



Intervention K-12 Program Review Guide

Revised May 2020

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Introduction

It is the goal of the Bridgewater-Raritan Office of Curriculum and Instruction to develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed on a five-year timeline. The results of each process will be presented publicly.

Acknowledgements

The following individuals were directly involved in gathering information/data and contributed to the completion of the Intervention program review, which is presented in this document

Name	Position	School
Meredith Alvarez	K-4 Teacher	Milltown
Puja Arora	K-4 Counselor	Bradley Gardens
Elizabeth Barone	K-4 Teacher/ESL Coach	Adamsville
Denise Cimpko-Beller	9-12 Teacher/Intervention Specialist	BRHS
Stephanie Colucci	7-8 Teacher	BRMS
Kathleen DeBonis	9-12 Teacher	BRHS
Steve Diamond	9-12 SE Teacher	BRHS
Tina Diamond	9-12 Intervention/Teaching Specialist	BRHS
Kelly Erd	K-4 Elementary Teaching Specialist	Adamsville
Gina Evans	5-6 Teacher	Eisenhower
Charles Ezell	9-12 Principal	BRHS
Jeanne Faryna	K-4 SE Teacher	Crim
Daniel Fonder	K-4 Principal	Hamilton
Krista Galesi	5-6 Intervention Specialist	Hillside

Michael Geremia	7-8 Intervention Specialist	BRMS
Kim Grande	K-4 Intervention Specialist	Adamsville
Jo Anne Hering	K-4 Teacher	JFK
Alison Jandak	K-4 Intervention Specialist	Hamilton
Louise Kelly	5-6 SE Teacher	Eisenhower
Elizabeth LoPiccolo	K-4 Intervention Specialist	JFK
David Lynch	9-12 Intervention/Teaching Specialist	BRHS
David Matonis	K-12 Supervisor of Special Programs	Wade
Leighann Matthews	K-12 ESL Coach	Wade
Lori Mc Lain	7-8 Teacher	BRMS
Michelle Mele	5-6 Teacher	Hillside
Wendy Minolfo	K-12 Office of Special Programs	Wade
SusanMary Morris	5-6 Intervention Specialist	Eisenhower
Linda O'Brien	K-4 Intervention Specialist	JFK
Carol ORourke	K-12 Office of Special Programs	Wade
Angelina Pecoraro	K-4 Intervention Specialist	Adamsville
June Rivera	9-12 SE Teacher	BRHS
Alexis Ryan	K-4 AI Teacher	Hamilton
Conor Scott	7-8 Special Education Supervisor	BRMS
Dawn Sprintis	K-4 Intervention Specialist	Crim
Kevin Stianchi	K-4 Intervention Specialist	Bradley Gardens
Kristen Taylor	9-12 Special Education Supervisor	BRHS

Kelliann Ten Kate	K-4 Principal	Crim
Kathryn Ursino	5-6 Instructional Technology Coach	Wade
Jamie Vinciguerra	K-4 Intervention Specialist	Milltown
Quinn Whalen	K-4 Teacher	Bradley Gardens
Laura Zamrok	9-12 Assistant Principal	BRHS
Lauren Zugale	7-8 Special Education Supervisor	BRMS

Goals and Purpose

In this document, it is the goal to present the following:

- A description of the RTI and I&RS intervention programs
- Current enrollment data
- A review of the instruction, assessment, resources and professional development
- Student Performance Data
- Recommendations leading into the Program Revision Process

Mission Statement: By utilizing evidence-based, problem-solving derived through data collection and data-driven research, the school-based I&RS and RTI programs will transition into an expansive, district-wide implementation of a Multi-Tiered System of Support as a means to address the needs of students as a “whole,” inclusive of academic, social, emotional, and behavioral interventions and supports to meet those needs and foster the development of healthy, successful students. By providing a layered continuum of support including family and community engagement, positive school culture and climate, and district and school leadership, MTSS will be guided by embracing best practices with a team-driven, information-based approach to developing the most effective solutions to ensure personal and academic success for all students.

Program Description (Current)

Grades K-12 Intervention and Referral Services (I&RS)

New Jersey Administrative Code requires all school districts to have the following service. This code is quoted below:

SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES

6A:16-8.1 Establishment of intervention and referral services

- (a) District boards of education shall establish and implement in each school building in which general education students are served a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.
 - 1. The intervention and referral services shall be provided to aid students in the general education program; and
 - 2. The intervention and referral services may be provided for students who have been determined to need special education programs and services.
 - i. The intervention and referral services provided for students determined to need special education programs and services shall be coordinated with the student's individualized education program team, as appropriate.
 - 3. Child study team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

6A:16-8.2 Functions of intervention and referral services

- (a) The functions of the system of intervention and referral services in each school building shall be to:
 - 1. Identify learning, behavior and health difficulties of students;
 - 2. Collect information on the identified learning, behavior, and health difficulties;
 - 3. Develop and implement action plans that provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;
 - 4. Provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties;
 - 5. Provide support, guidance and professional development to school staff who participate in each building's system for planning and providing intervention and

- referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
 7. Coordinate the access to and delivery of school resources and services for achieving outcomes identified in intervention and referral services action plans;
 8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in intervention and referral services action plans;
 9. Maintain records of all requests for assistance and all intervention and referral services action plans and all related student information, according to the requirements of 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student records and confidentiality.
 10. Review and assess the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate; and
 11. At a minimum, annually review intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the principal for improving school programs and services, as appropriate.

I&RS Teams should be established at each school and include the building principal or someone appointed to act on his/her behalf, Child Study Team or educational services staff member, the staff member that referred the student, and other staff members who may effectively aid in the development and implementation of an assistance plan. Parents shall be notified of any student I&RS referrals, contacted to collect information on the learning, behavior, and health difficulties of the student, and be involved in the development and implementation of any intervention. The I&RS Team shall develop and implement a written action plan for referred students. Each action plan shall be reviewed within eight calendar weeks from the beginning of implementation.

In all of these areas, significant inconsistency exists among schools in the Bridgewater-Raritan Regional School District because the program is school-based, not district-based. As a result, each of the following components differs from school to school:

- Type of committee
- Number of committee members
- Makeup of committee members
- Frequency of meetings
- Focus of meetings
- Referral process for students
- Initial referral form
- Teacher/counselor feedback forms
- Amount and timing of parental involvement in the process
- Creation of written action plans
- Implementation of action plans
- Frequency of progress monitoring to determine success or failure of interventions
- Provision of services for students who have been determined to need special education programs and services

The current program lacks structure and consistency among the schools. Historically, the program has been completely school-based and without district oversight. Now that the program evaluation process has provided insight, investigation is showing that we are not meeting code and we are not providing equitable services for students throughout the district. Currently, the district is not consistently compliant with code in the following ways:

- Parental involvement in the development and implementation of action plans
- Maintenance of records of all requests for intervention and referral services
- Development of written action plans
- Reviewing and assessing the effectiveness of the intervention action plans
- Providing services, as appropriate, for students with IEPs.

Detailed survey data showing I&RS variations among schools can be found in **Appendices A and B.**

Program Description (Current)

Grades K-12 Response to Intervention (RTI)

When transitioning from BSI (Basic Skills Instruction) and Math/Literacy Support, the BRRSD established a Response to Intervention (RTI) Program that is school-based rather than district-based. The Response to Intervention (RTI) program at each school uses its own multi-criteria system which identifies the students who would benefit from additional instruction from Intervention Specialists (certified teachers) in the areas of Mathematics and/or Language Arts due to skill gaps that cause them to perform below grade level. A broad spectrum of strategies is employed at each school for diagnosing learning areas of strength and specific skill gaps, prescribing specific learning interaction, and monitoring and sustaining student academic performance. Depending upon the school's RTI program, interventions may include planned differentiation by classroom teachers as well as focused direct instruction in push-in/pull-out model, or small group/individualized instruction. Much variation has existed in the management of school-based programs that dealt with two content areas -- Mathematics and English Language Arts. At times it was the responsibility of the Supervisor of Special Programs to research and implement materials for intervention instruction, and at other times the decisions about such materials were the responsibility of the individual content area supervisors. Similarly, at times professional development for Intervention Specialists regarding intervention strategies and the factors that create skill gaps for students was the responsibility of the Supervisor of Special Programs, and other times Intervention Specialists only received grade level professional development. Some years the Supervisor of Special Programs did not observe Intervention Specialists providing instruction to students, but rather conducted observations focused only on data and programmatic methods used by the Intervention Specialists. At other times, the role of the supervisor was to observe teachers and provide them with techniques for delivering effective intervention instruction, visit schools, and conduct individual case studies of students. The supervisor did not always have the ability to make programmatic changes or hire Intervention Specialists because the program was school-based.

The goal of the RTI program is to intervene regarding student learning concerns, resolve these concerns, build success, and release the student gradually toward independence. Depending upon the school and grade level, the RTI program may or may not track students into alternative ability-level groupings. Although at its inception the RTI program was also intended to include the observation and identification of the behavioral attributes of students to determine the reason (attention, memory, language expression/reception, cognition, visual or sequential thinking), in order to inform how students learned and why students struggled with the acquisition of skills so that intervention instruction could account for or bridge those factors, the program focus changed to be solely the remediation of skill gaps. As such, the RTI program currently serves to identify skill gaps in the profiles of individual students. In turn, instruction is scaffolded into guided, independent and applied practice, and assessment of skill acquisition and content application is ongoing. As such, RTI maximizes student skill understanding and can positively impact academic potential.

Management of all aspects of RTI are determined by the school, including but not limited to:

- Action plans
- Intervention Specialists' interaction with students
- Intervention Specialists' interactions with teachers
- Intervention Specialists' caseloads
- Tier 2 intervention services available for students
- Tier 3 intervention services available for students
- Hiring and assigning of Intervention Specialists without input from the Supervisor of Special Programs

The number of students and services provided by Intervention Specialists (ISs) vary by schools and should be assigned a 'caseload' of students. At some schools and grade levels, the caseload is strictly students identified as needing Tier 3 instruction, and at other schools the caseload consists of students needing both Tier 2 and Tier 3 instruction. Currently, there is a great disparity among the 'caseloads' of students dependent on the school. The IS is responsible for assisting with the collection of assessment data on the students, maintaining data on the students, reporting progress of the students, and to varying degrees depending on the school and grade level, collaborating with the classroom teacher on the instruction and intervention planned and implemented for the students. K-8, the caseloads of students typically consist exclusively of general education students only. Students with IEPs are considered to be at a tier of services beyond RTI, almost as though they are Tier 4. English Language Learners (ELLs) in some schools are automatically assigned to receive RTI services, regardless of language level proficiency, while in others they may be part of the typical referral process of the school.

Tier 1 intervention services are considered to be full curriculum-based instruction by the classroom teacher, which ideally is differentiated. Tier 2 intervention is considered differently by different schools. In some schools, Tier 2 intervention means that an Intervention Specialist will "monitor" the performance of identified students in the general classroom setting. The monitoring varies and may include discussion with classroom teachers, submission of quarterly reports/insights by classroom teachers, and/or the regular collection of academic student performance data. In other schools, Tier 2 intervention means that an Intervention Specialist will meet with the identified students in small groups by pushing into the classroom during core curriculum instruction in the identified content area(s) of Mathematics and/or English Language Arts and either providing instruction different than, but often related to, the instruction of the classroom teacher with the non-identified students or supporting the students in completing the assignments/instruction provided by the classroom teacher. In yet other schools, Tier 2 intervention means that an Intervention Specialist will meet with identified students in small groups by regularly (number of day and amount of time varies by school) pulling them out of the classroom during core curriculum instruction and either providing a modified version of the classroom instruction or focusing on the remediation of skill gaps (ideally those that connect to the current unit of study). Tier 3 intervention means that an Intervention Specialist will meet with identified students one-on-one or in very small groups during core curriculum instruction or during an additional period of the day such as ISP, CORE, study hall, or in place of a World Language class, in the identified content area(s) of Mathematics and/or English Language Arts and focusing direct intervention instruction to remediate identified skill gaps. The amount of time and frequency per week of Tier 3 intervention instruction varies from school to school. As

such, students in different schools at the same identified tier of services are receiving different services. If a student identified for services were to move within the district and transfer from one school to another, the services the student had been receiving will not necessarily be the same services in the new school. Furthermore, in some instances, even within the same school, the services provided to a student at a designated tier will vary from student to student.

Depending upon the school and grade level, the process for referral for students to receive RTI services varies, as do the referral forms and requirements for making a referral. Depending upon the school and grade level, schools have RTI committees, I&RS committees, PAC committees, Core committees, or variations or combinations of these. The staff makeup, and the frequency of meetings of these committees varies by school and grade level. For the most part, the committees determine the need for Tier 2 or Tier 3 intervention services. Methods for monitoring the progress for RTI students varies. For the 2019-2020 school year, all Intervention Specialists are using progress monitoring systems to determine the effectiveness of their own intervention instruction with Tier 3 students. Intervention Specialists also maintain observation/reflection notes on individual students for each intervention lesson with Tier 3 students.

Currently, across the district, no universal screening method is included in the process for identifying students who may need or benefit from RTI services.

Detailed survey data showing RTI variations among schools can be found in **Appendix B**.

Enrollment in RTI

The following charts first show the 2018-2019 enrollment in RTI, then what the enrollment would be if a standardized indicator were applied, then the difference between the two charts.

2018-2019	Math T3	ELA T3	Total T3 slots	Number of IS	T3 slot per IS	Math T2 (includes T3)	ELA T2 (includes T3)	Total T2 & T3 slots	Total T2 and T3 slot per IS
Adamsville	29	33	62	8.5	7.29	46	52	98	11.53
Bradley Gardens	15	19	34	3	11.33	27	31	58	19.33
Crim	26	27	53	4	13.25	42	39	81	20.25
Hamilton	19	27	46	2.5	18.4	27	35	62	24.8
JFK	39	33	72	8	9	49	41	90	11.25
Milltown	0	0	0	2	0	5	5	10	5
Van Holten	18	24	42	4	10.5	24	31	55	13.75
Eisenhower	20	38	58	4	14.5	37	51	88	22
Hillside	12	19	31	4	7.75	28	44	72	18
Middle School	35	29	64	4	16	81	69	150	37.5
High School	75	36	111	2	55.5	345	73	418	209

The above chart shows the 2018-2019 enrollment of students in the RTI program per school. It shows students receiving Tier 2 and Tier 3 services in both mathematics and English language arts. It further shows the number of Intervention Specialists (IS) and the current staff to student ratios per school.

2018-2019	Math T3	ELA T3	Total T3 slots	Number of IS	T3 slot per IS	Math T2 (includes T3)	ELA T2 (includes T3)	Total T2 & T3 slots	Total T2 and T3 slot per IS
Adamsville	33	32	65	8.5	7.65	56	61	117	13.76
Bradley Gardens	12	22	34	3	11.33	24	29	53	17.67
Crim	15	12	27	4	6.75	25	26	51	12.75
Hamilton	13	15	28	2.5	11.2	17	24	41	16.4
JFK	26	25	51	8	6.38	43	49	92	11.5
Milltown	5	4	9	2	4.5	9	5	14	7

Van Holten	6	10	16	4	4	13	20	33	8.25
Eisenhower	9	10	19	4	4.75	20	31	51	12.75
Hillside	7	6	13	4	3.25	13	15	28	7

The above chart shows the expected enrollment of students, including students with IEPs, in the RTI program per school for the 2018-2019 school year based on spring 2018 MAP scores using the current district MAP to Tier chart (**Appendix I**). This information was only available for the Elementary and Intermediate schools. It shows students receiving Tier 2 and Tier 3 services in both mathematics and English language arts. It further shows the number of Intervention Specialists (IS) and the staff to expected student ratios per school.

The importance of comparing these two charts is to show that even with district-produced guidelines for using MAP as the only standardized, nationally-normed indicator of a need for intervention services (intended to provide some consistency among schools), the number of students actually identified by schools and the number of students identified by the guidelines do not match. When comparing the actual number of students receiving services at each school with the number who would have been identified by the application of the district's standardized measure/guidelines, both overidentification and underidentification of students is shown. This difference is shown in the next chart.

2018-2019	Math T3 Difference	ELA T3 Difference	Total T3 Difference	T3 Per IS Difference	ELA T2 (includes T3)	Math T2 (includes T3)	Total T2 & T3 slots Difference	Total T2 and T3 per IS Difference
Adamsville	-4	1	-3	-0.35	-10	-9	-19	-2.24
Bradley Gardens	3	-3	0	0	3	2	5	1.67
Crim	11	15	26	6.5	17	13	30	7.5
Hamilton	6	12	18	7.2	10	11	21	8.4
JFK	13	8	21	2.63	6	-8	-2	-0.25
Milltown	-5	-4	-9	-4.5	-4	0	-4	-2
Van Holten	12	14	26	6.5	11	11	22	5.5
Eisenhower	11	28	39	9.75	17	20	37	9.25
Hillside	5	13	18	4.5	15	29	44	11

The above chart shows the differential of students in each tier, and subject area, between students currently receiving RTI services and students that would be expected to receive services based on spring of 2018 MAP scores using the district's MAP to Tier chart (**Appendix I**). When comparing the previous

two charts, it shows both under-identification (negative numbers) and over-identification (positive numbers) of students receiving Tier 2 and Tier 3 intervention services based on their school.

Given school-based identification processes and the absence of universal screening which would test all students, schools may be identifying students for RTI services who may not require services (or a particular tier of service) and/or may be “missing” students who may need/benefit from RTI services. When examined at an individual student level rather than at the number of students, some schools are identifying different students than those who are identified by the use of the MAP to Tier Chart (**Appendix I**).

Demographics for RTI

The following shows the demographic information for BRRSD students K-12 receiving intervention services for the 2019-2020 school year.

Language Arts:

483 unique students receiving Tier 2 and Tier 3 interventions for Language Arts.

- Gender:
 - 57% Male
 - 43% Female
- Ethnicity
 - 9.5% Asian
 - 4.8% Mixed
 - 48.7% White
 - 4.7% Black
 - 31.7% Hispanic
- Race:
 - 11.6% Asian
 - 10.4% Black
 - 78% White
 - 1.9% Pacific Islander
 - 34.2% Hispanic
- Students Receiving Intervention who have Special Education Classification:
 - 5.6% Have a ESLS (Speech and Language) Classification.
 - 4.3% Have been exited from Special Education.
 - 0.6% Have an OHI (Other Health Impairment) Classification.
 - 0.2% Have a CI (Communication Impairment) Classification.
 - 0.2% Have an ED (Emotionally Disturbed) Classification.
 - 0% of students have an SLD (Specific Learning Disability) Classification.
 - 0% of students have a MD (Multiply Disabled) Classification.
- English Language Learners
 - 8.1% of students are English Language Learners

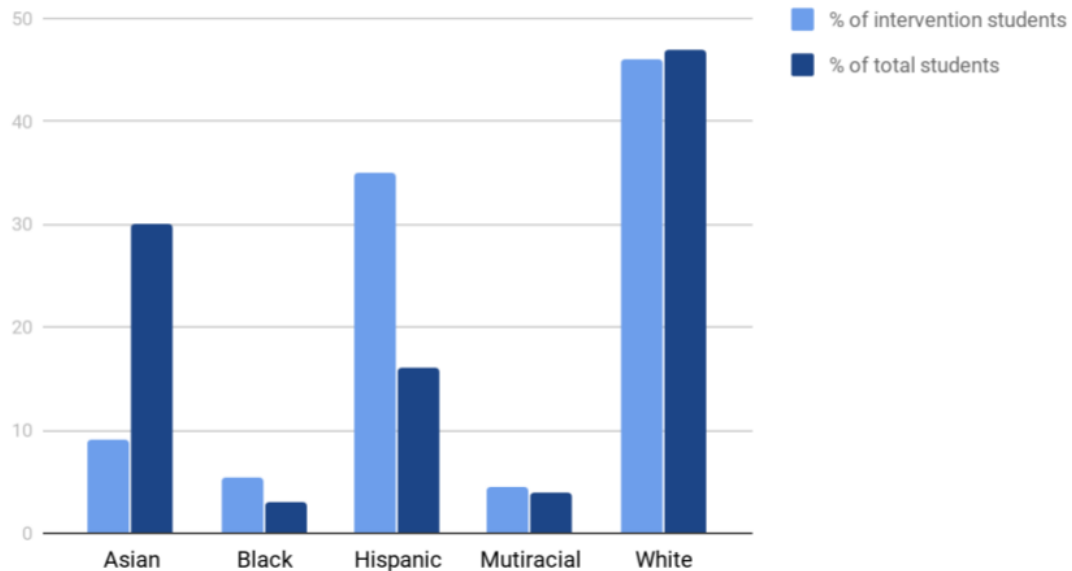
- 504s
 - 3.1% of students receive support through 504s.
- Free and Reduced Lunch
 - 4.1% of students receive reduced lunch
 - 21.1% of students receive free lunch

Mathematics:

663 unique students receiving Tier 2 and Tier 3 interventions for Mathematics

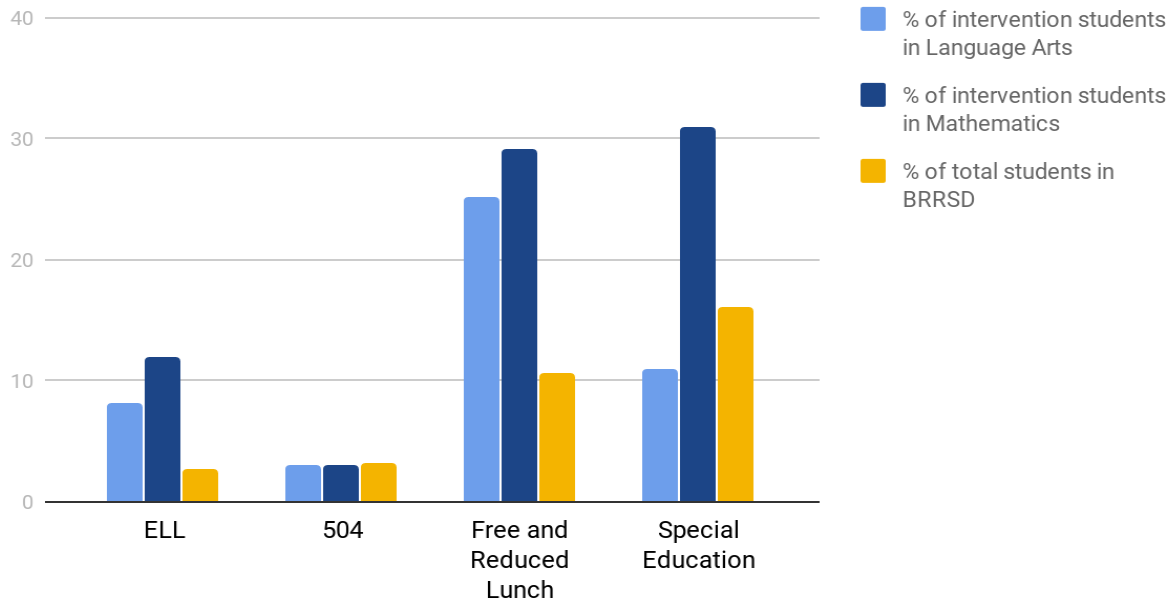
- Gender
 - 54% Male
 - 46% Female
- Ethnicity
 - 8.3% Asian
 - 4.1% Mixed
 - 43.1% White
 - 6.5% Black
 - 37.8% Hispanic
- Race
 - 10.9% Asian
 - 12.1% Black
 - 75.3% White
 - 1.9% Pacific Islander
 - 39.2% Hispanic
- Students Receiving Intervention who have Special Education Classification
 - 1.7% Have a ESLS (Speech and Language) Classification.
 - 2.6% Have been exited from Special Education.
 - 8.9% Have an OHI (Other Health Impairment) Classification.
 - 2.4% Have a CI (Communication Impairment) Classification.
 - 2.1% Have an ED (Emotionally Disturbed) Classification.
 - 12.7% of students have an SLD (Specific Learning Disability) Classification.
 - 0.6% of students have a MD (Multiply Disabled) Classification.
- English Language Learners
 - 12.2% of students are English Language Learners
- 504s
 - 3.0% of students receive support through 504s.
- Free and Reduced Lunch
 - 5.1% of students receive reduced lunch
 - 24.0% of students receive free lunch

19-20 Intervention Demographics



The above graph shows the percentage of students currently receiving intervention out of the total number of students receiving intervention, in either Mathematics or English Language Arts -- the number of intervention slots, compared to the percentage overall of that subgroup of students in terms of the district population. As the above shows, the 35 percent of Hispanic students receiving intervention in Mathematics and/or English Language Arts is significantly higher than the 16 percent of Hispanic students enrolled in BRRSD. Similarly, the 9 percent of Asian students receiving intervention is significantly lower than the 30 percent of Asian students enrolled in BRRSD. By contrast the percentages for White students are relatively proportional.

19-20 Intervention Demographics



Note: The % of intervention students in Mathematics includes mathematics classes at the high school, where course placement defines level of intervention.

The above graph shows the percentage of students currently receiving intervention out of the total number of students receiving intervention, in either Mathematics or English Language Arts -- the number of intervention slots, compared to the percentage overall of that subgroup of students in terms of the district population. As illustrated above, the percentage of students receiving intervention services who also are receiving free and reduced lunch and ELL services are significantly higher than those respective populations enrolled in BRRSD. Special Education students receiving Mathematics intervention services are higher than students receiving English Language Arts intervention services, but overall the percentage of these students is about the same as the overall percentage in the district.

Data Collection, Teacher Feedback, and Reviews

The following information was gathered through surveys. Questions for the surveys were developed by a committee of K-12 staff across the district. Surveys were developed for 4 main target audiences: administrators, teachers, parents, and students, with additional divisions for both the elementary and non-elementary levels. Responses to surveys included a total of 14 administrator responses, 327 teacher responses, 267 parent responses, and 4485 student responses.

A listing of survey questions and responses can be found in **Appendices A-H**.

The results of the surveys produced the following information:

- There is inconsistency in all aspects of both the I&RS and RTI programs at the eleven district schools
- Increased communication is needed to inform all stakeholders of the RTI and I&RS programs and the services that are available for students that qualify. Although a majority of teachers were aware of these programs, less than 50% of parents knew the programs existed in the district. Additionally, approximately 10% of the students in grades 5-12 were aware of these programs. [QUESTIONS #4 and 5 parent/teacher surveys, #23-24 \(5-12\) student surveys](#)
- Increased communication is needed to inform all district staff about the criteria and referral process for students in both the I&RS and RTI programs. The 5-12 teacher survey revealed that only approximately 50% of staff members in those grades were aware of this process. [QUESTIONS #16 and 17 \(5-12\); #24 and 25 \(K-4\) teacher survey](#)
- Increased communication is needed for all parents of students that qualify for the programs in all areas. This includes, but is not limited to, identifying entrance and exit criteria, being part of the development of action plans, and ongoing progress monitoring. [QUESTIONS #15-18 \(K-4\); #16-17 \(5-12\) parent surveys](#)
- Both parents and teachers were split in their opinions about whether or not students should have multiple action plans. Upon seeing these results, we wondered if the question was misinterpreted as multiple areas for plans rather than multiple documents. [QUESTIONS #18 \(5-12\) and #26 \(K-4\) parent surveys; #15 \(5-12\) and #23 \(K-4\) teacher surveys](#)
- Parents overwhelmingly responded (90%) on the grade 5-12 survey that there is a need for a mentoring program to assist students with social, emotional, and behavioral issues. Although 20% of students in grades 5-12 agreed with that need, they overwhelmingly requested more assistance in academic areas. [QUESTIONS #10 \(5-12\) parent surveys; #25, 32, 33 \(5-12\) student surveys](#)
- Parents and staff generally felt that students were benefiting from receiving current interventions, but there was a broad range regarding the amount of success they were experiencing. Students in grades 5-12, similarly felt that they were benefiting from receiving intervention services. [QUESTIONS #19-20 \(K-4\) #20-21 \(5-12\) parent surveys; #26 \(K-4\) #19 \(5-12\) teacher surveys; #21 \(3-4\) #20 \(5-12\) student surveys](#)

- There is concern that the results from the parent surveys may be skewed or inaccurate based on the low number of responders. Only 267 total parents responded, which is approximately only 5% of parents in the district. Furthermore, a majority of the parents that did complete the survey reported that they did not have students that were receiving intervention services.

Review of Instruction

Instruction is based upon prioritizing skills listed on each students' action plan. Using district resources, resources purchased specifically for intervention and "outside resources," Intervention Specialists develop intervention and instructional plans that address the prioritized plans. Intervention Specialists are required to record anecdotal observation notes of students output after each lesson and are required to assess progress monitoring on a bi-weekly basis.

Given the variance in program implementation across schools in the district, instruction at the tiers of service differs, particularly at Tier 2. More common ground can be found across the district with regard to Tier 3 intervention instruction. The Office of Special Programs has emphasized that Tier 3 intervention instruction include:

- The determination of specific skill gaps using multiple means of assessment, one of which should be the MAP Student Profile Report, which identifies "ready to learn" skills according to New Jersey Student Learning Standards. Training in the use of the MAP Student Profile Report was provided by the supervisor to the Intervention Specialists.
- Consistency in the requirements of Intervention Specialists' lesson plans as per the supervisor and shared with all district administrators. Included are the requirements for evidence of bi-weekly progress monitoring and maintenance of anecdotal notes.
- Leveled Literacy Intervention purchased as a district resource available in all K-4 schools for ELA intervention. This resource was purchased by the content-area supervisor. Formal training from the company needs to be provided for this resource to ensure implementation with fidelity.
- Sonday System 1 and Sonday System 2 training for K-12. Sonday is used regularly by K-5 ELA Intervention Specialists and as needed by 7-12 Intervention Specialists. Almost every year a trainer from Windsor Learning is brought in for a full day of Sonday 1 training, introducing the system to new ISs and providing "refresher" training for others. Another session of Sonday 2 training is due to be held. This resource was purchased by the Supervisor of Special Programs after vetting other phonics based programs and has been in place for at least ten years.
- Training provided by the K-4 Supervisor of Mathematics specific to Intervention Specialists. The Supervisor of Special Programs attended this training.

Still, even at Tier 3, because there are no specific district-wide determinations of what instruction at each tier should be because of the school-based structure, often even common resources are used in "bits and pieces." To ensure the results of a research-based program, that program must be implemented specifically according to its design. An overall assessment shows that the Sonday System is most implemented in this manner.

Review of Resources

Elementary and intermediate school ELA Intervention Specialists have access to the following resources: Sonday System, NWEA MAP, DRA2, QRI, and Leveled Literacy Intervention. Additional resources include, but are not limited to the following: Fountas & Pinnell Benchmark Assessment System, Fry Word Phrases, Magnetic Letters & Letter Tiles, and abcmouse.com, as well as school or teacher-selected/created assessments and resources. The frequency of which these resources are used and the manner in which these resources are used varies depending upon school. At the middle school level, ELA Intervention Specialists do not have DRA2 or Leveled Literacy Intervention. At the high school level, ELA Intervention Specialists have access to the following resources: IRI, QRI, NWEA MAP, Gates-MacGinitie Test as well as informal assessments that are teacher-selected/ created (i.e- online or curriculum-connected resources).

Resources for the Mathematics Department include, but are not limited to: TenMarks, Khan Academy, Everyday Math Number cards, Versatiles, manipulatives, and Freckle. No district-wide purchased materials specifically for mathematics intervention instruction in addition to the curricular materials could be identified, with the exception of Freckle for intervention in grades 5-8.

Upon a close review of the complete list of district resources (**Appendix K**), it is noticeable that there is a disparity between the availability of resources for elementary, intermediate, middle school and high school Intervention Specialists as well as a disparity of the availability and use at a given grade level. Again, this disparity exists because the program is school-based, with no specific definition of instruction at a given tier that is common and different materials being purchased and used by different schools.

No specific resources could be identified for I&RS, with the exception of generally common use of the **Pre-Referral Intervention Manual** (PRIM), which was purchased by the district and provided to every school several years ago. How the PRIM is used by I&RS and/or RTI committees, or combined committees varies. Some school's include the use of PRIM as part of their process for referral of a student for RTI or I&RS committees, others use it as a resource at committee meetings, and others do not use PRIM.

Review of Assessment

NWEA's MAP Growth assessments represent the only common standardized assessments among all RTI students in the district. All students identified for RTI services are administered the appropriate MAP Growth assessment per content area and grade level. Some schools use MAP and the district-created MAP to Tier Chart (**Appendix I**) prior to determining eligibility for RTI services of students who are referred to a school's committee. Other schools administer MAP after a student has been identified for services. In both cases, MAP serves not as a universal screener, but rather as a benchmark assessment. Currently all students receiving RTI services are administered the MAP assessment during the fall and in the spring testing windows. Some schools also administer MAP during the winter window as a mid-year benchmark. Intervention Specialists use reports such as the MAP Student Profile Report as a primary

means for identifying skill gaps when compared with other assessment data, and to prioritize the remediation of those skill gaps based upon New Jersey Student Learning Standards. The assessment identifies which standards from which grade levels and the associated skills that a student is ready to learn. MAP testing provides growth data regarding student acquisition of skills and knowledge. The RIT scale used by MAP works vertically within a grade level (at what percentile of that grade level did the student score) and horizontally across grade levels (at what grade would that score be at the 50th percentile or higher or lower). The 50th percentile represents the national median norm for being “on grade level,” even though scores above and below the 50th percentile are also considered within grade level.

While for the 2019-2020 school year the administration of MAP for Reading, MAP for Language Usage, and MAP for Mathematics was expanded to include all students in grades 2 through 8, it was not used as a universal screener for RTI or any other programs. Significantly increased has been the training of classroom teachers to understand how to use MAP reports in order to assist in informing instruction and providing differentiation within the general classroom setting. A roll-out of training for all classroom teachers in grades 2 through 8 was planned prior to Distance Learning. Plans for said roll-out of training will be revisited when schools reopen instruction in buildings. Training in using the MAP reporting suite was also planned for all district administrators prior to Distance Learning. Different schools are at different stages of the use of MAP for all students, rather than only those identified or being considered for identification for the receipt of RTI services.

Other assessments used for data collection for the identification of need for services or for the identification of skills gaps include the curriculum assessments that are warehoused in LinkIt!. Intervention Specialists have received specific training with regard to the use of LinkIt!. Administrators have also received training in the use, analysis, and application of data available in LinkIt!.

At the primary level, the DRA2 is used as an essential assessment to facilitate the identification of skill gaps in English Language Arts Literacy. In Mathematics, fact fluency assessments are used as an essential assessment.

Progress monitoring was introduced to Intervention Specialists for the 2019-2020 school year. Historically, all ISs maintained anecdotal notes taken during or after each lesson. Flexibility was provided in how these notes were maintained, but their purpose was clear: Intervention Specialists must observe and examine student output during an intervention lesson and use that information in order to adjust or plan the subsequent lesson. This practice remains in place as an essential part of the formative assessment used to inform intervention instruction from one lesson to the next, or even in the moment during a lesson when student output indicates that a change in the course of instruction is needed.

While extremely valuable for planning purposes, the anecdotal notes do not provide true evidence-based progress monitoring of student response to the intervention instruction. That is, while instruction may have progressed, has actual progress been shown with regard to the student’s acquisition of a specific skill. Progress monitoring is a brief 3 to 5 minute assessment administered biweekly and charted in order for progress or lack of progress with regard to the skill has occurred. Intervention Specialists received

professional development from the Supervisor of Special Programs defining specifically what progress monitoring is and is not and the various methods it could be implemented.

The notion was to allow progress monitoring to develop organically, rather than implementing a new skills testing system, so that ISs realize its purpose and its value in providing intervention instruction. As such for the 2019-2020 school year individual ISs determined which of the prioritized skills in a student's Action Plan they were going to monitor and develop a system for monitoring that skill. Feedback regarding the use of progress monitoring has been positive, as ISs now had actual data that confirmed or did not confirm that the intervention instruction was positively impacting skill acquisition. It also provided another opportunity for the ISs to examine data to better inform instruction in conjunction with the anecdotal notes. Progress monitoring is an element of component 3d in the Danielson Framework, where at the most highly effective level students were involved in the analysis of their own progress. As such, many ISs had students themselves update their progress monitoring records and discuss what the charts they created showed. A simple example of progress monitoring would be to have a student maintain a bar chart of words per minute in order to show progress in this aspect of the skill of fluency in reading.

Review of Professional Development

Current opportunities for professional development are limited and are greatly centered around RTI. Professional development opportunities related to SEL (social-emotional learning) and PBIS (positive behavior interventions and supports) are limited. Opportunities include the beginning-of-the year and January PD day, summer professional development opportunities (for some, and not all, Intervention Specialists), and teacher-selected out-of-district professional development. The limited offerings for in-district PD does account for the school-driven, rather than district-driven, RTI/ I & RS model. Another significant factor in the lack of professional development in these areas is the fact that no supervisor was assigned oversight of I&RS until the initiation of this program evaluation.

During the 2018-19 school year, the district provided extensive professional development of the use of LinkIt!, for all staff members with additional training for elementary Intervention and Teaching Specialists and district administrators. For the 2019-20 school year, the district provided training on Sonday System 1 and the district is providing professional development for teacher leaders and administrators on the use of the NWEA MAP reporting suite to turn key to classroom teachers. The lack of "common ground" among the schools makes professional development more difficult because the intervention programs at each school differ so much.

