

ACADEMIC INTERVENTION PLAN
For the
Mary E. Dardess Elementary School

Reviewed by the Board of Education on

Created by:
Kalyn Fleck
Stephanie Gotham
Maria Hogencamp
Jessica Mullens
Kristen Reno
Erika Riddick
Meredith Rivet
Jean Scheriff
Brian Simon

Table of Contents

Section I: Introduction	3
Figure I Flow Chart	4
Section II: ELA Interventions	5
Tier I	6-10
Tier I Intervention Record	11-12
Tier II	13-18
Tier II Intervention Record	19
Tier III	20-25
Tier III Intervention Record	26
Section III: Math Interventions	27
Tier I	28-32
Tier I Intervention Record	33-34
Tier II	35-40
Tier II Intervention Record	41
Tier III	42-47
Tier III Intervention Record	48
Section IV: Support Services	49
Tiers I–III	50-52
Section V: Recommendations for Plan Growth and Improvement	53

Section I: Introduction

Academic Intervention Services are intended to supplement, not replace, instruction provide by the general curriculum and the regular education teacher. All instruction is designed to assist students in meeting the New York State Learning Standards. Interventions are intended to assist students who are at risk for not achieving the New York State Learning Standards in English Language Arts, Mathematics, Social Studies and/or science, or who are at risk for not gaining the knowledge and skills needed to meet performance criterion on New York State Assessments. Academic Intervention Services are available to all students, including students with disabilities.

The Chatham Central School District's mission is to nurture and challenge students to become self-directed learners who contribute positively to a culturally diverse world. We believe that active, life long learning empowers people and that consistently working to meet high expectations and challenges is important in achieving excellence. These beliefs require that we develop formalize systems to assess students learning needs and to provide the type, quantity and variety of instructional services that allow all students to succeed in our programs.

Services will be provided in:

- English Language Arts- grades K-4
- Math- grades K-4
- Social Studies and Science- grade 4

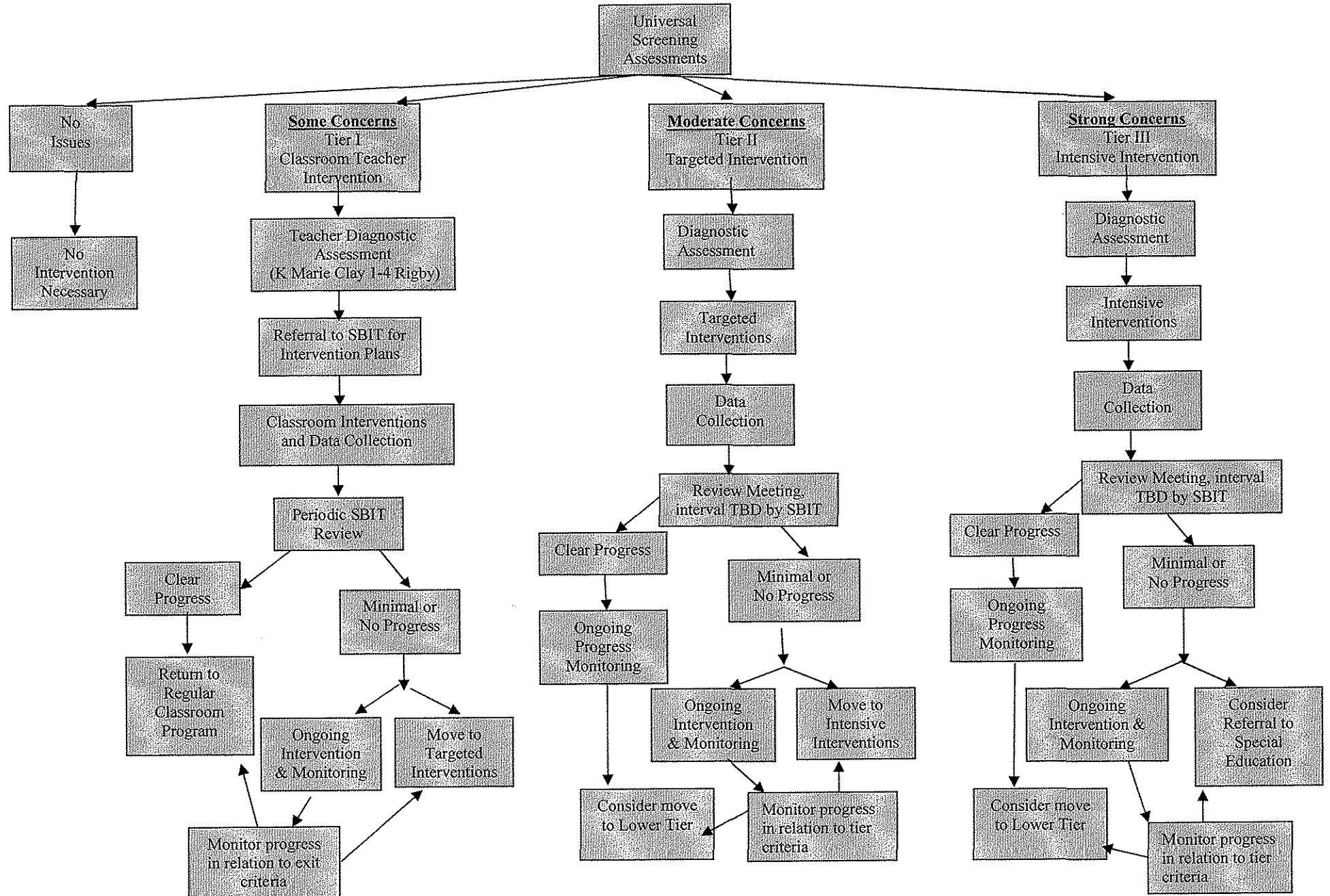
The following plan describes the District intervention services including eligibility for services, interventions, providers, and exit criteria. The plan details three levels of services:

- Tier I- Classroom Teacher Interventions
- Tier II- Targeted Interventions
- Tier III- Intensive Interventions

Please see Response to Intervention Flow Chart (figure 1) for a graphic overview of the plan.

