

- Response to Intervention
- Elementary Report Cards

Mary Ford, District Staff Developer  
Lyn McKay, Deputy Superintendent

November 30, 2010

# Response to Intervention (RtI): What is it?

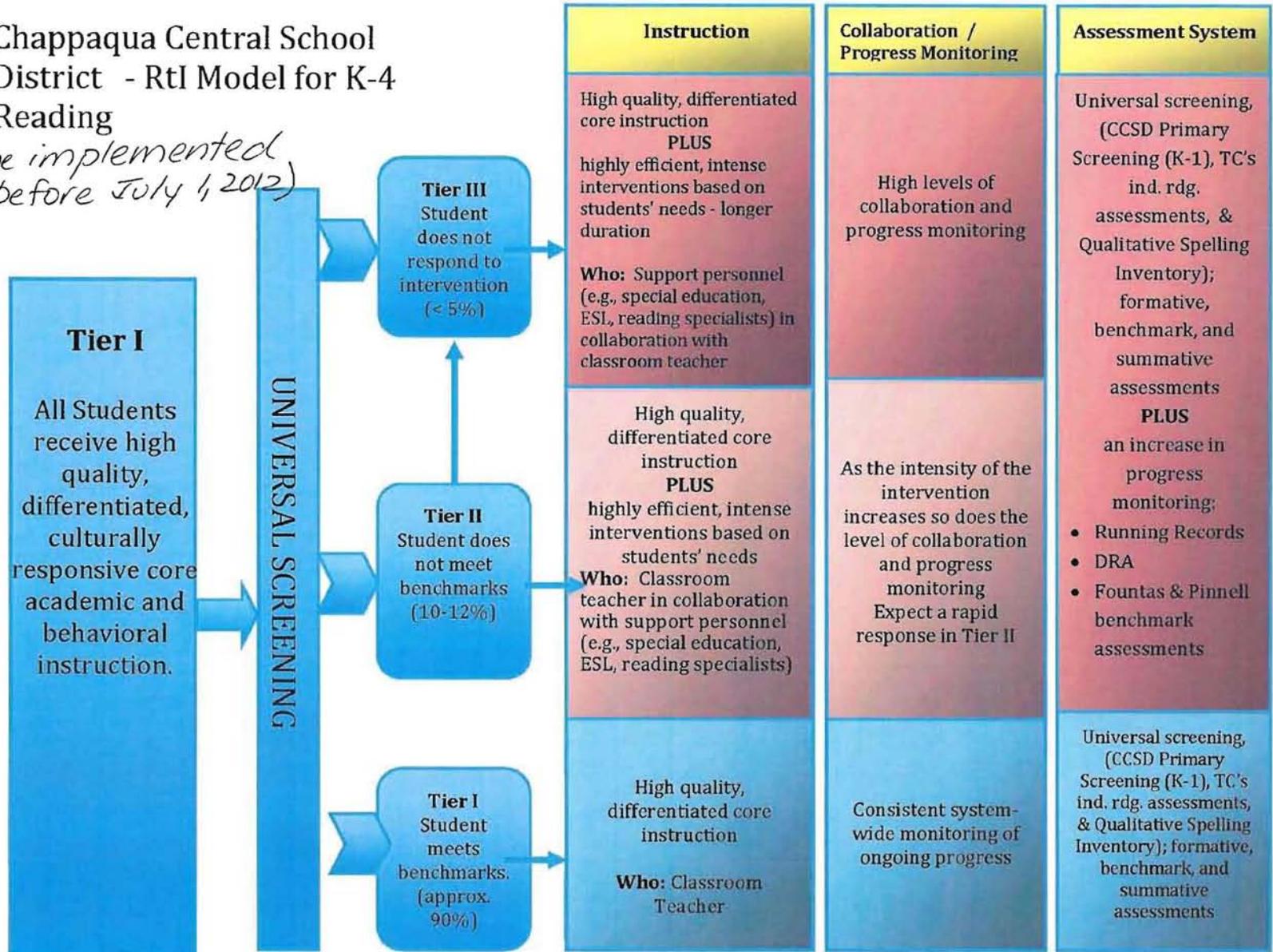
- A mandate that requires districts to provide multiple levels of instructional support before identifying a student as learning disabled in the area of reading.
- With the reauthorization of IDEA in 2004, new requirements were incorporated for identifying students with a specific learning disability to allow consideration of a child's response to scientific, research-based intervention as part of the identification process.
- New York State regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction.
- Effective July 1, 2012, all school districts in New York State must have an RtI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading (NYSED, 2009).
- An RtI model will eventually replace current Academic Intervention Services (AIS) model, although many of the components and structures are similar.

# **Response to Intervention (RtI): Steps so far**

- **Reading Department Study**
- **Elementary Book Study Groups**
- **Response to Intervention Committee**
- **Draft of Chappaqua's Response to Intervention Booklet**

# Chappaqua Central School District - RtI Model for K-4 Reading

*(Will be implemented on or before July 1, 2012)*



# Response to Intervention: Beliefs

1. All students can learn and deserve to be part of a proactive, differentiated, comprehensive literacy program.
2. Small group instruction is an integral component of classroom instruction.
3. Students are appropriately supported on a path to independence.
4. Interventions are designed to accelerate growth and are carefully coordinated with classroom instruction.
5. Instructional decisions are data driven and responsive to student needs.

# Response to Intervention (RtI): What is Chappaqua's plan?

- Share draft plan for K-4 reading; Gather feedback throughout the current school year.
- Align current AIS practices to an RtI model.
- Continue building-based study groups and committee work.
- Use an RtI framework for literacy support during the 2011-2012 school year.
- An RtI model will inform our framework for support services in literacy and mathematics, K-8.

# **Elementary Report Cards**

# Elementary Report Card Committee

- Formed in the winter of 2009-2010 .
- Includes teachers from each school and grade-level, building administrators, parents and staff developers.
- Identified goals, important strands in literacy, mathematics, science, social studies, behaviors and social development; Gathered feedback from colleagues.
- Revised the November conference and timeline for report cards.
- If the revised format is adopted for this school year, it will be used for the first report card, distributed in early February (possibly in electronic form).

# Changes to Elementary Report Card

Old Format	New Format
3 report cards per school year	November conference and 2 report cards per school year
Different forms and rating scales across grade-levels and buildings	Consistent rating scale and format at each grade-level across the district
General descriptors, not always a match with our current practices and assessments	All areas and descriptors are aligned to current practices and assessments, as well as New York State standards
Teachers created in Word or Publisher, saved in individual teacher accounts	Pending committee recommendations, report card template would exist in Infinite Campus; Parents could access grades via the parent portal