Assessment Description of Proficiencies

NWEA MAP testing is used throughout grades K-12 as part of the current identification process after a student is referred for possibly needing RTI services. The MAP (Measures of Academic Progress) Growth test is a computer-based, adaptive test that dynamically adjusts based on student responses to create a personalized assessment to measure the information students know in the areas of mathematics, reading, and language usage. Computer adaptive tests provide a more accurate picture with less assessment time when compared with assessments that have grade level ceilings. It also gives insight as to the material students are ready to learn, academic gaps that may exist, and whether or not the students are growing at a similar rate to their peers. Teachers can use reports generated by this test to help differentiate instruction and ensure that all students are met at their instructional level. The MAP Student Profile reports, which provide the grade level and New Jersey Student Learning Standard along with the associated skills for that standard represents a core means for Intervention Specialists to determine skill gaps when comparing that information culled from other non-standardized (local) data points/assessments. Currently, MAP is not being implemented as a universal screener to “flag” students for whom additional information/testing should be collected to determine if the students are in need of RTI services. For the 2019-2020 all students in grades 2 through 8 were administered the MAP for Mathematics, MAP for Reading, and MAP for Language Usage in the fall. While individual schools analyzed these data for a variety of purposes, such as to identify students to monitor or to identify which students were predicted to achieve the level of Approaching Expectations on the spring 2020 NJSLA assessments, the tests were not used as a universal screener for possible program placement.

The district intended to administer all three assessments to the same grade levels in the spring so that growth data could be examined, spring testing was not completed due to the transition to Distance Learning as a result of the COVID-19 pandemic. All MAP scores are uploaded into LinkIt!, the district’s system for warehousing data so that all administrators and all teachers have access to MAP scores and subscores for their students. Training in the use of the NWEA MAP reporting suite was underway and intended to be turnkeyed to all teachers and administrators for use in differentiating instruction and performance analysis with regard to New Jersey Student Learning Standards, but the transition to Distance Learning as a result of the COVID-19 pandemic precluded this planned professional development.

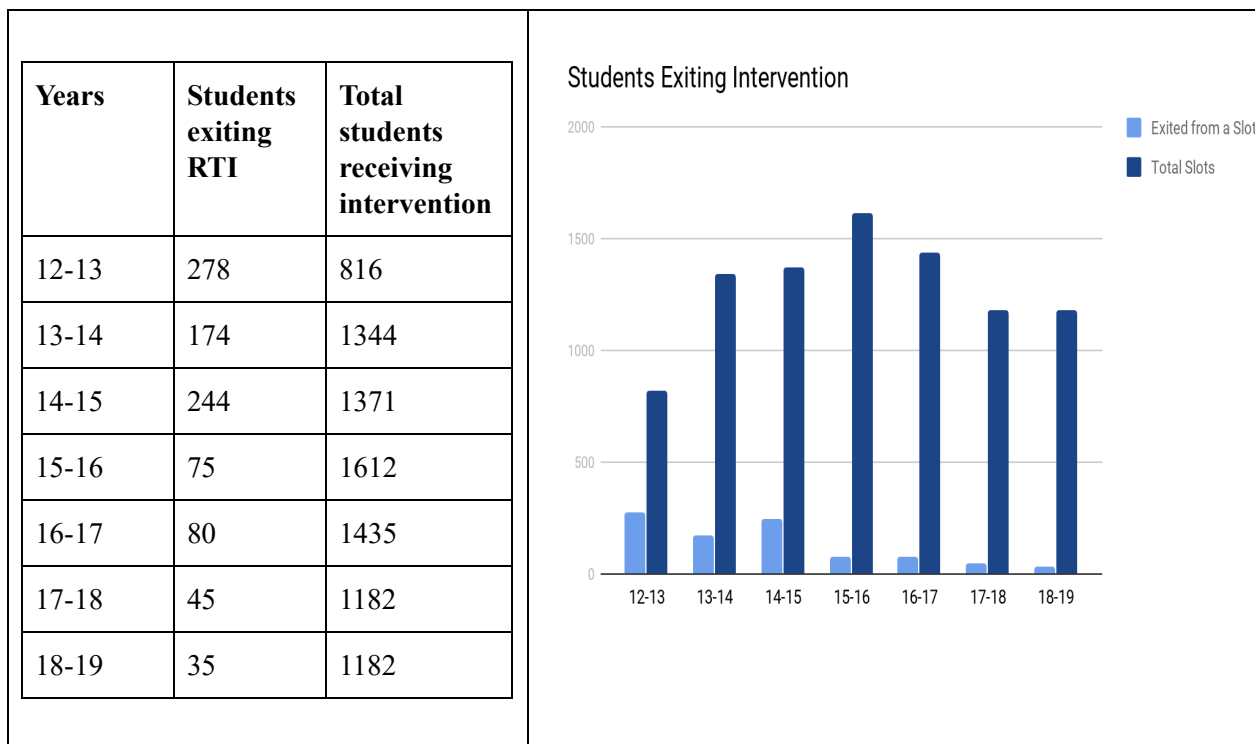
The chart below provides information regarding the numbers of students flagged for RTI service slots with the use of MAP as a universal screener and without the use of a universal screener.

	Total T2 and T3 slots (ELA and math) flagged using universal screening	Total T2 and T3 slots (ELA and math) flagged without universal screening	Total T3 slots (ELA and math) flagged using universal screening	Total T3 slots (ELA and math) flagged without using universal screening:
<i>Adamsville</i>	295.5	98	75	62
<i>Bradley Gardens</i>	168	58	58.5	34
<i>Crim</i>	175.5	81	33	53
<i>Hamilton</i>	179.5	62	48	46
<i>JFK</i>	237	90	70.5	72
<i>Milltown</i>	94.5	10	24	0
<i>Van Holten</i>	163.5	55	40.5	42
<i>Eisenhower</i>	269	88	83	58
<i>Hillside</i>	232	72	57	31
<i>BRMS</i>	538	150	135	64
<i>BRHS</i>	1076	418	270	111
Total	3428.5	1182	894.5	573

The above chart shows the number of students that would be flagged to potentially receive Tier 2 and Tier 3 intervention services for the 2019-2020 school year, if the Fall NWEA MAP test was used as a universal screener identifying the total T2 and T3 population as the bottom 20% (including special education) in the district and the total T3 population using the bottom 5% in the district (including special education). This year, students in grades 2-8 were tested. Students in K-1 and 9-12 were not all tested, so the numbers above were estimated using the data from grades 2-8. Since the district does not currently screen all students, this data shows that there is a large population of students currently in need of consideration for intervention services that are not being flagged, particularly at the elementary level. Combining universal screening with additional criteria, would ensure that all students in grades K-12 have the opportunity to receive interventions that are applicable.

Overall Student Performance Analysis

Initial Student Performance Summary



The above shows the total number of students receiving intervention and those students who exited RTI from 2012-2018. Although the number of students receiving intervention has increased over time, the number of students exiting the RTI program has decreased. High school intervention started to be tracked in the 12-13 school year, which might contribute to the increase of intervention students from the 12-13 to 13-14 school year.

Comparative Data Analysis

The following analysis is based upon a comparison of the internal assessments currently used for identification for tiered support to the external assessments NWEA MAP and NJSLA. Only internal assessments that were recorded in LinkIt! were able to be used for comparison. This meant that internal assessments could only be compared to external assessments in grades 1-6. Analysis of the data shows that the internal assessments for both Language Arts Literacy and Math used for identification do not correspond with the external assessments. “District percentile rank” is used in the analysis as the percentile rank specific to the Bridgewater-Raritan student population on an assessment.

The comparative data analysis between internal and external assessments reveals that the district's internal assessments used by the schools for informing the determination of a need for intervention services do not correspond with MAP and NJSLA in terms of predictability of student success. Currently the district is using data points or indicators of a need for intervention services that are “disconnected” to each other. For criteria for program placement to accurately identify students in need of skills gap remediation via intervention instruction, with the use of a standardized assessment as a universal screener, the criteria/assessments should highly correspond to the universal screener in order to not only substantiate the need for intervention with additional (compounding evidence), but also to have multiple aligned points of data used to accurately and substantively determine the specific skill gaps for intervention instruction focus and remediation. As shown by the data analysis below, currently that is not the case with regard to the criteria currently being used by schools in the BRRSD. As such, while the district is using multiple measures to make determinations, the local measures being used do not strongly correlate with the standardized benchmark measures that would be used to objectively measure student growth/success or lack of growth/success. (**Appendix J**)

Analysis of MAP Conditional Growth

2017-2018			2018-2019			
Reading	Comparison		Reading	Comparison		
Adamsville	-2.60		Adamsville	-12.13	District Growth 17-18	51.34
Bradley Gardens	-10.75		Bradley Gardens	5.07	District Growth 18-19	53.65
Crim	-2.09		Crim	-9.12		
Hamilton	-21.96		Hamilton	2.69		
JFK	-3.91		JFK	-1.61		
Milltown	-0.696		Milltown	N/A		
Van Holten	21.085		Van Holten	7.24		
District	-1.48		District	-5.27		

Language Usage	Comparison		Language Usage	Comparison		
Adamsville	3.07		Adamsville	-6.83	District Growth 17-18	59.62
Bradley Gardens	26.55		Bradley Gardens	25.06	District Growth 18-19	53.66
Crim	-13.92		Crim	9.33		
Hamilton	-21.26		Hamilton	-8.05		

JFK	-2.89		JFK	-7.8		
Milltown	-11.80		Milltown	N/A		
Van Holten	-2.69		Van Holten	-43.92		
District	-2.02		District	-5.56		

Math	Comparison		Math	Comparison		
Adamsville	4.73		Adamsville	-5.15	District Growth 17-18	63.03
Bradley Gardens	-3.47		Bradley Gardens	-5.73	District Growth 18-19	60.74
Crim	-10.30		Crim	4.28		
Hamilton	3.78		Hamilton	1.69		
JFK	-4.51		JFK	-16.90		
Milltown	-3.84		Milltown	N/A		
Van Holten	7.20		Van Holten	-25.60		
District	-1.52		District	-10.63		

The charts above show the difference of Conditional Growth Percentile on the NWEA MAP tests for grade 4 students in Reading, Language Usage, and Math between students receiving intervention and the school mean for Conditional Growth Percentile. This data could only be obtained for 3rd and 4th grade students for 2017-2019, as those were the only students that were tested district-wide. The comparison made is from testing in the Spring of 3rd grade to the Spring of 4th grade. Conditional Growth Percentile shows how much students grow compared to peers in terms of achievement and grade level. A student who has a Conditional Growth Percentile of 50 grew at the average rate compared to similar peers. District-wide, students receiving tier 2 and tier 3 interventions in all three tested areas grew less than school or district mean in Bridgewater-Raritan. Therefore, those students receiving services were not growing at a fast enough rate to close the gap with their grade level peers.

Model Program Description

A Multi-Tiered System of Supports (MTSS) is a systemic, comprehensive framework that provides academic, social-emotional, and behavioral support and interventions for all students. Universal screening, research-based interventions and instruction, as well as ongoing progress monitoring are in place to ensure that every student receives the appropriate level of support. A Multi-Tiered System of Supports encourages district-wide leadership, family/ community engagement, and a multi-level system as a means to help each student reach his/ her potential.

In New Jersey, A Multi- Tiered System of Supports (MTSS) is defined as:

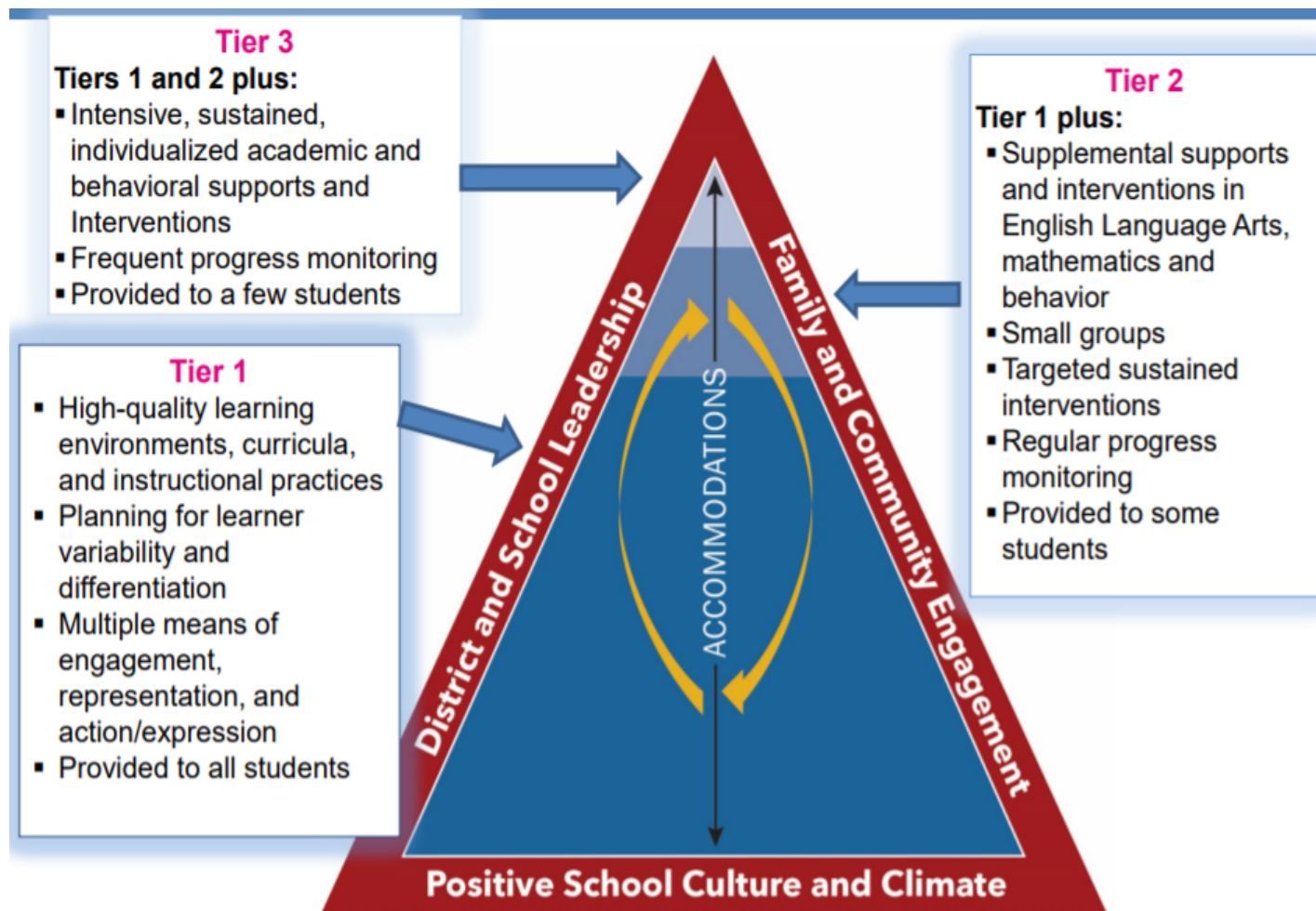
A framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement, MTSS builds upon intervention and referral services (I&RS) and gives schools a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of **all students**.

ESSENTIAL COMPONENTS FOR EFFECTIVE MTSS IMPLEMENTATION as recommended by the New Jersey Department of Education:

- 1) Effective district and school leadership
- 2) Family and community engagement
- 3) Positive school culture and climate
- 4) High-quality learning environments, curricula and instructional practices
- 5) Universal screening
- 6) Data-based decision making
- 7) Collaborative problem-solving teams
- 8) Progress monitoring
- 9) Staff Professional Development

The Multi-tiered System of Supports addresses the academic and social-emotional needs of all students. This population includes, but is not limited to, general education, special education, English Language Learners, and gifted and talented students. Under the MTSS model, ongoing collaboration and communication includes a variety of stakeholders in all parts of the process. School administrators, classroom teachers, Intervention Specialists, school psychologist, school social worker, school counselor, parents, and students partake in the data-based problem solving model. Universal screening, diagnostic assessments, and progress monitoring are core components of the data collection process as a means to monitor and evaluate progress.

The MTSS model includes three tiers within its model:



According to research, typically:

- Tier 1 represents about 80% of the student population.
- Tier 2 represents about 15% of the student population.
- Tier 3 represents about 5% of the student population.

How MTSS meets the requirements of I&RS code

I&RS Requirements	MTSS Components
Identify learning, behavior and health difficulties of students through the collection of appropriate data	<ul style="list-style-type: none"> • Universal screening • Collaborative problem-solving teams • High-quality learning environments, curricula and instructional practices
Implement action plans that utilize appropriate school and/or community resources	<ul style="list-style-type: none"> • Collaborative problem-solving teams • Data-based decision making • Positive school climate and culture • Family and community engagement
Provide professional development, support, and guidance to school staff	<ul style="list-style-type: none"> • Effective district and school leadership • Staff professional development
Review and assess action plans	<ul style="list-style-type: none"> • Progress monitoring • Data-based decision making • High-quality learning environments, curricula, and instructional practices • Collaborative problem-solving teams

How MTSS aligns with ESSA (Every Student Succeeds Act)

- ESSA §1114: Schoolwide Programs
 - Plan must address the needs of all students with activities including:
 - *“schoolwide tiered model to prevent and address problem behavior; and early intervening services, coordinated with similar activities and services carried out under the IDEA”*
- ESSA §1115: Targeted Assistance Programs
 - Schools may serve participating students through:
 - *“schoolwide tiered model to prevent and address problem behavior; and early intervening services, coordinated with similar activities and services carried out under the IDEA”*

Site Visits

Cranford and Old Bridge

Take-Aways from Site Visits:

As MTSS is the newest model for intervention promoted by the NJDOE, very few schools are already implementing the model. Those that are, including Cranford who has a grant from the NJDOE for collaborating with Rutgers University to implement MTSS are at a stage of infancy and focused primarily on the lower grade levels. By comparison to where most districts are with their programs for intervention, the BRRSD is already -- under the current model -- “far ahead.” For example, at the high school level, Cranford is still implementing a Basic Skills Instruction (BSI) model that the BRRSD moved beyond some twenty years ago. The proposed implementation of MTSS in the BRRSD is well “ahead of the curve” and at the forefront of current research of best practices. The site visits did however highlight several important features to the implementation of MTSS:

- Universal Screening three times per school year
- Progress Monitoring for both Tier 2 and Tier 3 students
- System for maintaining progress monitoring and Action Plans electronically
- Data Analysis meetings
- Action Plan meetings (based upon data analysis meeting findings) that produce written Action Plans, to be shared with staff who work with the student and with parents/guardians
- Meetings to review/update implementation of Action Plans
- Tier 2 intervention provided by the classroom teacher for students identified for Tier 2 services and for those identified for Tier 3 services
- MTSS coaches to support teachers with implementation of Tier 2 small group instruction in the classroom
- Intervention Specialists (Interventionists) to provide intensive Tier 3 instruction
- The importance of strong Tier 1 core instruction. Tier 2 services are in addition to Tier 1 services and do not remove students during Tier 1 instruction. Tier 3 services are in addition to Tier 1 and Tier 2 services, do not remove students during Tier 1 or Tier 2 instruction, and use research-based programs implemented with fidelity
- Involvement of behaviorist, psychologist, and counselor
- Involvement of school principals/administrators
- Involvement of parents/guardians throughout the process
- Professional Development for staff regarding MTSS
- Professional Development for MTSS staff in academic interventions, SEL, and PBIS
- Buy-in from all stakeholders

Recommendations

Implement MTSS as a district-based rather than a school-based program to merge both RTI and I&RS.

Features of MTSS in BRRSD:

- Merge current RTI and I&RS programs into a combined MTSS program
- In collaboration with school-based administrators, the MTSS program is run as a centralized district program out of the Office of Special Programs rather than individual school-based programs. This will ensure:
 - Common determination criteria
 - Common committee structure
 - Common forms, processes, timelines, parent notification, etc.
 - Compliance with I&RS Administrative Code
 - Common Tiers of intervention services:
 - Tier 1: Core instruction of the content area curriculum by the classroom teacher to all students.
 - Tier 2 (in addition to Tier 1): Small group, differentiated instruction provided by the classroom teacher and supported by district MTSS Coaches 2 to 3 times per week for all students identified for Tier 2 and Tier 3 intervention services. This instruction bridges the identified skill gaps of students with the curriculum and assignments. Such instruction may involve mini-units, reteaching in a more concrete manner or at the student's reading level, pre-teaching foundational skills needed for understanding of the curriculum being taught at Tier 1.
 - Tier 3 (in addition to Tier 1 and Tier 2): Intensive one-on-one instruction or instruction for small groups no larger than 3 daily in a pull-out setting provided by Intervention Specialists. Instruction will involve the implementation with fidelity of district-purchased, research-based programs for intervention in the content area.
 - Effective researched based instructional materials that are in addition to curricular materials
 - Consistency of student caseloads and services offered. Services should be in addition to the classroom instruction and/or the social emotional behavioral support that every student receives.
- Combine a positive school culture and climate, effective district and school leadership, and family and community engagement for a successful MTSS program.

One comprehensive program--MTSS-- is more beneficial than two separate programs.

According to the Iowa Education Department (2016), it is the MTSS "...that combines the strongest components of response to intervention and student-wide positive behavior support system and then builds upon them to create a robust program that will strengthen the overall performance of all students" ("Impact of MTSS on Struggling Students: Iowa Education Department"). In the past, it was typical to have a separate academic and behavior support team, but integrating these teams allows them to address a variety of tasks (Goodman et al.). ESSA 91115, though, recommends "schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the IDEA" ("NJTSS Implementation Guidelines"). There are several benefits to integrating the teams with the similarity of the screening process and decision-making steps as well as consideration to examining all data collectively rather than separately (Reinke et al.). When concerns are noted in one area, it can "...be an effective screener for problems in another [and] additional information will improve intervention selection" (Newton et al.). With an emphasis upon one program as a means for maximizing "...the impact of learning supports on student outcomes...", it is highly recommended that "districts and school-based teams function within a multi-tiered system to provide a continuum of integrated services... [which] enables the highest student achievement for all students" (Levy).

Family and community engagement, district and school leadership, and positive school culture and climate are vital components of the MTSS program.

Family engagement is a vital part of MTSS, and "...ongoing open communication with parents and the school system" is necessary ("NJTSS Implementation Guidelines"). Families should be a part of the district and building leadership teams, which also consists of community members, school administrators, staff, and students. These stakeholders must "...approach instruction and interventions in an integrated manner" ("NJTSS Implementation Guidelines"). According to the NJTSS Implementation Guidelines, family and community engagement includes the following: "...clear, concise procedures in place for communication with parents, [shared] results from assessments, curriculum materials, and activities, [participants of] ongoing discussions in regards to child's progress, [input in] action plans, and [presenting] strategies and opportunities to support child's learning." To support these guidelines, the NJTSS recommends the use of the "Parent and Family Engagement Assessment Tool." It is also pertinent to note that "...every parent and family member is different, with varying levels of knowledge and levels of comfort with school...approach to parent and family engagement should be differentiated" (*Intensive Intervention: A Practitioner's Guide for Communicating with Parents and Families*). Most importantly, research has shown that when parents are involved, "...students' academic achievement increases" (Bryrd et al).

Family and community engagement has key components that help bridge their relationship with educators. These key components include, but are not limited to, the following ideas: "District Leadership involves district-level support and guidance..., data-based outcomes..., [and a] multi-dimensional, multi-tiered approach...[when] additional, more intensive outreach is needed" ("A Model of Family & Community Engagement"). Administrators can support implementation through the following steps "...providing leadership support and ongoing professional development, focusing on continuous improvement of Tier 1 and Tier 2 foundations, promote staff buy-in and student-focused data

culture, and allocate resources and staff necessary for DBI implementation” (“Why Administrators Should Support Data-Based Intervention”). Using Data-Based Individualization as part of MTSS allows administrators to use current intervention assessments and materials, assist staff with supporting students academically and behaviorally, provides “systematic procedures,” and connects special education to MTSS (“Why Administrators Should Support Data-Based Intervention”).

Positive school culture and climate is a critical component of MTSS. In *Early Warning Systems: Moving from Reaction to Prevention*, the author states that “students need to have a strong perception of support and sense of belonging at school...[with] positive relationships with adults and peers at school...,” and there is a need for a shift from “...preventing negative outcomes to promoting support” (Sarlio). With a positive culture and climate, there can be a reduction in grade retention and negative behaviors that impact student learning (Sarlio). It is encouraged to have an Early Warning System as a means for “...identifying at-risk students, collecting, analyzing, and utilizing data on student academic achievement and engagement to identify at-risk students as early as possible [as it] allows for a more effective program and early intervention services” (Sarlio). “Identifying students at the first sign of disengagement significantly improves the likelihood of re-engagement and successful school completion (Anderson et al.). Thus, “the MTSS framework has been shown to improve student engagement, create school climates and cultures that are positive and inclusive of all students, and improve student academic and behavioral outcomes” (Pretorius).

Restructure current staffing model (Infrastructure to support and monitor a district MTSS program)

- Hiring, staff placement, and scheduling becomes centralized at the district level in collaboration with school-based administrators.
- 3 Special Programs Coordinators (teachers)
 - Coordinators will:
 - Expand and apply applications and professional development to maximize the district's use of LinkIt!, including, but not limited to use of all features of the program, expansion of "on platform" testing that allows for item analysis and analysis of student success with New Jersey Student Learning Standards, color-coding local assessments to align with performance levels of third party assessments.
 - Expand and apply applications and professional development to maximize the district's use of NWEA MAP, including but not limited to analysis of student performance for instructional or programmatic recommendations, use of MAP reporting suite at a district, school, and student level and communicating such reports as appropriate
 - Manage Universal Screening and post-screening data collection and assessment administration
 - Manage/maintain online system for progress monitoring for students receiving both Tier 2 and Tier 3 services
 - Communicate data and assessment analysis with school Data Committees and Action Plan Committees
 - Ongoing research, training, and development of expertise in content area intervention. Turnkey such to MTSS and school staff.
 - Ongoing research, training, and development of expertise in SEL, Cognition, and PBIS. Turnkey such to MTSS and school staff.
 - Attend MTSS meetings at all schools to model and then ensure consistency in following district protocol
 - One with ELA certification (Reading Specialist Certification preferred)
 - One with Mathematics certification
 - One with specialization in data analysis and correlating to instruction and student performance
- Current personnel are restructured and reallocated K-12:
 - possible that 3 current ISs could become Coordinators
 - Coach positions are developed from the assignment of Intervention Specialists to Tier 3 students only.
 - Coaches regularly support K-12 classroom teachers with the development of small group intervention instruction resources, strategies, and activities. Coaches facilitate maintenance of Tier 2 progress monitoring. Coaches observe/investigate/collect data for students about whom classroom teachers are concerned.

- Intervention Specialists provide intensive, daily instruction to students identified for Tier 3 services K-12. Intervention Specialists receive training to implement research-based intervention instructional programs with fidelity.
- Coaches and Intervention Specialists are assigned K-12 to schools/roles based on the yearly student population in the program and teaching certification.
- Access to behaviorists and school psychologists for examination and input in the development of MTSS Actions Plans

Instructional Coaches are a valuable resource for improving intervention and guidance for small group instruction in the classroom.

Instructional coaches are valuable change agents who work with classroom teachers to provide evidence-based strategies for support and intervention. Instructional coaches work closely with teachers to implement MTSS components with “fidelity and sustainability” through modeling, intervention, consultation, and feedback. (Michigan’s Integrated Behavior and Learning Support Initiative). As a vital MTSS stakeholder, the instructional coach can observe core instruction and relate “evidence-based data practices to the classroom instruction,” evaluate, support, and provide feedback to data-based decision making, model, recommend, and provide high quality instructional techniques (NJTSS). Finding tools and resources to assist students on each tier level is part of an instructional coach’s role. As noted in *Student Centered Coaching: A Guide for K-8 Coaches and Principals*, it is important to keep in mind that “by focusing on student needs (as opposed to exclusively focusing on teacher needs and preferences) there is a greater likelihood that coaching will address systemic issues and lead to improved student learning” (Sweeny 2010). Coaching, thus, is really about “targeted and supported reflection of practice (Moody).

As part of their role, instructional coaches can work with administrators to “create schedules that allow them to engage in one-on-one, small group, and large group coaching activities to address individual and system needs.” (Bean & Ippolito 2019). Most instructional coaches have reported that being split ½ time between teaching and coaching does not allow for them to help teachers to the max.. (Mangin & Dunsmore 2015) (The New Teacher Center). The instructional coach is present not in an evaluative role; rather, “the coach is viewed as a partner...to support teachers to move students toward master of the standards” (“Student-Centered Coaching: The Moves”). Professional development--for both behavioral and academic strategies, interventions, and techniques- is provided by instructional coaches. Research states that “supporting teachers in their implementation of evidence-based practices is much more complex than simply holding a workshop and expecting teachers to implement certain practices (Knight 2019). Furthermore, as emphasized in “Instructional Coaching for Implementing Visible Learning: A Model for Translating Research into Practice,” professional development that fosters genuine professional learning and leads to real improvements in the classroom has to position teachers as partners, and be job-embedded, explicit, and adaptive” (Knight 2019). Coaching, therefore, must be established to bridge the implementation gap from knowing-to-doing (Freeman, J. et al. 2016).

The coaches’ value goes beyond the classroom. Research states that “the positive perceptions of coaches and the importance of their role in supporting the curriculum and implementation are almost universal. Coaches serve important functions in supporting...and maintaining a school’s focus on improving student achievement” (National Reading Technical Assistance Center). The emerging body of

empirical research on coaching indicates that instructional coaching has great potential to influence teacher practice and, ultimately, student performance (Steiner, L. & Kowal, J.).

It is important for an MTSS program to have access to a Behaviorist and School Psychologist.

In addition to academic supports and interventions, “mental and behavioral health services are essential components of comprehensive learning supports, as students’ mental and behavioral health underlies *every* aspect of learning” (“Leveraging Essential School Practices, ESSA, MTSS, and the NASP Practice Model: A Crosswalk to Help Every School and Student Succeed” 8). As noted in “Toward True Integration of Academic and Behavior Response to Intervention Systems,” districts should integrate both academic and behavioral systems and supports and in doing so, schools can reduce “...costly negative outcomes such as risky behaviors, disciplinary incidents, delinquency, dropout, substance abuse, and involvement with the criminal justice system (8). Since the NJTSS guidelines stress a multi-tiered academic and behavioral support system, it is expected that “...behavioral expectations [are] infused into a curricula” and “...a behavior specialist can be key” (“NJTSS Guidelines”). With the inclusion of a behaviorist, he/ she can be a part of screening assessments that “...are predictive of future performance” (“NJTSS Guidelines”).

School psychologists can support the “effective development, implementation and evaluation of multi tiered systems of support” (“ESSA and Multi-Tiered Systems of Support for School Psychologists”). Specifically within schools, psychologists can assist districts with utilizing funding more effectively for supports and interventions. First, school psychologists have the training to design, implement, administer, and evaluate a variety of interventions for academic, behavioral, and/ or social-emotional concerns. This expertise includes analysis of “...psychometrically sound universal screening and progress monitoring tools to support fidelity of intervention implementation...” (“ESSA and Multi-Tiered Systems of Support for School Psychologists”). As a stakeholder in the MTSS model, school psychologists “...collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.” Furthermore, “students with the most significant needs may require wraparound supports available in the community [and ultimately], school psychologists facilitate collaboration and coordination between the home, school, and community providers to promote student success” (“ESSA and Multi-Tiered Systems of Support for School Psychologists”).

Implement Universal Screening and Progress Monitoring in grades K-11

- Universal screening to flag students for further data collection or assessment
 - Use NWEA MAP assessments
 - Universally Screen 3 times per year: fall, winter, spring
 - Establish district time frames for test administration based upon the number of weeks of instruction used to set NWEA MAP national norms
 - Establish “cut scores” at each grade level K-11 for each assessment based upon district data compared to/in conjunction with national data norms
 - Base “cut scores” on the model of:
 - 80% Tier 1
 - 15% Tier 2
 - 5% Tier 3
 - Initial flagging of students done centrally by the Supervisor of Special Programs and Special Programs Coordinators
 - Establish additional criteria (data collection/common assessments) to determine the need for intervention services at each tier. Set “cut scores” for these criteria.
- Develop screening methodology and protocol for determining Social Emotional Learning (SEL) needs and Positive Behavior Interventions and Supports (PBIS)
- Employ a district-wide system of progress monitoring of both students (skill and/or behavioral progress) and program, such as maintenance/review of referral forms and Action Plans
 - New Intervention Module in LinkIt!
- Establish protocol for referral of students about whom teachers are concerned who may not have been identified by universal screening and subsequent data collection

It is pertinent and necessary to have universal screening and progress monitoring.

According to “Research Matters/ How Student Progress Monitoring Improves Instruction,” progress monitoring assists teachers with using student performance data “...to continually evaluate the effectiveness of their teaching and make more informed instructional decisions” (Safer & Fleischman). It is a key component of MTSS and works to “...assess responsiveness to the validated intervention platform, as well as adaptations to the intervention” (“Progress Monitor”). By regularly measuring skills via systematic progress monitoring, teachers can adjust instruction, as needed, to meet specified goals. Research states that “...when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance” (Deno et al). Originally, student progress monitoring was developed to address skills of special education students but research has demonstrated that it assesses skill growth for general education students at risk for failure (Deno et al). Progress monitoring is a part of data-based decision making and when it incorporates data from multiple sources (universal screening, classroom and state-wide assessments) at different levels (school-wide, grade, class, and individual), its purpose is

“...set[ting] goals, identify[ing] the need for intervention and monitor[ing] progress” (“NJTSS Guidelines”). If necessary, the progress monitoring data would be part of the determination for Child Study Team referrals when additional supports may be needed. As such, progress monitoring is needed to determine “...how to best address students’ skill needs” (“NJTSS Guidelines”).

Universal screening is a vital component of MTSS. It is defined as “...the use of brief measures to identify students at risk for future academic or behavioral difficulties” (Jenkins et al.). It is proactive rather than reactive, and “positive outcomes may be most effectively achieved through early identification and intervention” (Lane et al.). And according to the rtinetwork.org, universal screening should be “...a task that is closely aligned with expectations for learning in the classroom at that point in the instructional program” (Gorski). It also helps prevent the over or underidentification of students in need of additional services. Specifically within MTSS, universal screening serves two purposes: “the targets of MTSS service delivery and how school resources and educator time should be allocated to meet student needs most efficiently and effectively” (Klingus & Eklund). Consideration of stakeholders’ concerns and district resources is noted, and the universal screening programs “...can be individualized to maximize resources and improve service delivery and student outcomes” (Klingus & Eklund).

Approximate Costs for Implementation of Recommendations

Implement MTSS as a district-based rather than a school-based program to merge both RTI and I&RS.

Summer MTSS Curriculum Work

Number of Staff Needed: 2

Number of Days/Staff Member: 10 (5 days collaborative - most with group 1, some with group 2; 5 days solo)

Total Days/Cost: 20 days at \$300/day = \$6,000

Dates: early-mid July

COMPLETE THE FOLLOWING

- Protocol descriptions:
- Standardized Forms:
- Housing for all forms and records (Google, Powerschool, other?)

Number of Staff Needed: 2

Number of Days/Staff Member: 10 (5 days collaborative - most with group 2, some with group 1; 5 days solo)

Total Days/Cost: 20 days at \$300/day = \$6,000

Dates: early-mid July

COMPLETE THE FOLLOWING

- Grade level tier placement criteria
- MAP as universal screener; process for after (other data, assessments, etc.)
- Structure of MTSS Data Meetings and/or MTSS Action Plan Meetings
- Job descriptions (new positions)
- Types of resources needed to pilot

Number of Staff Needed: 3 (one for each below task)

Number of Days/Staff Member: 10 (part collaborative; majority solo)

Total Days/Cost: 30 days at \$300/day = \$9,000

Dates: late July - early August

COMPLETE THE FOLLOWING

- Finding specific resources to pilot
- Create district MTSS Handbook
- MTSS rollout training for administrators and intervention staff

Number of Staff Needed: 50 (all intervention specialists)

Number of Days/Staff Member: 2 (1 day presentation of rollout; 1 day of planning for execution)

Total Days/Cost: 100 days at \$300/day = \$30,000

Dates: mid-late August

COMPLETE THE FOLLOWING

- Familiarize intervention staff with MTSS Handbook and new structure of program
- Allow time for planning/prep for the upcoming school year by school/grade level

Restructure current staffing model (Infrastructure to support and monitor a district MTSS program)

Special Programs Coordinators, MTSS Coaches, and Intervention Specialists

The initial effort would be to reallocate staff based upon recommendation for MTSS services for the 2020-2021 school year. At the primary school level, the reallocation of some current Intervention Specialists is the least complicated because K-4 has the largest number of Intervention Specialists. For grades 5-8, a total of 10 Intervention Specialists will be staffed for the 2020-2021 school year. Beginning in grade 6, content area certification (English Language Arts and Mathematics) could limit the ability to reallocate staff. At the high school, staffing presents the greatest obstacle given the number of students typically recommended for services, content-area certification, and the fact that currently only one Intervention Specialist is staffed for each content area.

In order to collapse two programs that include three areas (ELA, Math, Social/Emotional/Behavioral) from 11 schools into one unified district program and to ensure fidelity, integrity, and equity -- as well as to maximize the district's implementation of currently contracted resources such as NWEA MAP and LinkIt!, and implement universal screening and maintain a system for progress monitoring, the Special Programs Coordinators will be essential.

