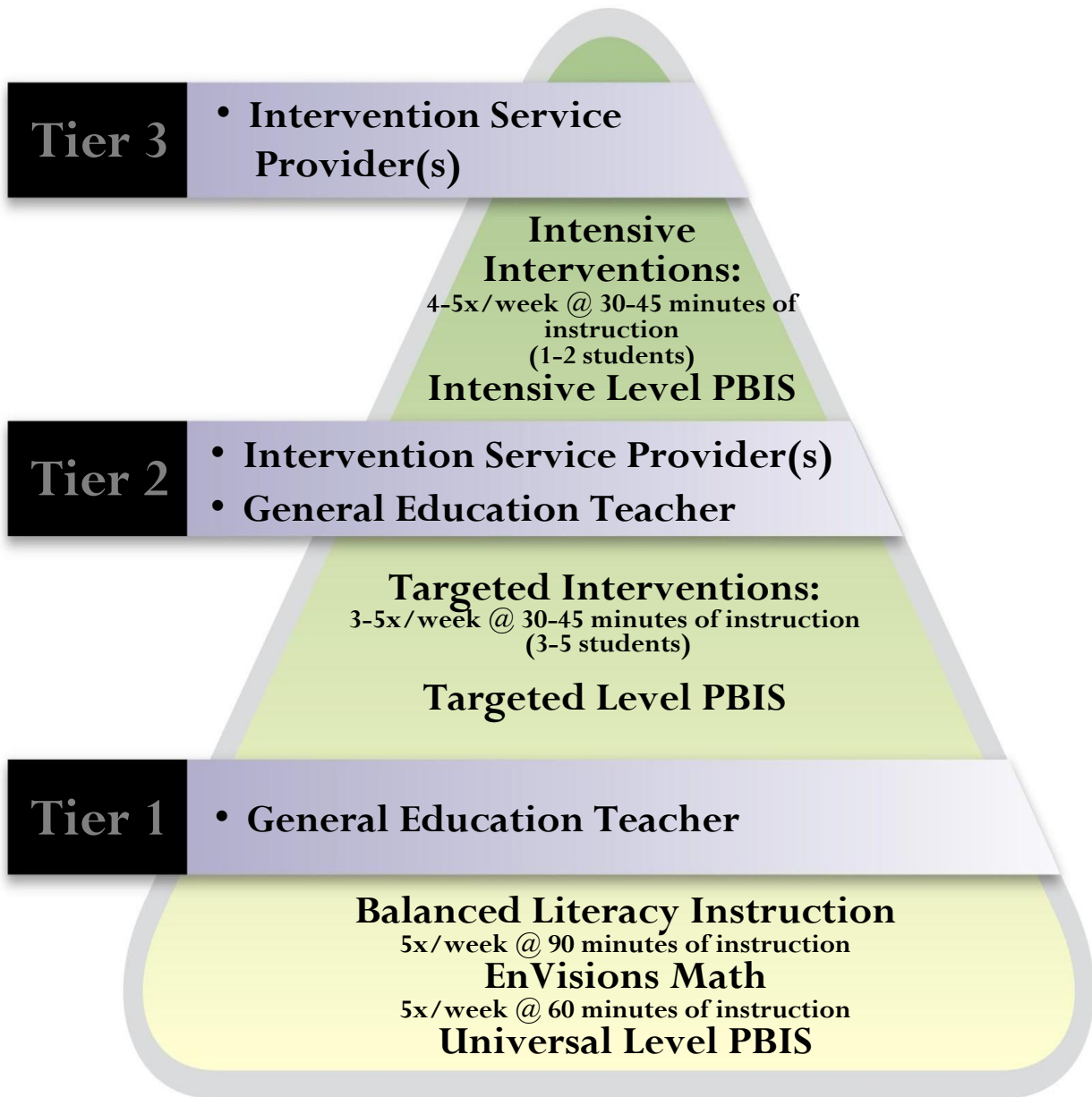
- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is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

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

## SECTION 2:

### RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

Rtl serves as a multi—tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Grand Island Central School District a three-tiered model is used. The graphic presented below provides a visual illustration of the district's Rtl model. Further information for each tier follows the graphic.



## Tier One

Tier One is considered the primary level of intervention at Grand Island Central School District and always takes place in the general education classroom. Tier 1 involves appropriate differentiated instruction in literacy and mathematics delivered to *all students* in the general education classroom which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at Grand Island Central School District in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One Literacy					
Grade	Core Program	Interventionist	Frequency	Duration	Location
<b>K</b>	Balanced Literacy Resources inclusive of: <ul style="list-style-type: none"> <li>• Continuum of Literacy Learning</li> <li>• Next Step in Guided Reading</li> <li>• Words Their Way</li> <li>• Phonics Lessons: Letters, Words, and How They Work</li> <li>• Writers' Workshop</li> </ul>	General Education  Special Education  ENL Teachers  Teacher Assts.  Literacy Specialists	5 days/wk.	90 minutes of literacy instruction	Classroom
<b>1</b>					
<b>2</b>	Balanced Literacy Resources inclusive of: <ul style="list-style-type: none"> <li>• Continuum of Literacy Learning</li> <li>• Next Step in Guided Reading</li> <li>• Words Their Way</li> <li>• Phonics Lessons: Letters, Words, and How They Work</li> <li>• Writers' Workshop</li> </ul>	General Education  Special Education  ENL Teachers  Teacher Assts.  Literacy Specialists	5 days/wk.	90 minutes of literacy instruction	Classroom