Mary E. Dardess Elementary School
Response to Intervention Plan

Flow Chart



Section II: ELA Interventions
Tier I

**Kindergarten
Chatham Central School District Academic Intervention Plan**

ELA Classroom Interventions Tier I	
Universal Assessment 2x year benchmark	
<p>Criteria In:</p> <p><u>Do not identify Tier I until November</u></p> <ul style="list-style-type: none"> • Brigance or DIAL IV below Kindergarten readiness and • Aims Web (letter recognition) below 10th percentile on National Norms and • Alternate assessment after spring sessions 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web at grade level standard on Universal Screening
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring minimally quarterly/trimester • Teacher differentiated instruction – written plan created by classroom teacher with SBIT consultation • Teacher differentiation in the areas of: <ol style="list-style-type: none"> 1. Contact time 2. Instructional methods (small groups, preferential seating, extended time, modified length of written assignment, modified homework/classroom assignments, increased parent communication) guided by PRIM manual and/or Intervention Central 3. Management 	<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Special education staff
RtI Data Sources	
<ul style="list-style-type: none"> • Aims Web Monitoring • Work samples • Teaching collected data as specified in Tier I plan 	

1st Grade
Chatham Central School District Academic Intervention Plan

ELA Classroom Interventions Tier I	
Universal Assessment 3x year benchmark	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – below target or • Referral via School Based Intervention Team (SBIT) and/or • Diagnostic screening below grade level expectations TBD 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • At or above grade level on Universal Screening and • Adequate progress in classroom
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring minimally quarterly/trimester • Teacher differentiated instruction – written plan created by classroom teacher with SBIT consultation • Teacher differentiation in the areas of: <ol style="list-style-type: none"> 1. Contact time 2. Instructional methods (small groups, preferential seating, extended time, modified length of written assignment, modified homework/classroom assignments, increased parent communication) guided by PRIM manual and/or Intervention Central 3. Management 	<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Special education staff
RII Data Sources	
<ul style="list-style-type: none"> • Aims Web Monitoring • Work samples • Teaching collected data as specified in Tier I plan 	

2nd Grade
Chatham Central School District Academic Intervention Plan

ELA Classroom Interventions Tier I	
Universal Assessment 3x year benchmark	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – below target or • Referral via School Based Intervention Team (SBIT) and/or • Diagnostic screening below grade level expectations TBD 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • At or above grade level on Universal Screenings • Adequate progress in classroom
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring minimally quarterly/trimester • Teacher differentiated instruction – written plan created by classroom teacher with SBIT consultation • Teacher differentiation in the areas of: <ol style="list-style-type: none"> 1. Contact time 2. Instructional methods (small groups, preferential seating, extended time, modified length of written assignment, modified homework/classroom assignments, increased parent communication) guided by PRIM manual and/or Intervention Central 3. Management 	<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Special education staff
Rtl Data Sources	
<ul style="list-style-type: none"> • Aims Web Monitoring • Work samples • Teaching collected data as specified in Tier I plan 	

**3rd Grade
Chatham Central School District Academic Intervention Plan**

ELA Classroom Interventions Tier I	
Universal Assessment 3x year benchmark	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – below target or • Referral via School Based Intervention Team (SBIT) and/or • Diagnostic screening below grade level expectations TBD 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • At or above grade level on Universal Screening • Adequate progress in classroom
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring minimally quarterly/trimester • Teacher differentiated instruction – written plan created by classroom teacher with SBIT consultation • Teacher differentiation in the areas of : <ol style="list-style-type: none"> 1. Contact time 2. Instructional methods (small groups, preferential seating, extended time, modified length of written assignment, modified homework/classroom assignments, increased parent communication) guided by PRIM manual and/or Intervention Central 3. Management 	<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Special education staff
RtI Data Sources	
<ul style="list-style-type: none"> • Aims Web Monitoring • Work samples • Teaching collected data as specified in Tier I plan 	

4th Grade
Chatham Central School District Academic Intervention Plan

ELA Classroom Interventions Tier I	
Universal Assessment 3x year benchmark	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – below target or • NYS ELA 3 – Level 2 or • Referral via School Based Intervention Team (SBIT) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • At or above grade level on Universal Screening • Adequate progress in classroom
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring minimally quarterly/trimester • Teacher differentiated instruction – written plan created by classroom teacher with SBIT consultation • Teacher differentiation in the areas of: <ol style="list-style-type: none"> 1. Contact time 2. Instructional methods (small groups, preferential seating, extended time, modified length of written assignment, modified homework/classroom assignments, increased parent communication) guided by PRIM manual and/or Intervention Central 3. Management 	<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Special education staff
RtI Data Sources	
<ul style="list-style-type: none"> • Aims Web Monitoring • Work samples • Teaching collected data as specified in Tier I plan 	