Potential cost: up to three teacher-salaried positions

Access to a Behaviorist and School Psychologist for general education students may not incur any cost depending upon current staffing in these positions in the district and the ability of that staff to also be a resource for MTSS.

Our current partnership with LinkIt!, is providing the district with a free year of gradual implementation of their new Intervention Manager module. As such, no cost to the district will be incurred for a full year with regard to the implementation of a system for maintaining MTSS records, data, and progress monitoring.

Implement Universal Screening and Progress Monitoring in grades K-11

If MAP were to be implemented as a universal screener for grades K-11, our current cost for 2020-2021 MAP licenses would change from \$61,710.00 to \$97,992.50.

Proposed Program Plan Timeline

	<u>Year 0</u> Program Review	<u>Year 1</u> Draft Year	<u>Year 2</u> Implementation and Mapping	<u>Year 3</u> Implementation	<u>Year 4</u> Implementation
Staffing	*Evaluate current staffing model, including who and how services are being provided *Evaluate equity of staffing among schools and across grade levels	*Establish infrastructure Coordinators, Coaches, Intervention Specialists *Reallocation of some current intervention staff *Access to Behaviorist and School Psychologist	*Adjust Coaches and Intervention Specialists according to the numbers of identified students at each school and grade level	*Adjust Coaches and Intervention Specialists according to the numbers of identified students at each school and grade level	*Adjust Coaches and Intervention Specialists according to the numbers of identified students at each school and grade level
Program	*Evaluate current RTI and I&RS programs *Research best practice	*District run MTSS program *Collaboration with school administrators and content area supervisors *Establish positive school culture/ climate, effective district/school leadership, and family/ community engagement	*Monitor and evaluate District run MTSS program to adjust accordingly based upon data/information *Expand family and community engagement	*Monitor and evaluate District run MTSS program to adjust accordingly based upon data/information	*Monitor and evaluate District run MTSS program to adjust accordingly based upon data/information
Curriculum		*Universal screening	*In collaboration with supervisors, select/	*Focus on Tier 2 intervention	Focus on Tier 2 intervention

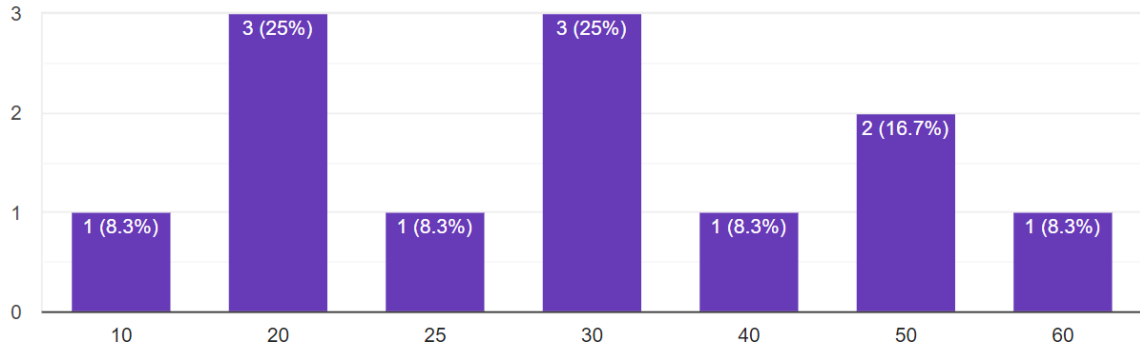
		<p>* Collaboration with content area supervisors regarding instruction at the different tiers of academic intervention</p> <p>*Collaborate with counselors, behaviorists, and school psychologists regarding social/emotional/ behavioral interventions at the different tiers</p> <p>*District Consistency in student caseloads and services provided</p> <p>*Training in SEL, PBIS, and Cognition</p>	<p>develop Common assessments for progress monitoring of individual ELA and Math skills as well as Social/ Emotional/ Behavioral Action Plans</p> <p>*Training in SEL, PBIS, and Cognition</p>	instruction and connection to curriculum	<p>instruction and connection to curriculum</p> <p>*Evaluate the effectiveness of Tier 3 resources</p>
Resources/ Technology	<p>*Assess the variety of resources currently being used at each school</p> <p>*Assess the use of NWEA MAP and LinkIt!, with regard to RTI and I&RS</p>	<p>*LinkIt! Intervention Manager initial, phased in implementation</p> <p>*Pilot research-based instructional materials to support Tier 3 intervention instruction</p>	<p>*Purchase researched-based instructional materials to support Tier 3 intervention instruction</p> <p>*Continue with LinkIt! Intervention Manager or consider other systems for management of MTSS</p>	<p>*Continue with LinkIt! Intervention Manager or consider other systems for management of MTSS</p>	<p>*Continue with LinkIt! Intervention Manager or consider other systems for management of MTSS</p>

APPENDIX A

Administrator Survey - I&RS Overview

What is the approximate number of referred students to the I&RS committee per year?

12 responses

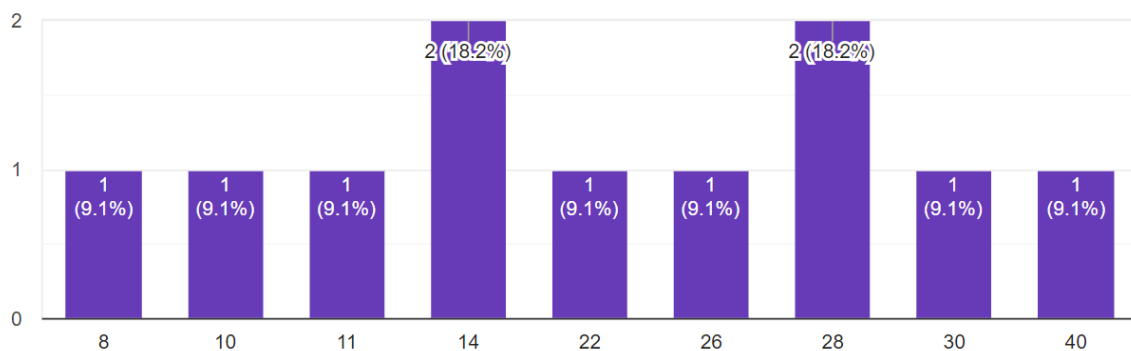


How many students were referred at your school for I&RS review for the 18-19 school year? 12 responses

50
58 total = 28 Referred to I&RS; 12 students referred from I&RS to CST
14
40
19
26
7 new students referred to committee for RTI, others for behavioral interventions, 504's, social/emotional needs etc
20
46
16
11
28

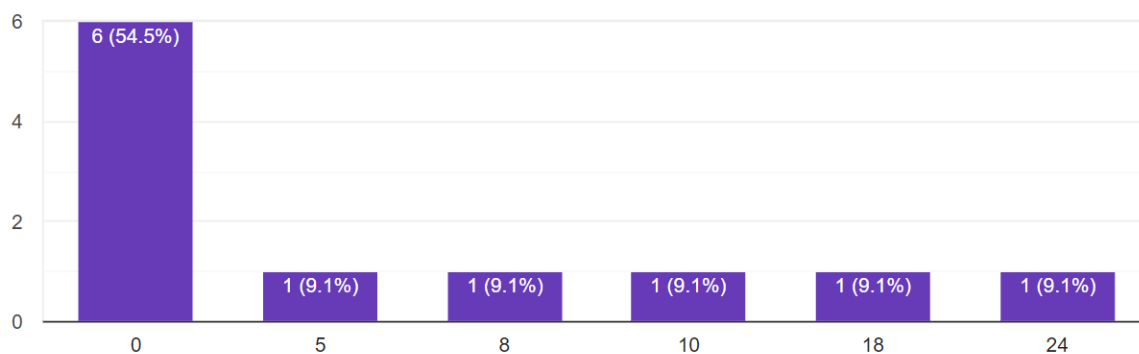
Referring to your previous answer about the 18-19 school year, for how many referred students were written I&RS plans created?

11 responses



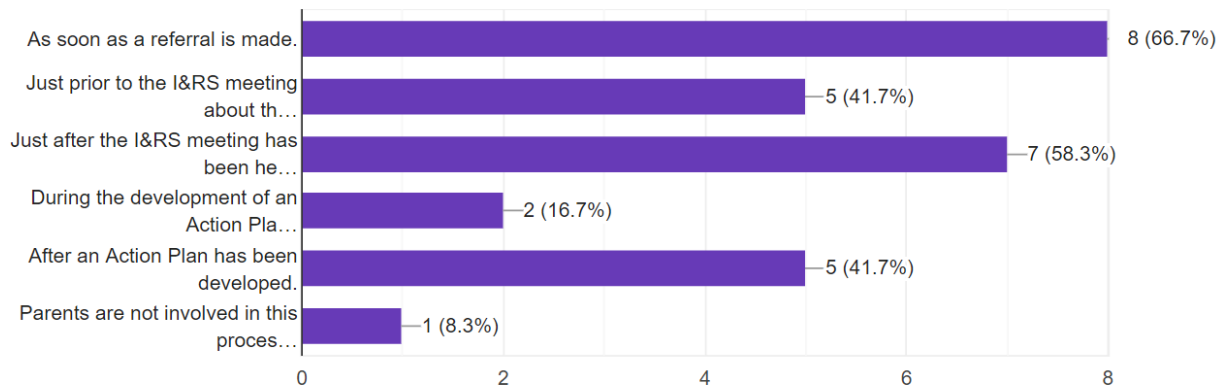
Referring to your previous answer about the 18-19 school year, for how many referred students were UNWRITTEN I&RS plans created?

11 responses



At what point(s) during the I&RS process do you involve parents? Select all that apply.

12 responses

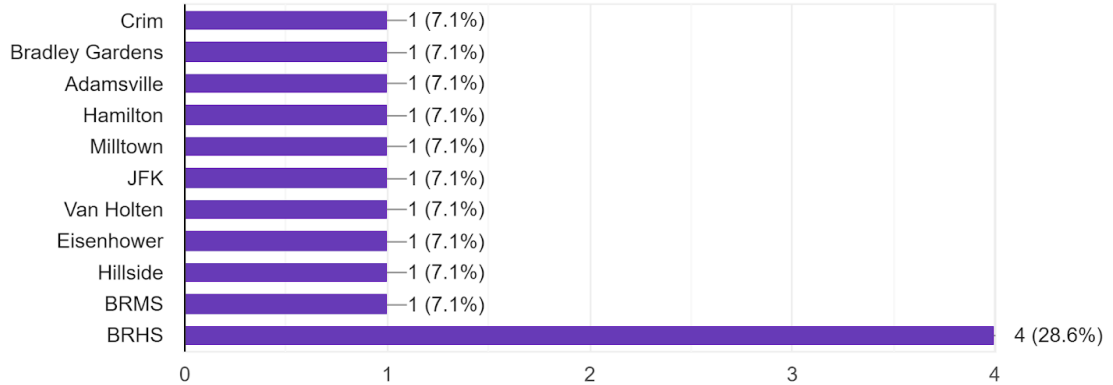


APPENDIX B

K-12 Administrator Survey - RTI and I&RS Program

Identify your school.

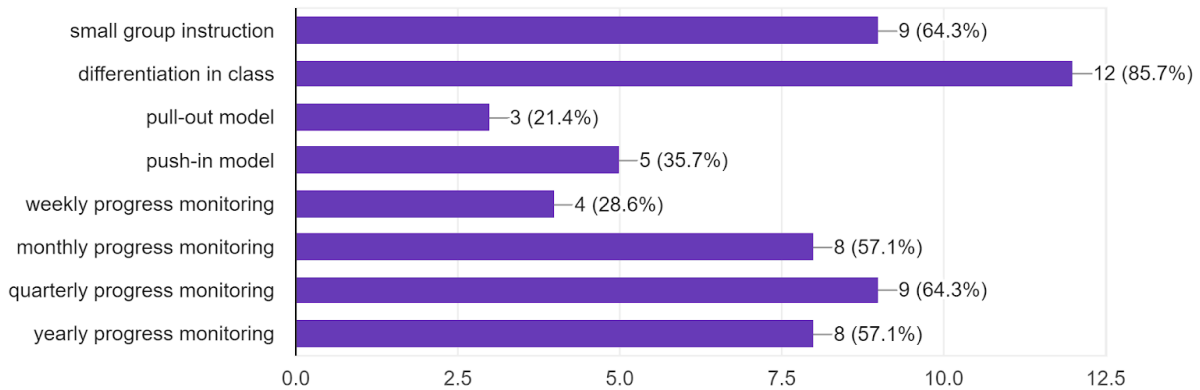
14 responses



The following attributes exist for Tier 2 intervention:
that apply.)

(Check all

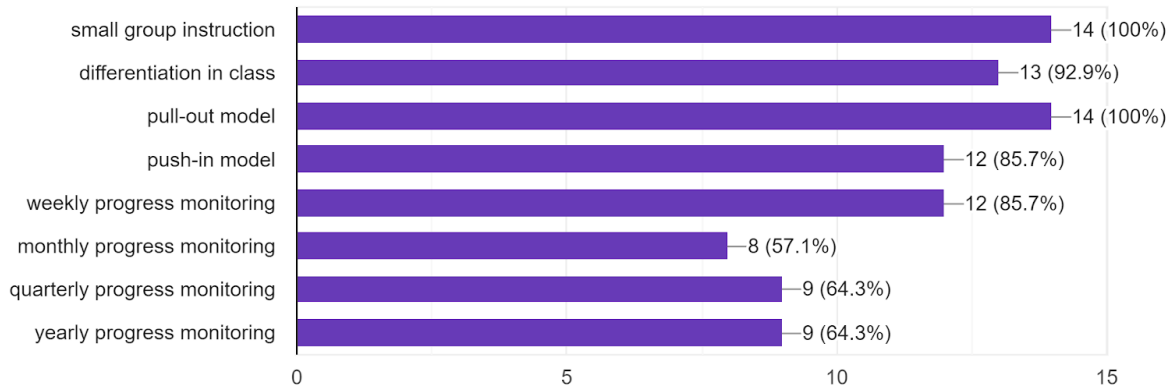
14 responses



The following attributes exist for Tier 3 intervention:
that apply.)

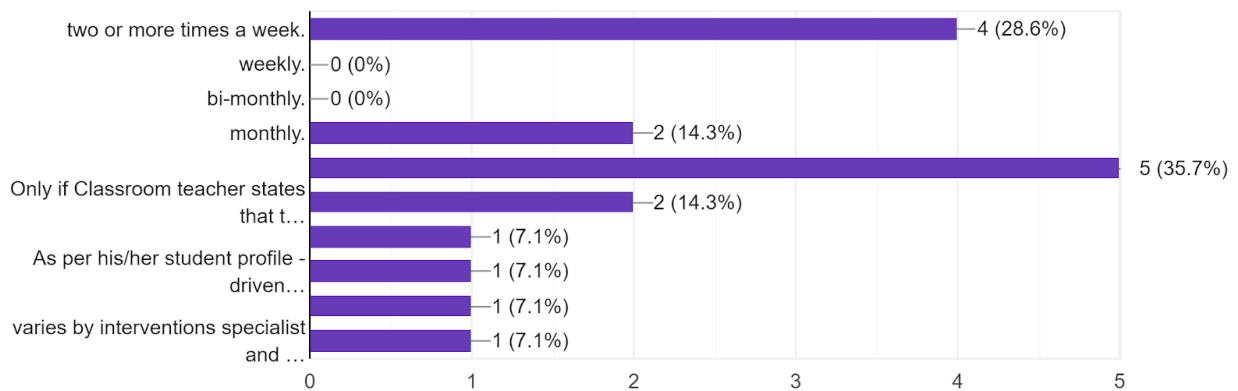
(Check all

14 responses



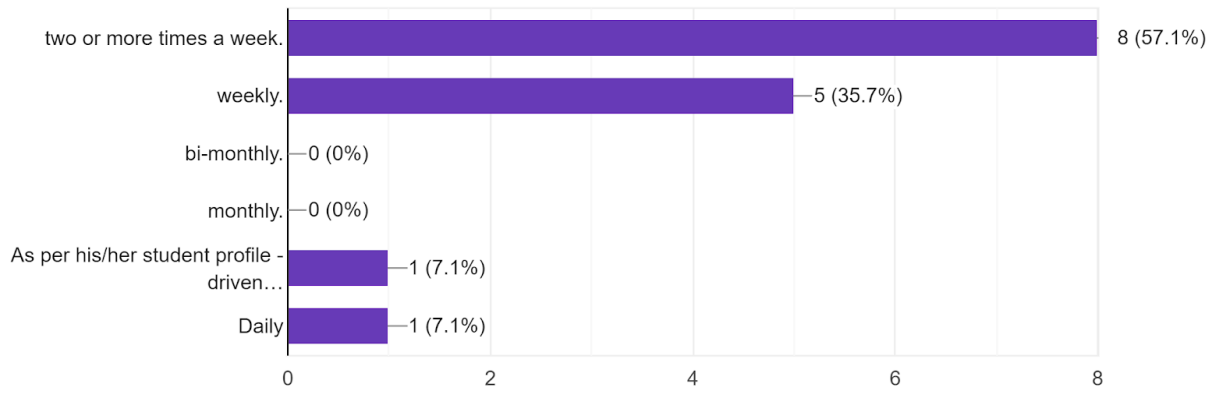
For Tier 2 intervention, the Intervention Specialist meets with an RtI student

14 responses



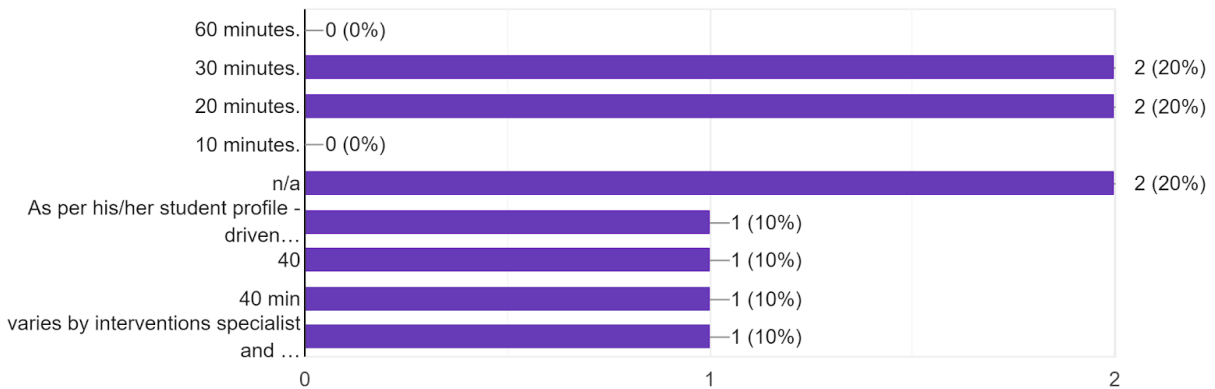
For Tier 3 intervention, the Intervention Specialist meets with an RtI student

14 responses



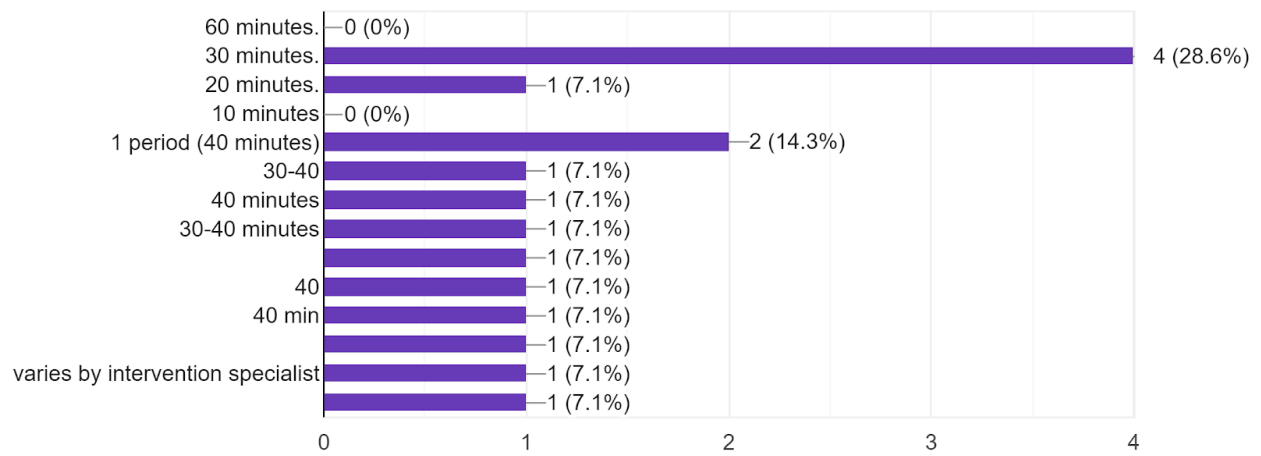
If applicable, the RtI Tier 2 session lasts:

10 responses



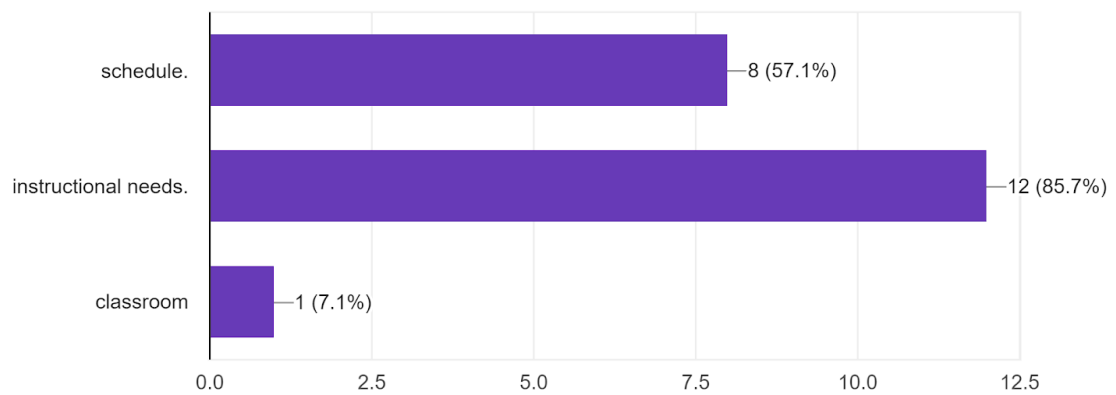
The RtI Tier 3 session lasts:

14 responses



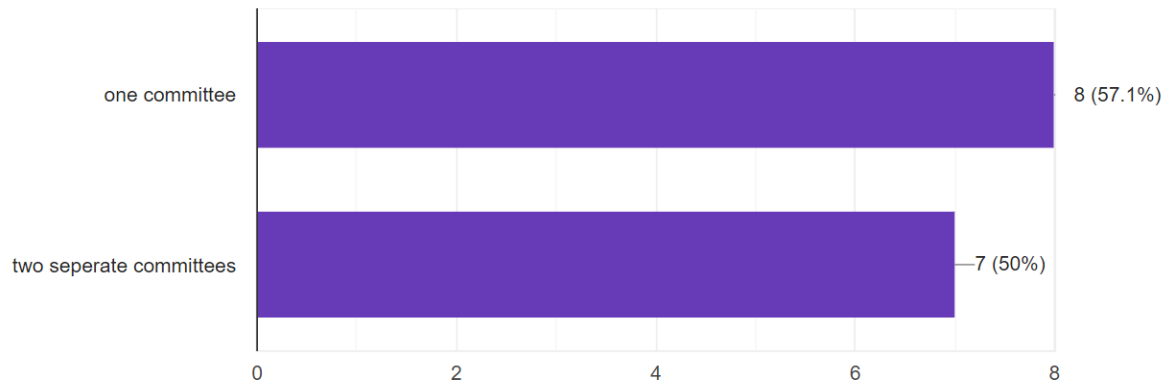
In an RtI session, RtI students are grouped by:

14 responses



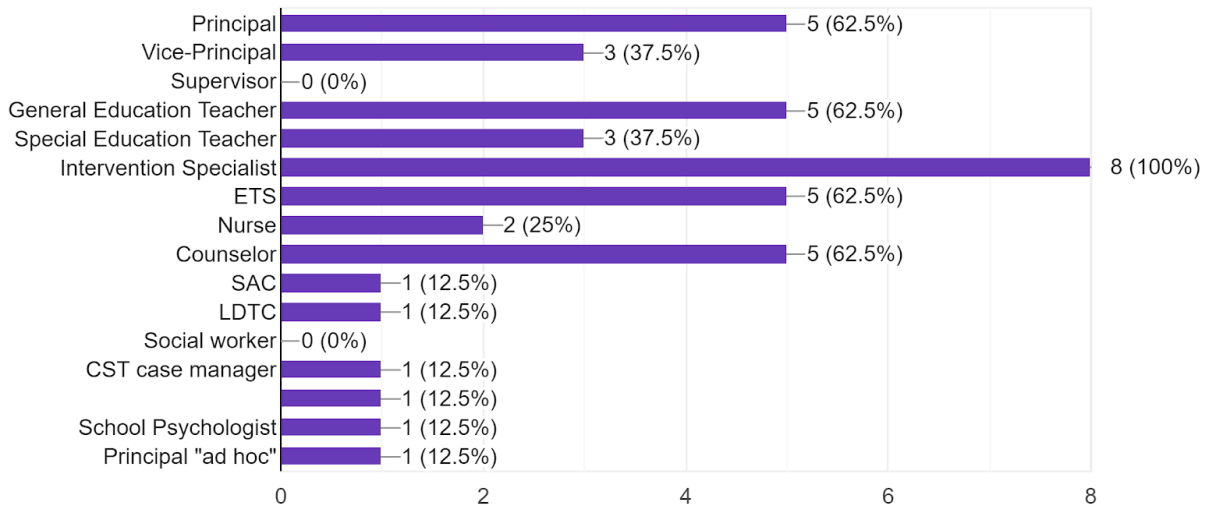
Which of the following best represents the organization of RtI and I&RS at your school?

14 responses



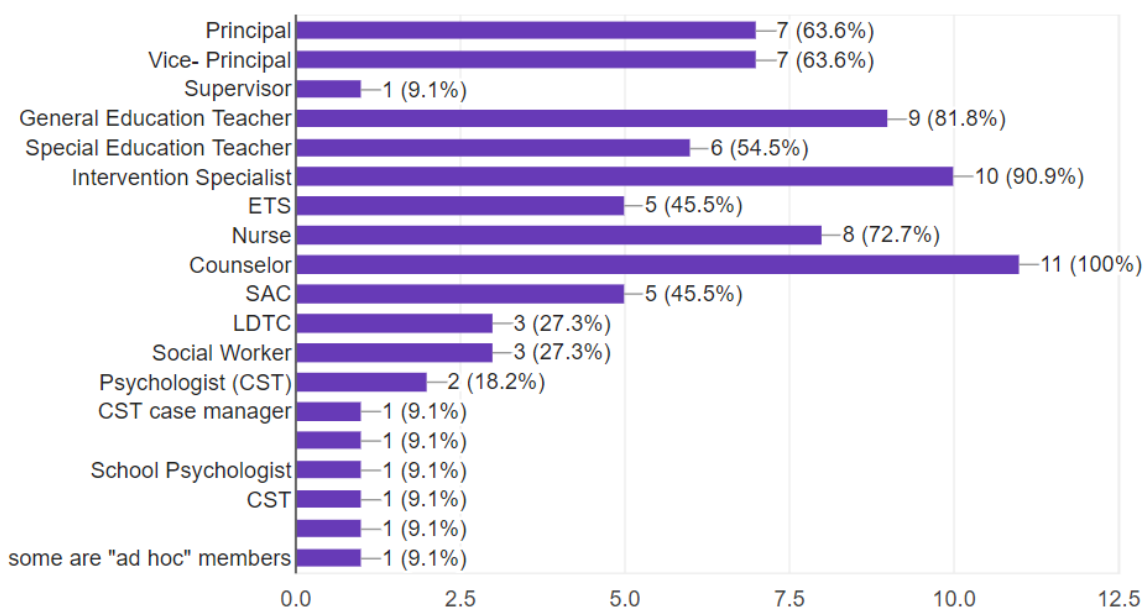
If applicable, please identify your school's staff members who serve on the RtI Committee:
(Check all that apply.)

8 responses



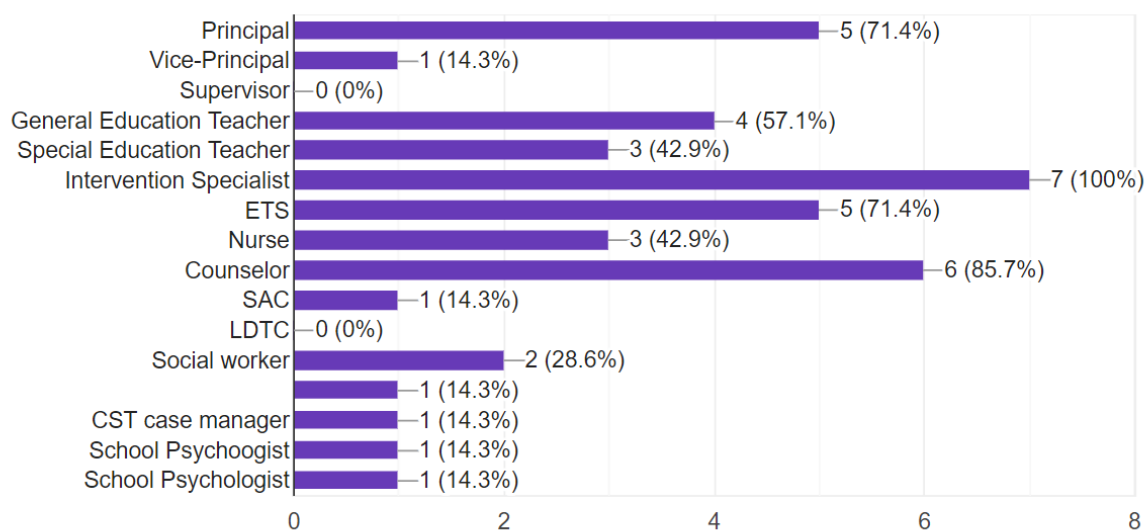
If applicable, please identify your school's staff members who serve on the I&RS Committee:
(Check all that apply.)

11 responses



If applicable, please identify your school's staff members who serve on a combined RtI/ I&RS Committee: (Check all that apply.)

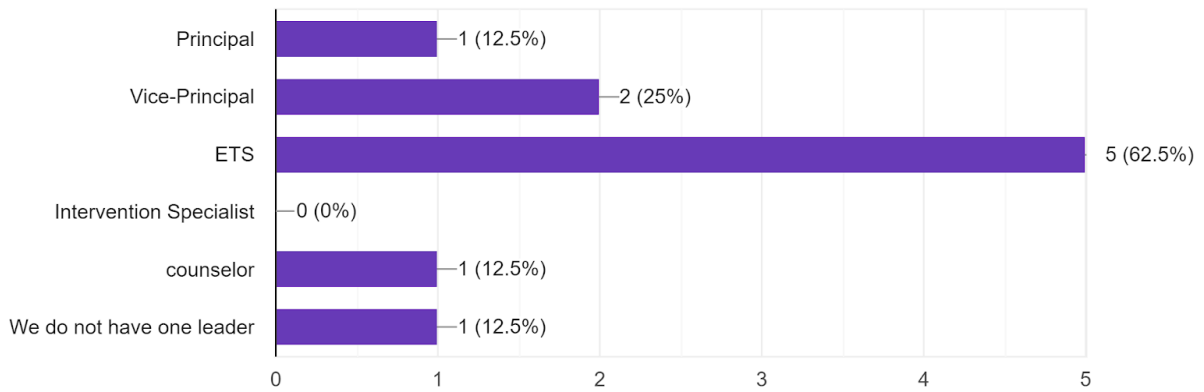
7 responses



If applicable, the leader of your school's RtI Committee is:

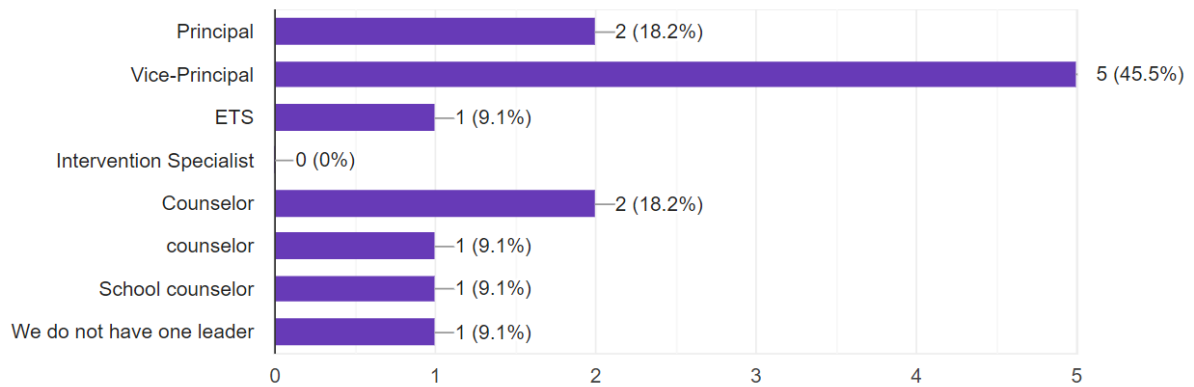
(Check all that apply.)

