

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

Response to Intervention Plan
2026-2027



CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

Response to Intervention Plan 2026 - 2027 SCHOOL YEAR

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The Caledonia-Mumford Central School District provides academic support services to its students in a variety of ways. Services are provided based upon individual student need. Academic Intervention Services (AIS) are provided within the Response to Intervention (RtI) framework typically commencing at Tier II. A more thorough description of Caledonia-Mumford's intervention services can be found later in this document.

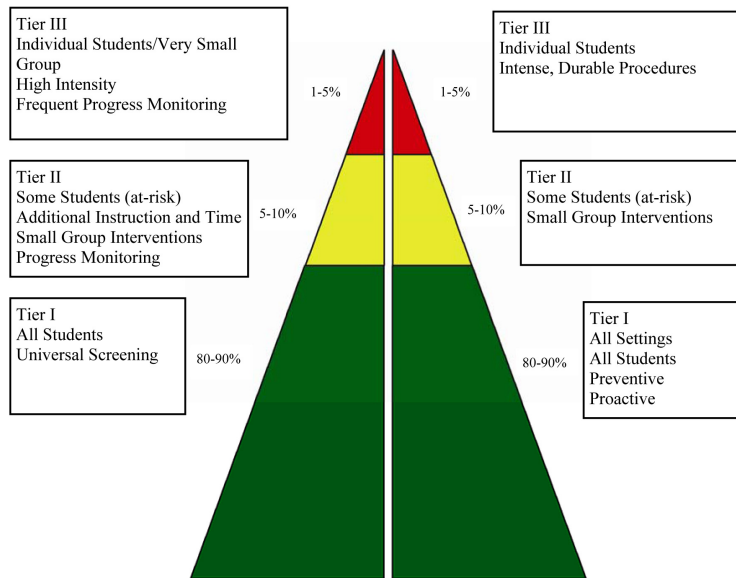
Definition

RtI is the practice of (1) providing high quality instruction and interventions matched to student's needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. RtI begins with high quality instruction in the general education setting provided by the general education teacher. Instruction is matched to student needs through provision of differentiated instruction in the core curriculum and supplemental intervention is delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. Progress is continually monitored and adjustments are made based on the results.

In Caledonia-Mumford, intervention services are provided using a three tier system, each one defined by the level of support and the intensity of that support. The following graphic below provides a visual illustration of the district's RtI model. Further information for each tier follows the graphic.

Academic Systems

Behavioral Systems



Three Tier Process:

Tier I, Full Class Intervention: Interventions provided in the classroom by the classroom teacher. Frequent and systematic progress monitoring is performed to determine impact of intervention(s).

Tier II, Small Group Intervention: Supplemental interventions provided in small groups, in addition to regular classroom instruction for students who are not making progress in Tier I.

Tier III, Small Groups/1:1 Interventions: Supplemental interventions provided to students that are not making progress in Tier II. If a student is not making adequate progress as they move through the RtI tiers, he/she may be referred for special education services. It is recommended that this does not happen prior to experiencing Tier III level of intervention support.

Student Eligibility for Response to Intervention

Students eligible for RtI, including those with disabilities and/or limited English proficiency, are those who:

- Score below the designated performance levels on elementary, intermediate and commencement-level state assessments in English Language Arts, mathematics, social studies, and science.
- Are at risk of not meeting state standards as indicated through the district-adopted or district-approved procedures, including K – 2 students who lack reading readiness.
- Are LEP/ENL students who do not achieve the designated CR Part 154 performance standards.

District Procedures

This plan contains a written procedure for our elementary (K-5), middle (6-8) and high school (9-12) to identify students for academic interventions. The district uses multiple assessments, data points and sources with established criteria that determine the following:

- Student performance that would place a student at risk of not meeting state learning standards.
- Student performance that indicates that a student is meeting, or is likely to meet state learning standards.

The multiple assessments/sources of evidence for measuring for RtI needs may include but are not limited to:

- Developmentally appropriate measures such as diagnostic assessments, reading/math assessments and *(but not limited to)* writing samples.
- Review of classroom performance, report card grades, and other student records.
- Recommendations from teachers, administrators, counselors, other school staff and parents.
- NYS standardized assessments for grades 3-8.
- Any high school student who scores below 65 on any Regents examination required for graduation in English, mathematics, social studies, and science. At the high school level, RtI cannot be postponed until students are scheduled for a course in which RtI is needed.