TIER 1 INTERVENTION RECORD

STUDENT NAME: _____ TEACHER: _____

INTERVENTION PERIOD: From _____ to _____

RETURN TO SBIT ON : _____ *Please bring this form, completed, work samples and any available monitoring data on the student.*

Check to select	Intervention	Implementation Specifics (frequency/duration...)	Teacher notes/evidence
	CONTACT TIME:		
	Extra reading time with teacher	Oral or silent Frequency: Duration:	
	Home reading program with family	Frequency: Duration:	
	Before/after school help	Frequency: Duration:	
	INSTRUCTIONAL STRATEGIES:		
	Reduced group size for instruction	Frequency: Group size:	
	Modified homework	Modifications:	
	Modified assignments Length/content	Modifications:	

	MANAGEMENT STRATEGIES:		
	Increase parent communication		
	Priority seating for teacher proximity		

CONCLUSION of Intervention: (to be completed by SBIT at return meeting)

- Intervention successful-return to class instruction
- Intervention progressing-revise and continue Tier 1, complete new plan form
- Intervention unsuccessful- move to Tier II, complete new plan

Section II: ELA Interventions
Tier II

**Kindergarten
Chatham Central School District Academic Intervention Plan**

ELA	Targeted	Tier II
Universal Assessment: Aims Web		
<p>Criteria to consider Tier II: <u>Do not identify Tier II unit November</u></p> <ul style="list-style-type: none"> • Aims Web 10th – 25th percentile, National norms and • Locally developed assessments (level TBD) and/or • Failure to respond to Tier I classroom interventions and • Other assessments (i.e. Fontas & Pinelle, level TBD) 		<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web above 25th percentile and • Near grade level on Marie Clay, consider move to Tier I or • Minimal progress consider referral to Tier III
Interventions		Possible Providers
<ul style="list-style-type: none"> • Research-based program in or out of classroom • Smaller group and/or longer duration and/or more direct instruction • More frequent progress monitoring (minimum biweekly) • Supplemental to classroom instruction, not instead of • Related service consultation, if needed • Continued Tier I by classroom teacher 		<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS) • Teaching assistant
RtI Data Sources		
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 		

1st Grade
Chatham Central School District Academic Intervention Plan

ELA Targeted Tier II	
Universal Assessment: Aims Web	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Aims Web 10th – 25th percentile, National norms and • Locally developed assessments (level TBD) and/or • Failure to respond to Tier I classroom interventions and • Other assessments (i.e. Fontas & Pinelle, level TBD) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web above 25th percentile and • Near grade level on Rigby/Guided Reading, consider Tier I or • Minimal progress consider referral to Tier III
Interventions	Possible Providers
<ul style="list-style-type: none"> • Research-based program in or out of classroom • Smaller group and/or longer duration and/or more direct instruction • More frequent progress monitoring (minimum biweekly) • Supplemental to classroom instruction, not instead of • Related service consultation, if needed • Continued Tier I by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS) • Teaching assistant
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 	

2nd Grade
Chatham Central School District Academic Intervention Plan

ELA Targeted Tier II	
Universal Assessment: Aims Web	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Aims Web 10th – 25th percentile, National norms and • Locally developed assessments (level TBD) and/or • Failure to respond to classroom interventions and • Other assessments (i.e. Fontas & Pinelle, level TBD) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web above 25th percentile and • Near grade level on Rigby/Guided Reading, consider Tier I or • Minimal progress, consider referral Tier III
Interventions	Possible Providers
<ul style="list-style-type: none"> • Research-based program in or out of classroom • Smaller group and/or longer duration and/or more direct instruction • More frequent progress monitoring (minimum biweekly) • Supplemental to classroom instruction, not instead of • Related service consultation, if needed • Continued Tier I by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS) • Teaching assistant
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 	

**3rd Grade
Chatham Central School District Academic Intervention Plan**

ELA Targeted Tier II	
Universal Assessment: Aims Web	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Aims Web 10th – 25th percentile, National norms and • Locally developed assessments (level TBD) and/or • Failure to respond to classroom interventions and • Other assessments (i.e. Fontas & Pinelle, level TBD) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web above 25th percentile and • Near grade level on Rigby/Guided Reading, consider Tier I or • Minimal progress, consider Tier III
Interventions	Possible Providers
<ul style="list-style-type: none"> • Research-based program in or out of classroom • Smaller group and/or longer duration and/or more direct instruction • More frequent progress monitoring (minimum biweekly) • Supplemental to classroom instruction, not instead of • Related service consultation, if needed • Continued Tier I by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS) • Teaching assistant
RI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 	

**4th Grade
Chatham Central School District Academic Intervention Plan**

ELA Targeted Tier II	
Universal Assessment: Aims Web	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Aims Web 10th – 25th percentile, National norms and • Locally developed assessments (level TBD) and • NYS ELA 3 – Level 1 or 2 and/or • Failure to respond to classroom interventions and • Other assessments (i.e. Fontas & Pinelle, level TBD) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web above 25th percentile and • Near grade level on Rigby/Guided Reading, consider Tier I or • Minimal progress, consider Tier III
Interventions	Possible Providers
<ul style="list-style-type: none"> • Research-based program in or out of classroom • Smaller group and/or longer duration and/or more direct instruction • More frequent progress monitoring (minimum biweekly) • Supplemental to classroom instruction, not instead of • Related service consultation, if needed • Continued Tier I by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS) • Teaching assistant
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 	

TIER II INTERVENTION RECORD

STUDENT NAME: _____ TEACHER: _____

INTERVENTION PERIOD: From _____ to _____

RETURN TO SBIT ON : _____ *Please bring this form, completed, work samples and progress monitoring data on the student.*