8 responses



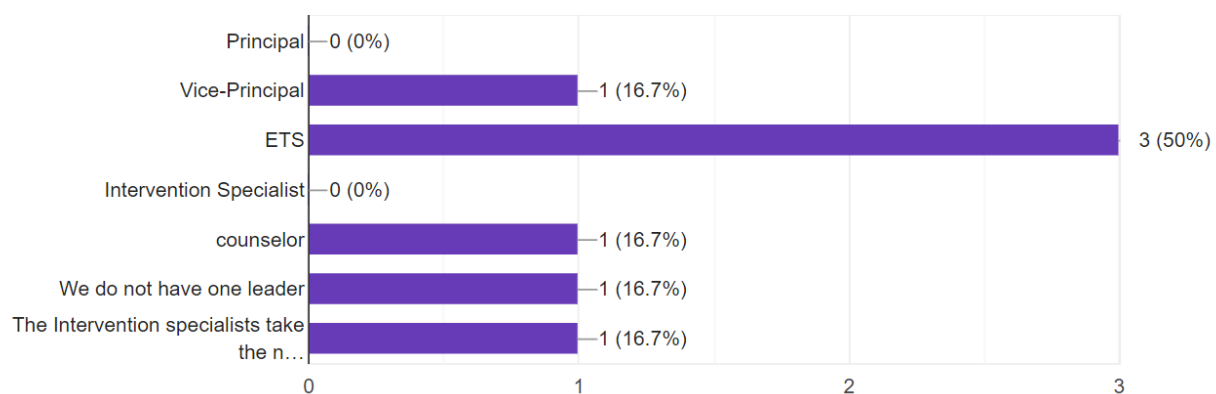
If applicable, the leader of your school's I&RS Committee is:

11 responses



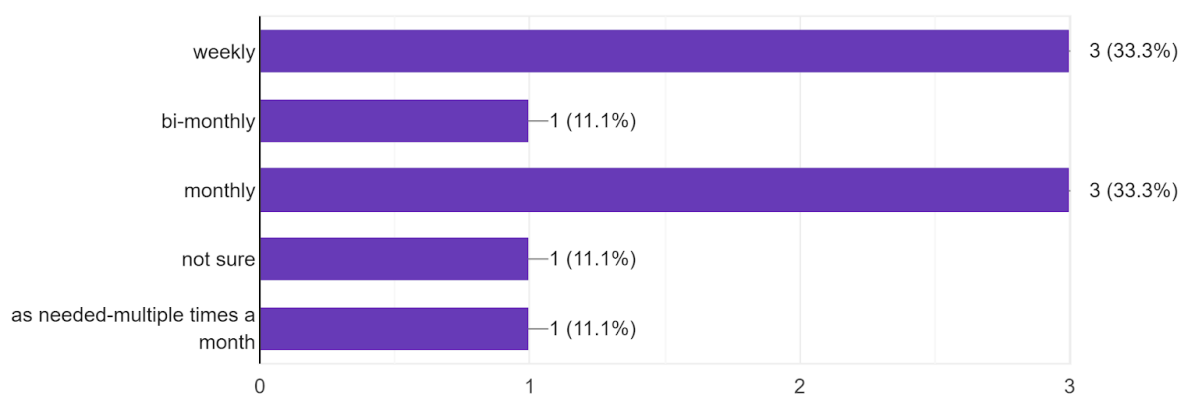
If applicable, the leader of your school's combined RtI/ I&RS Committee is:

6 responses



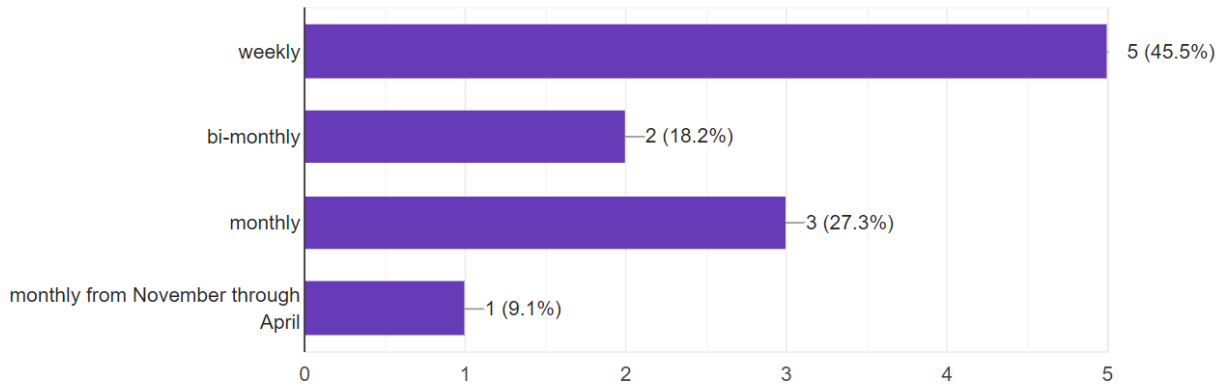
If applicable, the RtI Committee meets:

9 responses



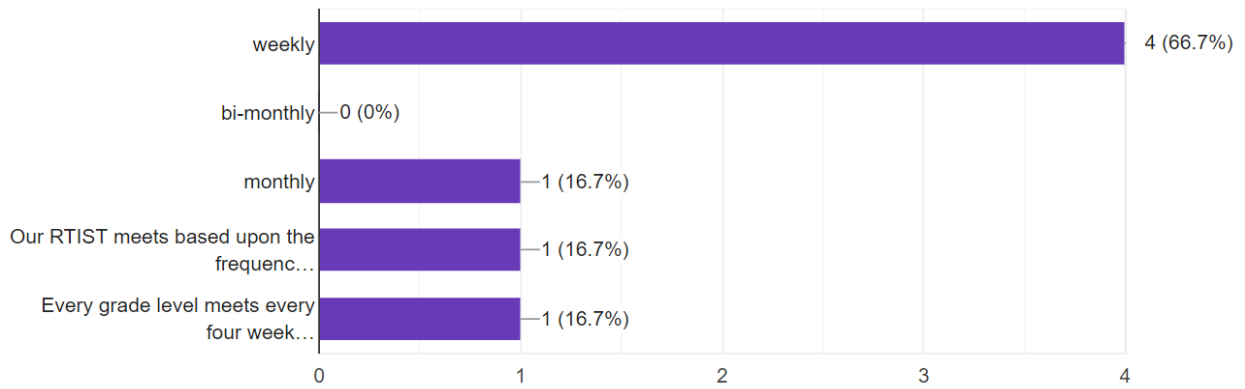
If applicable, the I&RS Committee meets:

11 responses



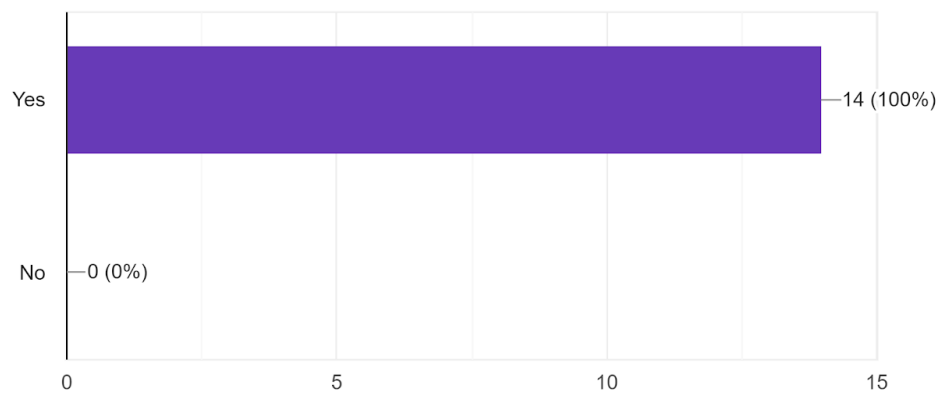
If applicable, the combined RtI/ I&RS committee meets:

6 responses



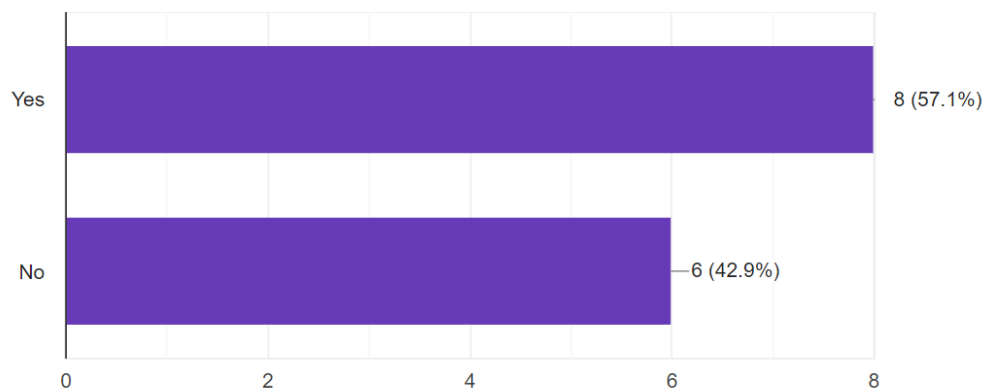
Are Action Plans sent to parents and maintained by the school for Rtl?

14 responses



Are Action Plans sent to parents and maintained by the school for I&RS?

14 responses



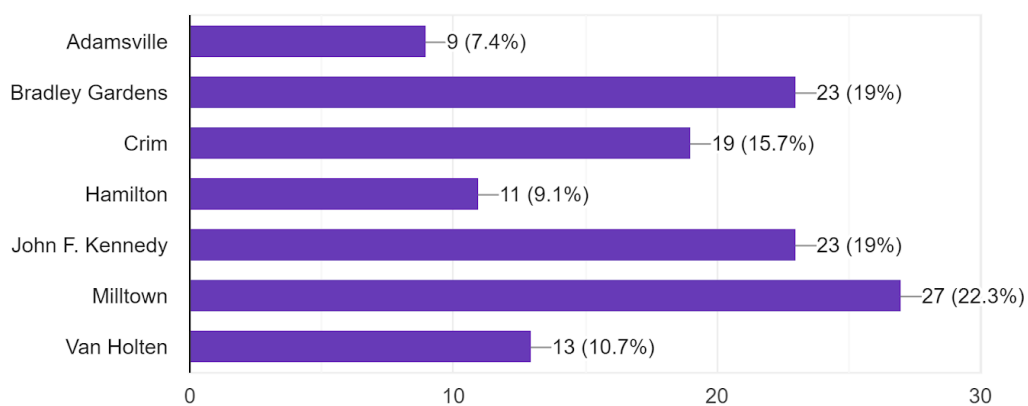
APPENDIX C

Guiding Questions/Surveys for K-4 Teachers

(Note: for questions using a 1-5 scale, 1 is strongly disagree and 5 is strongly agree)

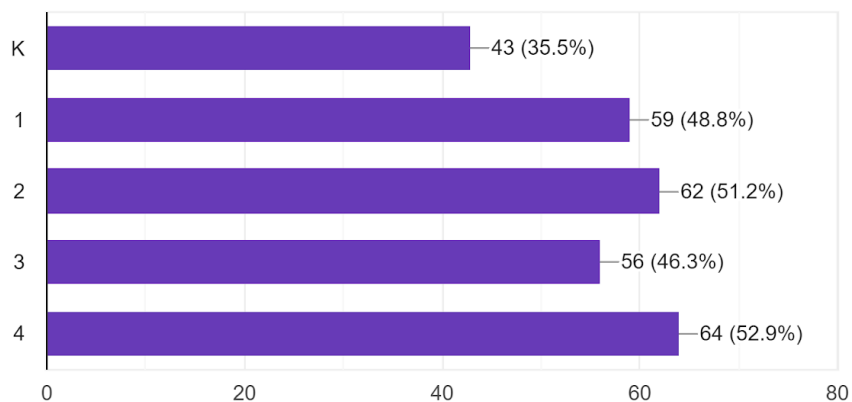
1. I work in the following school.

121 responses



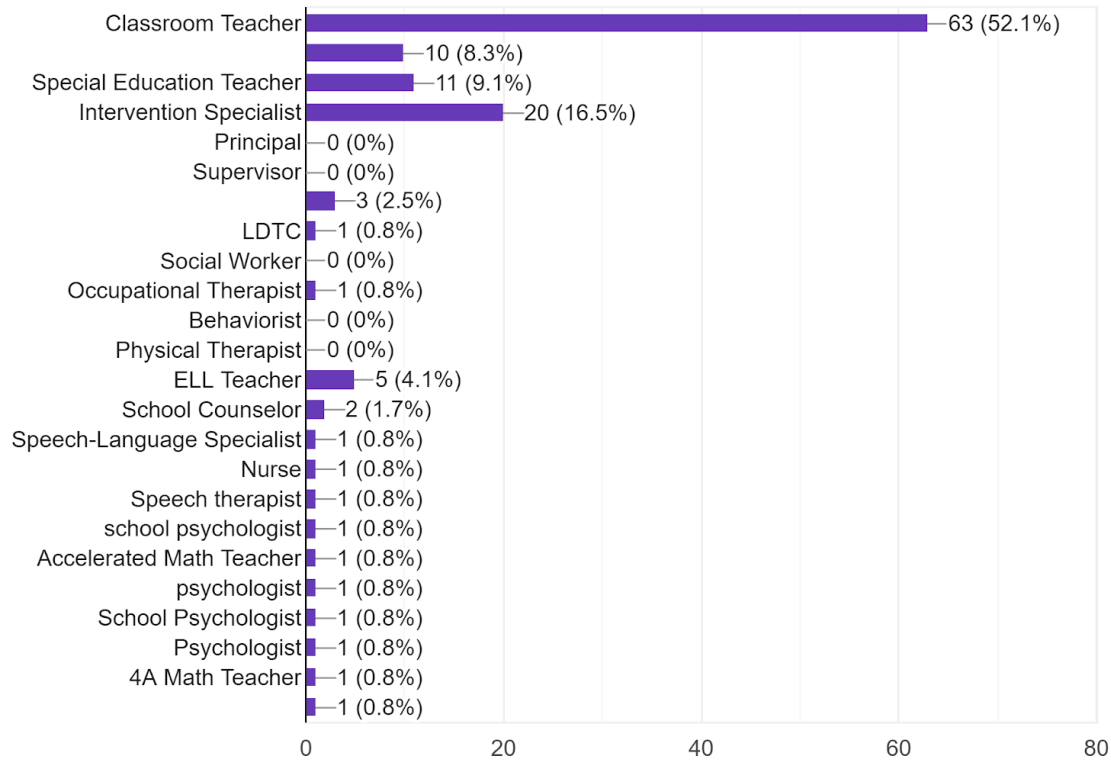
2. I work in the following grade levels.

121 responses



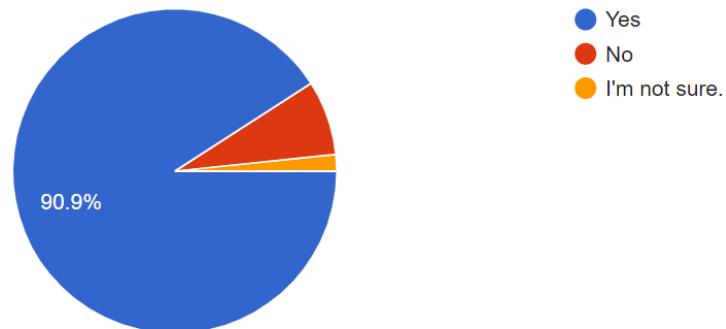
3. I have the following role in the district.

121 responses



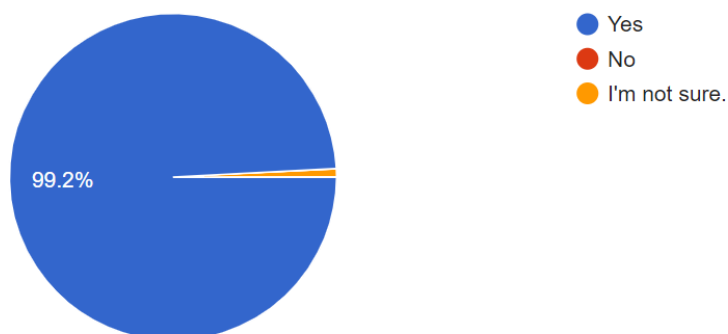
4. Our school district has a program that provides interventions for academic help as well as behavioral, social, and emotional needs of students. It is called Intervention and Referral Services (I&RS). Have you heard of this program?

121 responses



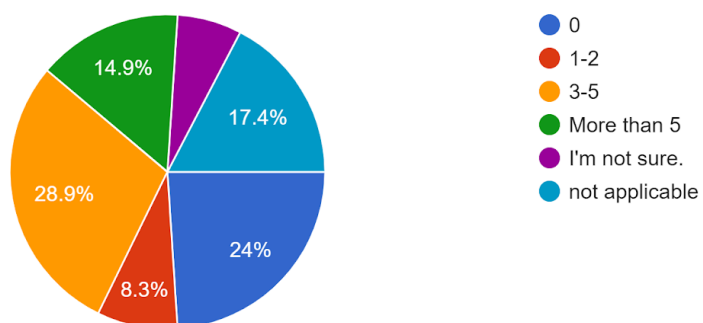
5. Our school district has a program called Response to Intervention (RtI) that provides instructional or academic help for students. There are Intervention Specialists (IS) and/or Response to Intervention (RtI) teachers who offer this kind of help. Have you heard of this program?

121 responses



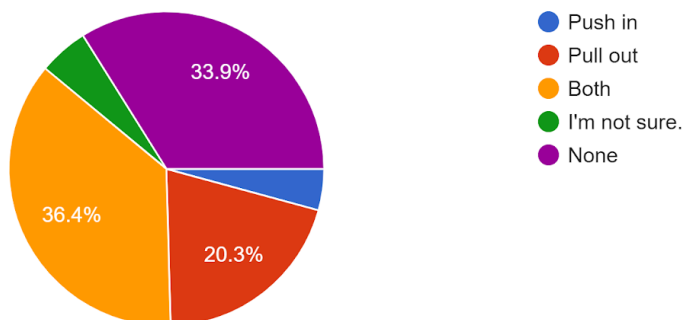
6. How many of your students receive intervention services?

121 responses



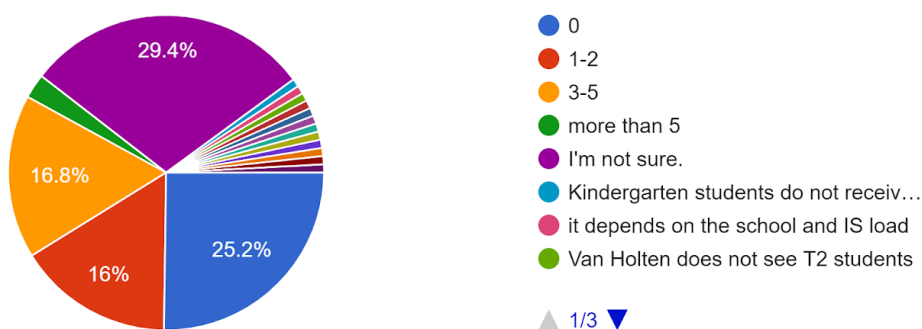
7. What type of intervention services do your students receive?

118 responses



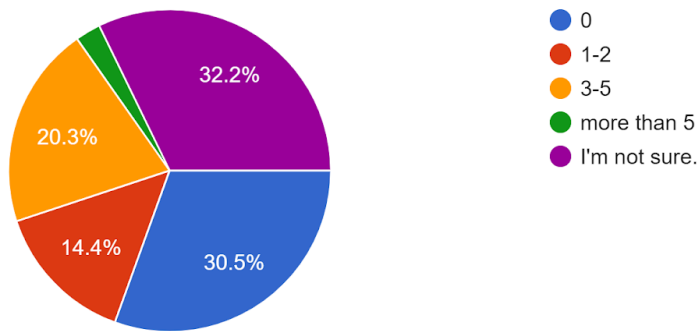
8. Approximately how many students does a Tier 2 Math Intervention Specialist see in a session?

119 responses



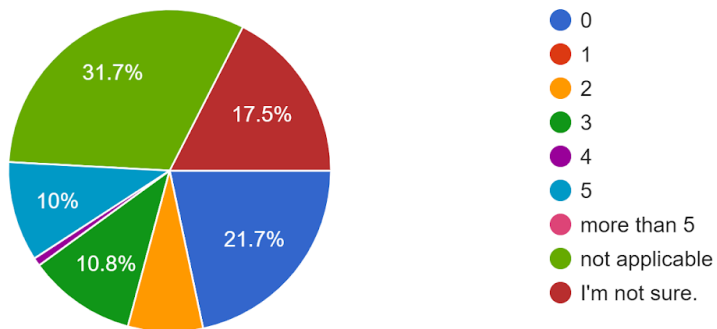
9. Approximately how many students does a Tier 2 Language Arts Intervention Specialist see in a session?

118 responses



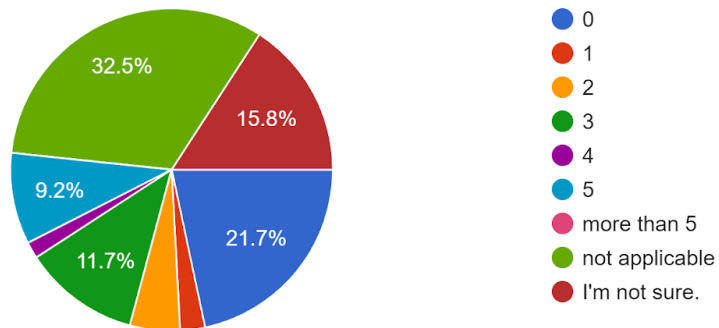
10. Approximately how many times per week do your students receiving Tier 2 services meet with the Math Intervention Specialist?

120 responses



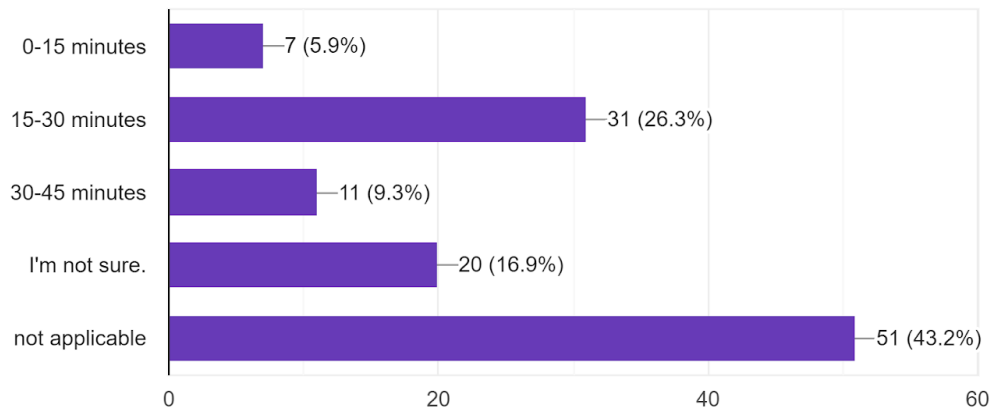
11. Approximately how many times per week do your students receiving Tier 2 services meet with the Language Arts Intervention Specialist?

120 responses



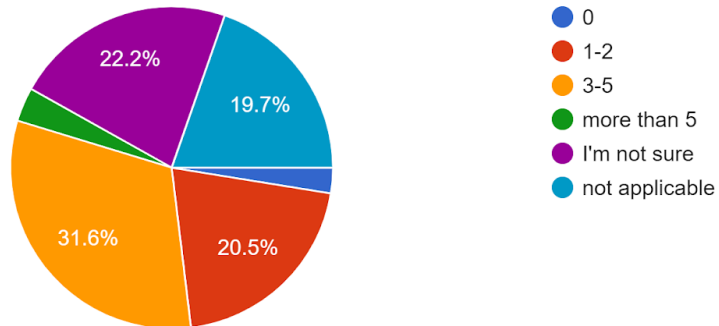
12. Approximately how long is each Tier 2 session?

118 responses



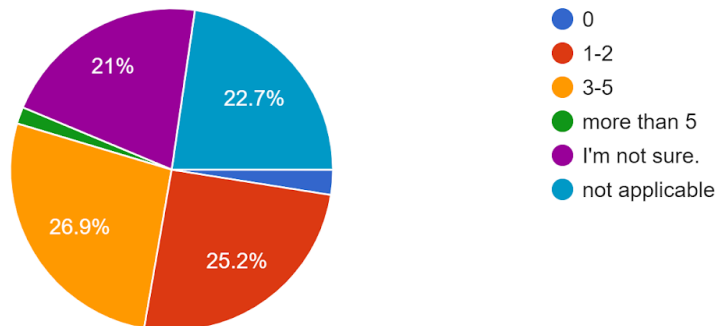
13. Approximately how many students does a Tier 3 Math Intervention Specialist see per session?

117 responses



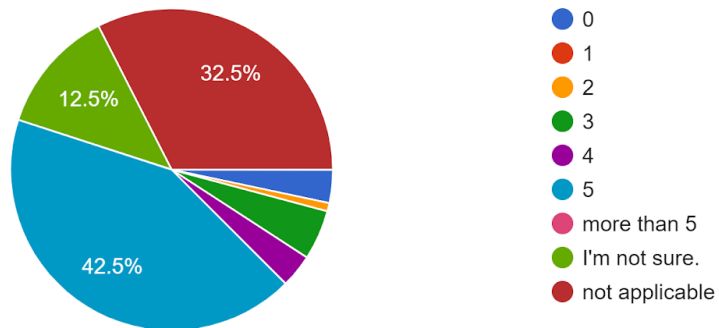
14. Approximately how many students does a Tier 3 Language Arts Intervention Specialist see per session?

119 responses



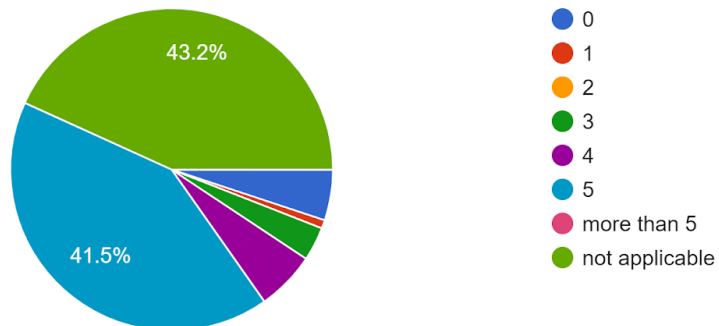
15. Approximately how many times per week do your students receiving Tier 3 services meet with the Math Intervention Specialist?

120 responses



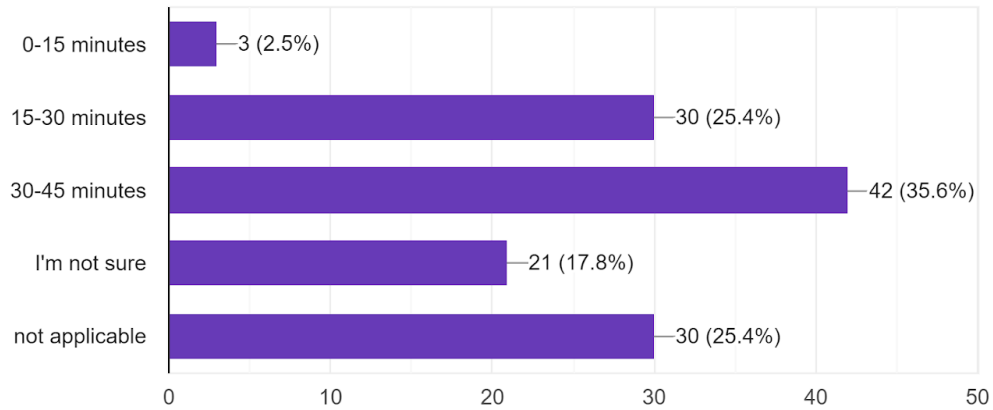
16. Approximately how many times per week do your students receiving Tier 3 services meet with the Language Arts Intervention Specialist?

118 responses



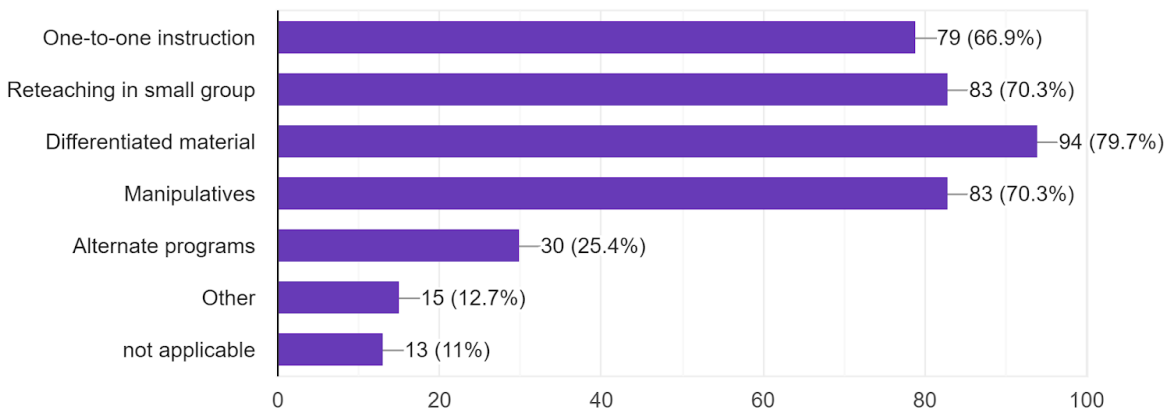
17. How long is each Tier 3 session?

118 responses



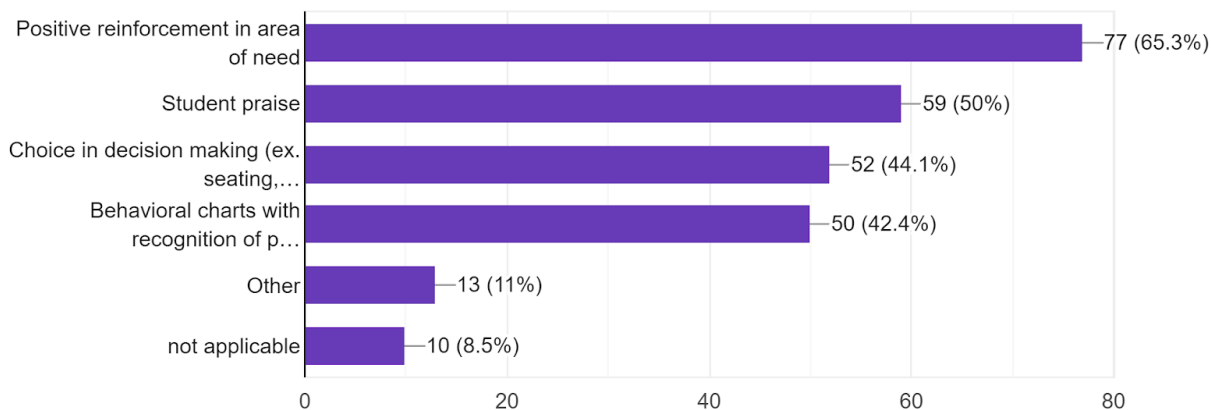
18. What are some specific academic resources/instructional tools you use in your role?

118 responses



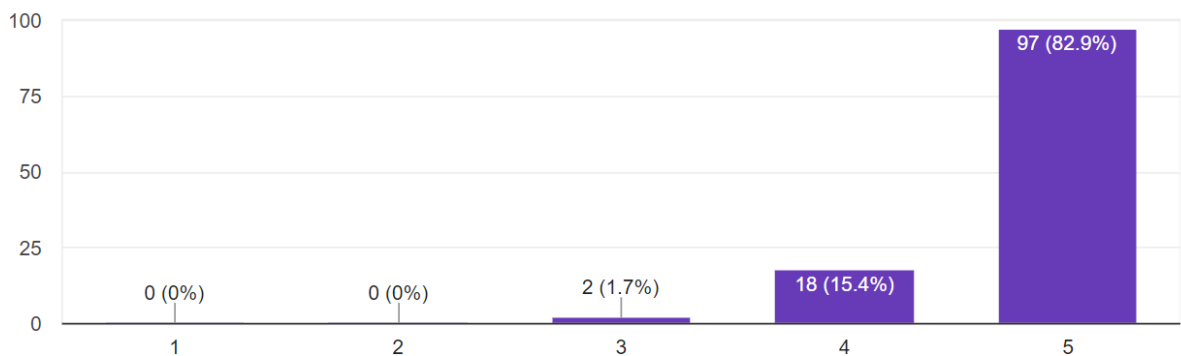
19. What are some specific behavioral intervention strategies you use in your role?

118 responses



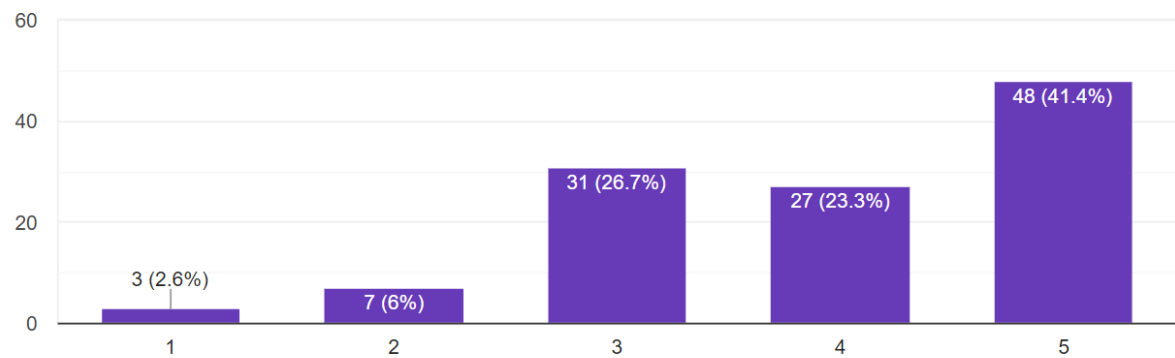
20. The development of I&RS plans should be a collaboration between counselors, teachers, administrators, and other support staff.

117 responses



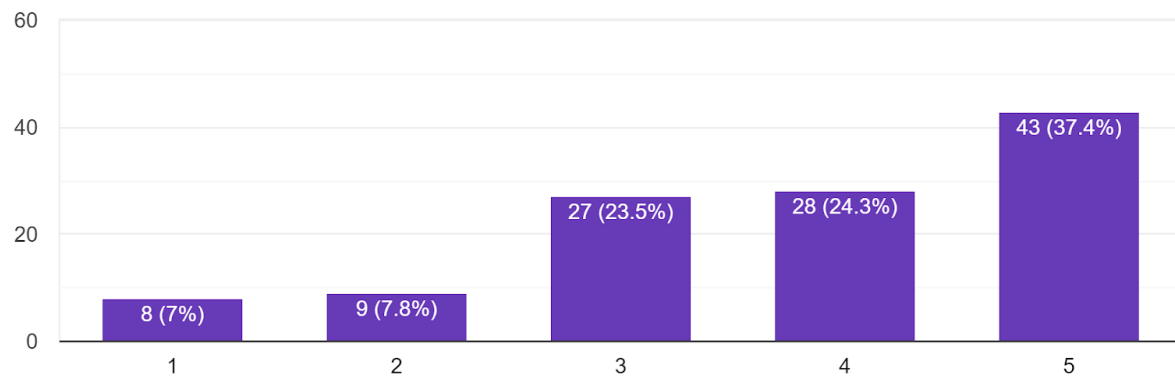
21. The development of I&RS plans should be a collaboration between parents and students along with school personnel.

116 responses



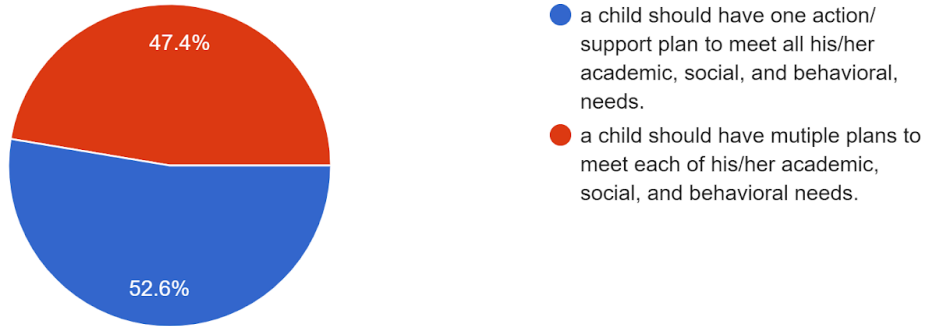
22. The development of Rtl plans should be a collaboration between parents and students along with school personnel.

115 responses



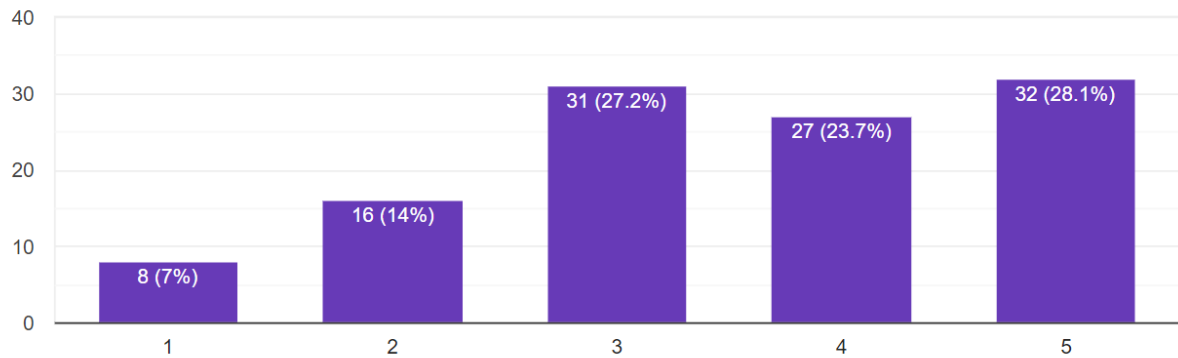
23. I believe...

114 responses



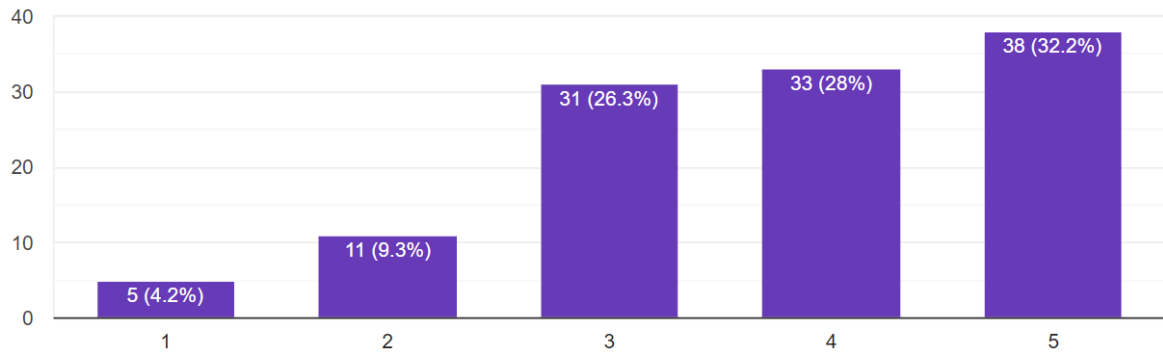
24. The criteria for a student to enter and the process to recommend a student to the I&RS program is clearly communicated to everyone involved in the process.

114 responses



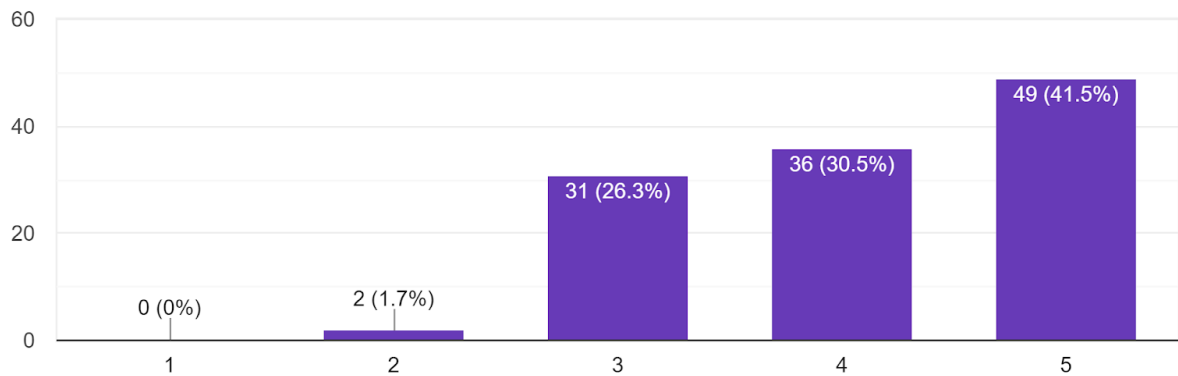
25. The criteria for a student to enter and the process to recommend a student to the RtI program is clearly communicated to everyone involved in the process.