3	<p>Balanced Literacy Resources inclusive of:</p> <ul style="list-style-type: none"> <li>• Continuum of Literacy Learning</li> <li>• Next Step in Guided Reading</li> <li>• Words Their Way</li> <li>• Word Study Lessons: Phonics, Spelling, and Vocabulary</li> <li>• Writers' Workshop</li> </ul>	<p>General Education</p> <p>Special Education</p> <p>ENL Teachers</p> <p>Teacher Assts.</p> <p>Literacy Specialists</p>	5 days/wk.	90 minutes of literacy instruction	Classroom
4	<p>Balanced Literacy Resources inclusive of:</p> <ul style="list-style-type: none"> <li>• Continuum of Literacy Learning</li> <li>• Next Step in Guided Reading</li> </ul>	<p>General Education</p> <p>Special Education</p> <p>ENL Teachers</p> <p>Teacher Assts.</p>	5 days/wk.	90 minutes of literacy instruction	Classroom
5	<ul style="list-style-type: none"> <li>• Words Their Way</li> <li>• Literature Circles</li> <li>• Writers' Workshop</li> </ul>	<p>Literacy Specialists</p>			

**Tier One Mathematics**

<b>Grade</b>	<b>Core Program</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>
<b>K</b>	enVision Math	General Education	5 days/wk.	60 minutes of mathematics instruction	Classroom
<b>1</b>		Special Education ENL Teachers Teacher Assts.			
<b>2</b>	enVision Math	General Education Special Education ENL Teachers Teacher Assts.	5 days/wk.	60 minutes of mathematics instruction	Classroom
<b>3</b>					
<b>4</b>					
<b>5</b>					

## Description of Core Program:

**Evidence-based-:** Grand Island Central School District provides an evidence-based program inclusive of strategies and resources that support balanced literacy instruction and mathematics program. These strategies and resources have been vetted by varied sources, inclusive of, but not limited to:

- Florida Center for Reading Research
- Harvey Goudvis: Strategies that Work
- The research of Irene Fountas & Gay Su Pinnell
- Teachers' College of Columbia University: Reading and Writing Project
- Revisit, Reflect, Retell: Linda Hoyt
- Pearson Education Corporation

**Elements of Core Instruction:** Instruction within the Grand Island Central School District addresses critical components of the reading process: phonemic awareness, word identification, vocabulary, oral reading fluency, and comprehension.

Instruction within the Grand Island Central School District addresses critical components of the mathematics instruction: counting & cardinality, operations & algebraic thinking, number & operations in base ten, number & operations – fractions, measurement & data, geometry

**Differentiation strategies:** Grand Island Central School District uses a variety of strategies to differentiate instruction for those students who struggle with our core program which is inclusive of, but not limited to:

- Guided Reading
- Small and flexible group instruction
- Embedded formative assessments
- Question-Answer-Relationship
- Word work/word study
- Inductive reasoning
- Goudvis & Harvey Strategies for comprehension
  - Inferring
  - Questioning
  - Visualizing
  - Making connections
  - Determining importance

- Synthesizing

- Marzano’s 6 Steps of Vocabulary practice
- Graphic Organizers
- Use manipulative materials
- Technology applications
- Scaffolding instructional presentation
- Greg Tang’s Six Step Problem Solving
- CUBES
- Project Based Learning

**Differentiation strategies for our ELL population/ENL program**

- Use books with repetitive text
- Choral readings
- Songs or chants
- Explicit instruction and opportunities for students to rehearse language structures and vocabulary in the classroom (throughout the English language proficiency stages)
- Continue to provide language support and close monitoring as the student develops academic English

**Check for fidelity:** The Grand Island Central School District implements procedures to evaluate the fidelity of our core program in literacy and mathematics inclusive of, but not limited to the following:

Procedure	Frequency
Administrative observations	Minimally 2-3 times per year
Plan book reviews	3 times per year
Response to Intervention Leadership Team	3-4 times per year
On-going, district wide professional development	4+ times per year
Faculty meetings & grade level meetings	Monthly throughout the year
Data Driven Instructional practices	3 times per year
Instructional Support Team and/or Congruence Team meetings	As needed (regularly throughout the year)

Assessment Coach/Grade Level Chair Leadership meetings	7 times per year
Program Coordinators	Monthly

**Considerations of Core Program for English Language Learners:** The Grand Island Central School District provides considerations relative to the core literacy and mathematics programs for students whose first language is not English in order to ensure that we provide appropriate, culturally responsive instruction in the core.

These strategies include but are not limited to:

- ENL academy for students in grades 2 through 5
- Co-teaching with ELL students (a push-in collaborative effort to support the core instruction)
- Professional development to enhance teacher skills in the areas of co-teaching and language acquisition
- Parent meetings and “intake” efforts with new families
- Ethnic celebrations

## Tier Two

Tier Two Supplemental Intervention - Literacy						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
<b>K</b>	<p>Leveled Literacy Instruction</p> <p>Targeted instruction focused on the five pillars of literacy:</p> <ul style="list-style-type: none"> <li>- Phonemic Awareness</li> <li>- Phonics</li> <li>- Fluency</li> <li>- Comprehension</li> <li>- Vocabulary</li> </ul> <p>Direct guided writing instruction</p>	<p>Literacy Specialist(s)</p> <p>ENL Teachers</p>	3x/week	30 - 45 min.	<p>Literacy Lab or Classroom</p>	≤ 5 students
<b>1</b>						
<b>2</b>	<p>Leveled Literacy Instruction</p> <p>Targeted instruction focused on the five pillars of literacy:</p> <ul style="list-style-type: none"> <li>- Phonemic Awareness</li> <li>- Phonics</li> <li>- Fluency</li> <li>- Comprehension</li> <li>- Vocabulary</li> </ul>	<p>Literacy Specialist(s)</p> <p>ENL Teachers</p>	3x-4/week	30 - 45 min.	<p>Literacy Lab or Classroom</p>	≤ 5 students
<b>3</b>						
<b>4</b>						
<b>5</b>						

Within the Grand Island Central School District Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process.