Research based instructional program used:	Frequency: Duration: Group size: Provider:	Notes:
Other supplemental instruction provided to student:	Frequency: Duration: Group size: Provider:	
Additional information for SBIT pertaining to student progress or intervention:		

CONCLUSION of Intervention: (to be completed by SBIT at return meeting)

- Intervention successful-return to Tier I or regular program
- Intervention progressing-revise and continue Tier II, complete new plan
- Intervention unsuccessful- move to Tier III, complete new plan

Section II: ELA Interventions Tier III

Kindergarten

Chatham Central School District Academic Intervention Plan

ELA	Intensive	Tier III
Universal Assessment: Aims Web		
<p>Criteria In:</p> <p><u>Do not identify Tier III until November</u></p> <ul style="list-style-type: none"> • Aims Web – 10th percentile or below, National norms and • Brigrance or Dial IV– below kindergarten cutoff 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web – above 15th percentile on at least 3 consecutive progress monitorings using kindergarten grade level CBM. Consider move to lower tier. • Minimal progress, flat or negative trend line. Consider referral to special education. 	
Interventions		Possible Providers
<ul style="list-style-type: none"> • Progress monitoring weekly • Supplemental instruction daily for duration determined by SBIT • Homogeneous group based on needs • Research-based program • In-class modifications in content areas (differentiated instruction) • Consultation between intervention provider and classroom teacher • Consideration of related services “improvement” level, if needed • Continued Tier I interventions by classroom teacher 		<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS)
Rtl Data Sources		
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 		

1st Grade

Chatham Central School District Academic Intervention Plan

ELA Intensive Tier III	
Universal Assessment: Aims Web	
<p>Criteria In:</p> <ul style="list-style-type: none"> Aims Web – 10th percentile or below, National norms <u>and</u> Failure to respond to targeted intervention <u>and</u> Benchmark assessment TBD (locally developed) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Aims Web – 15th percentile or above on at least 3 consecutive progress monitorings using 1st grade level CBM. Consider move to lower tier. or Grade level expectations on building literacy program met. Consider move to lower tier. or Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> Progress monitoring weekly Supplemental instruction daily for duration determined by SBIT Homogeneous group based on needs Research-based program In-class modifications in content areas (differentiated instruction) Consultation between intervention provider and classroom teacher Consideration of related services “improvement” level, if needed Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> Reading specialist Special Education teacher Classroom teacher OT Speech Assistive technology specialist (LATS)
RII Data Sources	
<ul style="list-style-type: none"> Progress monitoring weekly – CBM Aims Web Running records or other teacher measures, formal or informal Work samples – writing, spelling or classroom tests Assessments provided in Research-based instructional program Program fidelity measures 	

2nd Grade

Chatham Central School District Academic Intervention Plan

ELA Intensive Tier III	
Universal Assessment: Aims Web	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – 10th percentile or below, National norms and • Failure to respond to targeted intervention and • Benchmark assessment TBD (locally developed) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web – 15th percentile or above on at least 3 consecutive progress monitorings using 2nd grade level CBM. Consider move to lower tier. or • Grade level expectations on building literacy program met. Consider move to lower tier. or • Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring weekly • Supplemental instruction daily for duration determined by SBIT • Homogeneous group based on needs • Research-based program • In-class modifications in content areas (differentiated instruction) • Consultation between intervention provider and classroom teacher • Consideration of related services “improvement” level, if needed • Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS)
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 	

3rd Grade

Chatham Central School District Academic Intervention Plan

ELA Intensive Tier III	
Universal Assessment: Aims Web	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – 10th percentile or below, National norms <u>and</u> • Failure to respond to targeted intervention <u>and</u> • Benchmark assessment TBD (locally developed) 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web – 15th percentile or above on at least 3 consecutive progress monitorings using 3rd grade level CBM. Consider move to lower tier. or • Grade level expectations on building literacy program met (Fountas & Pinelle or Rigby). Consider move to lower tier. or • Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring weekly • Supplemental instruction daily for duration determined by SBIT • Homogeneous group based on needs • Research-based program • In-class modifications in content areas (differentiated instruction) • Consultation between intervention provider and classroom teacher • Consideration of related services “improvement” level, if needed • Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS)
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in Research-based instructional program • Program fidelity measures 	

4th Grade

Chatham Central School District Academic Intervention Plan

ELA Intensive Tier III	
Universal Assessment: Aims Web	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Aims Web – 10th percentile or below, National norms <u>and</u> • NYS ELA 3 – Level 1 or 2 <u>and/or</u> • Failure to respond to Tier II targeted intervention 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Aims Web – 15th percentile or above on at least 3 consecutive progress monitorings using 4th grade level CBM. Consider move to lower tier or • Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Progress monitoring weekly • Supplemental instruction daily for duration determined by SBIT • Homogeneous group based on needs • Research-based program • In-class modifications in content areas (differentiated instruction) • Consultation between intervention provider and classroom teacher • Consideration of related services “improvement” level, if needed • Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> • Reading specialist • Special Education teacher • Classroom teacher • OT • Speech • Assistive technology specialist (LATS)
RfI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring weekly – CBM Aims Web • Running records or other teacher measures, formal or informal • Work samples – writing, spelling or classroom tests • Assessments provided in research-based instructional program • Program fidelity measures 	

TIER III INTERVENTION RECORD

STUDENT NAME: _____ TEACHER: _____

INTERVENTION PERIOD: From _____ to _____

RETURN TO SBIT ON : _____ *Please bring this form, completed, work samples and progress monitoring data on the student.*