118 responses



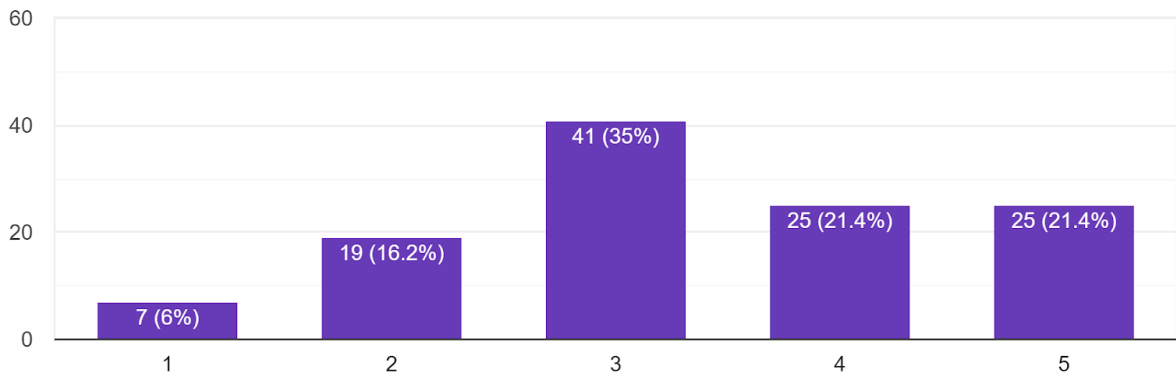
26. The intervention services provided help students meet success in school.

118 responses



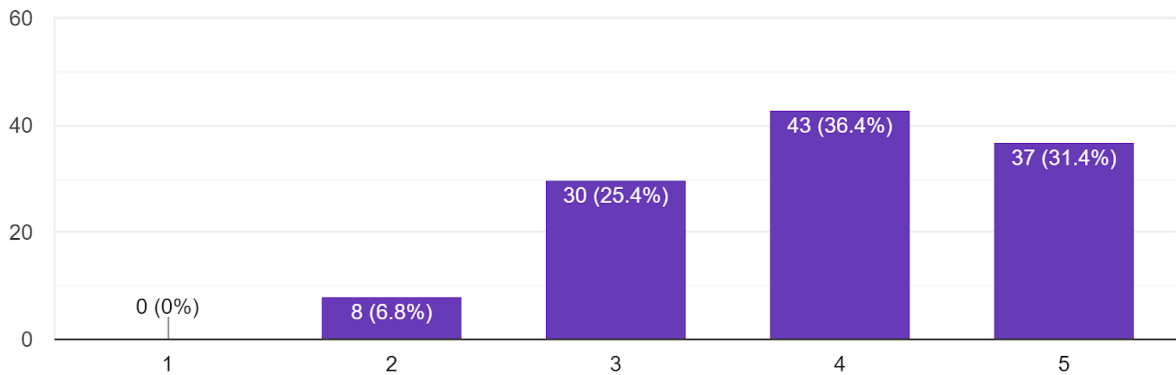
27. Students have access to school-supported social, behavioral, and emotional help when needed.

117 responses



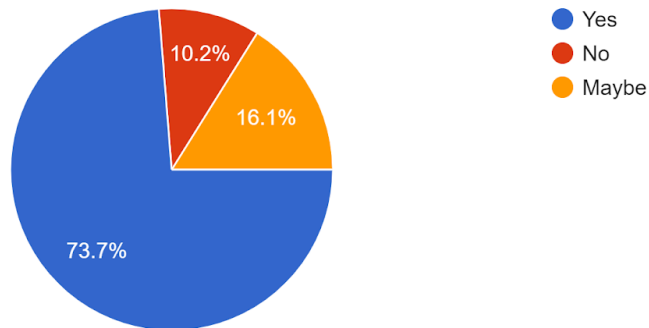
28. Students have access to school-supported academic help when needed.

118 responses



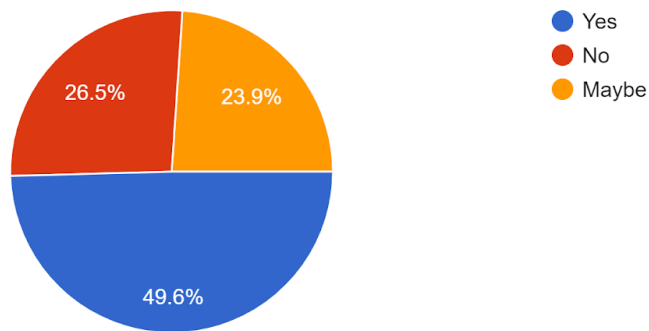
29. Would you like more professional development in social, emotional, and behavioral interventions?

118 responses



30. Would you like more professional development in Response to Intervention?

117 responses



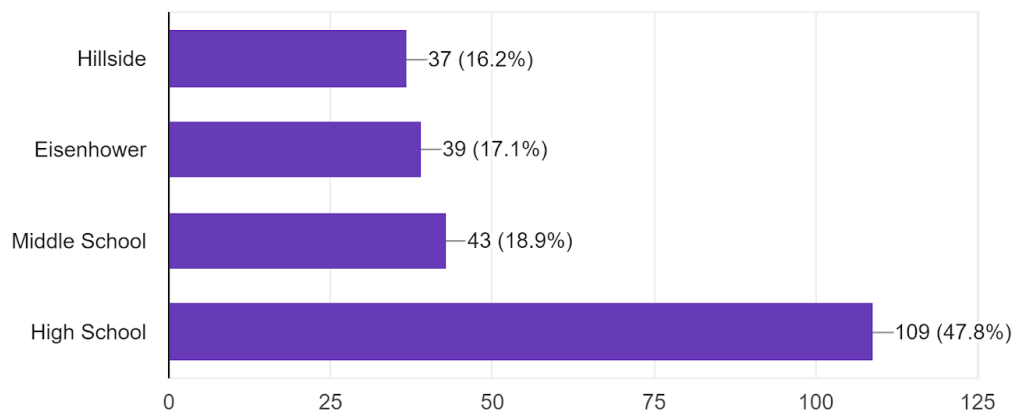
APPENDIX D

Guiding Questions/Surveys for 5-12 Teachers

(Note: for questions using a 1-5 scale, 1 is strongly disagree and 5 is strongly agree)

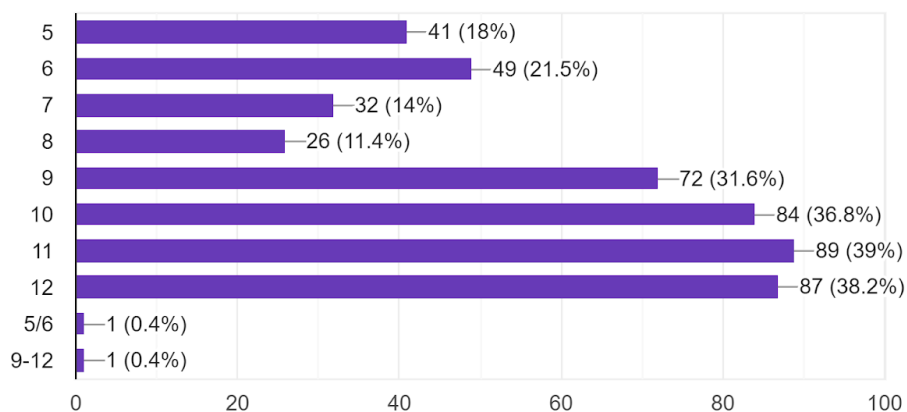
1. I work in the following school.

228 responses



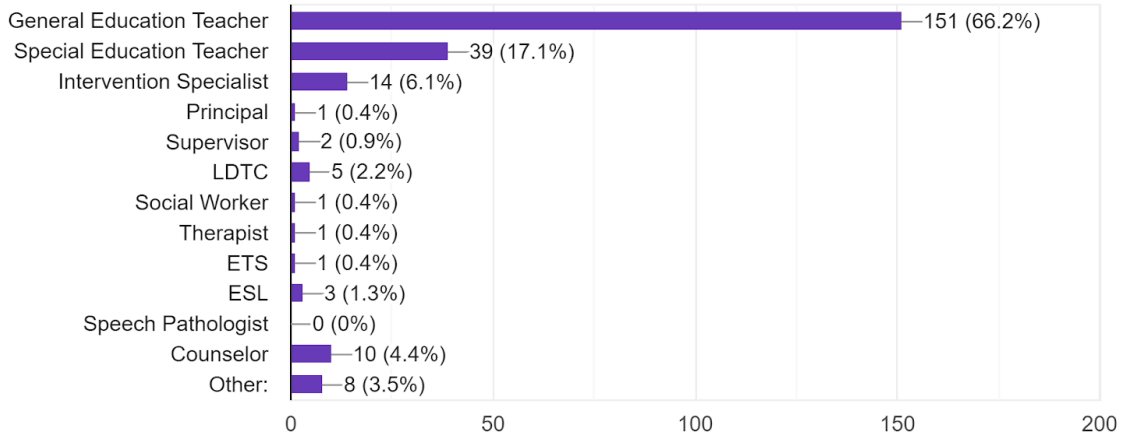
2. I work in the following grade levels.

228 responses



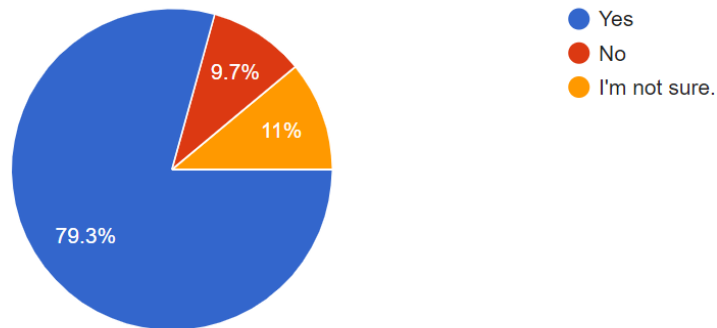
3. I have the following role in the district.

228 responses



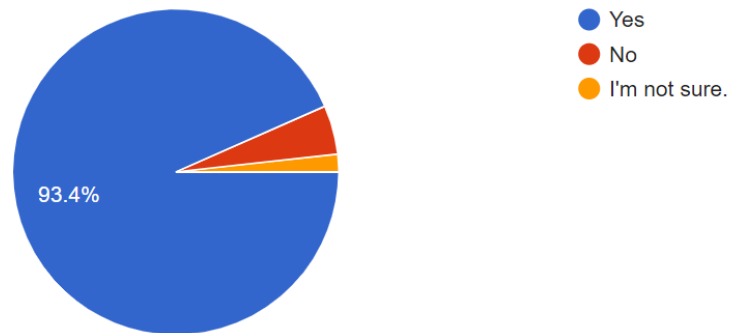
4. Our school district has a program that provides interventions for academic help as well as behavioral, social, and emotional needs of students. It is called Intervention and Referral Services (I&RS). Have you heard of this program?

227 responses



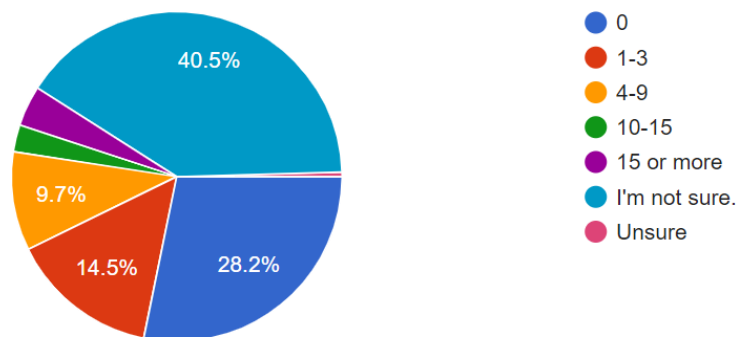
5. Our school district has a program called Response to Intervention (RtI) that provides instructional or academic help for students. There are Intervention Specialists (IS) and/or Response to Intervention (RtI) teachers who offer this kind of help. Have you heard of this program?

227 responses



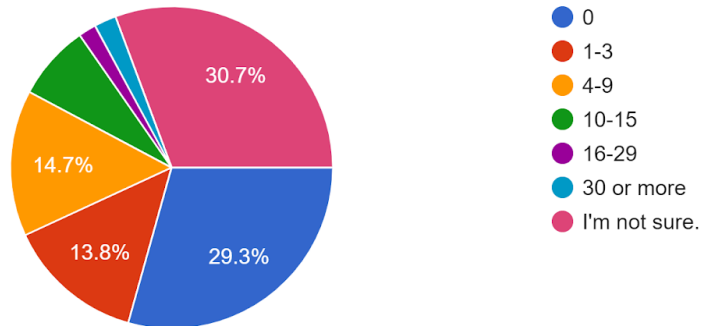
6. Approximately how many students do you currently have receiving I&RS services via an action plan?

227 responses



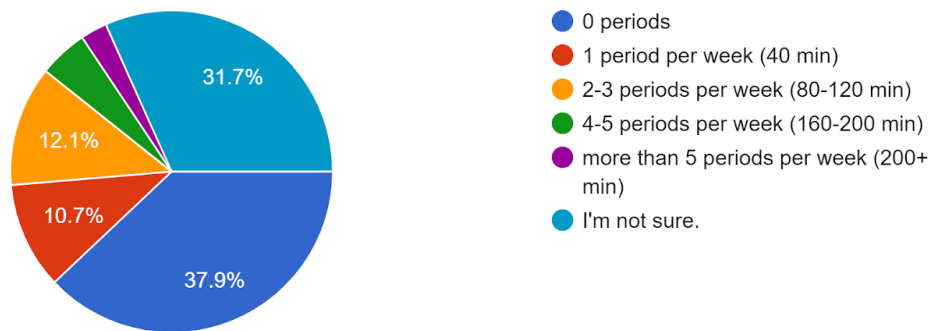
7. Approximately how many students do you currently have receiving RtI services via an action plan?

225 responses



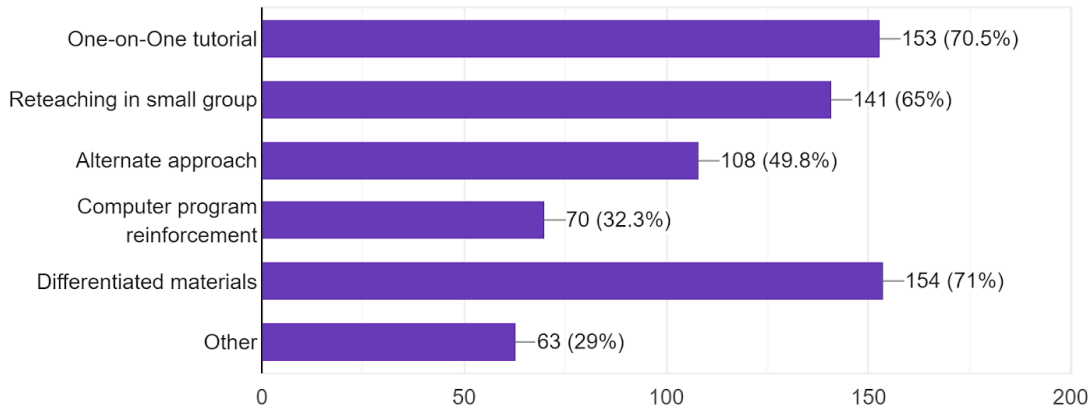
8. What is the number of periods per week that students are receiving supplemental and/or intervention services in your subject?

224 responses



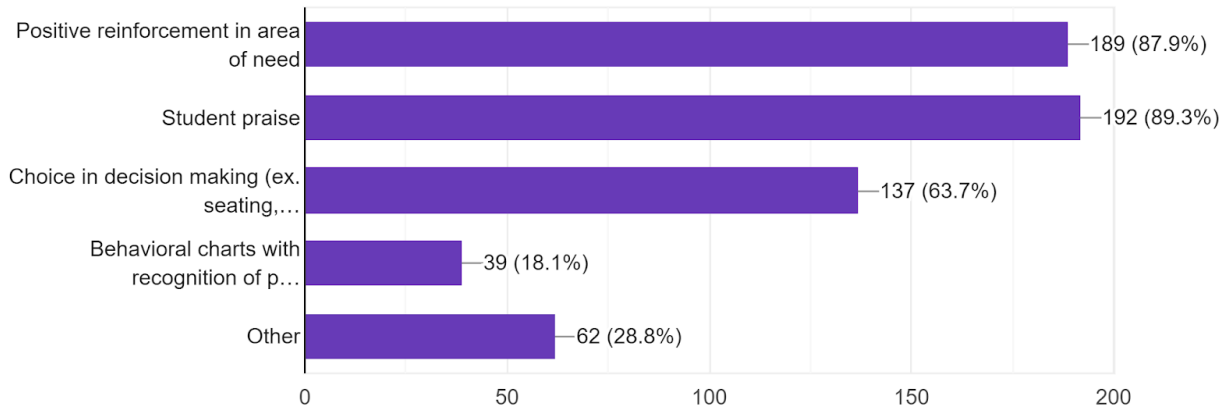
9. What are some specific academic resources/instructional tools that you use in your role?

217 responses



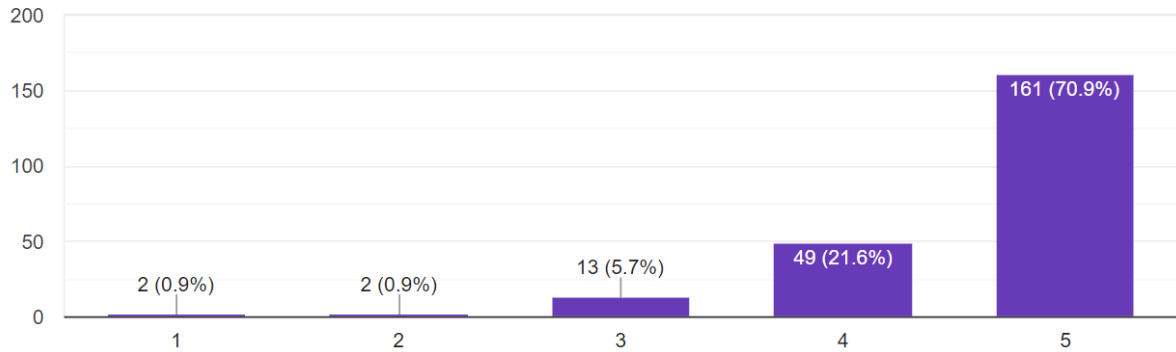
10. What are some specific behavioral intervention strategies you use in your role?

215 responses



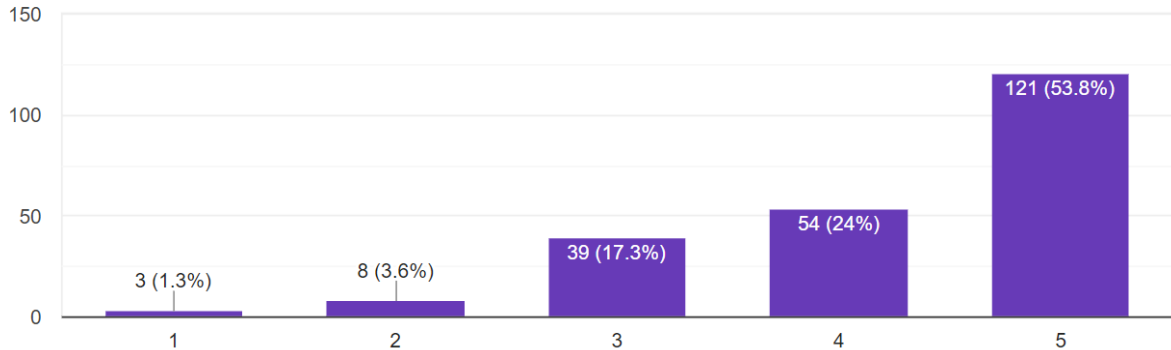
11. The development of I&RS plans should be a collaboration between counselors, teachers, administrators, and other support staff.

227 responses



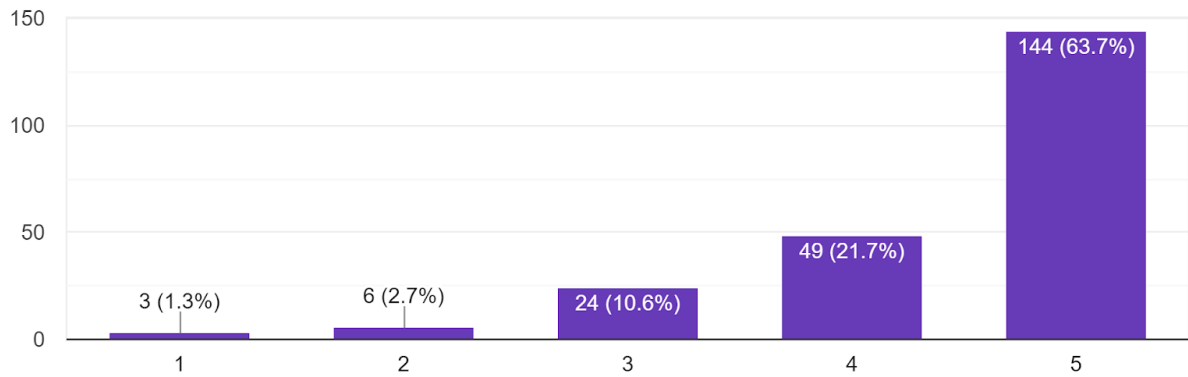
12. The development of I&RS plans should be a collaboration between parents and students along with school personnel.

225 responses



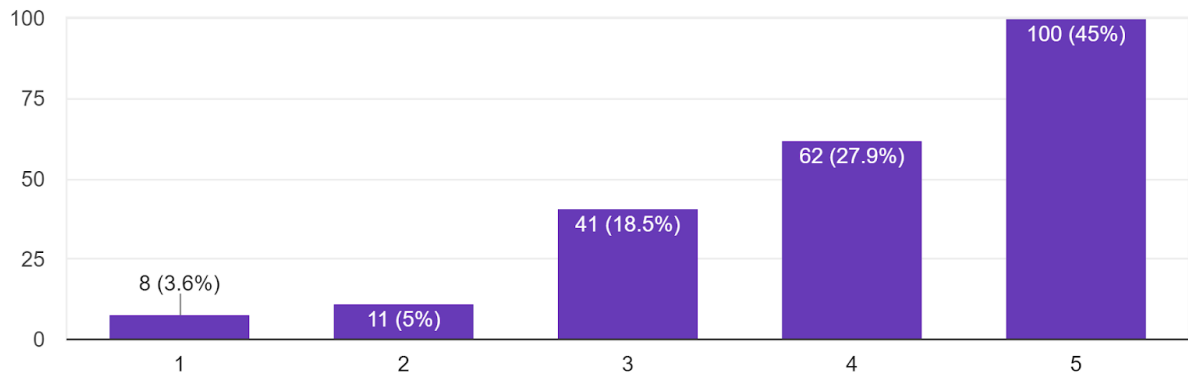
13. The development of Rtl plans should be a collaboration between counselors, teachers, intervention specialists, and administrators.

226 responses



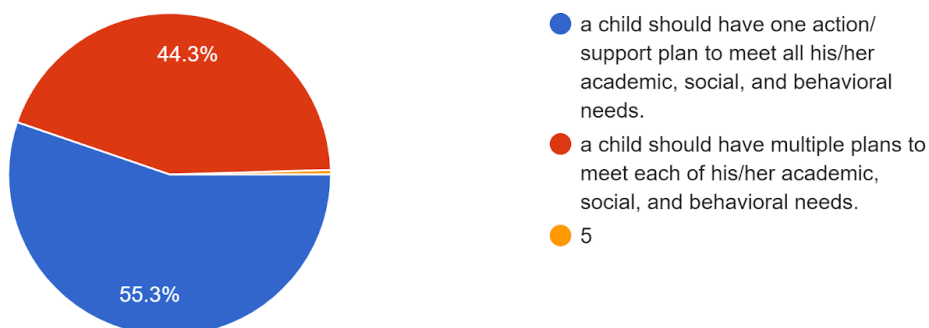
14. The development of Rtl plans should be a collaboration between parents and students along with school personnel.

222 responses



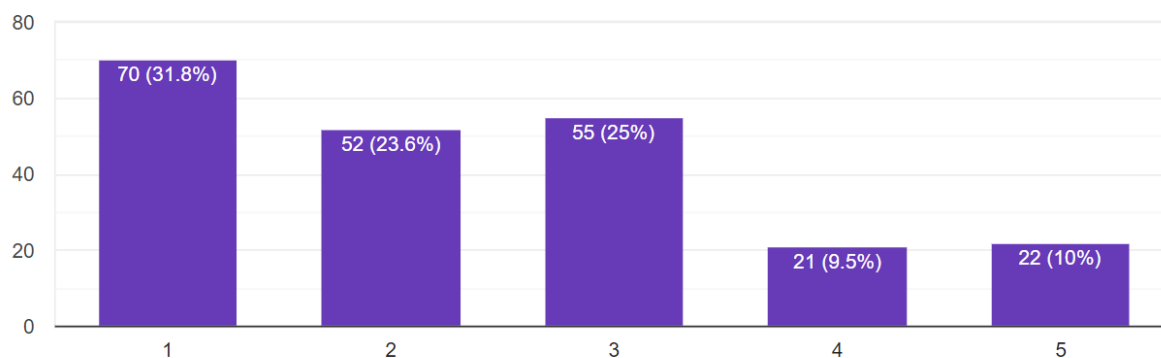
15. I believe...

219 responses



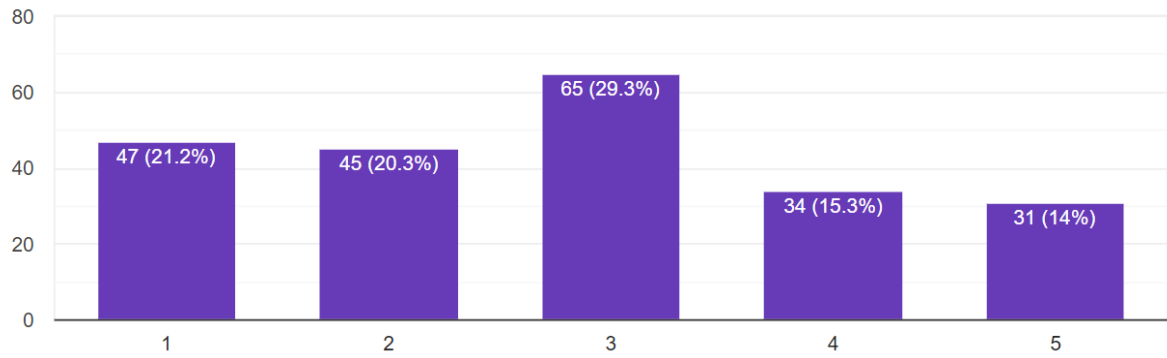
16. The criteria for a student to enter and the process to recommend a student to the I&RS program is clearly communicated to everyone involved in the process.

220 responses



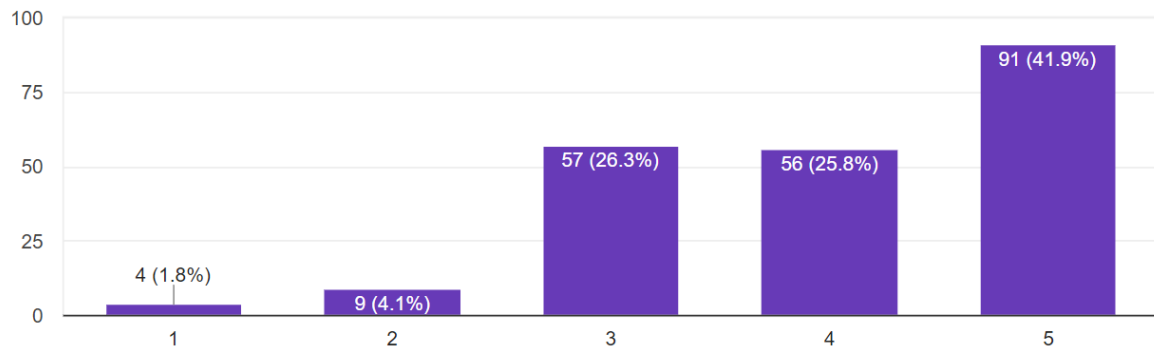
17. The criteria for a student to enter and the process to recommend a student to the RtI program is clearly communicated to everyone involved in the process.

222 responses



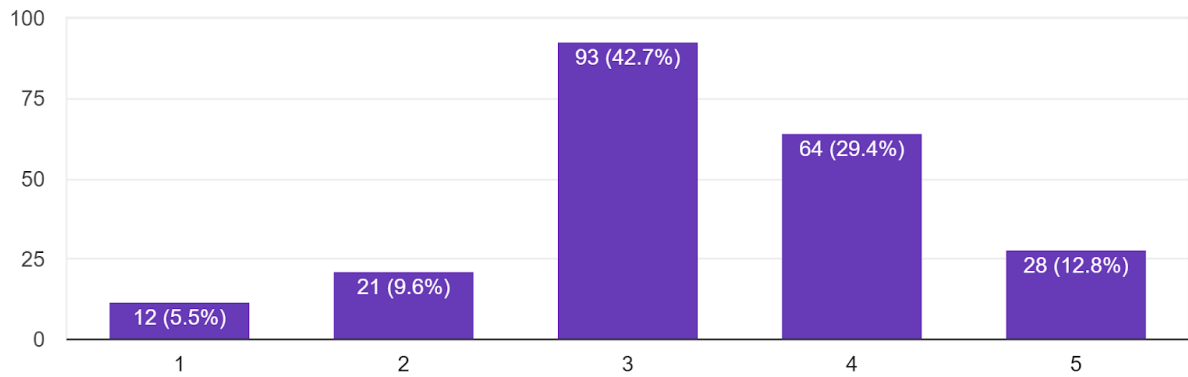
18. If students receiving services do not display growth over a period of time, then collaborative consultation with the I&RS/Rtl team and Child Study Team is recommended on behalf of learning more about the student's progress.

217 responses



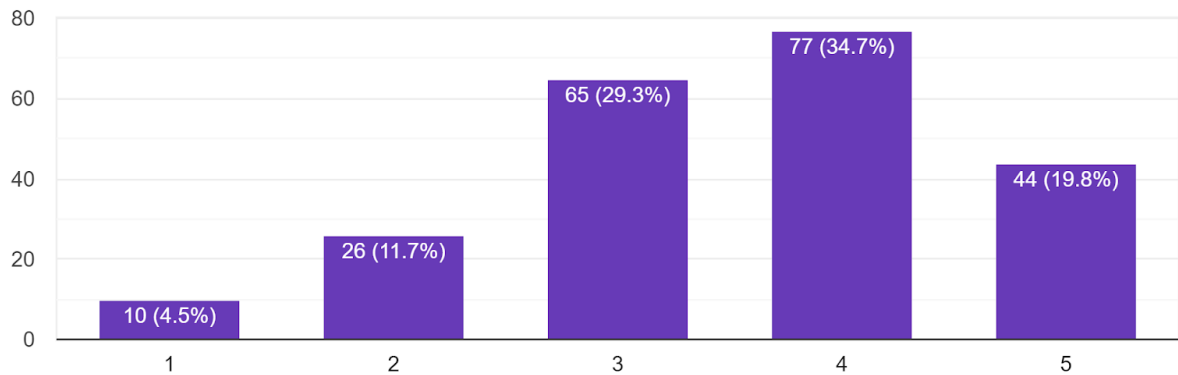
19. The intervention services provided help students meet success in school.

218 responses



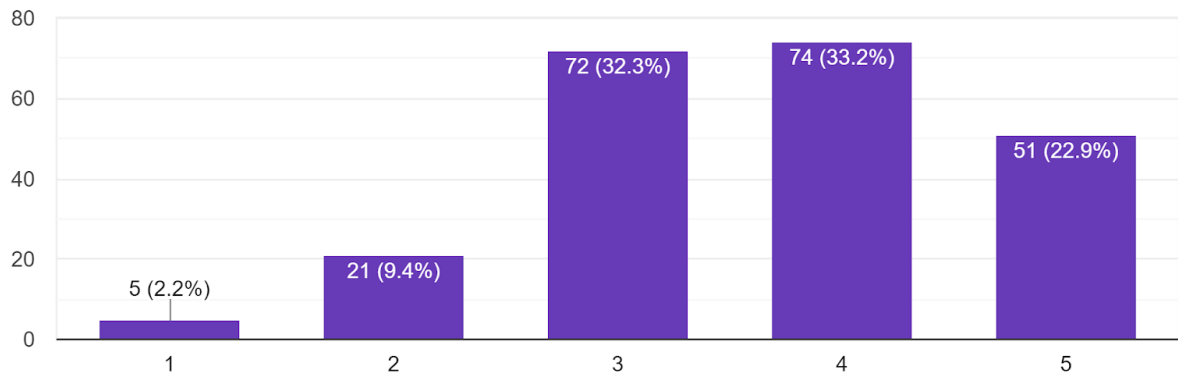
20. Students have access to school-supported social, behavioral, and emotional help when needed.

222 responses



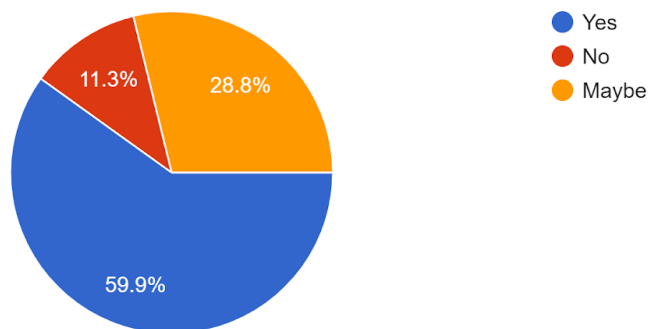
21. Students have access to school-supported academic help when needed.

223 responses



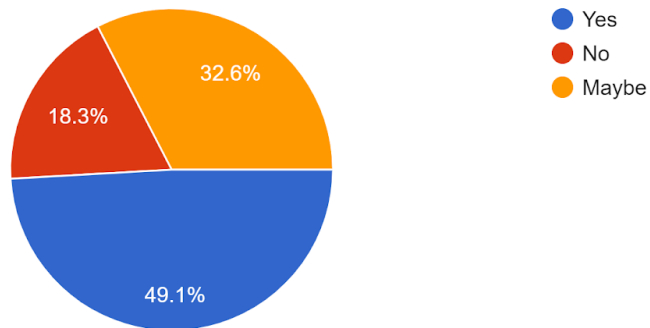
22. Would you like more professional development in social, emotional, and behavioral interventions?

222 responses



23. Would you like more professional development in Response to Intervention?

224 responses

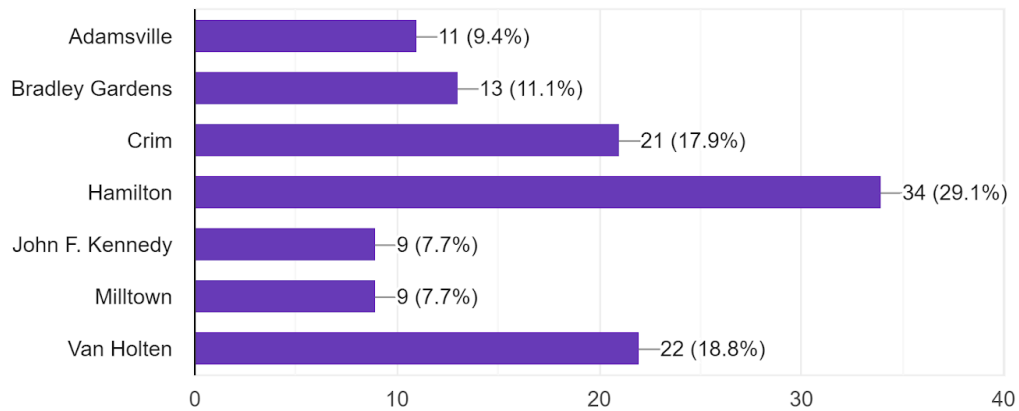


APPENDIX E

K-4 Parent Surveys

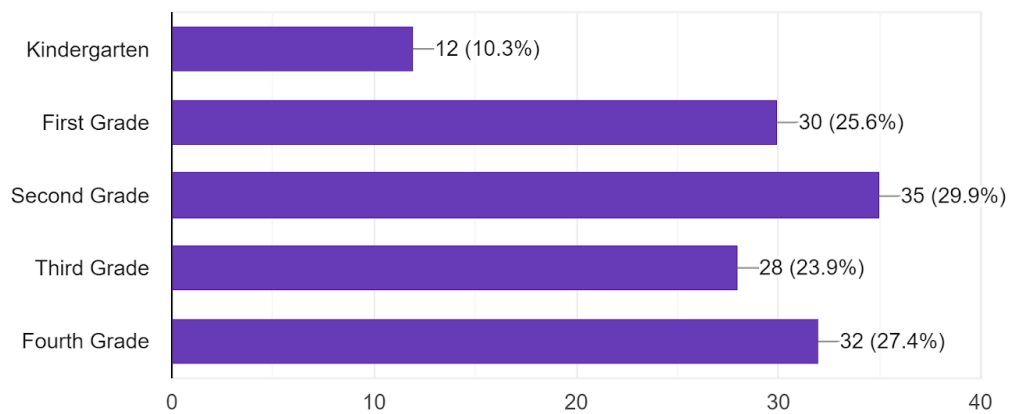
1. My child(ren) attends the following school(s).

117 responses



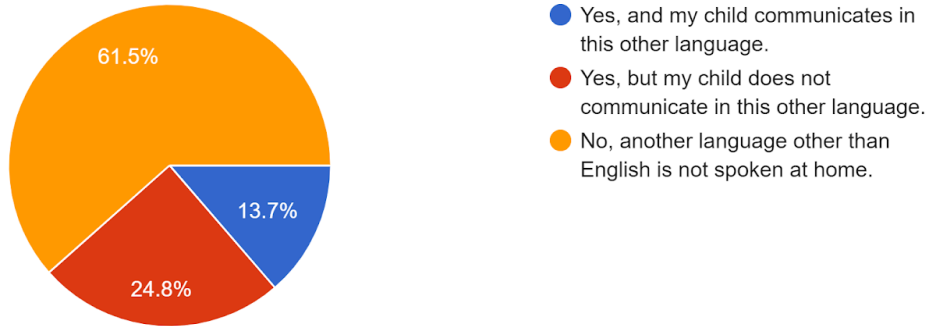
2. My child(ren) is in the following grade(s).

