

cato-meridian



Mission Statement

Our mission is to encourage growth of individual talent, confidence, and pride in an environment where each person can develop skills and attitudes to become a responsible, understanding, and productive member of a changing society.

The District RtI Team at (Cato-Meridian) is charged with the following responsibilities relative to RtI: Ensure that the Rti plan reflects regulatory requirements, intervention fidelity, and student selection criteria.



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 Cato-Meridian is to ensure that students receive appropriate research-based interventions to improve their achievement.



Team Members

The following individuals serve on the (Cato-Meridian CSD) Response to Intervention Team and have been involved in the writing and planning of the District Rtl Plan:

| Name | Title/Position | School Building |
|-------------------|---------------------------|-----------------------|
| Dr. Terry Ward | Superintendent | CMCS |
| Robert Wren | Principal, Elementary | CM Elem |
| Sean Gleason | Principal, Middle School | CM Middle |
| Elizabeth Kupiec | Director of PPS | CMCS |
| Melissa O'Donnell | Curriculum Coordinator | Cayuga Onondaga BOCES |
| Karyvette Feito | School Psychologist | CM Elem |
| Melissa Brown | Teacher | CM Elem |
| Lori Thurston | Teacher | CM Elem |
| Carol Czarnecki | Teacher | CM Elem |
| Linda Heins | Teacher | CM Elem |
| Jennifer Sabatino | School Counselor | CM Middle |
| Jennifer Taylor | Teacher | CM Middle |
| Mike Nichols | Special Education Teacher | CM Middle |
| Jean Ann Saxton | Teacher | CM Middle |
| Virginia Slobe | Teacher | CM Middle |
| Chelsea LeBlanc | Teacher | CM Middle |
| Sarah Mavretish | Teacher | CM Middle |

| | Teacher | |
|--|---------|--|
| | | |



Legislative Requirements

Requires each school district to establish a plan and policies for implementing school-wide approaches and prereferral 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.



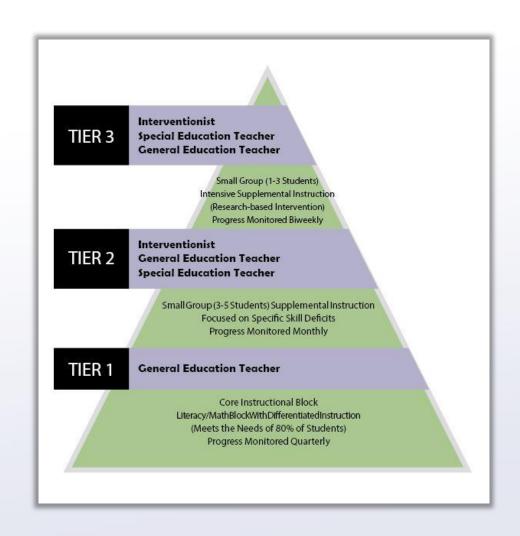
Legislative Requirements Cont'd.

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

Authorizes the use of RtI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012**, **that all school districts have an RtI 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."



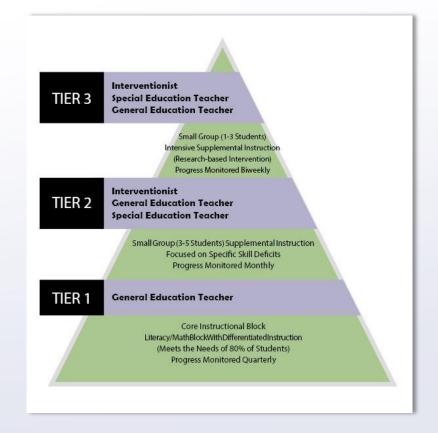
Three Tiers





Tier 1

It is recommended that ELA for Sixth Grade be adjusted to a minimum of one hour daily (with additional skill time if possible) and Seventh and Eighth Grade ELA be increased in length to a minimum of one hour daily. Within this time is expected that for primary grades the following structure will be implemented: whole group instruction (no more than 20 minutes), small group (30-50 minutes, independent practice (up to 10 minutes). Instructionally, it is expected that an anticipatory set, is presented with clearly defined supporting activities targeting skill development as well as standard obtainment. The lesson should reflect a level of assessment and closure as well as connect to upcoming instruction.