Research based instructional program used:	Frequency: Duration: Group size: Provider:	Notes:
Other supplemental instruction provided to student:	Frequency: Duration: Group size: Provider:	Notes:
Additional information for SBIT pertaining to student progress or intervention:		

CONCLUSION of Intervention: (to be completed by SBIT at return meeting)

- Intervention successful-return to Tier I, Tier II, or regular program
- Intervention progressing-revise and continue Tier III, complete new plan
- Intervention unsuccessful- refer to special education

Section II: Math Interventions Tier I

Kindergarten
Chatham Central School District Academic Intervention Plan

MATH Classroom Interventions Tier I	
Universal Assessment:	
<ul style="list-style-type: none"> Criteria In: Failing grade on a Chapter Test in Math in Focus Series; does not meet standard for “Can do- with manipulatives” 	Exit Criteria: <ul style="list-style-type: none"> Performance of “Can do with manipulatives or higher” on 2 Math in Focus Chapter tests or Adequate performance (specific criteria level tbd) on Mid or End of Year Benchmark Assessment
Interventions	Possible Providers
<ul style="list-style-type: none"> Classroom teacher provides supplemental instruction using “Remediation Options” in Math in Focus Classroom teacher completes Tier I math record sheet and submits to SBIT No SBIT meeting required 	<ul style="list-style-type: none"> Classroom teachers Teaching assistants
RII Data Sources	
<ul style="list-style-type: none"> Math in Focus review items Chapter tests Work samples 	

1st Grade
Chatham Central School District Academic Intervention Plan

MATH Classroom Interventions Tier I	
Universal Assessment:	
<p>Criteria In:</p> <ul style="list-style-type: none"> Failing grade on a Chapter Test in Math in Focus Series; does not meet standard for “Can do- with manipulatives” 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Performance of “Can do with manipulatives or higher” on 2 Math in Focus Chapter tests or Adequate performance (specific criteria level tbd) on Mid or End of Year Benchmark Assessment
Interventions	Possible Providers
<ul style="list-style-type: none"> Classroom teacher provides supplemental instruction using “Remediation Options” in Math in Focus Classroom teacher completes Tier I math record sheet and submits to SBIT No SBIT meeting required 	<ul style="list-style-type: none"> Classroom teachers Teaching assistants
RtI Data Sources	
<ul style="list-style-type: none"> Math in Focus review items Chapter tests Work samples 	

2nd Grade
Chatham Central School District Academic Intervention Plan

MATH Classroom Interventions Tier I	
Universal Assessment :	
<p>Criteria In:</p> <ul style="list-style-type: none"> Failing grade on a Chapter Test in Math in Focus Series; does not meet standard for “Can do- with manipulatives” 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Performance of “Can do with manipulatives or higher” on 2 Math in Focus Chapter tests or Adequate performance (specific criteria level tbd) on Mid or End of Year Benchmark Assessment
Interventions	Possible Providers
<ul style="list-style-type: none"> Classroom teacher provides supplemental instruction using “Remediation Options” in Math in Focus Classroom teacher completes Tier I math record sheet and submits to SBIT No SBIT meeting required 	<ul style="list-style-type: none"> Classroom teachers Teaching assistants
RtI Data Sources	
<ul style="list-style-type: none"> Math in Focus review items Chapter tests Work samples 	

3rd Grade
Chatham Central School District Academic Intervention Plan

MATH Classroom Interventions Tier I	
Universal Assessment 3x year benchmark	
<p>Criteria In:</p> <ul style="list-style-type: none"> Failing grade on a Chapter Test in Math in Focus Series; does not meet standard for “Can do” 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Performance of “Can do or higher” on 2 Math in Focus Chapter tests or Adequate performance (specific criteria level tbd) on Mid or End of Year Benchmark Assessment
Interventions	Possible Providers
<ul style="list-style-type: none"> Classroom teacher provides supplemental instruction using “Remediation Options” in Math in Focus Classroom teacher completes Tier I math record sheet and submits to SBIT No SBIT meeting required 	<ul style="list-style-type: none"> Classroom teachers Special education teacher Teaching assistants
Rtl Data Sources	
<ul style="list-style-type: none"> Math in Focus review items Chapter tests Work samples 	

4th Grade
Chatham Central School District Academic Intervention Plan

MATH Classroom Interventions Tier I	
Universal Assessment:	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Failing grade on a Chapter Test in Math in Focus Series; does not meet standard for “Can do- with manipulatives” and/or • “High 2” on NYS Math 3 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Performance of “Can do with manipulatives or higher” on 2 Math in Focus Chapter tests or • Adequate performance (specific criteria level tbd) on Mid or End of Year Benchmark Assessment
Interventions	Possible Providers
<ul style="list-style-type: none"> • Classroom teacher provides supplemental instruction using “Remediation Options” in Math in Focus • Classroom teacher completes Tier I math record sheet and submits to SBIT • No SBIT meeting required 	<ul style="list-style-type: none"> • Special education staff • Classroom teachers • Teaching assistants
RtI Data Sources	
<ul style="list-style-type: none"> • Math in Focus review items • Chapter tests • Work samples 	

TIER 1 INTERVENTION RECORD- MATH

STUDENT NAME: _____ TEACHER: _____

INTERVENTION PERIOD: From _____ to _____

*Teachers will complete this form for all students requiring **Math Tier I Intervention**. Please send the form to the School Based Intervention Team c/o Brian Simon after each math Chapter test.*