117 responses



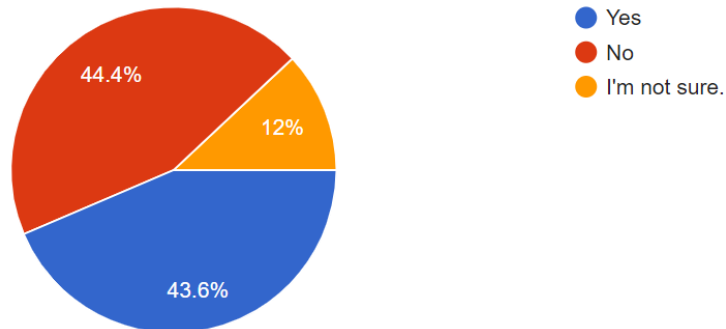
3. Other than English, is another language spoken at home?

117 responses



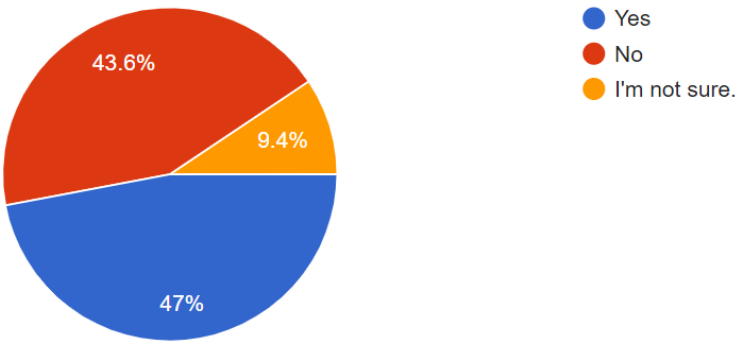
4. Our school district has a program that provides interventions for academic help as well as behavioral, social, and emotional needs of students. It is called Intervention and Referral Services (I&RS). Have you heard of this program?

117 responses



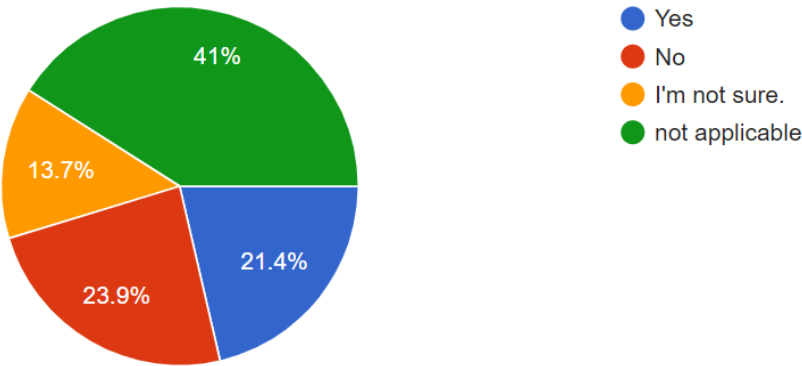
5. Our school district has a program called Response to Intervention (RtI) that provides instructional or academic help for students. There are Intervention Specialists (IS) and/or Response to Intervention (RtI) teachers who offer this kind of help. Have you heard of this program?

117 responses



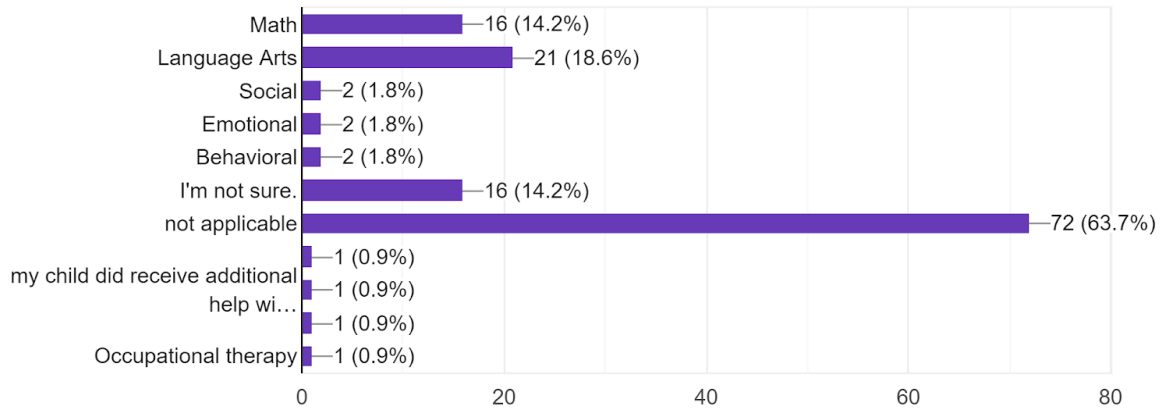
6. I am aware my child(ren) receives Intervention Services (I&RS or RtI).

117 responses



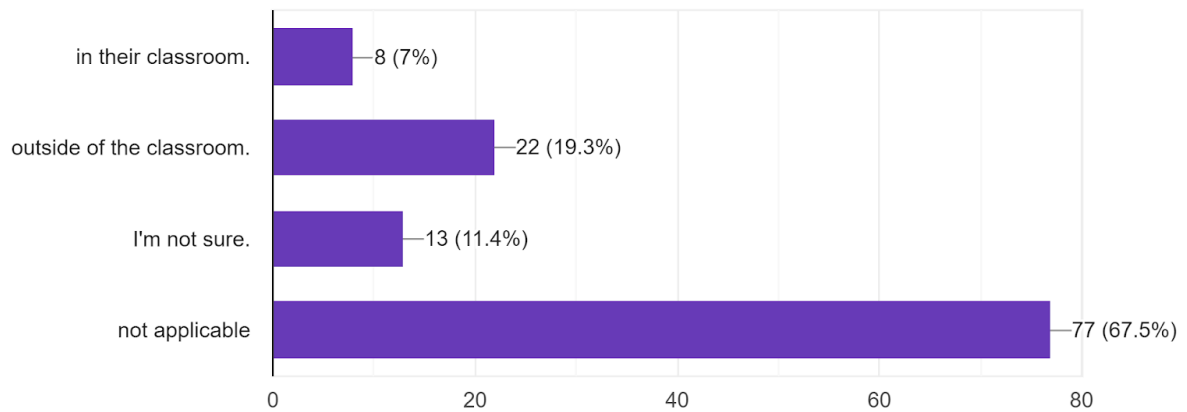
7. My child(ren) receives Intervention Services in the following areas(s).

113 responses



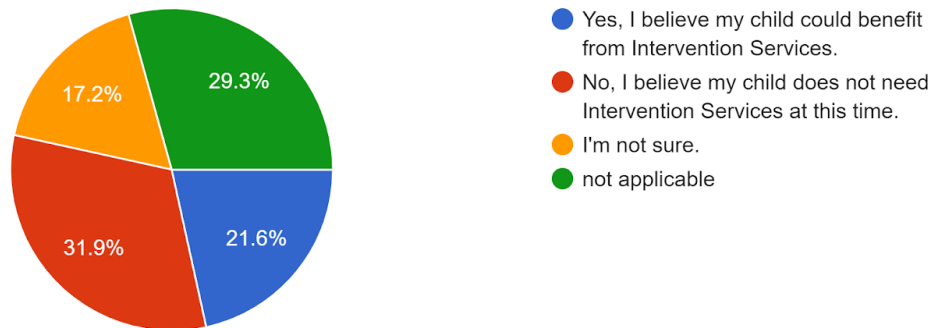
8. My child(ren) receives these Intervention Services

114 responses



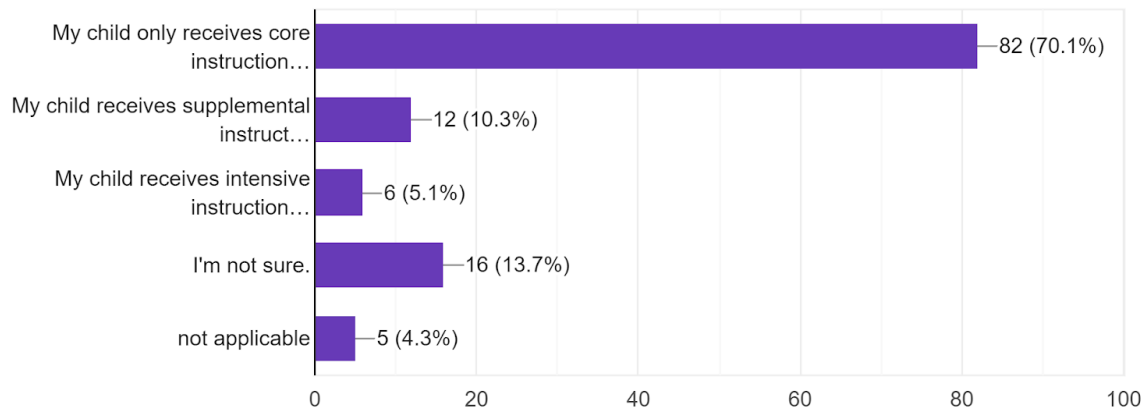
9. If my child(ren) does not receive Intervention Services, I believe he/she could benefit from supplemental instruction.

116 responses



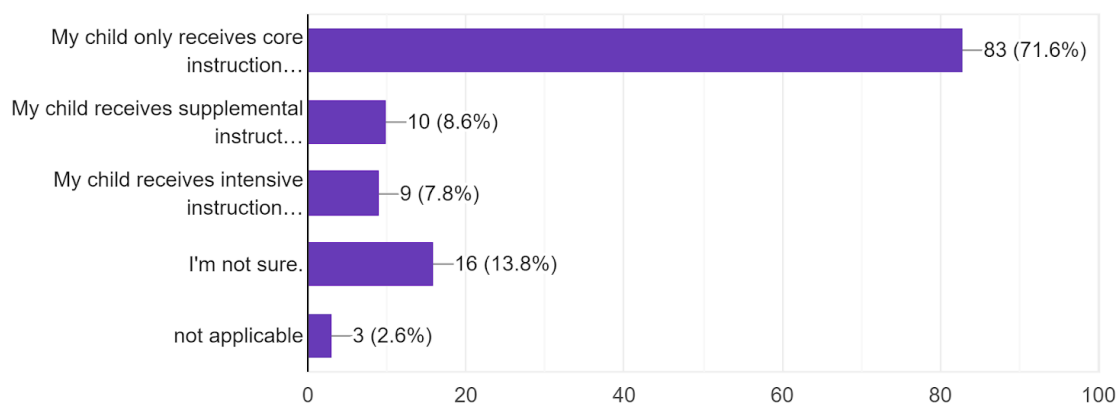
10. The following description best matches my child(ren)'s Math instruction.

117 responses



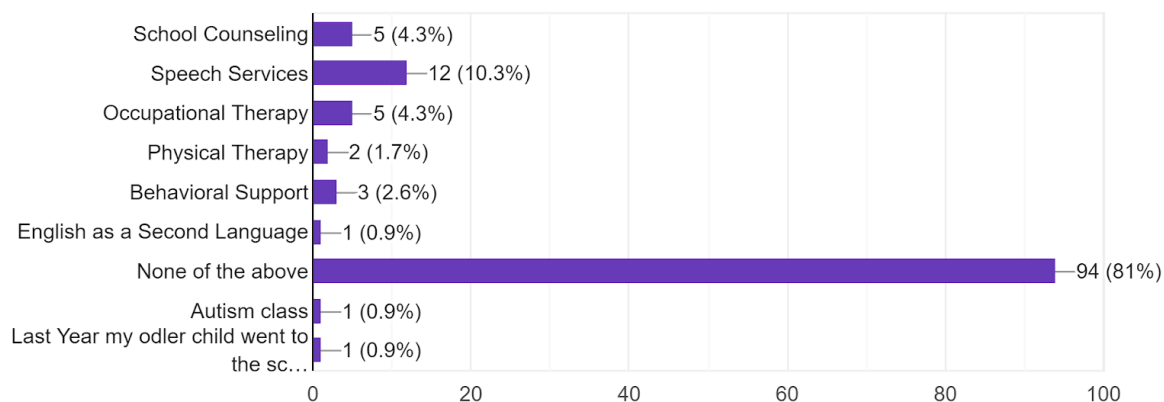
11. The following description best matches my child(ren)'s Language Arts (Reading and/or Writing).

116 responses



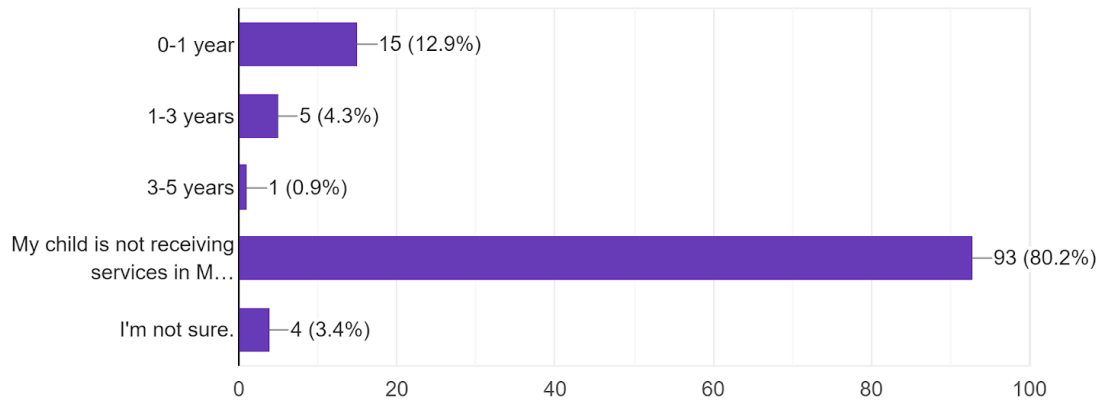
12. My child(ren) receives the following services in school.

116 responses



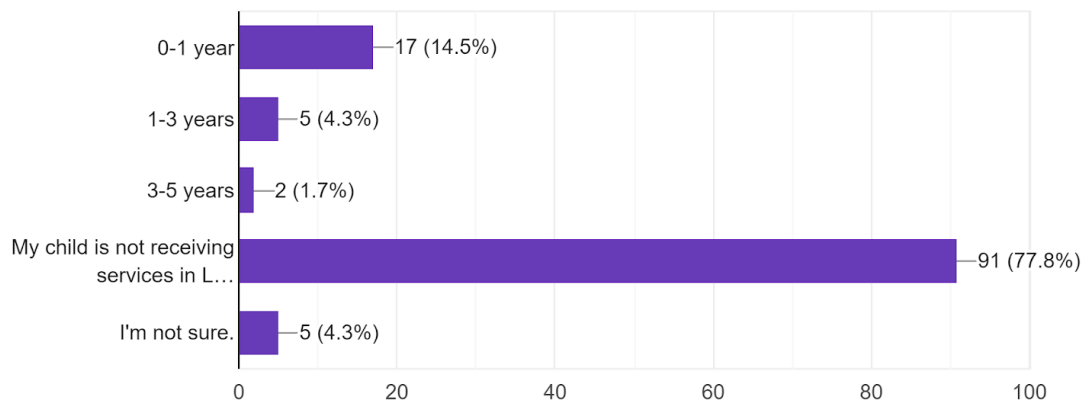
13. How many years has your child(ren) been receiving Intervention Services in Math?

116 responses



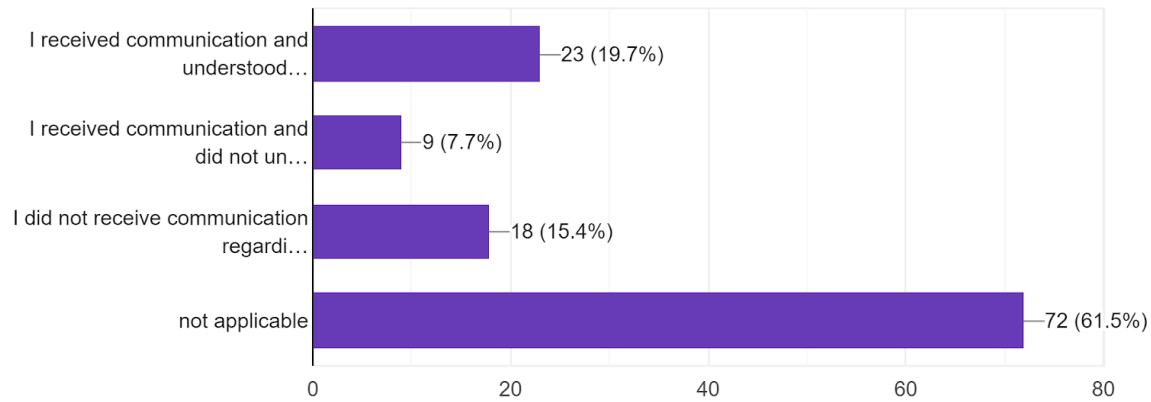
14. How many years has your child(ren) been receiving Intervention Services in Language Arts (reading and/or writing)?

117 responses



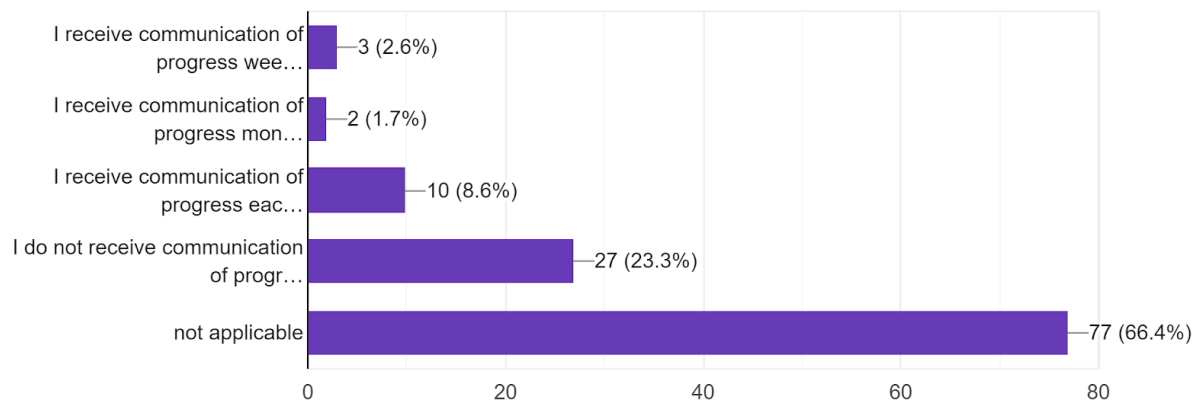
15. The following description states the initial communication I received regarding Intervention Services.

117 responses



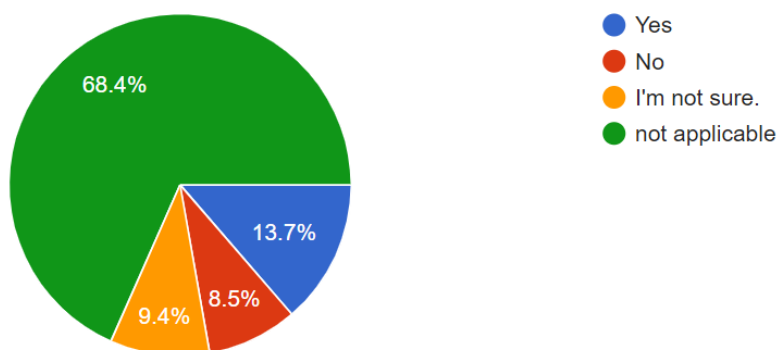
16. The following description states the progress updates I received regarding Intervention Services.

116 responses



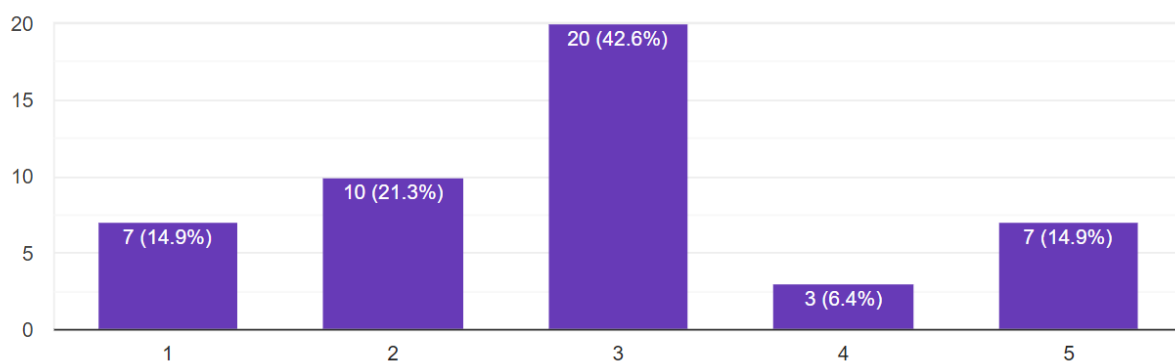
17. I received a copy of my child(ren)'s RtI/I&RS action plan if he/she is receiving services.

117 responses



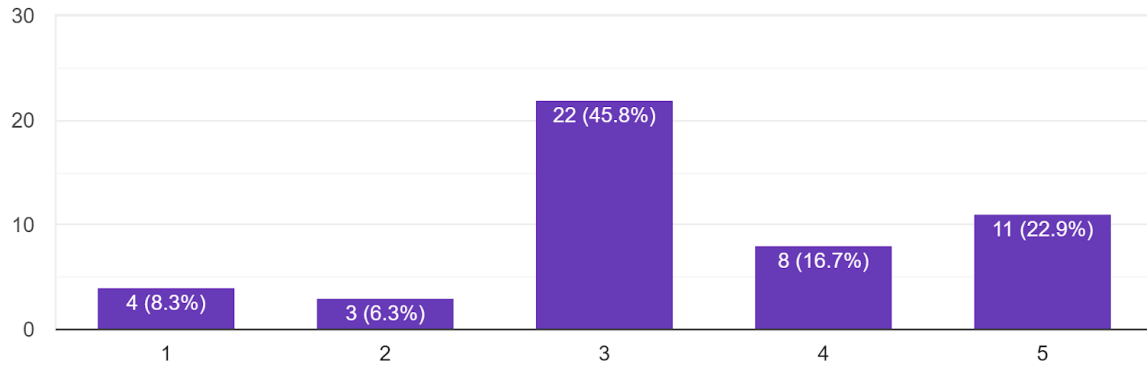
18. The academic Action Plan I received from the Intervention Specialist or a member of the Intervention and Referral Services (I&RS) team clearly explains my child(ren)'s program.

47 responses



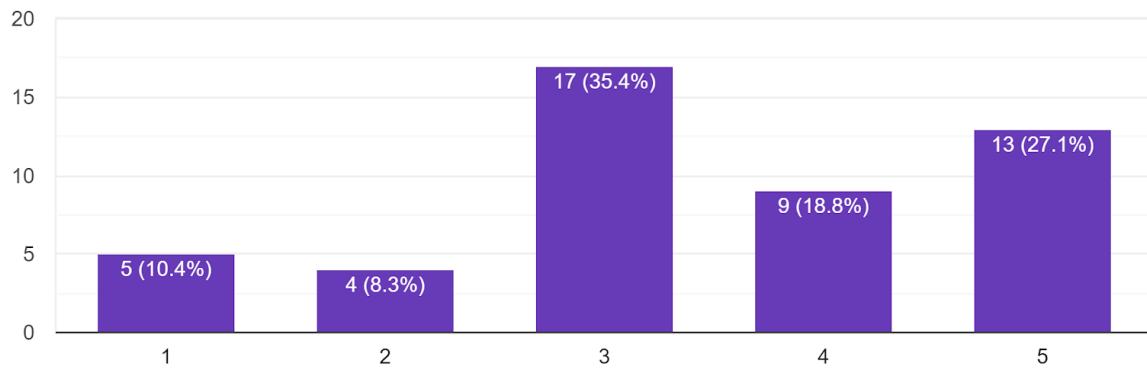
19. The academic intervention my child(ren) is receiving has been beneficial.

48 responses



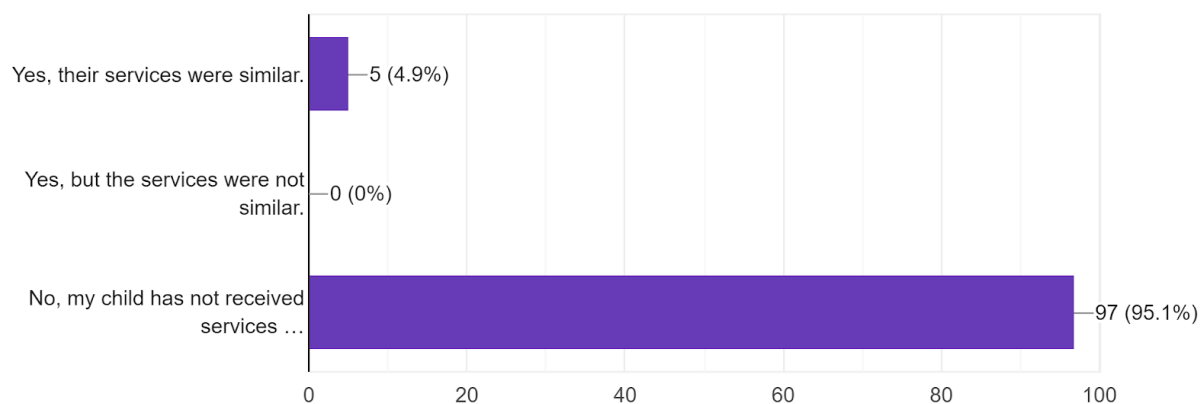
20. My child(ren) feels successful after working with an Intervention Specialist.

48 responses



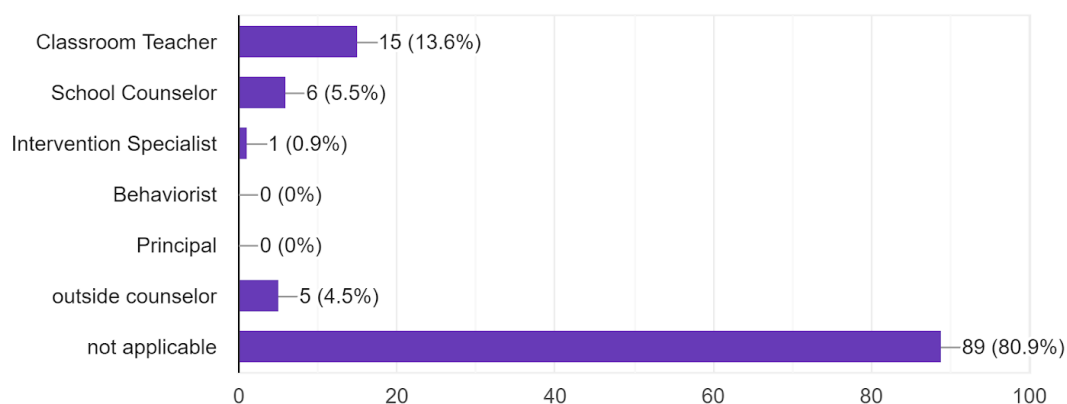
21. My child(ren) has received Intervention Services in another school within our district.

102 responses



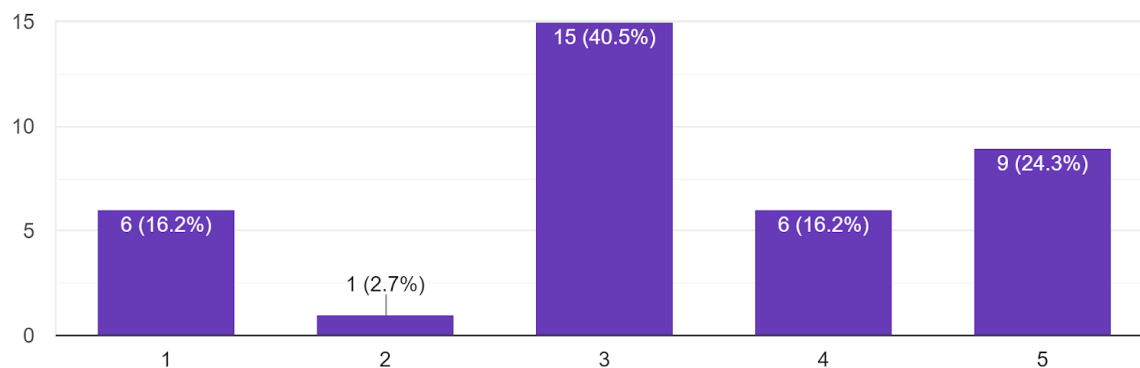
22. My child(ren) receives behavioral and/or social-emotional support from:

110 responses



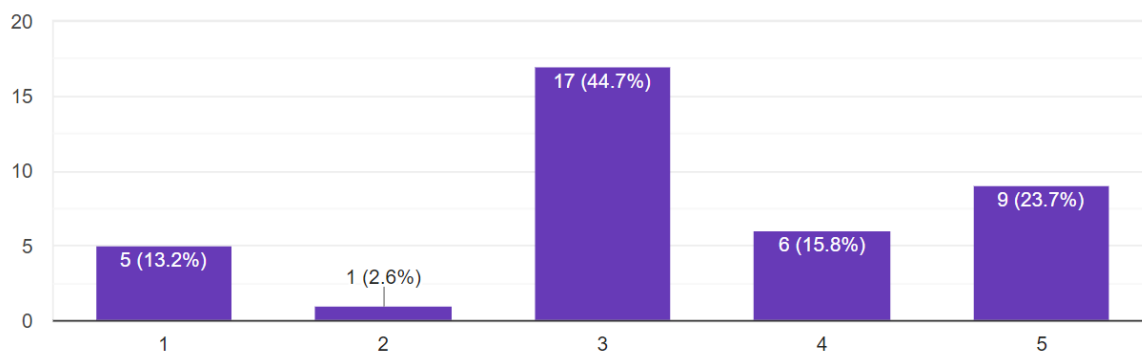
23. I have seen positive effects of the behavioral plan that has been put in place for my child(ren).

37 responses



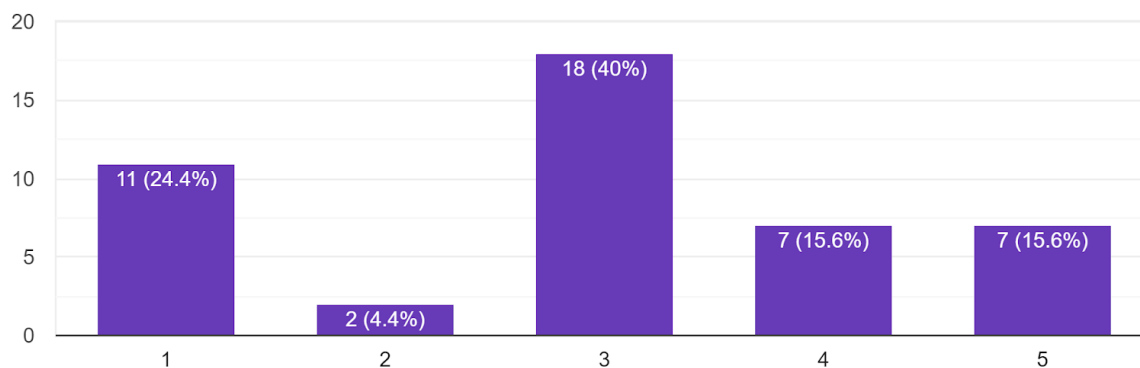
24. My child(ren) feels successful after working with an I&RS specialist.

38 responses



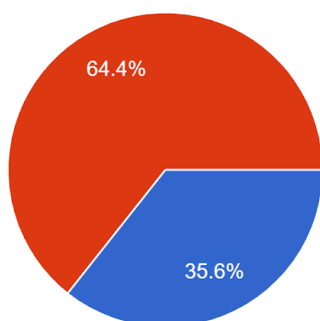
25. I feel that I have been part of the decision making process regarding my child(ren)'s placement and the services they are receiving.

45 responses



26. I believe...

101 responses



- a child should have one action/support plan to meet all his/her academic, social, and behavioral needs.
- a child should have multiple plans to meet each of his/her academic, social, and behavioral needs.

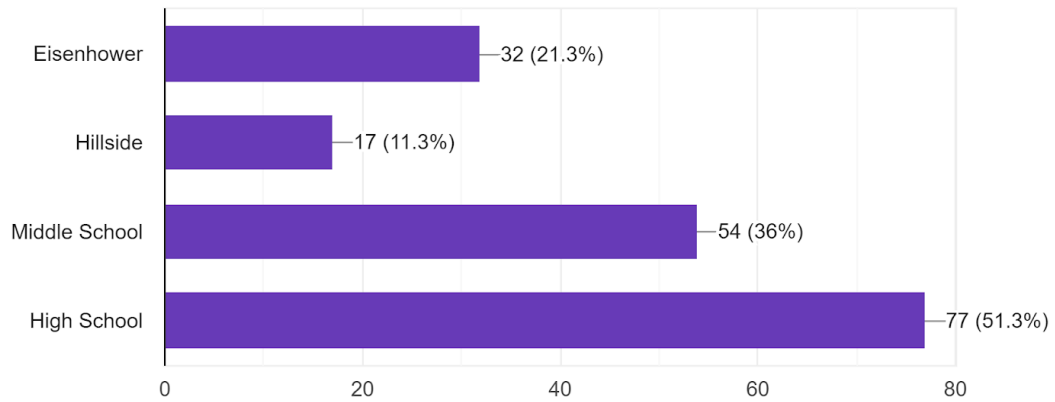
APPENDIX F

5-12 Parent Surveys

(Note: for questions using a 1-5 scale, 1 is strongly disagree and 5 is strongly agree)

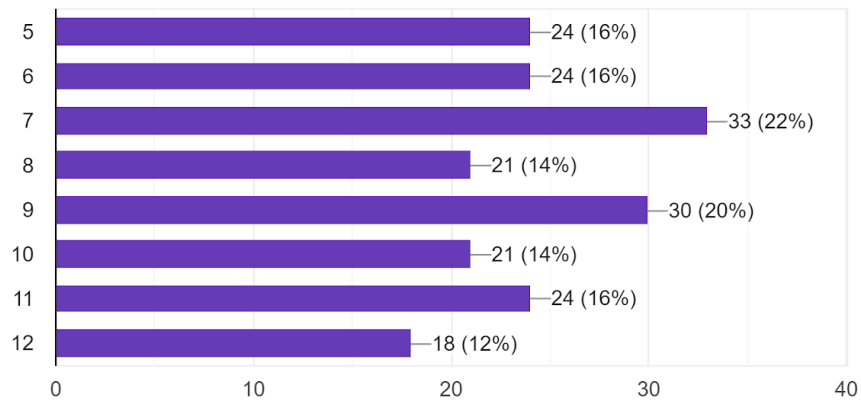
1. My child(ren) attends the following school(s).

150 responses



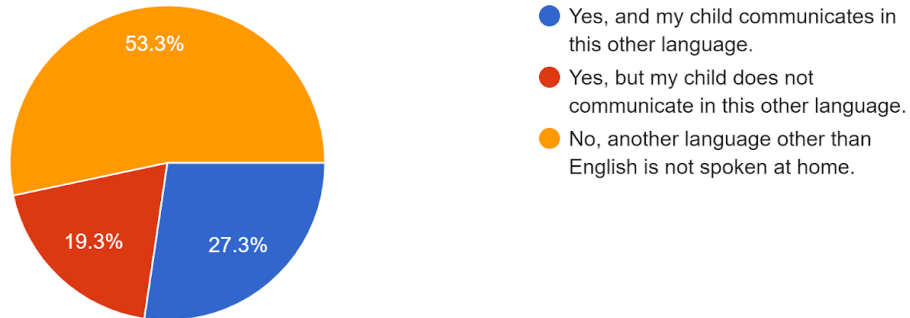
2. My child(ren) is in the following grade(s).

150 responses



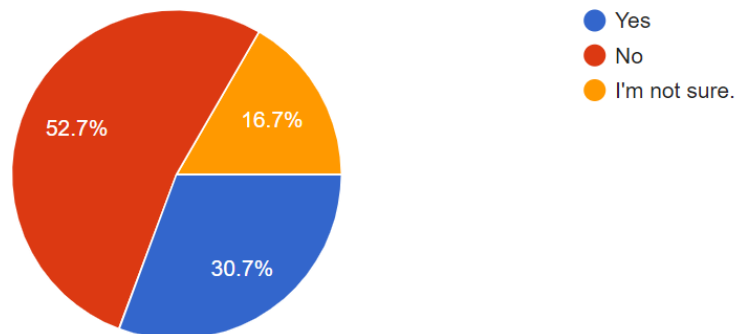
3. Other than English, is another language spoken at home?

150 responses



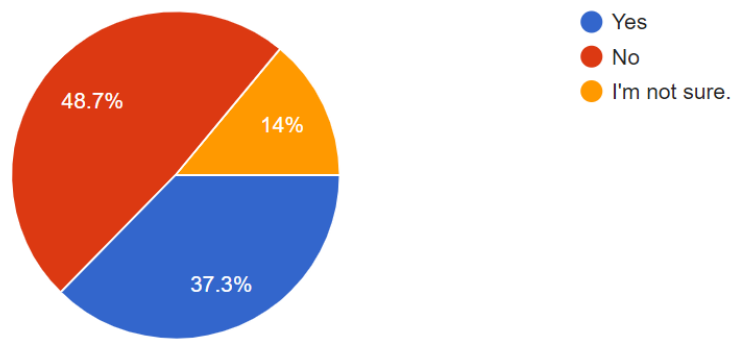
4. Our school district has a program that provides interventions for academic help as well as behavioral, social, and emotional needs of students. It is called Intervention and Referral Services (I&RS). Have you heard of this program?