Tier Two Supplemental Intervention - Mathematics						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
<b>K</b>	Intervention Program(s) (enVisions)	Mathematics Interventionist  ENL Teachers	3-4x/week	30 - 45 min.	Math Lab or classroom	≤ 5 students
<b>1</b>	Targeted instruction focused on the five practices within each domain of mathematics: <ul style="list-style-type: none"> <li>- Computation</li> <li>- Problem solving</li> <li>- Reasoning</li> <li>- Fluency</li> <li>- Vocabulary</li> </ul>					
<b>2</b>	Intervention Program(s) (enVisions)	Mathematics Interventionist(s)  ENL Teachers	2-4x/week	30 - 45 min.	Math Lab or classroom	≤ 5 students
<b>3</b>	Targeted instruction focused on the five practices within each domain of mathematics: <ul style="list-style-type: none"> <li>- Computation</li> <li>- Problem solving</li> <li>- Reasoning</li> <li>- Fluency</li> <li>- Vocabulary</li> </ul>					
<b>4</b>						
<b>5</b>						

## **Considerations of Tier 2 Intervention/Instruction for Students with Speech/Language Needs:**

The Speech/Language Department provides services to general education students through the Speech Improvement Program. Screening is conducted at Kindergarten, Second Grade, and for new entrants to identify students in need of a full evaluation. In addition to screening, comprehensive evaluations are conducted when requested by the Instructional Support Team (IST) or parent. Service level is determined based upon criteria developed by the department.

## **Considerations of Tier 2 Intervention/Instruction for English Language Learners:**

Program options available to students at this tier are based on student need(s).

- **Print Concept Awareness**

- Chart instruction with Rhyme(s)/Poem(s)
- Book Walks
  - Making predictions and formulating questions
  - Identifying parts of a book
  - Picture/Vocabulary walk
  - Highlighting specific pictures/vocabulary in text to discuss
  - Create a list of questions students may have about the story
  - Activating students' prior knowledge
- Creating a list of things students learned after reading the book

- **Reading Comprehension strategies**

- Making text connections
- Circling words they do not understand in a passage
- Rereading for understanding
- Annotating the text
- Chunking the reading and writing a quick summary of what students have read
- Applying self-monitoring strategies
- Story Maps/ Graphic Organizers
- Activating Prior Knowledge
- Oral Reading
- Asking and answering questions
- Story discussion/retell
- Understanding "wh" questions
- Use picture books and novels



- **Vocabulary**

- Tiered vocabulary instruction
- Picture dictionaries
- Pictures synonyms/ antonyms/ homonyms
- Nuances of word meaning
- Multiple meanings
- Making connections with native language
- Prefix/suffix and changing the part of speech of a word by adding different suffixes
- Use vocabulary boxes
  - 1) Students come up with a definition using context clues/ pictures
  - 2) Students use words in sentences.
  - 3) Students can draw a picture/ translate it.
  - 4) Use a thesaurus for synonyms/ antonyms or discuss parts of speech

- **Culturally Responsive Instruction**

- Understanding cultural impact on students
- Positive perspectives on parent interaction
- Build awareness of religious holidays and practices & beliefs
- Communications of high expectations
- Learning within the context of culture
- Students centered instruction
- Culturally mediated instruction (incorporates and integrates diverse ways of knowing, understanding, and representing information)
- Encourages multicultural viewpoints and allows for inclusion of knowledge relevant to the student
- Learning happens in culturally appropriate social situations

Program options available for those students at this tier are based on student need(s). Reference Appendix A for a Tier 2 and Tier 3 Literacy Intervention Menu that provides the nature of program options available at each grade level. Reference Appendix B for a Tier 2 and Tier 3 Mathematics Intervention Menu that provides the nature of program options available at each grade level.

## Tier Three

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

<b>Tier Three Supplemental Intervention - Literacy</b>						
<b>Grade</b>	<b>Program Options</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>	<b>Group Size</b>
<b>K</b>	Leveled Literacy Instruction Targeted instruction focused on the five pillars of literacy: - Phonemic Awareness - Phonics - Fluency - Comprehension - Vocabulary Direct guided writing instruction	Literacy Specialist(s)	4-5x/week	30-45 min.	Literacy Lab	1-2 students
<b>1</b>	Reading Recovery Leveled Literacy Instruction Targeted instruction focused on the five pillars of literacy: - Phonemic Awareness - Phonics - Fluency - Comprehension - Vocabulary Direct guided writing instruction					

### Tier Three Supplemental Intervention - Literacy

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
2	Multi-sensory program	Literacy Specialist(s)	5x/week	30-45 min.	Literacy Lab	1-2 students
3	Leveled Literacy Instruction					
4	Targeted instruction focused on the five pillars of literacy: <ul style="list-style-type: none"> <li>- Phonemic Awareness</li> <li>- Phonics</li> <li>- Fluency</li> <li>- Comprehension</li> <li>- Vocabulary</li> </ul>					
5						

### Tier Three Supplemental Intervention - Mathematics

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	Focus Intervention (enVisions)  Targeted instruction focused on the five practices within each domain of mathematics:	Mathematics Interventionist	4-5x/week	30-45 min.	Math Lab	1-2 students

1	<ul style="list-style-type: none"> <li>- Computation</li> <li>- Problem solving</li> <li>- Reasoning</li> <li>- Fluency</li> <li>- Vocabulary</li> </ul>					
2	Focus Intervention (enVisions)	Mathematics Interventionist(s)	5x/week	30-45 min.	Math Lab	1-2 students
3	Targeted instruction focused on the five practices within each domain of mathematics:					
4	<ul style="list-style-type: none"> <li>- Computation</li> <li>- Problem solving</li> </ul>					
5	<ul style="list-style-type: none"> <li>- Reasoning</li> <li>- Fluency</li> <li>- Vocabulary</li> </ul>					