Check to select	Intervention	Implementation Specifics (frequency/duration...)	Teacher notes/evidence
	CONTACT TIME:		
	Extra math instructional time with teacher	Oral or silent Frequency: Duration:	
	Home program provided for family	Frequency: Duration:	
	Before/after school help	Frequency: Duration:	
	INSTRUCTIONAL STRATEGIES:		
	Reduced group size for instruction	Frequency: Group size:	
	Modified homework	Modifications:	
	Modified assignments Length/content	Modifications:	

	MANAGEMENT STRATEGIES:		
	Increase parent communication		
	Priority seating for teacher proximity		

CONCLUSION of Intervention: (to be completed by SBIT at return meeting)

- Intervention successful-return to class instruction
- Intervention progressing-revise and continue Tier 1, complete new plan form
- Intervention unsuccessful- move to Tier II, complete new plan

Section III: Math Interventions
Tier II

Kindergarten
Chatham Central School District Academic Intervention Plan

MATH Targeted Tier II	
Universal Assessment:	
<p>Criteria to consider Tier II: <u>Do not identify Tier II unit November</u></p> <ul style="list-style-type: none"> Unacceptable performance (specific level tbd) on Mid-year Math in Focus Benchmark assessment. 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Passing level performance on 3 or more chapter tests.
Interventions	Possible Providers
<ul style="list-style-type: none"> Supplemental instruction with alternate materials including Computer Assisted Instruction Small group support Observation of primary program instructional fidelity Continue Tier I classroom interventions Written Tier II plan created with SBIT, determines frequency/duration/specifics of intervention 	<ul style="list-style-type: none"> Regular education teacher Math AIS teacher Special Education teacher Teaching Assistant
RtI Data Sources	
<ul style="list-style-type: none"> Progress monitoring with pretests and chapter tests Program fidelity measures Work samples 	

1st Grade
Chatham Central School District Academic Intervention Plan

MATH Targeted Tier II	
Universal Assessment: 2x year Math in Focus Benchmarks	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Unacceptable performance (specific level tbd) on last Math in Focus Benchmark assessment. 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Acceptable performance (specific level tbd) on midterm or end of year Math in Focus Benchmark assessment. Or • Passing level performance on 3 or more chapter tests.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Supplemental instruction with alternate materials including Computer Assisted Instruction • Small group support • Observation of primary program instructional fidelity • Continue Tier I classroom interventions • Written Tier II plan created with SBIT, determines frequency/duration/specifics of intervention 	<ul style="list-style-type: none"> • Regular education teacher • Math AIS teacher • Special Education teacher • Teaching Assistant
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring with pretests and chapter tests • Program fidelity measures • Work samples 	

**2nd Grade
Chatham Central School District Academic Intervention Plan**

MATH Targeted Tier II	
Universal Assessment: 2x year Math in Focus Benchmarks	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Unacceptable performance (specific level tbd) on last Math in Focus Benchmark assessment. 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Acceptable performance (specific level tbd) on midterm or end of year Math in Focus Benchmark assessment. Or • Passing level performance on 3 or more chapter tests
Interventions	Possible Providers
<ul style="list-style-type: none"> • Supplemental instruction with alternate materials including Computer Assisted Instruction • Small group support • Observation of primary program instructional fidelity • Continue Tier I classroom interventions • Written Tier II plan created with SBIT, determines frequency/duration/specifics of intervention 	<ul style="list-style-type: none"> • Regular education teacher • Math AIS teacher • Special Education teacher • Teaching Assistant
Rel Data Sources	
<ul style="list-style-type: none"> • Progress monitoring with pretests and chapter tests • Program fidelity measures • Work samples 	

3rd Grade
Chatham Central School District Academic Intervention Plan

MATH Targeted Tier II	
Universal Assessment: 2x year Math in Focus Benchmarks	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> Unacceptable performance (specific level tbd) on last Math in Focus Benchmark assessment. 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Acceptable performance (specific level tbd) on midterm or end of year Math in Focus Benchmark assessment. Or Passing level performance on 3 or more chapter tests.
Interventions	Possible Providers
<ul style="list-style-type: none"> Supplemental instruction with alternate materials including Computer Assisted Instruction Small group support Observation of primary program instructional fidelity Continue Tier I classroom interventions Written Tier II plan created with SBIT, determines frequency/duration/specifics of intervention 	<ul style="list-style-type: none"> Regular education teacher Math AIS teacher Special Education teacher Teaching Assistant
Rtl Data Sources	
<ul style="list-style-type: none"> Progress monitoring with pretests and chapter tests Program fidelity measures Work samples 	

**4th Grade
Chatham Central School District Academic Intervention Plan**

Math Targeted Tier II	
Universal Assessment 2x year Math in Focus Benchmarks	
<p>Criteria to consider Tier II:</p> <ul style="list-style-type: none"> • Level 2 (below State Standard) of NYS Math 3 Exam Or • Unacceptable performance (specific level tbd) on last Math in Focus Benchmark assessment. 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Acceptable performance (specific level tbd) on midterm or end of year Math in Focus Benchmark assessment. Or • Passing level performance on 3 or more chapter tests.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Supplemental instruction with alternate materials including Computer Assisted Instruction • Small group support • Observation of primary program instructional fidelity • Continue Tier I classroom interventions • Written Tier II plan created with SBIT, determines frequency/duration/specifics of intervention 	<ul style="list-style-type: none"> • Regular education teacher • Math AIS teacher • Special Education teacher • Teaching Assistant
RII Data Sources	
<ul style="list-style-type: none"> • Progress monitoring with pretests and chapter tests • Program fidelity measures • Work samples 	