150 responses



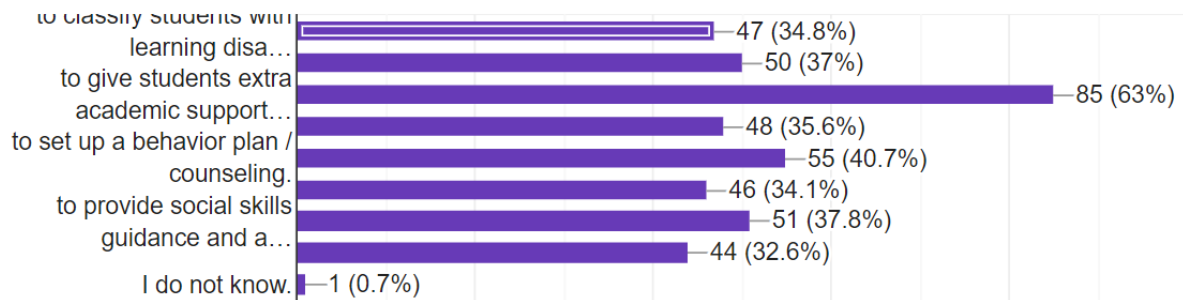
5. Our school district has a program called Response to Intervention (RtI) that provides instructional or academic help for students. There are Intervention Specialists (IS) and/or Response to Intervention (RtI) teachers who offer this kind of help. Have you heard of this program?

150 responses



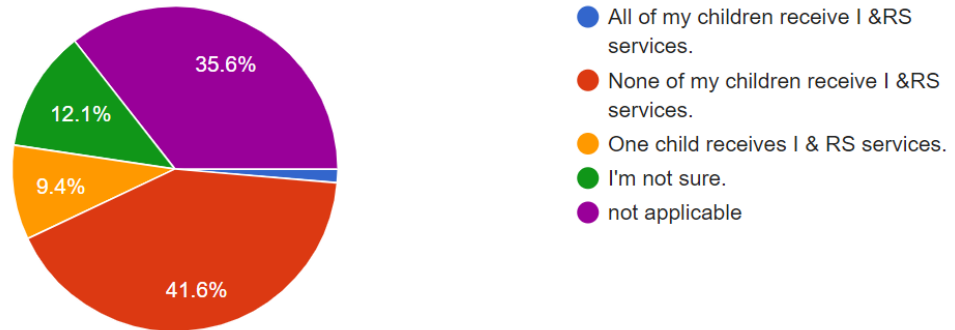
6. If someone were to ask you about the purpose of the RtI/ I &RS program in the Bridgewater-Raritan School District, it is

135 responses



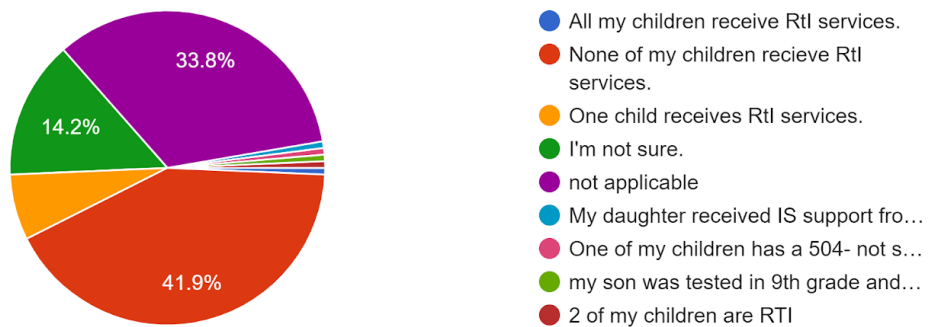
7. My child(ren) currently receives I &RS services.

149 responses



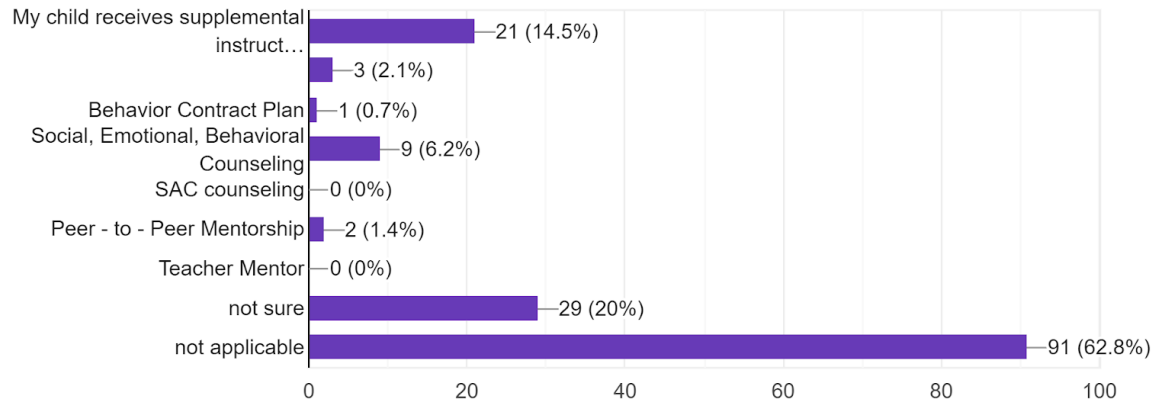
8. My child(ren) currently receives Rtl services.

148 responses



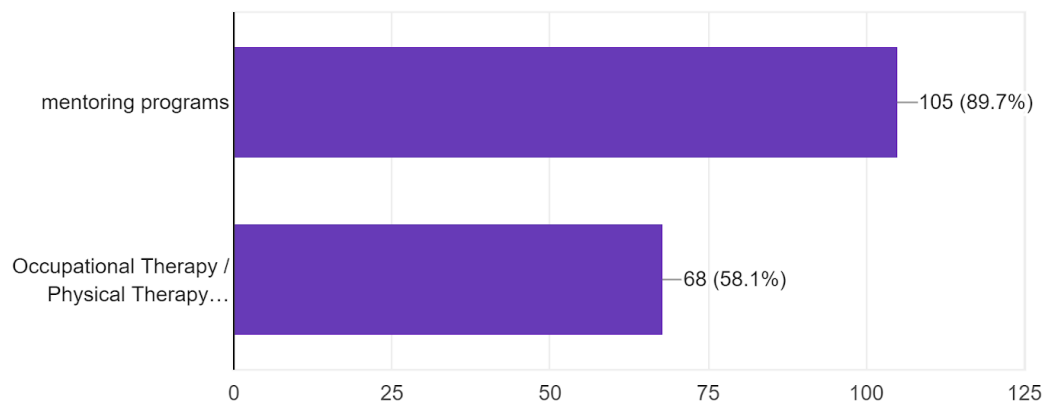
9. My child(ren) currently receives the following:

145 responses



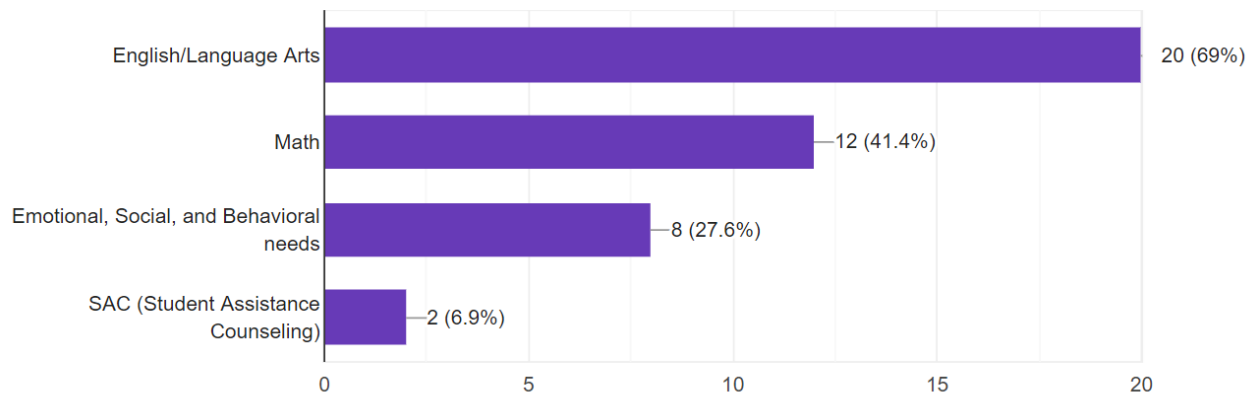
10. The following services should also be offered:

117 responses



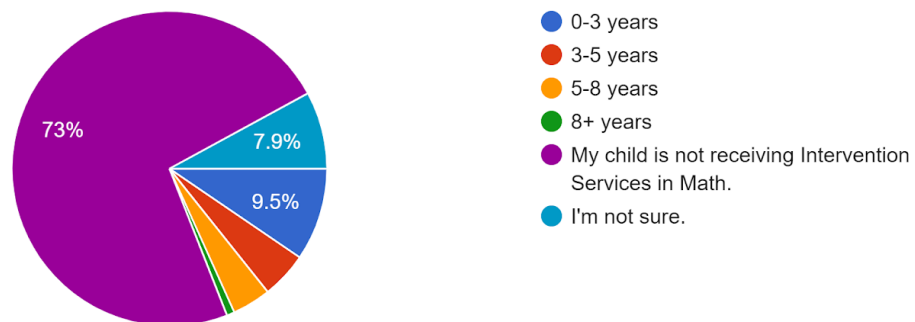
11. My child(ren) receives RtI/ I &RS services for the following:

29 responses



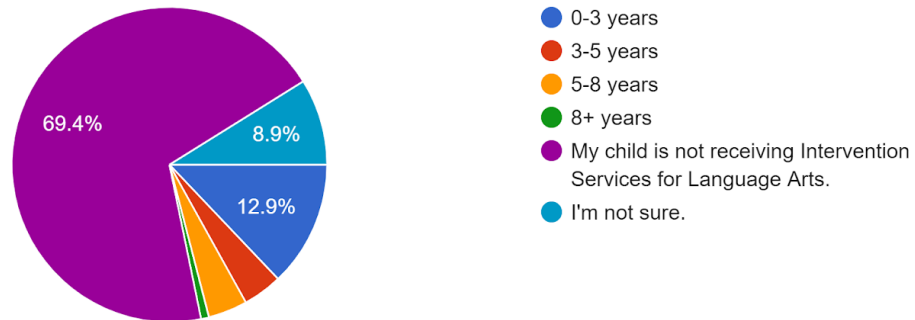
12. How many years has your child(ren) been receiving Intervention Services in Math?

126 responses



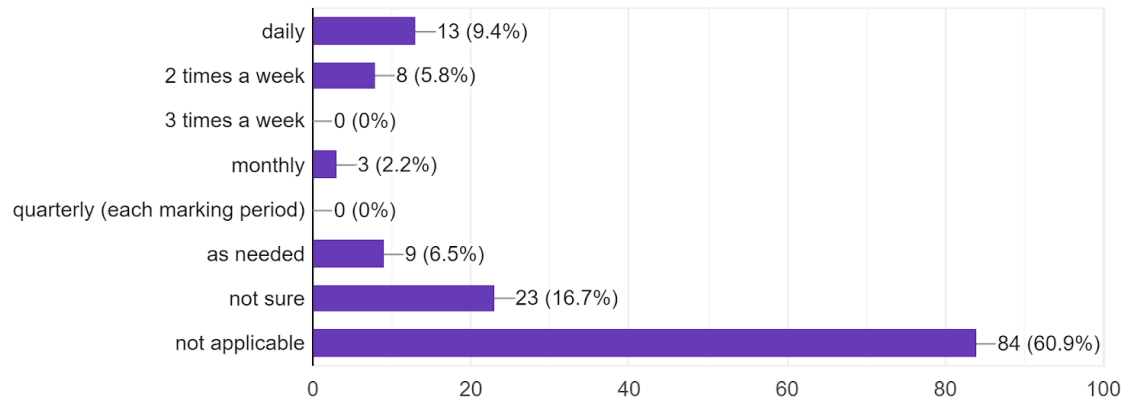
13. How many years has your child(ren) been receiving Intervention Services in Language Arts?

124 responses



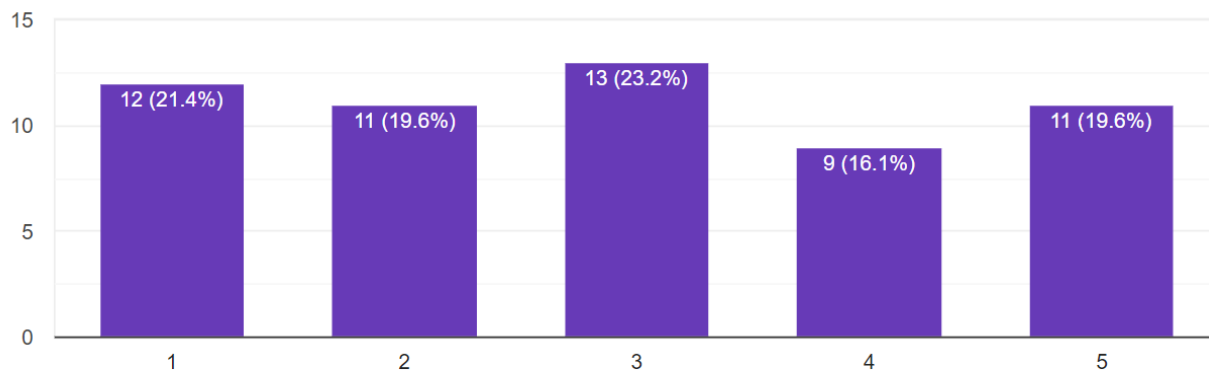
14. How often does your child(ren) receive support services in school?

138 responses



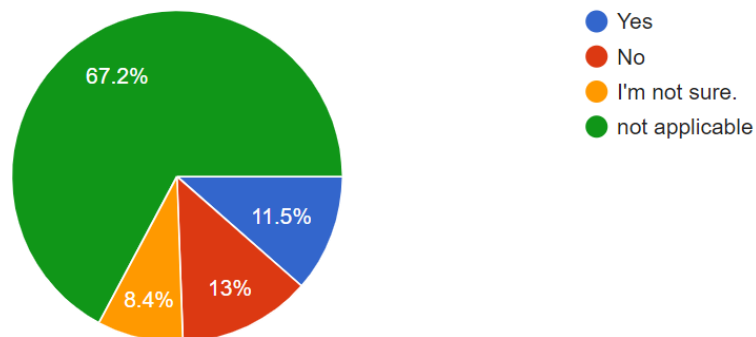
15. I am satisfied with the support that my child(ren) receives as a participant in the RtI/I&RS programs.

56 responses



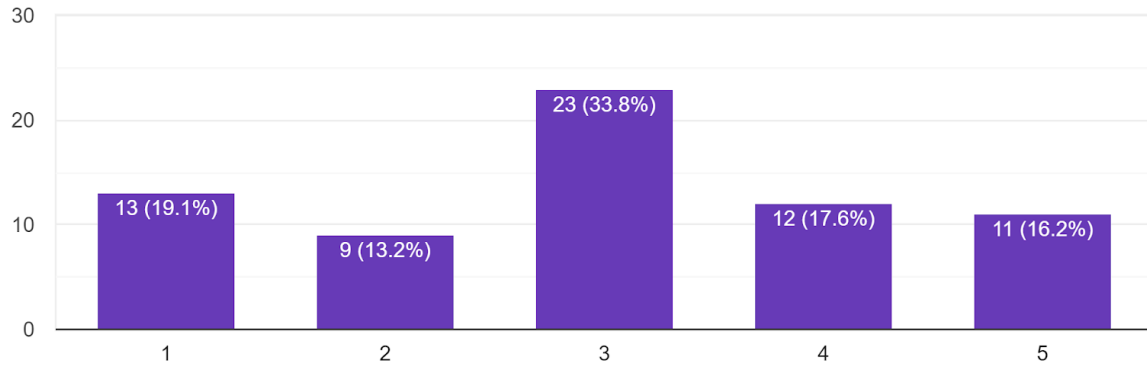
16. I received a copy of my child(ren)'s RtI/I&RS action plan if he/she is receiving services.

131 responses



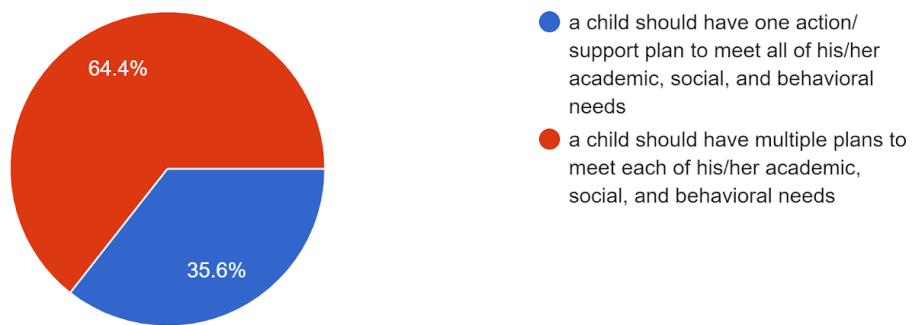
17. I receive sufficient updates on my child(ren)'s progress.

68 responses



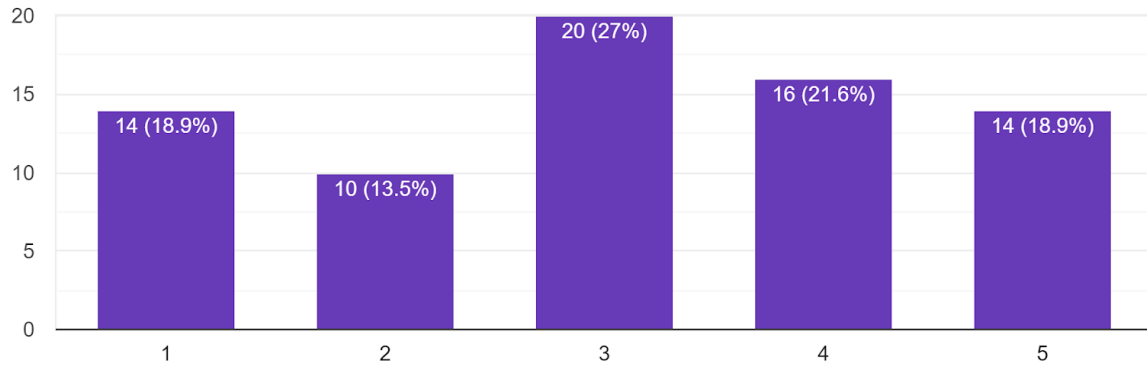
18. I believe . . .

104 responses



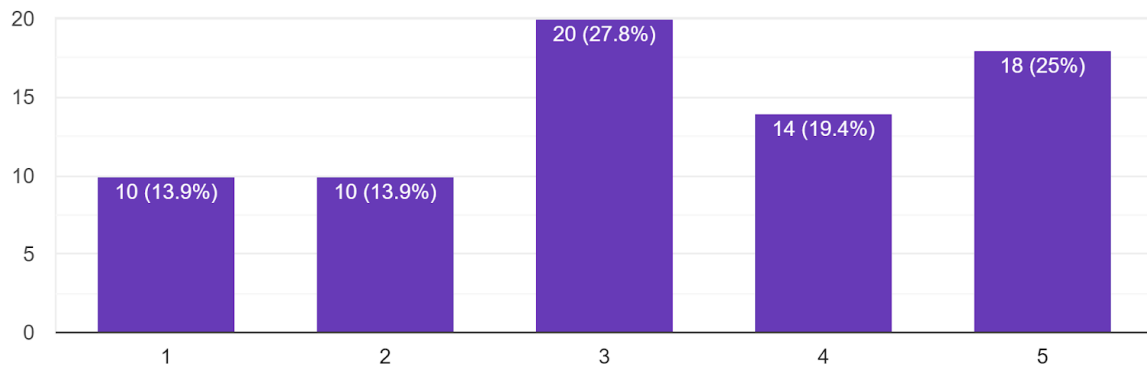
19. I feel that I have been a part of the decision-making process regarding my child(ren)'s placement and services that are being received.

74 responses



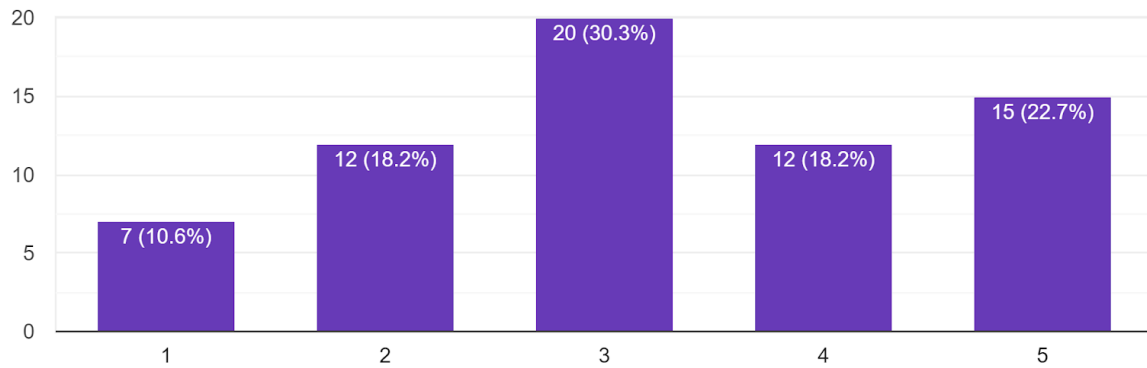
20. I feel that the support being given to my child(ren) helps him/her feel more successful.

72 responses



21. My child(ren)'s participation in support services offered by the district has had a positive effect on his/her academic, social, and emotional growth.

66 responses



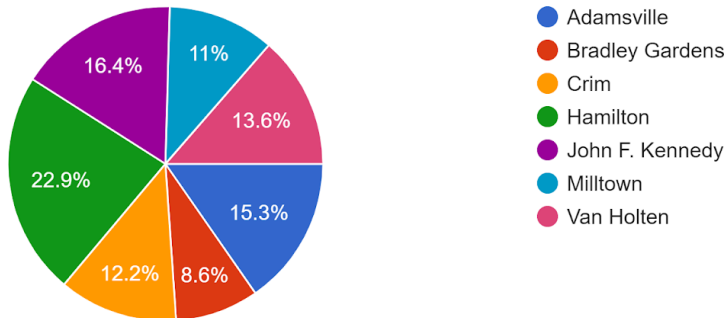
APPENDIX G

3-4 Student Surveys

(Note: for questions using a 1-5 scale, 1 is strongly disagree and 5 is strongly agree)

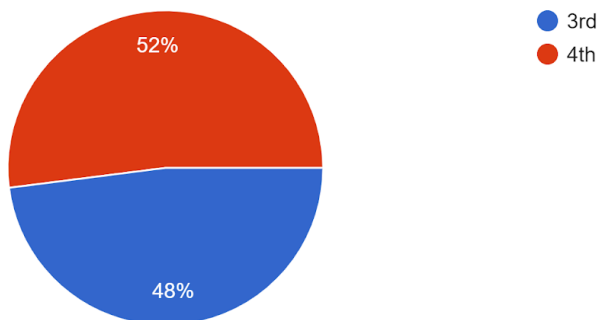
1. Which school do you go to?

1,213 responses



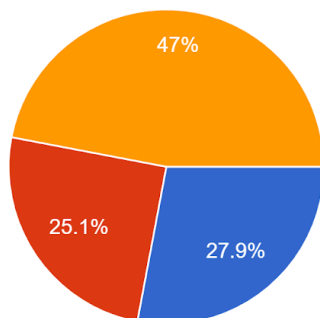
2. What grade are you in?

1,213 responses



3. Is another language spoken at home?

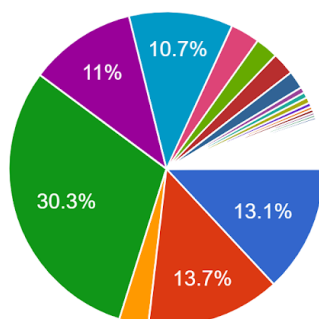
1,213 responses



- Yes, but I don't speak the language that is spoken at home.
- Yes, and I speak the same language that is spoken at home.
- No

4. What is your favorite subject?

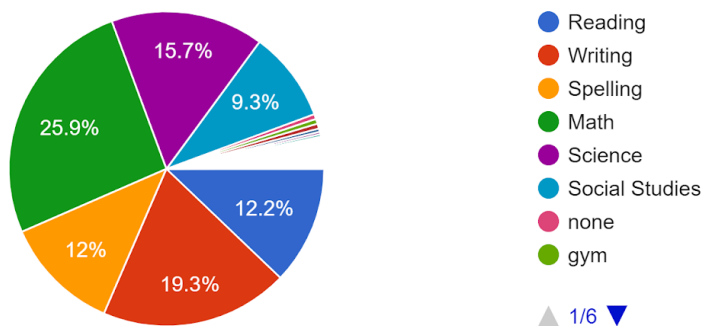
1,200 responses



- Reading
 - Writing
 - Spelling
 - Math
 - Science
 - Social Studies
 - gym
 - art
- ▲ 1/9 ▼

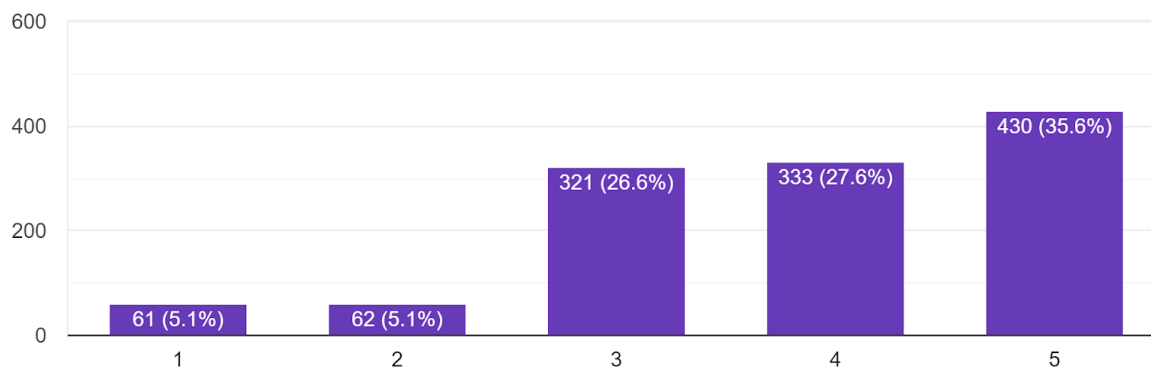
5. What is your least favorite subject?

1,185 responses



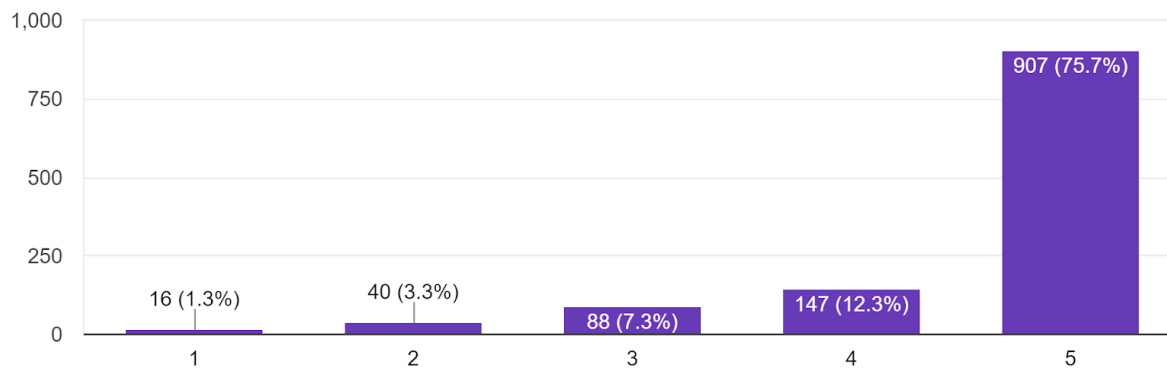
6. I enjoy going to school.

1,207 responses



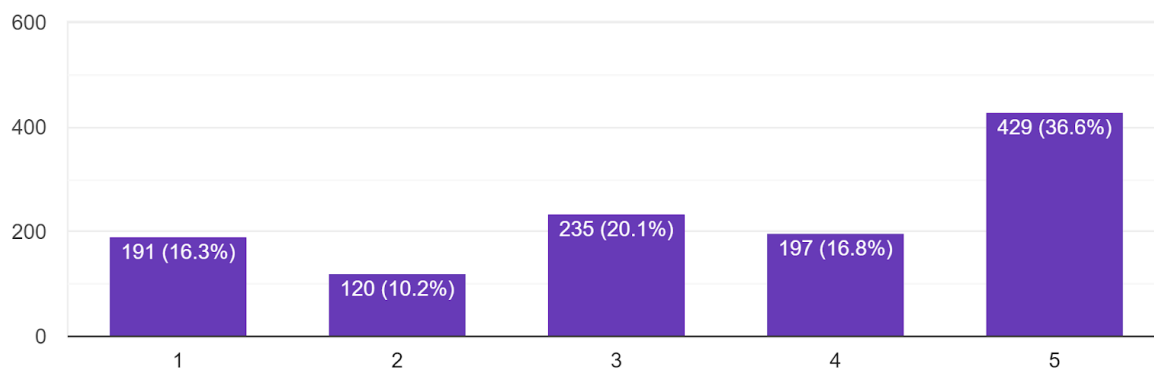
7. I have friends at school.

1,198 responses



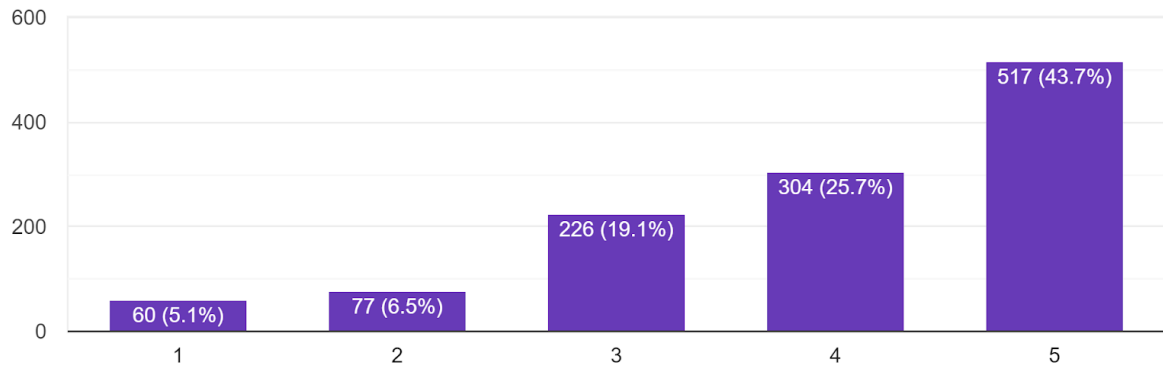
8. I can see a school counselor when I am upset.

1,172 responses



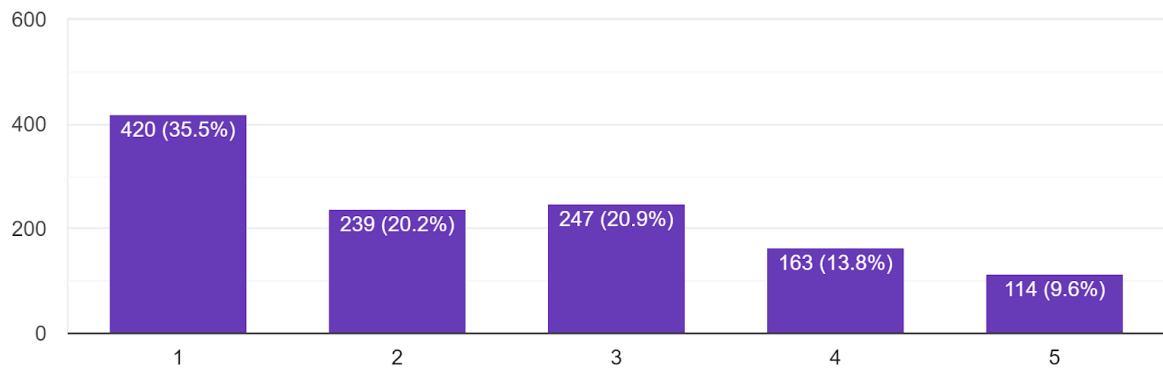
9. When I get upset, I am able to calm myself.

1,184 responses



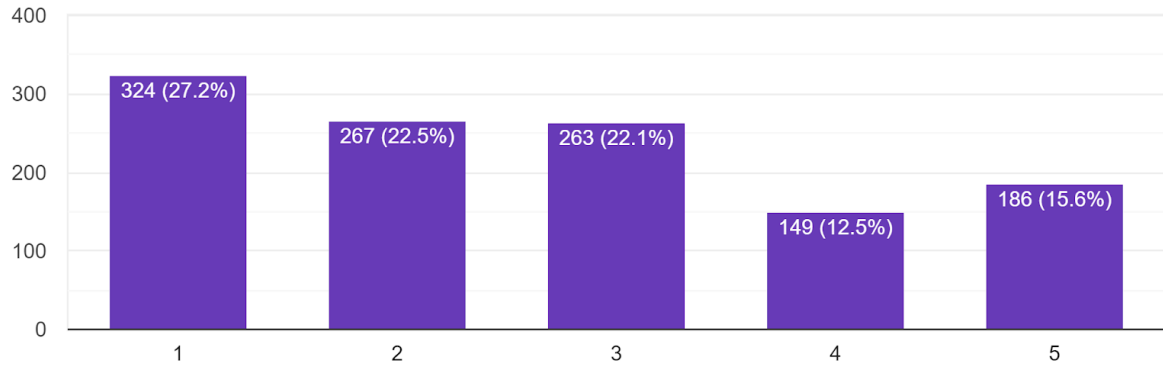
10. I have a hard time concentrating in my classroom.

1,183 responses



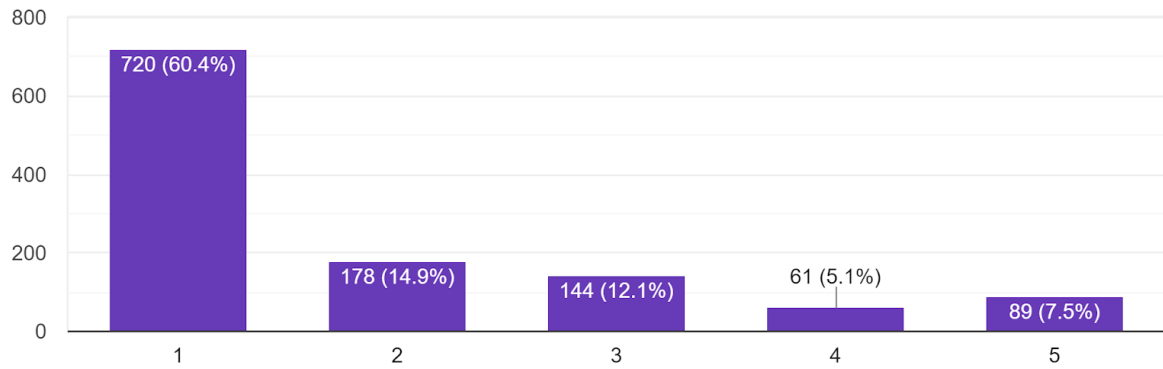
11. There are too many distractions in my classroom.

1,189 responses



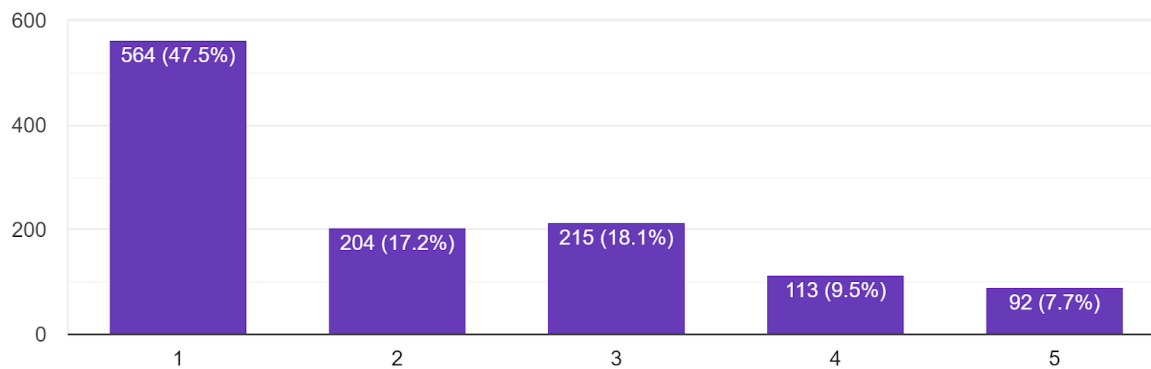
12. Reading is hard for me.