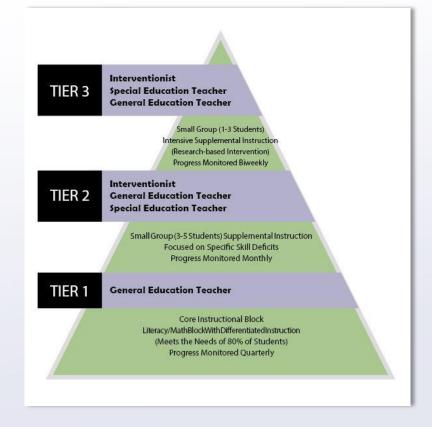




Tier 2

In Tier Two, students who have demonstrated a need for additional support, through screening, lack of success or diagnostic measures, will be provided with targeted instruction. This instruction is provided in a small group setting (3-5 students). It is recommended that these supports be a minimum of 30 minutes 3 - 5 days. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. This instruction may take place in the general education classroom or in an alternative location.

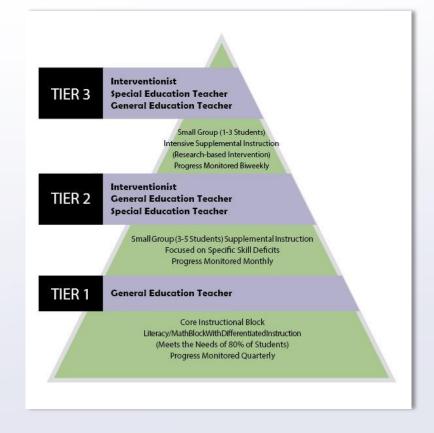
Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to reading and or math. These services are available to Students with Disabilities as well as those who are English as New Language Learners. Student progress will be monitored at a monthly level in addition to quarterly benchmark assessments.





Tier 3

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. This instruction is supplemental as well but is delivered in a more frequent and intensive manner. Group size should be no more than three students. The duration of intervention is determined based on the research-based tool deemed most appropriate. In ELA, the following researched based programs are available; SONDAY Systems, Language Literacy Intervention (LLI), Wilson Just Words.





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.

| Screening Tool(s): | FastBridge STAR Assessment | |
|------------------------------|---|--|
| Frequency of Administration: | FastBridge: 3 X yearly STAR: 5 X yearly | |
| Grades Screened: | PreK-8 | |



Progress Monitoring

| | Tier 1 | Tier 2 | Tier 3 |
|------------------------------|--------------------------------------|---|---|
| Frequency of Administration: | FastBridge - 3 X yr Star - 5 X yrly | FastBridge - 2 X monthly Star - 1 X monthly | FastBridge - 2 X monthly Star - 1 X monthly |
| Administrator(s): | General Education Teacher | General Education Interventionist | General Education Interventionist Special Education |
| Location: | Classroom | Classroom/Alternative Setting | Classroom/Alternative Setting |



Data-Based Decision Making: Determining Initial Risk Status

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

| | Determining Who's At-Risk | | |
|--------------------------------|--|--|--|
| Primary Data Source: | STAR, FastBridge | | |
| Secondary Data Source: | Teacher Assessments, State Assessments, Fountas & Pinnell | | |
| Purpose: | Identify who's at risk Identify the level of intervention a student requires Provide preliminary information about the effectiveness of core instruction at Tier 1 | | |
| Who's Involved: | Teacher, Interventionists, Principal | | |
| Frequency: | Twice Yearly | | |
| Decision Options and Criteria: | The need for services is established by weighing the students' benchmark assessments, state test scores, teacher assessments, and if needed additional formal measures such as Fountas and Pinnell. | | |



Data-Based Decision Making: Response to Intervention

| Determining Student Response to Intervention | | | |
|--|---|-----------|---------|
| Primary Data Source: | STAR, FastBridge | | |
| Secondary Data Source: | Fountas and Pinnell, Curriculum Based Measures | | |
| Purpose: | Determine student's response to the intervention | | |
| | Determine if the student is making progress towards grade level | | |
| | benchmarks | | |
| | Determine the need for a lesser or more intensive intervention | | |
| Who's Involved: | Teacher, Interventionists, Principal, School Psychologist | | |
| Frequency per Tier: | Student Response to Intervention is monitored minimally as listed below | | |
| | Tier 1 | Tier 2 | Tier 3 |
| | Quarterly | Quarterly | Monthly |
| Decision Options and Criteria: | Progress Monitoring Data, Benchmark Data, in conjunction with teacher | | |
| | assessments are utilized to determine cut points for Tiered Services. | | |
| | Students level of intervention will be tailored based on the results of the | | |
| | assessments. Students may move between the tiers as needed. | | |



LD Determination

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. Students who have not made adequate progress with intervention may be referred to the CSE for consideration of a learning disability. This option is also available to parents at any time.