**Considerations of Tier 3 Intervention/Instruction for English Language Learners:**

- **Print Concept Awareness**
  - Chart instruction with Rhyme(s)/Poem(s)
  - Book Walks
    - Making predictions and formulating questions
    - Identifying parts of a book
    - Picture/Vocabulary walk
    - Highlighting specific pictures/vocabulary in text to discuss
    - Create a list of questions students may have about the story
    - Activating students' prior knowledge
  - Creating a list of things students learned after reading the book
- **Reading Comprehension strategies**

- Making text connections
  - Circling words they do not understand in a passage
  - Rereading for understanding
  - Annotating the text
  - Chunking the reading and writing a quick summary of what students have read
  - Applying self-monitoring strategies
  - Story Maps/ Graphic Organizers
  - Activating Prior Knowledge
  - Oral Reading
  - Asking and answering questions
  - Story discussion/retell
  - Understanding "wh" questions
  - Use picture books and novels
- **Vocabulary**
    - Tiered vocabulary instruction
    - Picture dictionaries
    - Pictures synonyms/ antonyms/ homonyms
    - Nuances of word meaning
    - Multiple meanings
    - Making connections with native language
    - Prefix/suffix and changing the part of speech of a word by adding different suffixes
    - Use vocabulary boxes
      - 1) Students come up with a definition using context clues/ pictures
      - 2) Students use words in sentences.
      - 3) Students can draw a picture/ translate it.
      - 4) Use a thesaurus for synonyms/ antonyms or discuss parts of speech
- **Culturally Responsive Instruction**
    - Understanding cultural impact on students
    - Positive perspectives on parent interaction
    - Build awareness of religious holidays and practices & beliefs
    - Communications of high expectations
    - Learning within the context of culture
    - Students centered instruction
    - Culturally mediated instruction (incorporates and integrates diverse ways of knowing, understanding, and representing information)

- Encourages multicultural viewpoints and allows for inclusion of knowledge relevant to the student
- Learning happens in culturally appropriate social situations

Program options available for those students at this tier are based on student need(s). Reference Appendix A for a Tier 2 and Tier 3 Literacy Intervention Menu that provides the nature of program options available at each grade level. Reference Appendix B for a Tier 2 and Tier 3 Mathematics Intervention Menu that provides the nature of program options available at each grade level.

## SECTION 3: ASSESSMENT WITHIN AN RTI FRAMEWORK

An Rtl framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an Rtl process for different purposes.

### Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring-, further assessment, or supplemental instruction. Evidence of psychometric accuracy can be found at [resources.renlearnpic.com](http://resources.renlearnpic.com).

The table presented below provides descriptive information regarding the universal screening procedures used at Grand Island Central School District.

	Literacy	Mathematics
Screening Tool(s):	<ul style="list-style-type: none"> <li>○ STAR Early Literacy</li> <li>○ STAR Reading</li> </ul>	<ul style="list-style-type: none"> <li>○ STAR Early Literacy</li> <li>○ STAR Math</li> </ul>
Frequency of Administration:	3 times per year	3 times per year
Grades Screened:	K – 5	K – 5
Screening Administrator(s):	Literacy Specialist Assessment Coordinators Classroom Teacher	Literacy & Math Specialist Assessment Coordinators Classroom Teacher
Location:	Computer Lab(s)	Computer Lab(s)

A Screening Assessment Schedule is provided within the District that details the nature of screening assessment per grade level at multiple intervals across the school year.

### Considerations for Screening or Benchmark Assessments for English Language Learners:

Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

Within Grand Island Central School District the following considerations relative to universal screening are being made for our English Language Learners:

	Entrance Screen	Level Determination
ELL Population	NYSITELL	NYSESLAT
Frequency of Administration	Upon entrance (NYSITELL)	1 time per year (NYSESLAT)

	Literacy	Mathematics
Screening Tool(s):	<ul style="list-style-type: none"> <li>○ STAR Early Literacy</li> <li>○ STAR Reading</li> <li>○ Fountas and Pinnell</li> </ul>	<ul style="list-style-type: none"> <li>○ STAR Early Literacy</li> <li>○ STAR Math</li> </ul>
Frequency of Administration:	3 times per year	3 times per year
Grades Screened:	K – 5	K – 5



Screening Administrator(s): <sup>22</sup>	Literacy Specialist Assessment Coordinators Classroom Teacher ENL Teacher	Literacy & Math Specialist Assessment Coordinators Classroom Teacher ENL Teacher
Location:	Classroom Computer Lab(s)	Classroom Computer Lab(s)

Based on the results of the NYSITELL and NYSESLAT, students are placed in appropriate classrooms settings and receive both direct and indirect instruction which reflect students' needs, interests, as well as state and federal mandates for programming.

## **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student’s movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring. The Grand Island Central School District uses several progress monitoring tools/measures to determine a student’s movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at Grand Island Central School District.

Literacy and Mathematics	Tier 1	Tier 2	Tier 3
Monitoring Tools	<ul style="list-style-type: none"> <li>○ Fountas &amp; Pinnell Benchmark Assessments (F&amp;P)</li> <li>○ Fountas &amp; Pinnell additional supplemental assessments</li> <li>○ Curriculum Based Assessments</li> </ul>	<ul style="list-style-type: none"> <li>○ Fountas &amp; Pinnell Benchmark Assessments (F&amp;P)</li> <li>○ Fountas &amp; Pinnell additional supplemental assessments</li> <li>○ Leveled Literacy Intervention Running Records</li> <li>○ Qualitative Reading Inventory (QRI)</li> <li>○ Intervention Depot Assessments</li> <li>○ Curriculum Based Assessments (math)</li> <li>○ Focus Math Program test (bi-monthly)</li> <li>○ STAR Reading</li> <li>○ STAR Math</li> </ul>	<ul style="list-style-type: none"> <li>○ Fountas &amp; Pinnell Benchmark Assessments (F&amp;P)</li> <li>○ Fountas &amp; Pinnell additional supplemental assessments</li> <li>○ Leveled Literacy Intervention Running Records</li> <li>○ Qualitative Reading Inventory (QRI)</li> <li>○ Intervention Depot Assessments</li> <li>○ Curriculum Based Assessments (math)</li> <li>○ Focus Math Program test (bi-monthly)</li> <li>○ STAR Reading</li> <li>○ STAR Math</li> </ul>
Frequency of Administration:	Ongoing	2x/month	1x/week

Administrator(s):	Classroom Teachers	Literacy and Math Specialists	Literacy and Math Specialists
Location:	Classrooms	Classrooms Computer Lab(s) Intervention Lab(s)	Classrooms Computer Lab(s) Intervention Lab(s)

**Considerations for Progress Monitoring for -English Language Learners:** Progress monitoring is conducted in consultation with the ENL teacher assigned to the student.

