

K-12 ELA Intervention Guide

Elementary Sites:

Benchmark Assessment: Benchmark assessment of essential grade level reading skills is key for monitoring progress and making intervention recommendations.

Response to Intervention (RTI): This is a tiered approach to delivering academic interventions. In general, intervention begins in the general education classroom (Tier 1). If a student does not respond to general education classroom interventions, then they are referred to Reading Resource (Tier 2). For those students who do not progress after receiving targeted Reading Resource intervention, a referral to special education (Tier 3) is made.

Reading Resource: Each elementary site is staffed with reading resource teachers who provide target direct instruction in reading, spelling, and writing to students who are struggling to acquire skills at a grade appropriate rate.

Resource Specialist: Each elementary site is staffed with a special education resource specialist that supports all areas of academic need to those students who are eligible for special education services.

Piedmont Middle School:

Targeted Intervention (6th grade): Non-special education students who exhibit challenges in ELA may be referred by the classroom teacher to attend a small group instructional setting where they receive targeted support.

6th and 7th Grade Learning Center Reading: This class is intended for special education students who are anticipated to require targeted reading instruction as well as accommodations to the pace and quantity of the reading that is in the mainstream. The curriculum, in this class, parallels that found in the mainstream core.

6th and 7th Grade Learning Center Language Arts: This class is intended for special education students who are anticipated to require targeted writing instruction as well as accommodations to the pace and quantity of the writing that is in the mainstream. The curriculum, in this class, parallels that found in the mainstream core.

6th-8th Home Base: This program is for students with disabilities that impact their learning to such an extent that they require significant alterations to the curriculum standards in many areas.

Intensive Reading Intervention: This class is for students who continue to exhibit significant decoding/fluency weaknesses. A direct instruction approach to teaching reading is utilized and the material is distinctly different from that being presented in the mainstream. Only those students with the most severe reading disabilities participate in this class.

8th Grade Co-taught English: Special education students are served within a general education class alongside non-disabled peers. The class is staffed by a special education teacher and a general education teacher. Many of the students also attend a special education learning center support class where the same special education teacher reinforces the ELA concepts and skills.

PHS/MHS

After School Study Support: 9 hours per week. Students can receive ELA tutoring.

G-day tutorial: Once each block rotation, students can seek the assistance of English teachers during a 60 minute tutorial period.

Learning Center Support: This is a special education class that supports students with disabilities in all academic areas.

Co-Taught English 9th and 10th: Special education students are served within a general education class alongside non-disabled peers. The class is staffed by a special education teacher and a general education teacher. Many of the students also attend a special education learning center support class where the same special education teacher reinforces the ELA concepts and skills.

9th-12th Home Base: This program is for students with disabilities that impact their learning to such an extent that they require significant alterations to the curriculum standards in many areas.