Entrance Criteria

The decision of the Response to Intervention Team, after careful review of the following evidence/data, will determine Response to Intervention qualification and level of service. The following will be considered in this review:

- NYS Assessments
- Regents Assessments
- IXL Assessments data
- Independent Reading Level Assessment (IRLA)
- ~~Really Great Reading Phonics Assessments~~
- ~~McGraw Hill Education Number Worlds Placement Assessments~~
- ~~Fountas and Pinnell running reading records~~
- Teacher provided data
- Report card grades
- Any other pertinent data

Level of services will be determined by consensus of the Response to Intervention team after review of evidence/data listed above.

Exit Criteria

Consensus of the RtI Team after periodic review of student performance will determine if students have progressed to a level that warrants the student be exited from the RtI program. When deciding to exit a student, that student's performance should indicate that they can be successful in the regular classroom without the support of the RtI program.

Parental Notification and Involvement

Parents of all students who will be provided with supplemental intervention at Tier II and Tier III must receive written notification consistent with the Regulations of the Commissioner prior to those interventions beginning. This includes:

- the amount and nature of data that will be used to monitor progress
- the strategies being used to increase the student's rate of learning
- the parent's right to refer their child for special education services

* Please refer to the parent notification letter on pages [14-15](#)

The parent(s), or person(s) in parental relation to the student, will be notified in writing by the respective building principal or principal designee (i.e., RtI Coordinator). The written notification must be provided in English and translated, when appropriate, into a parent's native language.

The parent(s) or person(s) in parental relation to the student will also be notified in writing by the respective building principal or principal designee (i.e., RtI Coordinator) when Tier II or Tier III interventions will be discontinued for his/her child. This written notification must:

- include the criteria for ending the service;
- include the performance levels obtained on assessments;
- be translated when appropriate, into the native language of the parents.

Relationship of RtI to District Special Education Programs

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade 4 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.

Intervention services are additional general education instructional and/or support services that assist students in meeting state learning standards. A Response to Intervention Framework is provided in addition to, and must not supplant, special education services. Because intervention services are general education services, they are not indicated on the district form used in development of the student's individualized education program.

Special education is specially designed instruction, special services or programs designed to meet the student's unique needs that result from his/her disability and enable the student to participate and progress in the context of the Least Restrictive Environment in the general education curriculum. The CSE, with parental involvement, makes recommendations for special education and related services to be indicated on the child's IEP. Examples of special education services include consultant teacher services, resource room or related services. The CSE cannot recommend that a student with a disability receive AIS. Rather, the district is required to consider the need for AIS to students prior to referral to the CSE.

Relationship of RtI to Federal Title 1 of ESSA

Eligibility for students to receive services under RtI and Title I compensatory education services is determined in the same manner. Both RtI and Title I services allow additional instructional services for students who fall below the designated performance indicator levels or who are determined to be at-risk of not meeting state learning standards.

BOCES Role in RtI

The district participates in the Genesee Valley BOCES. Eligible district students attending BOCES programs will be provided Academic Intervention Services through the respective BOCES program. The district also participates in the Genesee Valley BOCES Regional Summer School Program.

District Description of Response to Intervention Services

Elementary School Grades K-5

A proactive approach for identifying potential students in need of academic intervention services is employed at the elementary level. A team of certified reading and elementary teachers works to provide support for all students in the Elementary School through a Response-to-Intervention (RtI) model. The team works closely together to assess academic performance of students and implements appropriate additional support. Students in grades K-5 receive their support in a variety of ways (i.e., *What I Need* (WIN) Time, push in/pull out in small groups) depending on the level of support indicative of the student's need to meet NYS standards.

The school also recognizes the importance of challenging and engaging advanced learners. Students who consistently demonstrate mastery of grade-level standards may be identified for enrichment opportunities during WIN time. These opportunities are typically provided by the classroom teacher during WIN time and may include accelerated learning experiences and independent research projects. The school is committed to providing a supportive and stimulating learning environment for all students, regardless of their academic needs.