### **Additional Assessment: Diagnostic**

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student’s abilities. Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs the “what to teach” and the “how to teach.” They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

Appendix C – Reading and Mathematics Diagnostic Assessment Matrix provides information regarding diagnostic measures used to gather additional instructional information about a student’s performance in reading and math across grades K-5.

## SECTION 4: DATA-BASED DECISION MAKING

A key component of an Rtl framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an Rtl framework, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

### **Determining Initial Risk Status**

To determine which students may be at-risk, the Grand Island Central School District uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Students At-Risk	
Primary Data Source:	STAR Early Literacy, STAR Reading, and STAR Math
Secondary Data Source:	Fountas and Pinnell Benchmark Assessment, Qualitative Reading Inventory (QRI), Observation Survey, enVisions Math Placement Tests, Math Curriculum Based Measurements (CBMs), NYS State Assessments
Purpose:	<ul style="list-style-type: none"> <li>• Identify students at risk</li> <li>• Identify the level of intervention a student requires</li> <li>• Provide preliminary information about the effectiveness of core instruction at Tier 1</li> </ul>
Professionals Involved:	A team approach is used to make this decision. Individuals in this team may include: principals, classroom teachers, literacy interventionists, math interventionists, school psychologists, speech pathologists, ENL teachers, social workers, and Instructional Support Team (IST) members.
Frequency:	Occurring regularly throughout the year at data discussion meetings; minimally 3 times per year.
Decision Options and Criteria:	A team approach is utilized to make decisions reflecting student performance with multiple measures. See Appendix D for criteria.

## **Determining Student Response to Intervention**

Another key decision made by the Rtl Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Grand Island Central School District makes use of progress monitoring data and other data sources (multiple measures) to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the Rtl Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention			
Primary Data Sources:	Fountas and Pinnell Benchmark Assessment, Qualitative Reading Inventory (QRI), Math Curriculum Based Measurements (CBMs), ELA Curriculum Based Measurements (CBMs), Grand Island quarterly benchmark rubric, STAR Reading, STAR Math		
Secondary Data Source:	STAR Early Literacy, report cards, informal assessments, Instructional Support Team (IST) documentation		
Purpose:	<ul style="list-style-type: none"> <li>• Determine student's response to the intervention</li> <li>• Determine if the student is making progress towards grade level benchmarks</li> <li>• Determine the need for a lesser or more intensive intervention</li> <li>• Determine the need for referral to Instructional Support Team (IST)</li> </ul>		
Professionals Involved:	A team approach is used to make this decision. Individuals in this team may include: principals, classroom teachers, literacy interventionists, math interventionists, school psychologists, speech pathologists, ENL teachers, social workers, and Instructional Support Team (IST) members.		
Frequency per Tier:	Student response to intervention is determined at the following intervals, at which point decisions may be made:		
	Tier 1	Tier 2	Tier 3
	3 times per year	After a minimum of 9 weeks of intervention and at least 3 times per year.	After a minimum of 15 weeks of intervention and at least 3 times per year.
Decision Options and Criteria:	A team approach is utilized to make this decision. See Appendix E for a graphic illustration of decision rules related to Determining Student Response to Intervention for Tier 2 and Tier 3.		

## **Determination of Students with a Learning Disability (LD)**

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely 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 under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Grand Island CSD has adopted this RtI model to include math. –Appendix F includes an SED approved form that is used for LD documentation purposes.

## **SECTION 5: PROFESSIONAL DEVELOPMENT**

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with...” the specific structure and components of the Rtl process selected by the school district.

The Grand Island Central School District provides professional development to the faculty and staff of the Grand Island Central School District through ongoing faculty meetings and administrative meetings. Our literacy and mathematics specialists, speech/language therapists, school psychologists, grade level chairs/instructional coaches, assessment coordinators, and special education program coordinators hold positions on leadership committees and act as support to identify and deliver building-based professional development based on ongoing identification of needs.

## **SECTION 6: PARENT NOTIFICATION**

In the Grand Island Central School District parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when a student or students enter or exit a given tier via a letter that indicates:

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

**Considerations for Parents Whose Native Language is Not English:** Oral and written communication may be provided in the parent's native language.



# APPENDIX

## A. Program Options Literacy Intervention Menu

RTI – Literacy Intervention Menu

Reading/Writing

**Note: Program Options available for Tier 2 and Tier 3 students in grades K-5**

### Decoding/Phonics

- Phonemic Awareness**
  - o Rhyming
  - o Blending
  - o Segmenting
  - o Elkonin boxes
- Concepts of Print**
  - o 1:1 matching
  - o Left/right directionality
  - o Word boundaries
- Letter/Sound Correspondence**
  - o Letter identification
  - o Sound/Phoneme awareness/identification
- Decoding Strategies:**
  - o Beanie Baby resource
- Monitoring/Fix-Up:**
  - o Big 3 (look right, sound right, make sense)
  - o Click/Clunk
  - o “Stop & Fix Until it Clicks”
- Phonics Patterns:**
  - o Short Vowels
  - o Blends/Digraphs
  - o Long Vowels (Magic e/Vowel Teams)
  - o Diphthongs/Variant Vowels
  - o Bossy R
  - o Unit Syllables
  - o Word Endings
  - o Compound Words
  - o Contractions
- Word Families**
  - o Word Family Zoom
  - o One Breath Boxes
  - o Word Sliders
  - o “I Can Spell...”
  - o Word Solving Toolkit
- Word Work:**
  - o Blending
    - Sound Boxes
    - Letter Cube Blending (FCRR)
    - Race Car Blending
    - Sound Chip/Box Blending
    - Letter/Bead Blending
  - o Making Words (Tiles/Letters/Cubes)
  - o Beck Word Building

