

**Eastern York School District Pyramid Response to Interventions**

**Canadochly School – Reading and Math**

**Intervention Descriptions**

**2012-2013**

<b>Pyramid Level</b>	<b>Intervention</b>	<b>Targeted Students</b>	<b>Intensity</b>	<b>Contract Requirements</b>
<b>Supplemental</b>				
<b>Tier 1</b>	<b>New Student Buddies</b> New students are assigned a student “buddy” to help with transition to Canadochly School. School counselor arranges a lunch for the new student and classmates. School’s ARMOR program is reviewed.	New Students	As Needed	N/A
<b>Tier 1</b>	<b>Word Explorer</b> Program to develop students’ vocabulary	All Students in Grades 3-5	Daily as part of the Core Subject Block	Completion of the program
<b>Tier 1</b>	<b>30 minute reading intervention</b> <b>30 minute math intervention</b> Practice, Remediate, Enrich skills identified by universal screeners (Aimswest/4sight)	All students	5 days/cycle 30 minutes	Students’ scores will be monitored as well as Aimswest assessment to monitor progress as assign lessons.
<b>Tier 2</b>	<b>One on One Mentor</b> Targeted students are assigned a one on one student mentor. Mentor may provide academic peer tutoring. Older students are paired with younger students to help with reading and math facts.	At Risk Students needing additional practice with math facts and reading fluency.	As Needed	Successful remediation of targeted concern
<b>Tier 2</b>	<b>Adult Mentor</b> Targeted students are assigned to an adult mentor who provides tutoring in reading and math facts.	At Risk Students needing additional practice with math facts and reading fluency.	As Needed	Successful remediation of targeted concern.
<b>Tier 2</b>	<b>Enrichment</b> The teacher of gifted works with students to improve their literacy skills (reading, writing, math) which challenges students to develop their problem solving strategies.	Students who have demonstrated through class work the ability to handle challenging tasks above grade level.	Once per cycle	Demonstrate achievement as assessed by the teacher and data from progress monitoring.
<b>Tier 2</b>	<b>SkillsTutor</b>	Struggling students in	Minimum of 3 times	Students’ progress will be

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	SkillsTutor is an online instructional tool which may be used as a one-on-one tutoring resource. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated. Students may be assigned time to work on prescribed reading, math and/or language arts lessons. Before school time is provided to targeted students as well as time during the school day.	reading, math and/or language arts. Grades K-5	per week for 30 minutes per session.	monitored and students' time may be reduced or level increased.
<b>Tier 2</b>	<b>Fishin' for Addition Subtraction in Action Rhythms and Times Divide 'N' Slide</b> Build fluency with math facts using a multi-sensory approach	Grade 1-5 Students struggling with math facts.	Small Group Daily 20 minutes	Mastery of math facts as measured by AIMSweb progress monitoring.
<b>Tier 2</b>	<b>People's Education Math Intervention</b> Scaffold instruction and multiple assessments used to differentiate instruction.	At Risk students Grades 3-5	20-24 days 30 minutes	Mastery of math skills measured by post test and AIMSweb/4Sight
<b>Tier 2</b>	<b>People's Education Reading Intervention</b> Instruction on main ideas and details, drawing conclusions, summarizing, compare and contrast, and sequencing. Uses fiction and non-fiction texts.	At Risk students Grades 3-5	20-24 days 30 minutes	Mastery of reading skills as measured by post test, AIMSweb/4Sight.
<b>Tier 2/3</b>	<b>Soar to Success</b> Soar to Success is used in addition to the core reading program to help students accelerate their reading ability and to apply comprehension and decoding strategies to other content areas.	Students reading below grade level in grades K-5.	Groups of 5-7 students 30-40 minutes Daily 18 Weeks	Successful remediation Students reading on grade level.
<b>Tier 2/3</b>	<b>Quick Reads</b> Technology version - Designed to improve students' fluency and has comprehension, vocabulary and background knowledge elements.	Students grades 2-5 who need to improve reading fluency.	Individual students 15-20 minutes Minimum of 4 days per week.	Successful remediation as shown on AIMSweb progress monitoring.
<b>Tier 2/3</b>	<b>Earobics</b> Technology program to provide students help in	Students in grades 1-5. Works on developing	Individual students 10-15 minutes per day.	Successful remediation as shown on AIMSweb

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	developing phonemic awareness skills necessary for successful readers.	phonemic awareness, phonics, fluency, vocabulary and comprehension.		progress monitoring.

<b>Tier 2/3</b>	<b>Number Worlds</b> Intensive math intervention program for students one or more years behind in math.	Grades K-5 Students below grade level in math focusing on specific skill areas. Six four week units	Daily for 4 weeks 45 minutes/day (6 units per grade level on specific skill areas)	Successful remediation as shown on AIMSWeb progress monitoring.
<b>Tier 2/3</b>	<b>Reading Express</b> Reading intervention program for students one or more years behind in reading. Resource kit meets common core and Pennsylvania state standards. Scaffolded, systematic lessons. Each lesson is self-contained to allow teacher flexibility in determining sequence of lessons.	Students Grades 3-5 Works on vocabulary, comprehension, text features/structure, genre, strategies, and literary elements	Daily Small group 10-20 minutes/day	Successful remediation as shown on 4sight and/or AIMSWeb progress monitoring
<b>Tier 2/3</b>	<b>Compass Learning-Reading</b> Reading/Language Arts software program students may access from home or classroom.	Students Grades 3-5 Students work on differentiated reading.LA software programs prescribed by teacher/assessments.	Daily for targeted students	Successful remediation as shown on 4Sight and/or AIMSWeb progress monitoring
<b>Tier 3</b>	<b>Gifted Services</b> Students work with teacher of gifted using various methods and resources which help to develop their problem solving skills.	Students who have been assessed by school team to meet the requirements of a gifted program and have a GIEP.	Once per cycle	Successful demonstration of completing challenging assignments as assessed by the teacher of the gifted.
<b>Tier 3</b>	<b>Text Talk – Reading</b> Text Talk lessons focus on six specific vocabulary words (120 words per level) to build student overall facility with words.	Grades K-3 Work on building student’s vocabulary.	Daily 15-20 minutes/day	Successful remediation as shown on AIMSWeb progress monitoring.
<b>Tier 3</b>	<b>Wilson Reading</b> Supplemental small group instruction designed to assist students with encoding and decoding skills in addition to phonemic awareness, word study, oral expressive language development, vocabulary, fluency and comprehension.	Students in grades K-5 Works on developing phonemic awareness, sound-symbol relationship, word study, sight words, oral expressive language development and vocabulary.	Small group instruction 30 minutes per day Daily	Successful remediation as shown on AIMSWeb progress monitoring.

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<b>Tier 3</b>	<b>Mathopedia</b> Memory-enhancing, multi-sensory mathematics program for students in grades 3 - 12. The curriculum helps students become proficient with basic mathematics skills from addition to pre-algebra and provides an encyclopedia of math skills for students. <i>Mathopedia</i> uses a part-to-whole approach. Students learn the parts (how to do mathematical computations) and apply these strategies to other programs	Students in grades 3-5 who are below grade level.	Daily 30 minutes/ day	Successful remediation as shown on AIMSWeb progress monitoring.
<b>Enrichment</b>				
<b>Enrich If schedule permits</b>	<b>Enrichment</b> Art teacher will use interdisciplinary approach with students to improve their writing, reading, math, artistic and technology skills.	Seminar students Grades 4 and 5	Four times/cycle 30-40 minutes	4 Sight/PSSA scores