At a minimum of 3 times a year, classroom teachers and the RtI team meet to discuss benchmark student data and assess growth. The team includes classroom teachers, intervention teacher, a school administrator, ~~the RtI Coordinator,~~ and any pertinent support staff needed. These teams provide teachers with research-based strategies to support students who need more focused work to succeed in literacy and mathematics. They also provide support for teachers as they monitor the progress of struggling students to help determine the need for RtI. This team can recommend a variety of instructional and support intervention services or further testing for eligibility of these services. Such services may include, but are not limited to, counseling, occupational therapy, speech and language services, physical therapy, peer tutoring, and family intervention strategies. Referrals can be made to a variety of agencies. In addition to our Response-to-Intervention team the interventionist(s) and classroom teacher(s) meet on a regular basis to share strategy success and coordinate instruction.

Please refer to the qualification criteria on pages 10-14.

Middle School Grade 6-8

Students who are in need of academic intervention services are identified and monitored through the teaming approach employed at the middle school level. A team of certified teachers provide support for identified RtI students. Students in need of academic support at the middle school level may receive RtI in English Language Arts and/or Math. All Response to Intervention Services are delivered by a certified teacher or provider. The RtI teacher(s) work closely with the grade level team to assess academic performance of students in all academic areas and provide appropriate additional support.

Informal and formal measures are utilized to identify and monitor “at risk” students. Formal assessments include the NYS assessments, computer based measure such as IXL, formal reading inventories, and writing assessments. Daily ongoing progress monitoring provides another tool to the middle school staff to make decisions regarding student RtI eligibility and progress. Students scoring below the state cutoff score on the New York State Math and ELA assessments will be considered for intervention services in addition to utilizing other data points which will determine the level of support indicative of the student’s need to meet NYS standards. Students who score below the reference point on the 8th grade Science New York State assessments will also be considered to receive interventions.

The middle school has three grade level teams that provide support and make recommendations to teachers and parents to help meet the needs of “at risk” students. Each team consists of the classroom teachers who are part of the grade level, a school counselor, a special education teacher, a reading specialist, and the school administrator. When a student is recommended as possibly needing academic support, as part of the process to determine the level of need necessary for the child’s academic success, the team brainstorms and recommends research-based strategies to be implemented by all of the student’s core teachers. Student progress is also discussed and monitored during semestered data day meetings. The team will monitor the child’s success with these strategies and recommend next steps as warranted. The student’s intervention plan is reviewed throughout the school year in order to determine student progress toward achievement of goals. The team can also recommend a variety of support intervention services to help the child succeed. Such services may include, but are not limited to, counseling, occupational therapy, speech and language services, physical therapy, peer tutoring, and family intervention strategies. Referrals can be made to a variety of agencies.

Please refer to the qualification criteria on page 10.

High School 9-12

High School students are identified for academic intervention services through 8th grade NYS assessments, Regents test scores, classroom assessments and teacher recommendation based on course work. Block scheduling/semestering provides opportunities to use a designated block of time (ie: Home Base) as a means to deliver academic intervention services for all students. Teacher assistance is also offered before and after school hours.

Please refer to the qualification criteria on page 15

Intervention Qualification

The following areas will be used as entrance and exit criteria for intervention services:
To determine eligibility for intervention services, we triangulate various data points to help inform decisions.

Kindergarten - Grade 8

- IXL Grade Level Indicators (see chart below)
- NYS 3 - 8 Assessments (Reading and Math)

Kindergarten - Grade 5

- ~~Really Great Reading Phonics Program (see charts pgs. 11-13)~~
- ~~McGraw Hill Education Number Worlds Placement Benchmark (see chart pg. 14)~~
- ~~Fountas & Pinnell Instructional Level Expectations for Reading (see chart pg. 15)~~
- **Independent Reading Level Assessment (IRLA)**
 - *The IRLA framework measures functional, independent reading ability—meaning the student can read and comprehend text at this level with **95%+ accuracy** without adult assistance. Color levels do not restrict what books students can read for pleasure, but rather guide classroom instruction and targeted skill development.*
- Interim Common Assessments (English Language Arts and Math)
- teacher observation data
- classroom assessment data