- o “Build-a-Word” Buddy Bags
- o “Daily Phonics”
- o “Color & Sort” Phonics
- o “Highlight-a-Word”
- o Word Ladders
- o Word Sorts
- o Word Hunts
- o Word Ladder Dominoes
- o “Shake & Spell”
- o Unscramble Words
- o Phonics Dominoes (Template)
- o Phonics Stamps
- o “Digraph Kids” Passages
- Phonics Games:**
  - o “Boom!” Word Cards
  - o I Have/Who Has
  - o 4-in-a-Row
  - o Phonics Dominoes (Template)
  - o Bananagrams
- Phonics Poetry

### Syllables:

- Syllable Patterns:
  - o Closed
  - o Open
  - o R-Controlled
  - o Magic E
  - o Consonant –le
  - o Vowel Team
  - o Diphthong
- Syllable Making/Breaking (Mark/Clap & Tap)
- Crunch & Munch Words
- Syllable Boxes

### Sight Words

- Fry/Dolch Lists: \_\_\_\_\_
- Fountas and Pinnell Lists: \_\_\_\_\_
- Flashcards
- One Breath Boxes
- I Have/Who Has
- Roll & Read
- 4-in-a-Row
- My Pile/Your Pile Game
- Read, Copy, & Write
- “Zap!” Popsicle Game
- Tally & Graph Sight Words
- Daily Sight Word (Interactive iPad Pages)

**Fluency**

- Book-in-a-Bag
- Choral Reading
- Echo Reading
- Partner Reading
- Readers Theater
- Poetry (Phonics/Two Voices/Other)
- Audio Books/Raz-Kids/EPIC!
- Voice Recording (Listen & Reflect)
- Daily Fluency
- "I Can Read Simple Sentences" (Spin/Roll)
- School Sparks Sight Word Sentences
- Fluency Sentence Strips
- Roll & Read (Words/Phrases/Sentences)

**Fluency Boot Camp:**

- Pace**
  - o Fluency A-Z (Cold & Hot Reads; Graph/Reflect)
  - o Speed Drills (Words/Phrases)
  - o One Breath Boxes
  - o "Scoop It" Phrasing Task Cards

 **Phrasing**

- o Scoop & Phrase Sentence Building
- o Scoop the Pelican
- o Fleeting Phrases - Phrases correct per minute using flashcards (FCRR)
- o Phrase-Cued Passages (FCRR)
- o Phrase Progression (FCRR)
- o Connect-a-Dot Phrasing

 **Expression**

- o Roll-an-Emotion
- o Character Sticks
- o Expression Coding

 **Punctuation**

- o Punctuation People
- o Punctuation Chant

 **Accuracy**

- o Accuracy Word Pair Key Rings
- o Accuracy Word Pair Sentences
- o Accuracy Fix-Up "Boom!" Game
- o Accuracy Fix-Up Poetry
- o School Sparks Similar Words
- o "Catch the Imposter" Imposter Sentences/Paragraphs

**Comprehension**

- Main Idea/ GIST
- Finding Key Words
- Summarization
- Schema
  - o Activating Schema
  - o Synthesizing Schema
- Fiction Retelling
  - o Retelling Rope
  - o 5 Finger Retell
- Non-Fiction Retelling
- Non-Fiction Text Features
- Non-Fiction Text Structure:**
  - o Description
  - o Sequence/Order
  - o Compare/Contrast
  - o Problem/Solution
  - o Cause/Effect
- Fiction Text Structure :**
  - o Story Elements
    - S.T.O.R.Y
    - Somebody, Wanted, But, So
  - o Theme
  - o Point of View
- Character Analysis:**
  - o Character Traits
  - o Character Changes
  - o Character Comparison
- Sensory/Figurative Language:**
  - o Sensory Details
  - o Similes
  - o Metaphors
  - o Hyperboles
  - o Alliteration
  - o Onomatopoeia
- Comprehension Strategies:**
  - o Preview/Predict/Purpose (3 P's)
  - o Questioning
    - Questioning Owl
    - Facts  $\leftrightarrow$  Questions
  - o Visualizing
  - o Making Connections
  - o Making Inferences
  - o Drawing Conclusions
  - o Synthesizing
- Research-Based Strategies:**
  - o Reciprocal Reading
  - o Question Answer Relationship (QAR)
- Survey/Preview Question 3R's [Read, Recite, Review] (SQ3R/PQ3R)
- Collaborative Strategic Reading (CSR)
- Fact Question Response (FQR)
- Active Reading Strategies:**
  - o Monitoring (e.g., Click/Clunk, Cueing Systems)
  - o Text Coding/Responding
    - "I Learned..."
    - INSERT
    - A.R.T.
    - Thinking Tracks
    - Read/Stop/Think
  - o Close Reading
    - Reading A-Z Skill Packs
    - "Find it! Mark it! Prove it!"
- Revisit, Reflect, Retell (Linda Hoyt) Strategies:**
  - o Read, Cover, Remember, Retell
  - o Sum It Up!
  - o I Remember...
  - o Partner Read & Think