Professional Development: Objective 1

Objective 1: Create an updated Response to Intervention Plan (Rtl)

Activities/Strategies:

- 1. Complete updated Rtl plan including these components:
 - a. Criteria for determining need
 - b. Parent communication
 - c. BOE Adoption
 - d. Inservice for district staff

Participants:

 District Rtl Committee (general education teachers, special education teachers, support staff, administration)

Evidence:

Board Adoption of Updated Plan

Timeline:

Winter 2019

New York State Professional Development Standards Addressed:

Standard 1: Designing Professional Development

Standard 4: Collaboration

Standard 6: Student Learning Environments

Standard 7: Parent, Family and Community Engagement

Standard 8: Data-driven Professional Practice

Standard 10: Evaluation

New York State Teaching Standards Addressed

Standard 1: Knowledge of Students and Student Learning Standard 6: Professional Responsibilities and Collaboration



Professional Development: Objective 2

Objective 2: Improve teachers' proficiency in the identification of student strengths and weaknesses based on benchmark assessment data.

Activities / Strategies:

- Implement STAR Benchmarking 4 X yearly.
- 2. Implement FastBridge Benchmarking 4 X yearly
- Provide professional development in the administration and interpretation of benchmarking assessment information.

Participants:

- K-12 ELA and Special Education Teachers.
- PreK-1st grade Teachers and Special Education Teachers
- PreK-12 and Special Education Teachers

Responsibility:

- K-12 ELA/Special Education Teachers
- District Administration
- FastBridge / BOCES Curriculum Coordinator

Evidence:

- Attendance Rosters and Participant Evaluations
- Benchmarking Data
- Lesson Plans
- Student Achievement

Timeline:

• Fall 2018-June 2019

New York State Professional Development Standards Addressed:

Standard 1: Designing Professional Development

Standard 3: Research-based Professional Learning

Standard 5: Diverse Learning

Standard 6: Student Learning Environments
Standard 8: Data-driven Professional Practice

New York State Teaching Standards Addressed

Standard 1: Knowledge of Students and Student Learning

Standard 5: Assessment for Student Learning



Professional Development: Objective 3

Objective 3: Improve ELA instructional planning to support improvements in student achievement.

Activities/Strategies:

- Professional
 Development to
 support literacy
 instruction within an
 ELA Block.
- Book Study: Focused on Literacy within the Block

Participants:

- 3-6th grade Teachers and Special Education Teachers
- 3rd-4th grade teachers

Responsibility:

- BOCÉS Curriculum Coordinator
- District Administrators

Evidence:

- Attendance Rosters and Participant Evaluations
- Benchmarking Data
- Lesson Plans
- Student Achievement

Timeline:

• Fall 2018-June 2019

New York State Professional Development Standards Addressed:

Standard 1: Designing Professional Development

Standard 2: Content Knowledge and Quality Teaching

Standard 3: Research-based Professional Learning

Standard 4: Collaboration

Standard 5: Diverse Learning

Standard 6: Student Learning Environments

Standard 8: Data-driven Professional Practice

New York State Teaching Standards Addressed

Standard 1: Knowledge of Students and Student Learning

Standard 2: Knowledge of Content and Instructional Planning

Standard 3: Instructional Practice



Parent Communication

In the Cato-Meridian 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 on the benchmarking schedule via a letter that indicates:

- The nature of the intervention their child will be receiving
 - 1. Type of intervention
 - 2. Frequency
 - 3. Duration
 - 4. Interventionist
 - 5. Location
- The amount and nature of student performance data that will be collected
 - 1. Type of data
 - 2. Screening tool
 - 3. 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: For those students whose parents are not English speakers, community supports of translation services will be utilized as needed.