K-5

IRLA Color Code Key

- **Y** = Yellow (Pre-K/K) | **G** = Green (K/1st) | **B** = Blue (1st) | **R** = Red (2nd) | **WT** = White (3rd) | **BK** = Black (4th) | **OR** = Orange (5th)

K-5 IRLA Reading Benchmark & Tier Matrix

Grade	Assessment Window	 Tier 1: On / Above Target	 Tier 2: Strategic Intervention	 Tier 3: Intensive Intervention
Kindergarten	Fall (BOY)	1Y / 2Y or higher	1Y (Emergent)	Pre-Y (Initial Skills)

	Winter (MOY)	2Y / 3Y or higher	1Y	Pre-Y
	Spring (EOY)	1-Green (1G) or higher	3-Yellow (3Y)	1Y – 2Y
1st Grade	Fall (BOY)	2-Green (2G) or higher	1-Green (1G)	Yellow (1Y–3Y)
	Winter (MOY)	1-Blue (1B) or higher	2-Green (2G)	1-Green (1G) or below
	Spring (EOY)	2-Blue (2B) or higher	1-Blue (1B)	2-Green (2G) or below
2nd Grade	Fall (BOY)	1-Red (1R) or higher	2-Blue (2B)	1-Blue (1B) or below
	Winter (MOY)	2-Red (2R) or higher	1-Red (1R)	2-Blue (2B) or below
	Spring (EOY)	2-Red (2R) or White	1-Red (1R)	2-Blue (2B) or below
3rd Grade	All Year (BOY–EOY)	White (WT) or higher	2-Red (2R)	1-Red (1R) or below
4th Grade	All Year (BOY–EOY)	Black (BK) or higher	White (WT)	2-Red (2R) or below
5th Grade	All Year (BOY–EOY)	Orange (OR) or higher	Black (BK)	White (WT) or below

IXL Indicators			
	Beginning of Year	Mid Year	End of Year
Green	at grade level	at grade level	at grade level
Yellow	below grade level	below grade level	below grade level
Red	far below grade level	far below grade level	far below grade level

Grades 9 - 12

The following areas will be used as entrance and exit criteria for intervention services:

- Regents Exam (English, Math, Science, Social Studies)
- 8th grade NYS assessment data
- IXL indicators
- Teacher observation data
- Classroom assessment data
- Parent referral

Sample Parent Letter for Elementary School:

Response to Intervention (RtI) Notification

To the Parent / Guardian of : _____

Grade: _____

Starting Date: _____

This letter is to inform you that your child qualifies for more intensive Response to Intervention (RtI) services in the area of _____. The Caledonia-Mumford School District believes in providing interventions to students in order to help students to perform on grade level and close any gaps.

As our children grow, doctors weigh and measure them. This information is put on a chart that shows where the child stands compared to other children and how fast they are growing. These charts help doctors to intervene and help the child as soon as possible. We all know how important it is for our children to "grow" academically as well. Since math and reading growth are so important, our school has given you "Well Check" information indicating how good your child's academic performance in the area of reading and mathematics is in comparison to other students at the same grade. This information has been provided to you in the form of report cards, universal screening reports, and any other teacher communication avenues via your child's classroom teacher.

Based on the district assessment criteria, your child has qualified for additional research-based interventions by an Instructional Specialist, classroom teacher or teaching assistant. This service may be provided within the classroom or in a separate location. Our interventionist will monitor your child's progress and communicate with you in the form of frequent progress reports. At any point, you have the right to request an evaluation for special education programs and/or services. We take a team approach to intervention services. Your child will have access to many providers based on their needs and frequency of intervention. Our RTI Coordinator, Tammy Nothnagle, is always available if you have any questions.

Your child's RtI services is as follows:

_____ Tier 2: REGULAR CURRICULUM + additional instruction (small group)

_____ Tier 3: REGULAR CURRICULUM + additional, more intensive support (individual/ small group)

Intervention	Frequency	How Success of Intervention Will Be Measured	Provider

We recognize the importance of home support as well. Listed are some strategies you can try at home to assist in supporting your child's academic growth.