**Vocabulary**

- Concept Word Maps/ Frayer Model (Definitions, Characteristics, Examples, Non-Examples)
- Word Theater ("Act It Out!")
- Context Clues for Determining Word Meaning
- Cloze Passages
- S2-D2 (Spell, Say, Define, Draw)

**Grammar/Language**

- Parts of Speech
  - o Mad Libs
  - o Word Sort
- Prefix/Suffix
- Morphemes
- Homophones
- Prepositions
- Greek/Latin Roots

**Writing**

- Lucy Calkins
- 6+1 Traits
- Writing Process
  - o Editing (TAG/Peer/Self)
- Story Structure

- Roll-a-Story
- Story Mapping
- Sentence Structure
- Fiction Text Structures
  - Narrative
  - Memoir
  - Writing within Genres:
- Non-Fiction Text Structure Writing
  - Description
  - Sequence/Order
  - Compare/Contrast
  - Problem/Solution
  - Cause/Effect
  - Persuasive
- Evidence-Based Writing Responses
  - BREAK/RACE
- Transition Words
- Traffic Light Paragraph
- WtL/Quick Writes:
  - 3-2-1
  - KWL
  - ABC Brainstorm
  - Word Splash
  - Stir It Up

**Other**

- Visual Tracking
  - Tracking Strip
  - Colored Overlays
  - Red Dot Strategy

**Test Prep**

- Test Prep Vocabulary
  - ELA/Math/Science
- Short/Extended Response
- Strategies/Tips

## B. Program Options Mathematics Intervention Menu

RTI – Math Intervention Menu

Mathematics

Note: Program Options available for Tier 2 and Tier 3 students in grades K-5

### Counting and Cardinality

- Know number names and the count sequence
  - Roll and Record with dot cubes
  - Active counting with a Hundred Chart
    - March in place while counting by 1s
    - Jumping Jacks counting by 10s
    - Arm movements counting by 5s
    - Countdown (Blastoff)
  - Skip Counting
  - Showing sequence of numbers with Calendar Math
  - Using a number line to write numbers
- Count to tell the number of objects
  - Race to Build
  - Unifix Cube Towers
  - Moving manipulatives while counting
- Compare numbers
  - Build and compare
  - Make partners
  - Describe two quantities as being greater, fewer, more or less
  - Roll and compare

### Numbers and Operations in Base Ten

- Addition and subtraction with multi-digit numbers
  - Part-Part-Whole Model
  - Place value chart
  - Base ten blocks to show regrouping
  - Expanding place value to add and subtract
- Multiplication and division with multi-numbers
  - Partial products
  - Multiplication algorithm
  - Lattice method
  - Area model of multiplication
  - Big 7 division
  - Stacking division method
  - Remainders wanted

- Real-world situations to interpret remainders
- Understanding place value
  - Place value charts
  - Base ten blocks
  - Bundling groups of 10 using manipulatives
  - Skip counting by 5's, 10's and 100's
  - Number of the day
  - Rounding poem
  - "Use your neighbor" rounding
  - Number line rounding
  - Explore patterns when multiplying and dividing by 0
  - Comparing organizer
- Perform operations with multi-digit whole numbers and decimals to the hundredths
  - Models to show operations with decimals
  - "To the left, to the left" division of decimals
  - Move the decimal activities
  - Work with money to add and subtract decimals

### Operations and Algebraic Thinking

- Foundations for place value
  - Show 11-20 as 10+
  - Ten Frames
  - Count the days of school as bundles of 10s and some 1s
- Represent and solve problems involving addition and subtraction
  - Connecting cubes
  - Place value chart
  - Number bonds
  - Tape diagrams
  - Base ten blocks
- Represent and solve problems involving multiplication and division
  - Group objects equally
  - Create arrays out of blocks to represent multiplication through columns and rows

## RTI – Math Intervention Menu

- Model repeated addition with tape diagrams
- Model repeated subtraction with blocks/counters
- Use base ten blocks to show properties of multiplication/division
- Factor trees
- Factor rainbows
- Skip counting to show multiples
- Factor vs. multiple match
- Input-Output tables
- Understand relationship between multiplication and division
  - Skip counting
  - Grouping objects
  - Building arrays
- Solve problems involving the four operations
  - UPS
  - CUBES
  - Greg Tang Six-Step Problem Solving Model
  - Organizers to break up steps of problems
  - Tape diagrams and number models/pictures
- Write and interpret numerical expressions, generate and analyze patterns and relationships
  - Phrases to remember PEMDAS
  - PEMDAS organizers
  - Expressions candyland
  - Breaking up written expressions to write as numerical expressions
  - Expressions keyword organizer
  - Input-Output tables

## Numbers and Operations-Fractions

- Develop understanding of fractions as numbers
  - Part/whole relationship
  - Group objects to find fractions of a set
  - Circle models, fraction strips, number lines

## Mathematics

- Fraction action match
- Estimation station
- Fraction cookies
- Understand fraction equivalence, comparing, and ordering
  - Equivalence is “same size piece”
  - Fraction strips
  - Equivalent fraction game
  - Like multiples and factors of numerators and denominators
- Understand decimal notation for fractions and compare decimals and fractions
  - Say it, write it
  - Tens and hundreds chart models
  - Place value chart for decimals
  - Work with money to relate to decimals and fractions
- Add and subtract fractions
  - Butterfly method
  - Common denominator organizer
  - Multiplication chart to find equivalent fractions
  - Fraction frenzy
- Multiply and divide fractions
  - Fraction strip models-overlapping
  - Fraction frenzy
  - Multiply: What is (fraction) of (whole number)?
  - Divide: How many (fraction) are in (whole number)
  - “Keep, change, flip”
  - Emoji Area-relate area to multiplying fractions

## Measurement and Data

- Describe and compare measurable attributes
  - Size Vocabulary
  - Measurement Sentence Frames
  - Model Describing/Comparing Sentences
- Classify and count number of objects