TIER II INTERVENTION RECORD

STUDENT NAME: _____ TEACHER: _____

INTERVENTION PERIOD: From _____ to _____

RETURN TO SBIT ON : _____ *Please bring this form, completed, work samples and progress monitoring data on the student.*

Research based instructional program used:	Frequency: Duration: Group size: Provider:	Notes:
Other supplemental instruction provided to student:	Frequency: Duration: Group size: Provider:	
Additional information for SBIT pertaining to student progress or intervention:		

CONCLUSION of Intervention: (to be completed by SBIT at return meeting)

- Intervention successful-return to **Tier I** or **regular program**
- Intervention progressing-revise and continue Tier II, complete new plan
- Intervention unsuccessful- move to Tier III, complete new plan

Section III: Math Interventions
Tier III

Kindergarten

Chatham Central School District Academic Intervention Plan

MATH Intensive Tier III	
Universal Assessment:	
<p>Criteria In:</p> <ul style="list-style-type: none"> No Tier III Identified until January Benchmark is completed SBIT review of Tier I and II interventions and other information available to determine Tier III is needed 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> AimsWeb monitoring showing 3 progress monitoring points at or above the 15th percentile or Minimal progress, flat or negative trend line. Consider referral to special education
Interventions	Possible Providers
<ul style="list-style-type: none"> Supplemental, pull out instruction Frequency and duration to be determined by SBIT Homogeneous, small group based on needs Alternative Materials including possible Computer Assisted Instruction In-class modifications in content areas (differentiated instruction) Consultation between intervention provider and classroom teacher at least once Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> AIS Math specialist Special Education teacher
RtI Data Sources	
<ul style="list-style-type: none"> Progress monitoring biweekly or more frequently of using AimsWeb Chapter Tests Work samples Benchmark Assessment 	

1st Grade

Chatham Central School District Academic Intervention Plan

MATH Intensive Tier III	
Universal Assessment:	
<p>Criteria In:</p> <ul style="list-style-type: none"> Last Math in Focus Benchmark at ___ % or below or Failure to respond to Tier II Targeted Intervention 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> Performance of ___ % (specific criterion level tbd) on Math in Focus Benchmark and/or AimsWeb monitoring showing 3 progress monitoring points at or above the 15th percentile or Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> Supplemental, pull out instruction Minimally 3 days/week for 30 minutes Homogeneous, small group based on needs Alternative Materials including possible Computer Assisted Instruction In-class modifications in content areas (differentiated instruction) Consultation between intervention provider and classroom teacher at least once Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> AIS Math specialist Special Education teacher
Rtl Data Sources	
<ul style="list-style-type: none"> Progress monitoring, biweekly or more frequently, of Computation and/or Concepts, using AimsWeb Chapter tests Work samples Benchmark assessments 	

2nd Grade

Chatham Central School District Academic Intervention Plan

MATH Intensive Tier III	
Universal Assessment:	
<p>Criteria In:</p> <ul style="list-style-type: none"> • Last Math in Focus Benchmark at ___ % or below or • Failure to respond to Targeted Intervention 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Performance of ___ % (specific criterion level tbd) on Math in Focus Benchmark and/or • AimsWeb monitoring showing 3 progress monitoring points at or above the 15th percentile or • Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Supplemental, pull out instruction • Minimally 3 days/week for 30 minutes • Homogeneous, small group based on needs • Alternative Materials including possible Computer Assisted Instruction • In-class modifications in content areas (differentiated instruction) • Consultation between intervention provider and classroom teacher at least once • Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> • AIS Math specialist • Special Education teacher
RtI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring, biweekly or more frequently, of Computation and/or Concepts, using AimsWeb • Chapter tests and pretests • Work samples • Benchmark assessments 	

3rd Grade

Chatham Central School District Academic Intervention Plan

MATH Intensive Tier III	
Universal Assessment:	
<ul style="list-style-type: none"> Criteria In: Last Math in Focus Benchmark at ___ % or below or Failure to respond to Targeted Intervention 	Exit Criteria: <ul style="list-style-type: none"> Performance of ___ % (specific criterion level tbd) on Math in Focus Benchmark and/or AimsWeb monitoring showing 3 progress monitoring points at or above the 15th percentile or Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> Supplemental, pull out instruction Minimally 3 days/week for 30 minutes Homogeneous, small group based on needs Alternative Materials including possible Computer Assisted Instruction In-class modifications in content areas (differentiated instruction) Consultation between intervention provider and classroom teacher at least once Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> AIS Math specialist Special Education teacher
RtI Data Sources	
<ul style="list-style-type: none"> Progress monitoring, biweekly or more frequently, of Computation and/or Concepts, using AimsWeb Chapter tests and pretests Work samples Benchmark assessments 	