ELA: Read daily (aloud or independently) Ask questions/have a conversation about what has been read. Visit this website for extra reading practice: www.abcya.com	MATH: Practice math facts Visit these websites for extra math practice: www.xtramath.org www.ixl.com
For general information on helping your child succeed in school, visit www.understood.org	

If you have any questions please contact your intervention specialist listed above.

Sincerely,

Elementary Principal

Sample Parent Letter for Middle/High School:

To the Parents/Guardians of: _____

The New York State Education Department has mandated schools to provide Academic Intervention Services to students believed to be in jeopardy of not achieving State Learning Standards or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated levels on State assessments. Based upon teacher recommendation and test results, your child has been identified as a student in need of Academic Intervention Services. If you have questions about these results, please call your child's counselor at 538-3445.

Please be advised that your child must satisfactorily meet the established New York State standards in English/Language Arts, Mathematics, Social Studies, and Science. These standards will be assessed at various grade levels during your child's secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him from receiving a New York State high school diploma. Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards.

The service which will be offered to your child is:

Intervention Services:

Block:

Staff Responsible:

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Each school district in New York State *must* provide these academic services to students. If you are opposed to your child receiving these services, you may request in writing that your child be removed from this class along with your plan to provide alternate Academic Intervention Services. If you have any questions or concerns, please feel free to contact your child's guidance counselor or me.

Should you have further questions, please join me during Open House on _____ where I will hold an informational meeting at 5:30pm on Academic Intervention Services.

Sincerely,

M/H School Principal

cc: Counseling Center

Glossary

AIS: Academic Intervention Support

Benchmark: A standard or point of reference by which student progress may be compared or assessed

CSE: Committee on Special Education

Curriculum Based Measurement: an assessment based approach used for the purposes of screening and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Fountas and Pinnell Benchmark Assessments: commercially developed reading inventories for students in grades K-8.

Home Base: is the dedicated block of time in the high school schedule where academic intervention services are provided for all students (9-12) in the areas of English, math, science and social studies.

IRLA: Independent Reading Level Assessment by the American Reading Company

IXL: IXL is a computer adaptive test (CAT). Computer adaptive tests continually adjust the difficulty of each test by determining each question based on the previous response.

~~**McGraw Hill Education Number Worlds Placement Assessments:** commercially developed mathematics assessment for students in grades Pre-K to 8.~~

NYS Regents Exam: regents examinations provide schools with a basis for evaluating the quality of instruction and learning. Passing scores on the Regents examinations in English, mathematics, science, and social studies satisfy the State testing requirements for a high school diploma.

Progress Monitoring: performed at intervals to ensure that interventions are meeting students' needs. Progress monitoring can be accomplished both through informal and formal measures. An assessment process that entails the collection and analysis of student data to evaluate academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Pull-Out: service provider takes student(s) to an outside location for support services

Push-In: service provider goes in and supports student(s) in the classroom.

~~Really Great Reading: commercially developed phonics assessments for students in grades K-12.~~

RTI Team: group of educational professionals convened to assist teachers with identifying intervention strategies and/or support for dealing with the learning needs of all students.

Tier I, Full Class Intervention: Interventions provided in the classroom by the classroom teacher. Frequent and systematic progress monitoring is performed to determine impact of intervention(s).

Tier II, Small Group Intervention: Supplemental interventions provided in small groups, in addition to regular classroom instruction for students who are not making progress in Tier I.

Tier III, Small Groups/One-on-one Interventions: Supplemental interventions provided to students that are not making progress in Tier II. If a student is not making adequate progress as they move through the RtI tiers, he/she may be referred for special education services. It is recommended that this does not happen prior to experiencing Tier III level of intervention support.

WIN Time: WIN Time or *What I Need Time* is the dedicated block of time in the elementary schedule where academic intervention services are provided for all students (K-5) in the areas of reading and math.

Universal Screening: an assessment process used with all children within a given grade, school building, or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of 2 times per year (pre-summer, spring). For our purposes, we will use the Brigance Screening Tool (PreK - K).