## RTI – Math Intervention Menu

- Guided Object Sort (categories given)
- Open Object Sort
- Tell and write time
  - Work with Judy Clocks
  - Skip counting by 5's
- Recognize, identify, and count money
  - Work with money manipulatives (bills, quarters, dimes, nickels, pennies)
  - Money song
  - How many cents do I have?
- Represent and interpret data
  - Measure objects and represent data in a graph
  - Post-it note surveys
  - TAILS
  - Grouping objects based on attributes
- Measure and estimate lengths in standard units
  - Measure around the room
  - Measurement scavenger hunt
  - Work with rulers, yardsticks, meter sticks, and tape measures
- Solve problems involving measurement, including estimation and conversions
  - Which unit do we use?
  - Visual benchmarks of each unit
  - Best measurement activity
  - Conversion chart
  - Metric Ladder-relate to moving decimal
  - Visual conversion posters for customary units
- Understand concepts of perimeter and area
  - Cheez-It area
  - Perimeter and area using floor tiles
  - Real world problems (create a garden, bedroom, playground, ...)
  - Hand motion to remember difference between area and perimeter
  - Graph paper
  - Use arrays and relate to multiplication

## Mathematics

- Understand concepts of angles and angle measurements
  - Protractors
  - Breaking up a circle into parts to find fractions of a circle and degrees
  - Part, part, whole to relate to additive angles
  - Find the angle
- Understand concepts of volume and relate to multiplication and division
  - Fill the space activity
  - Stacking blocks to show area to volume
  - Base ten blocks

## Geometry

- Identify, describe, and draw shapes/Reason with shapes and their attributes/categories
  - Tangrams
  - Geometry vocabulary interactive notebooks
  - Geometry flipbooks
  - Geometry term matching
  - Folding paper paper shapes to show equal cuts
  - Shape Sort
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles
  - Geometry term matching
  - Geometry flipbooks
  - Scavenger hunt
  - Measuring angles task cards
- Graph points on a coordinate plane to solve real-world mathematical problems
  - Life-size floor coordinate grid
  - Graphing battleship
  - I have, who has graphing
  - Coordinate grid treasure hunt
  - Coordinate graphing terms flip book
  - Find distance using real maps on coordinate grid

**Fluency**

- Around The World
- Multiplication wheel
- Flash cards
- Fluency board games
- Timed tests
- Finding patterns in numbers for all operations
- Skip counting
- Use benchmark multiples (2's, 5's, 10's) to help find other multiplication/division facts

**Vocabulary**

- Word wall
- Interactive notebooks
- Flip books
- Matching games
- Picture/definition correspondence
- Math term of the week



## C. Reading and Mathematics Diagnostic Assessment Matrix

	Literacy	Mathematics
Diagnostic Tool(s):	<ul style="list-style-type: none"> <li>○ Test of Phonological Awareness</li> <li>○ RAN/RAS (Rapid Automatized Naming and Rapid Alternating Stimulus Tests)</li> <li>○ Observation Survey</li> </ul>	<ul style="list-style-type: none"> <li>○ EnVisions Math Intervention Diagnostic Test</li> <li>○ Focus Math Diagnostic Test</li> <li>○ Key Math 3 Diagnostic Test</li> <li>○ TOMA-3 (Test of Mathematical Abilities)</li> </ul>
Frequency of Administration:	As needed	As needed
Grades Screened:	K – 5	K – 5
Screening Administrator(s):	Literacy Specialist Assessment Coordinators	Math Specialist Assessment Coordinators
Location:	Rtl Literacy Classroom(s)	Rtl Math Classroom(s)

## D. Decision Rules for Determining Initial Risk Status

A student is identified as at risk based on below grade-level performance on a minimum of three assessment measures. The data team reviews the performance of at-risk students to determine qualification for and level of service.

## E. Decision Rules for Determining Student Response to Intervention

### Student Decision-Making Framework

Name \_\_\_\_\_ Grade \_\_\_\_\_ Tier \_\_\_\_\_ Date \_\_\_\_\_

**Purpose:** To make a decision on movement within tiers or changes in intervention/groups.  
**Note:** Duration of Tier 2 interventions 9-30 weeks; Tier 3 interventions minimum 15-20 weeks. Examples of data may include Fountas and Pinnell Benchmark Assessment, STAR, running records, QRI, classroom informal assessments, Observation Survey, and NYS tests.

Data	Student Work Samples	Student Approach to Learning	Decision	
At least 3 measures indicate student is on grade level	A minimum of 4 data points indicate student is on grade level	Student work samples indicate student is making progress toward or met grade level expectations	Student behavior/motivation/independence meets classroom expectations	<b>Move to a less intensive tier or raise goal</b>
At least 3 measures indicate student is approaching grade level	A minimum of 4 data points indicate student is approaching grade level	Student work samples indicate student is making steady or adequate progress	Student behavior/motivation/independence meets classroom expectations most of the time	<b>Continue same intervention</b>
At least 3 measures indicate some progress shown	A minimum of 4 data points indicate some progress shown	Student work samples indicate some progress but not at the expected rate	Student behavior/motivation/independence indicates some progress toward classroom expectations but not at the expected rate	<b>Stay in same tier but change focus of instruction/ intervention</b>
At least 3 measures indicate inconsistent progress shown	A minimum of 4 data points indicate inconsistent progress shown	Student work samples indicate student progress is inconsistent	Student behavior/motivation/independence is inconsistent in meeting classroom expectations	<b>Move to a more intensive tier and/or change instruction/ intervention</b>
At least 3 measures indicate minimal/no progress shown, and below grade level expectations	A minimum of 4 data points indicate minimal/no progress shown, and below grade level expectations	Student work samples are below grade level and progress is minimal	Student behavior/motivation/independence does not meet classroom expectations; may impede student learning	<b>After a minimum of 2 data cycles, a possible consideration for referral to IST (academic/behavior)</b>