4th Grade

Chatham Central School District Academic Intervention Plan

MATH Intensive Tier III	
Universal Assessment:	
<p>Criteria In:</p> <ul style="list-style-type: none"> • NYS ELA 3 – Level 1 <u>and/or</u> • Last Math in Focus Benchmark at ___ % or below or • Failure to respond to Targeted Intervention 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Performance of ___ % (specific criterion level tbd) on Math in Focus Benchmark and/or • AimsWeb monitoring showing 3 progress monitoring points at or above the 15th percentile or • Minimal progress, flat or negative trend line. Consider referral to special education.
Interventions	Possible Providers
<ul style="list-style-type: none"> • Supplemental, pull out instruction • Minimally 3 days/week for 30 minutes • Homogeneous, small group based on needs • Alternative Materials including possible Computer Assisted Instruction • In-class modifications in content areas (differentiated instruction) • Consultation between intervention provider and classroom teacher at least once • Continued Tier I interventions by classroom teacher 	<ul style="list-style-type: none"> • AIS Math specialist • Special Education teacher
RTI Data Sources	
<ul style="list-style-type: none"> • Progress monitoring, biweekly or more frequently, of Computation and/or Concepts, using AimsWeb • Chapter tests and pretests • Work samples • Benchmark assessments 	

TIER III INTERVENTION RECORD

STUDENT NAME: _____ TEACHER: _____

INTERVENTION PERIOD: From _____ to _____

RETURN TO SBIT ON : _____ *Please bring this form, completed, work samples and progress monitoring data on the student.*

Research based instructional program used:	Frequency: Duration: Group size: Provider:	Notes:
Other supplemental instruction provided to student:	Frequency: Duration: Group size: Provider:	
Additional information for SBIT pertaining to student progress or intervention:		

CONCLUSION of Intervention: (to be completed by SBIT at return meeting)

- Intervention successful-return to Tier I, Tier II, or regular program
- Intervention progressing-revise and continue Tier III, complete new plan
- Intervention unsuccessful- refer to special education

Section IV: Support Services
Tiers I-III

Grades K-4
Chatham Central School District Academic Intervention Plan

Support Services	Classroom Interventions	Tier I
<p>Criteria In:</p> <ul style="list-style-type: none"> • Student behaviors interfere with student's ability to learn • Student behaviors regularly interrupt classroom learning environment 		<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Consistently acceptable classroom behavior for one month • Failure to improve behaviors, consider Tier II
Interventions		Possible Providers
<ul style="list-style-type: none"> • Teacher created behavior plan that includes behavior chart and reward system • Parent communication regarding behavior plan • Preferential seating of student • Consultation with related service providers, as appropriate • No SBIT meeting required, teacher completes Tier I record 		<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Counselor • Psychologist
RtI Data Sources		
<ul style="list-style-type: none"> • Communication log • Anecdotal records • Behavior chart data or other record keeping of specific behaviors 		

Grades K-4

Chatham Central School District Academic Intervention Plan

Support Services	Classroom Interventions	Tier II
<p>Criteria In:</p> <ul style="list-style-type: none"> • School Based Intervention Team referral • Evidence of consistent Tier I intervention with continuation of negative behaviors 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Consistently acceptable classroom behavior for one month • Failure to improve behaviors, consider Tier III • Behaviors become unsafe to student, others or staff 	
Interventions		Possible Providers
<ul style="list-style-type: none"> • Continue Tier I interventions after SBIT review/ revision of classroom plan • Observation of student behavior by additional adult(s) • Parent communication/conference • Preferential seating • Consultation with related services 		<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Counselor • Psychologist • Administrator • Related service providers
RtI Data Sources		
<ul style="list-style-type: none"> • Communication log • Anecdotal records • Behavior chart data or other record keeping of specific behaviors • Observation notes 		

Chatham Central School District Academic Intervention Plan

Support Services	Classroom Interventions	Tier III
<p>Criteria In:</p> <ul style="list-style-type: none"> • School Based Intervention Team referral • Evidence of consistent TierII intervention with continuation of negative behaviors • Increased unsafe behaviors 	<p>Exit Criteria:</p> <ul style="list-style-type: none"> • Positive response to intervention as determined in behavior plan Or • Referral to CSE 	
Interventions		Possible Providers
<ul style="list-style-type: none"> • Continue Tier I interventions after SBIT review/ revision of classroom plan • Observation of student behavior by additional adult(s) • Parent communication/conference • Preferential seating • Consultation with related services • Functional Behavior Analysis • Individual Behavior Intervention Plan created by school psychologist and teacher(s) 		<ul style="list-style-type: none"> • Classroom teachers • Special area teachers • Teaching assistants • Counselor • Psychologist • Administrator • Related service providers
RTI Data Sources		
<ul style="list-style-type: none"> • Data to be collected and data sources will be specified in the BIP 		

Section V: Recommendations for Plan Growth and Improvement

Section V: Recommendations for Plan Growth and Improvement

The intervention plan described in this document has evolved based on research, best practice, regulation, and experience of the professional staff at MED Elementary School. The plan will continue to evolve as the program continues. Using the goal of having all students successfully meet or exceed New York State learning standards as a guiding star, school staff will be able to continually analyze student performance and continue to adjust this plan to meet student needs.

At the present time, the following areas need further attention, development or improvement:

- Locally developed or selected benchmark levels are needed to supplement Aimsweb identify students at risk for not meeting ELA standards.
- Diagnostic tools for ELA need to be catalogued, evaluated and, if needed, supplemented.
- Performance levels on Math in Focus assessments need to be identified for Math Tier II and Tier III.
- Resources for supplemental math instruction, including computer assisted instruction, need to be specified.
- Plans for grade 4 science and social studies interventions need to be created.
- Scheduling of the School Based Intervention Team needs to be arranged.
- Procedures for record keeping and parental notification of interventions need to be established.
- Staff training for those assigned to intervention record keeping needs to take place.

It is further recommended that the planning group that formalized this plan revisit the document twice each year to adjust the written plan to conform to new experiences, expectations, and tools being used. It is important that a written plan be available that is accurate, updated, and can be consulted to guide the program.