1,192 responses



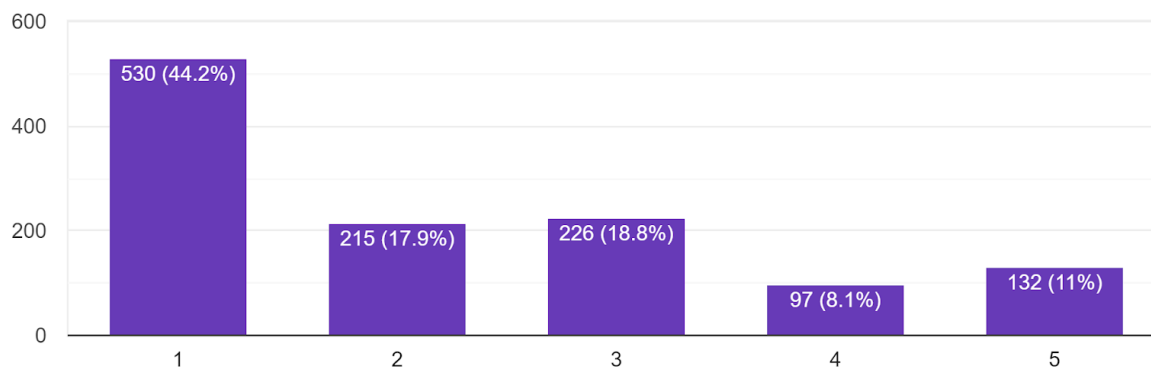
13. Writing is hard for me.

1,188 responses



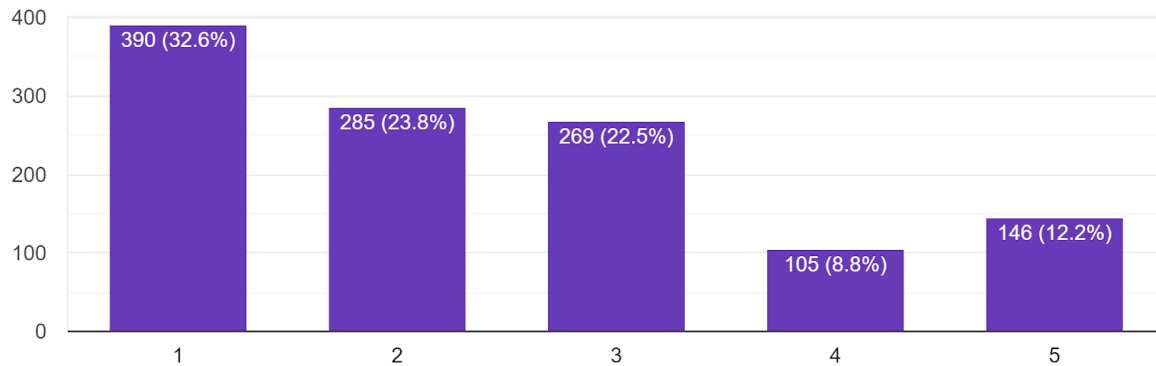
14. Math is hard for me.

1,200 responses



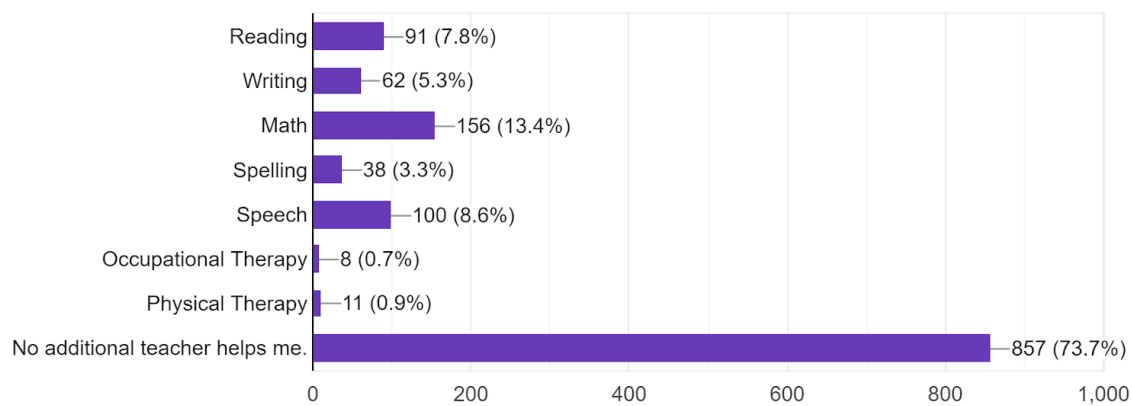
15. I need extra time to finish my work.

1,195 responses



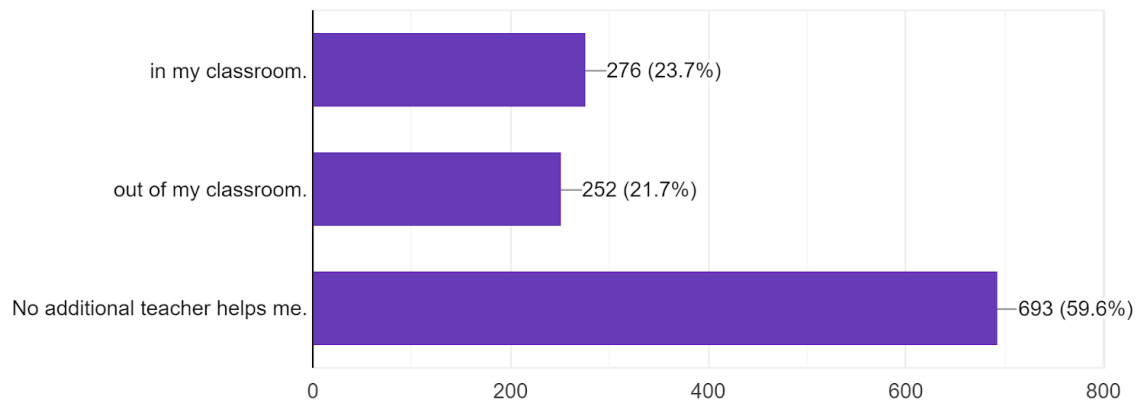
16. At school, an extra teacher comes into, or pulls me out of, class for the following:

1,163 responses



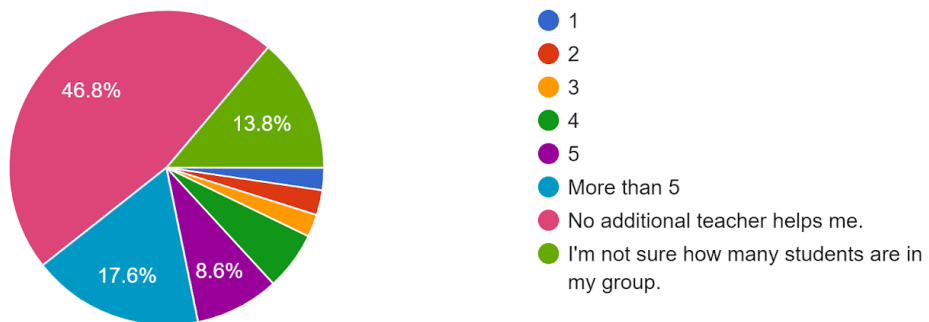
17. When I get help from someone other than my classroom teacher, it happens:

1,163 responses



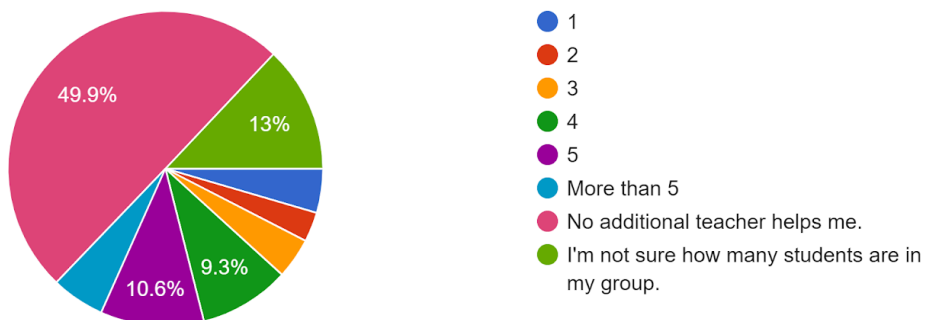
18. How many students are in your group for help with math? Remember to count yourself.

1,171 responses



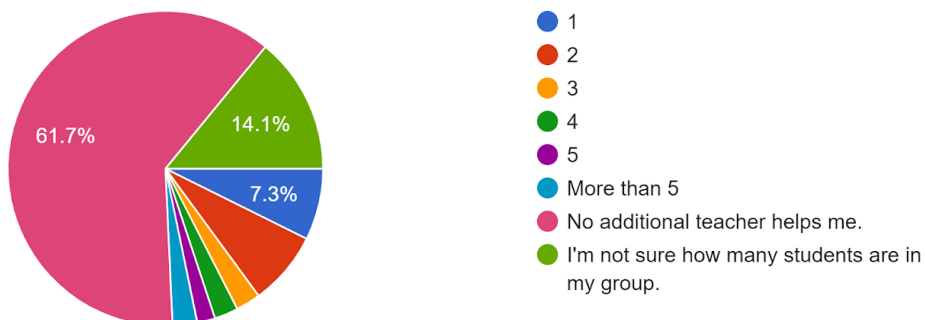
19. How many students are in your group for help with reading? Remember to count yourself.

1,149 responses



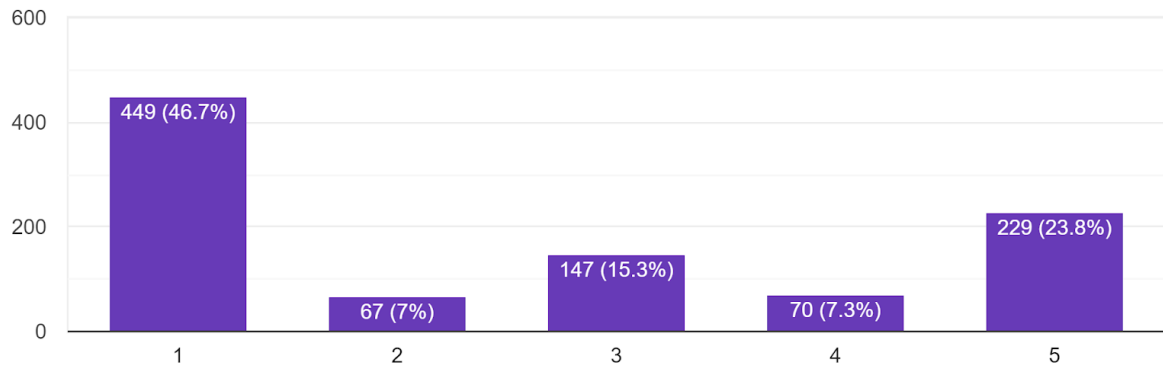
20. How many students are in your group for help with writing? Remember to count yourself.

1,145 responses



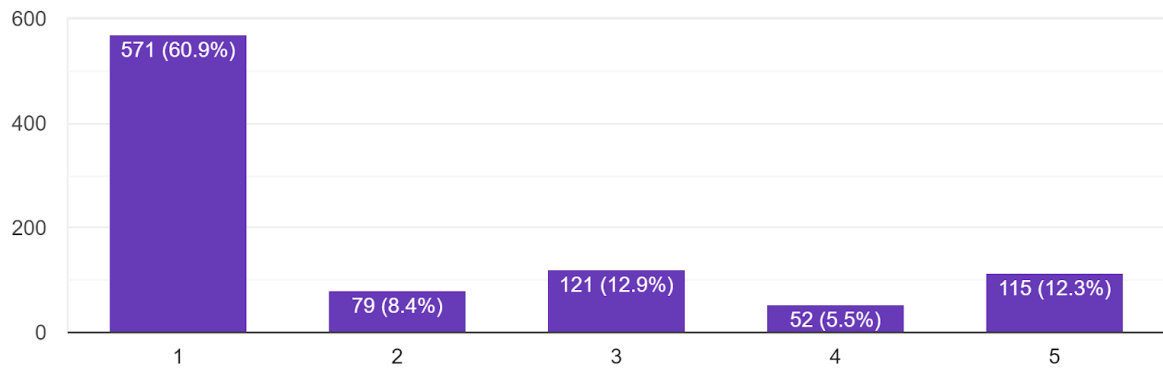
21. Working with another teacher other than my classroom teacher has helped me.

962 responses



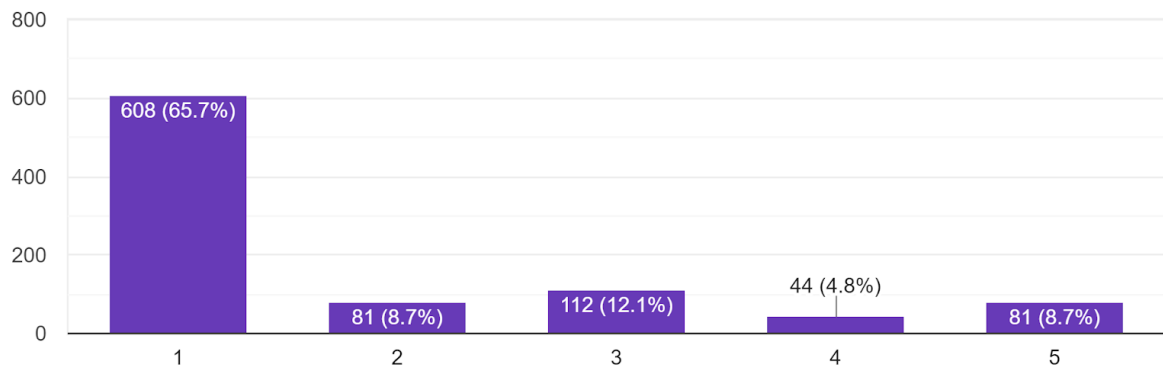
22. When I work with a teacher other than my classroom teacher, I miss classwork.

938 responses



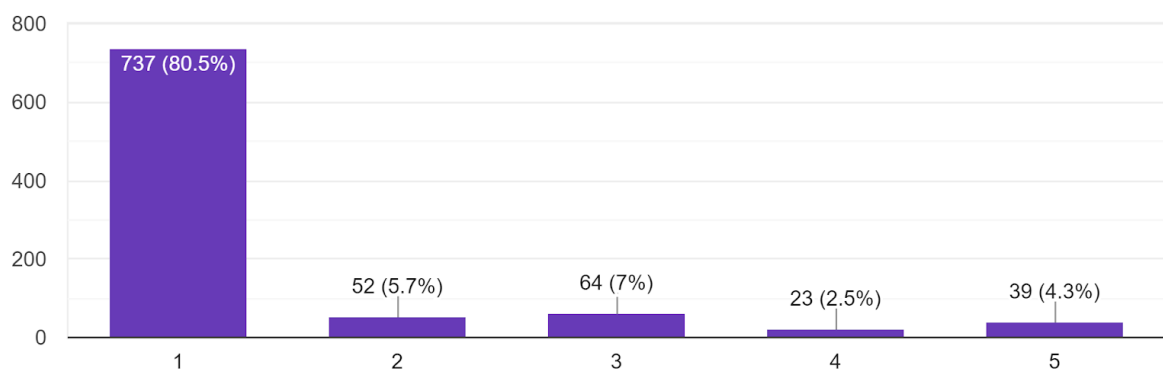
23. When I work with a teacher other than my classroom teacher, I have to make up classwork.

926 responses



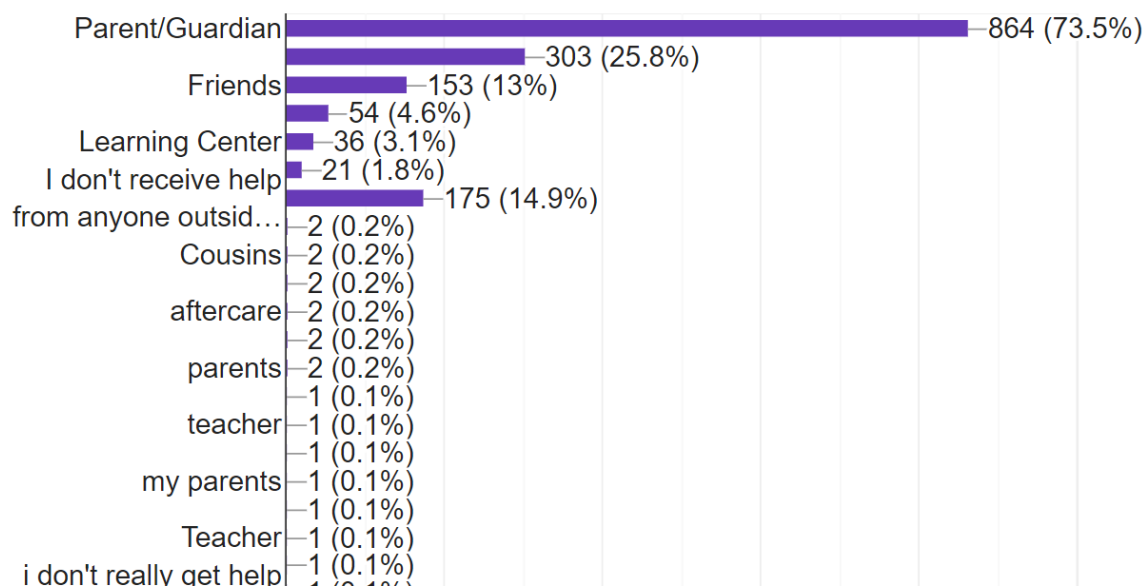
24. I have extra homework because I missed classwork with another teacher.

915 responses



25. Outside of school, the following people help me with schoolwork.

1,175 responses



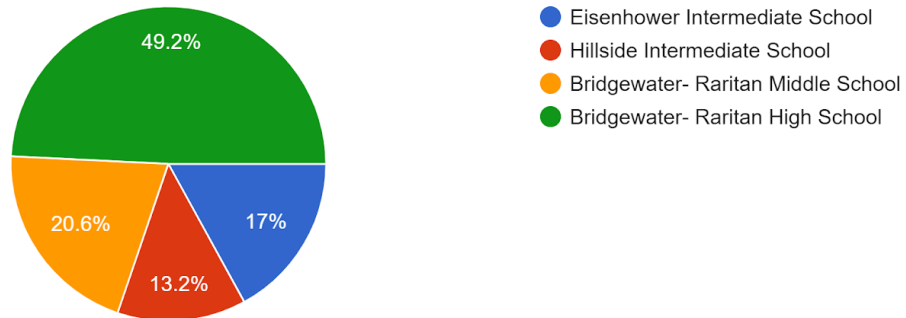
APPENDIX H

5-12 Student Surveys

(Note: for questions using a 1-5 scale, 1 is strongly disagree and 5 is strongly agree)

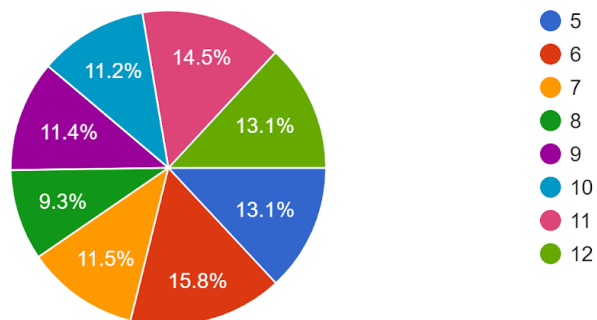
1. I attend:

3,498 responses



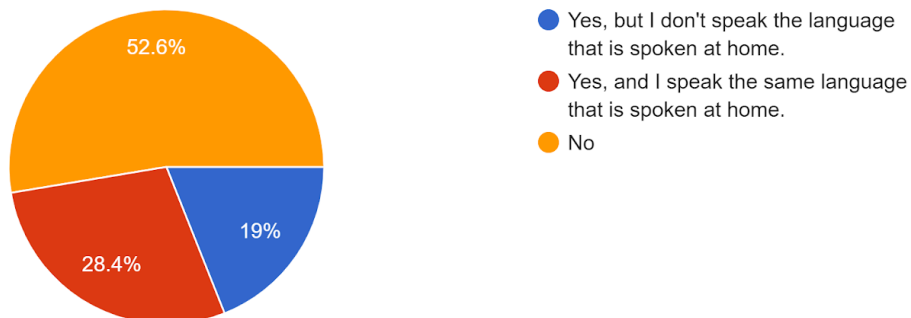
2. I am in grade:

3,498 responses



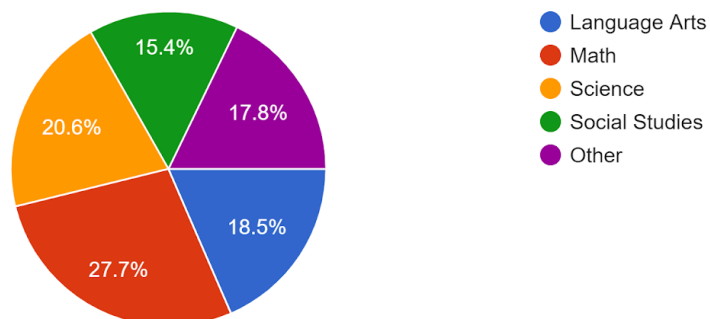
3. Is another language spoken at home?

3,498 responses



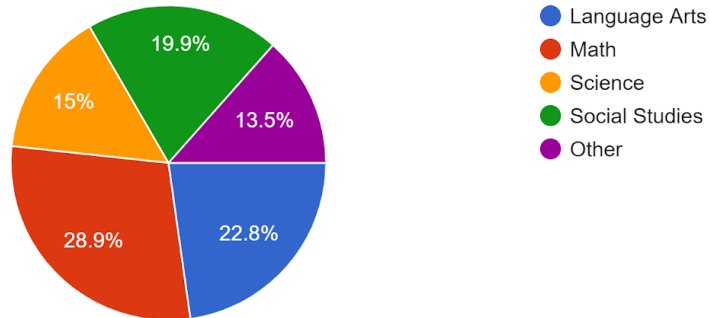
4. What is your favorite subject?

3,486 responses



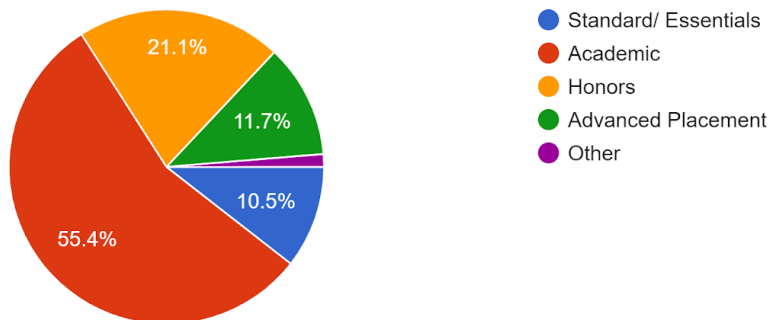
5. What is your least favorite subject?

3,478 responses



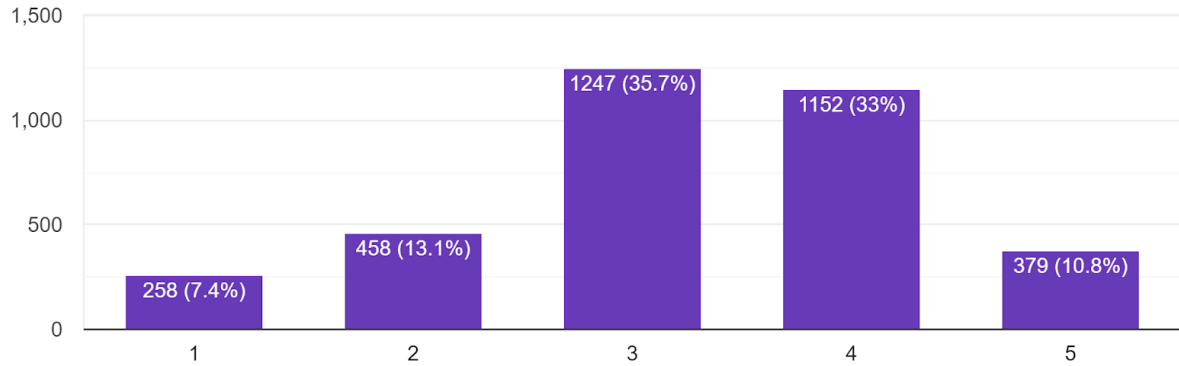
6. My classwork level is:

1,755 responses



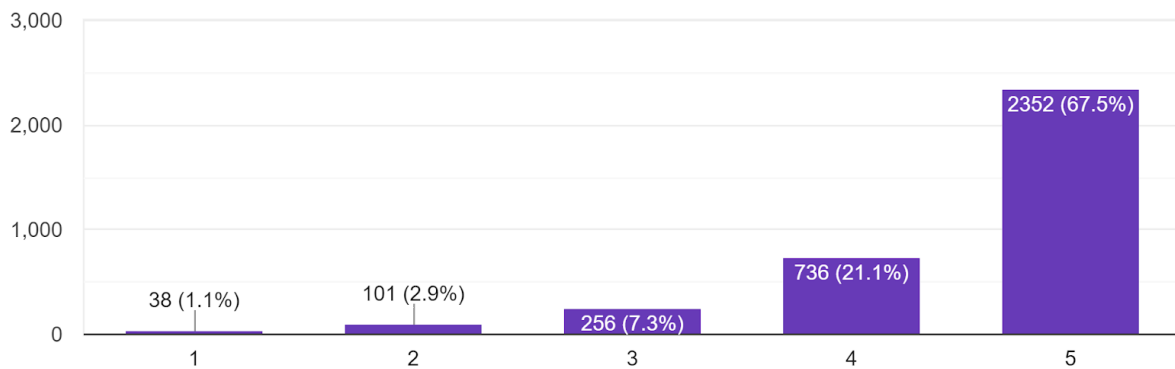
7. I enjoy going to school.

3,494 responses



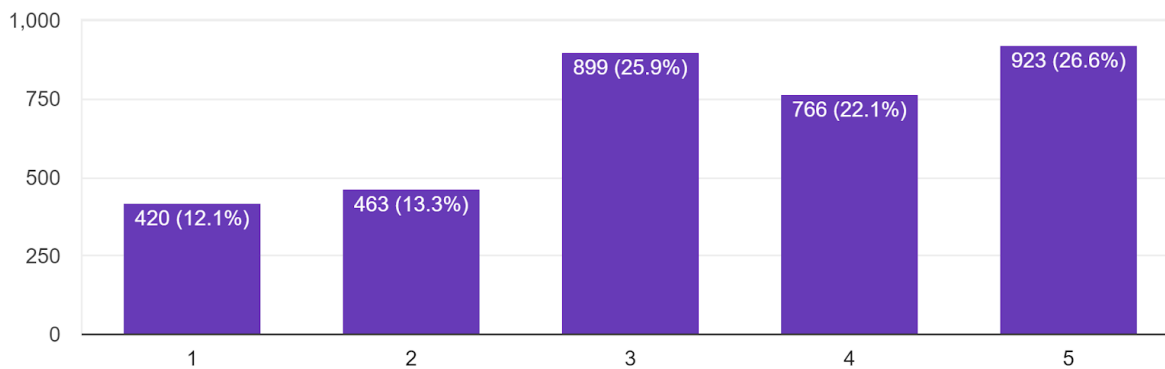
8. I have friends at school.

3,483 responses



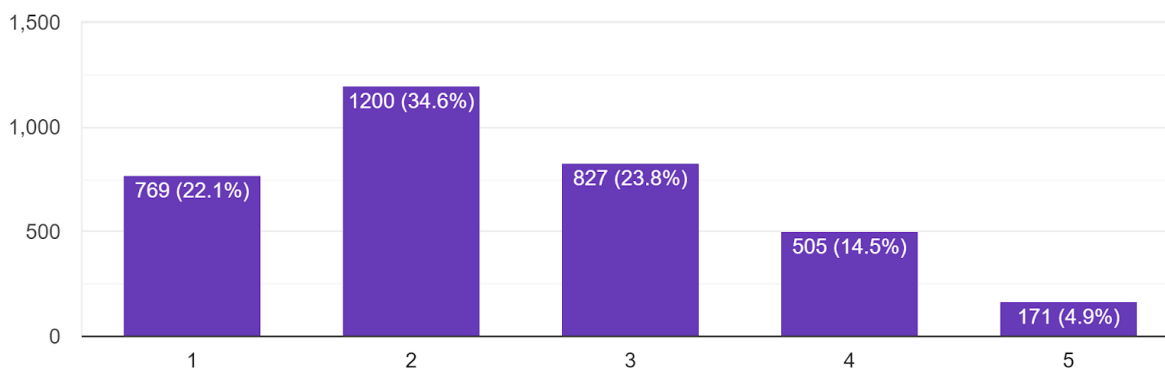
9. I can see a school counselor when I am upset.

3,471 responses



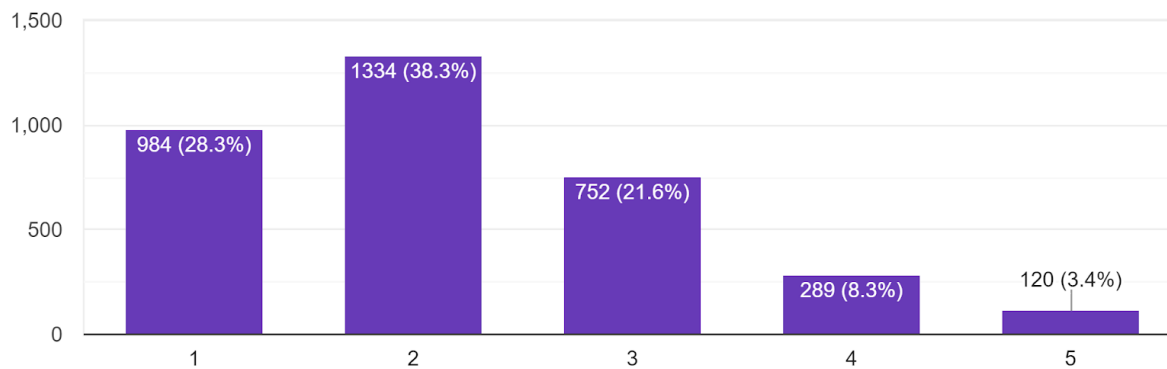
10. I have a hard time concentrating in my classroom.

3,472 responses



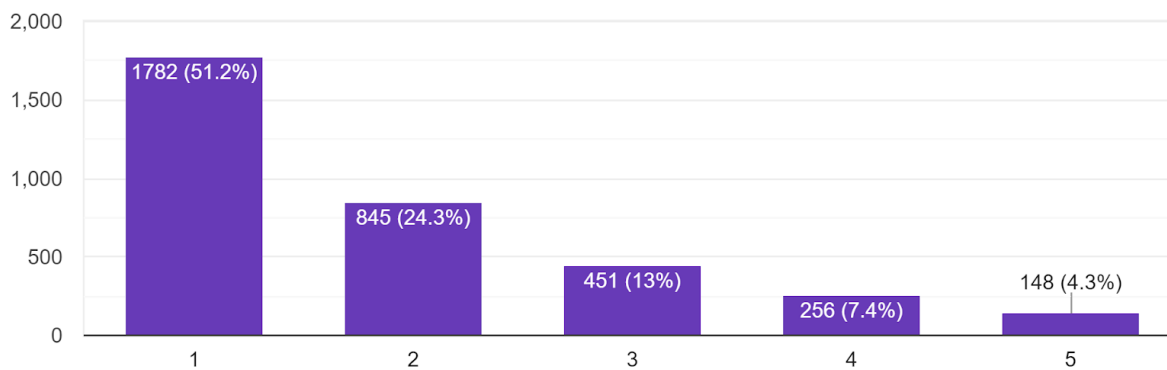
11. There are too many distractions in my classroom.

3,479 responses



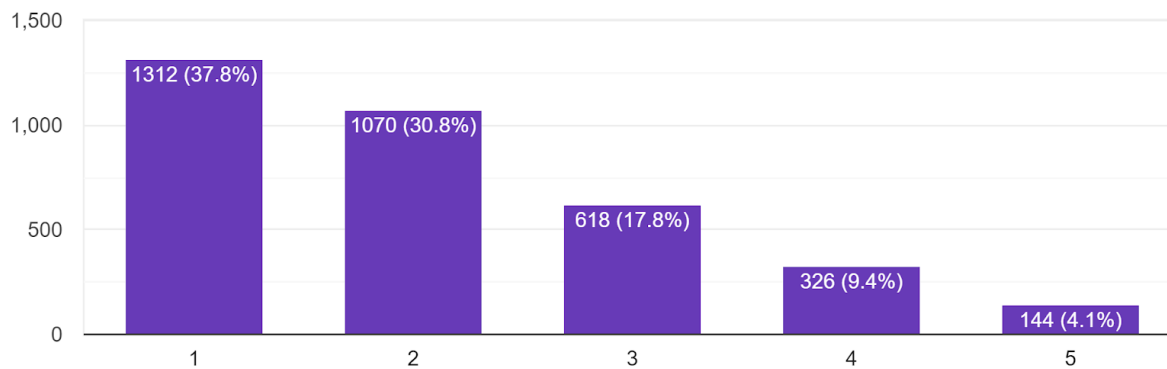
12. Reading is hard for me.

3,482 responses



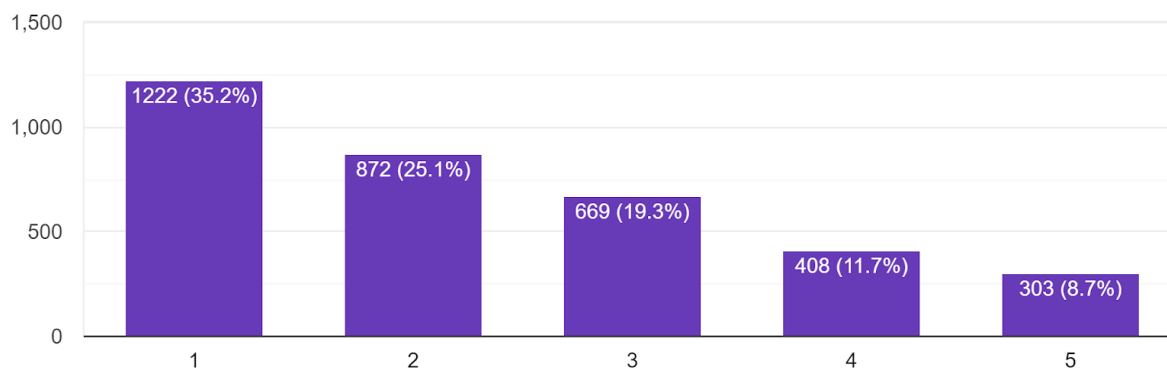
13. Writing is hard for me.

3,470 responses



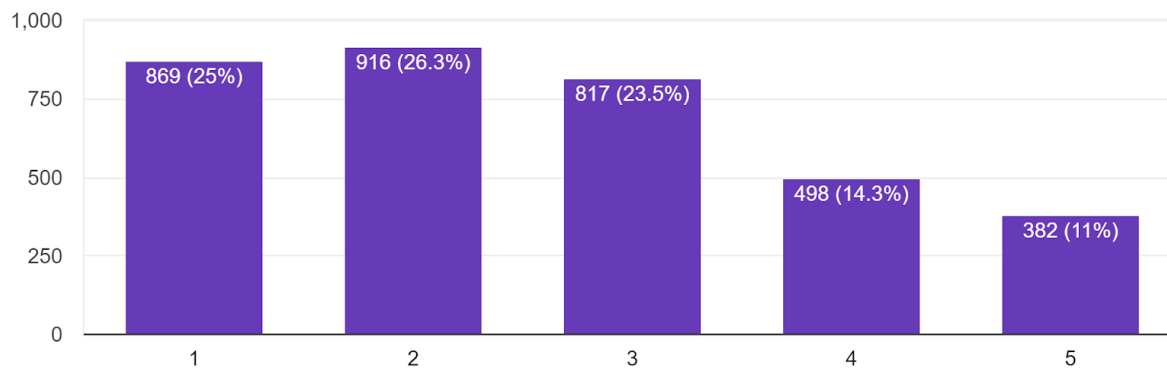
14. Math is hard for me.

3,474 responses



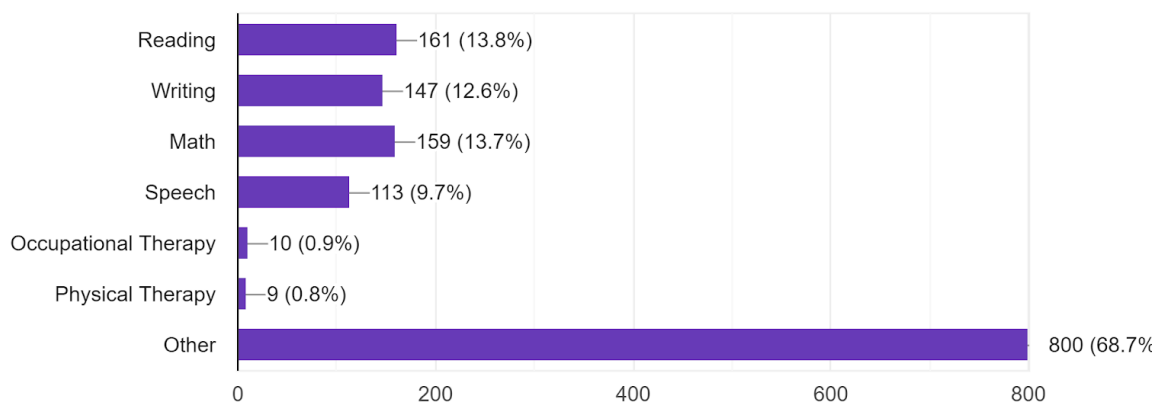
15. I need extra time to finish my work.

3,482 responses



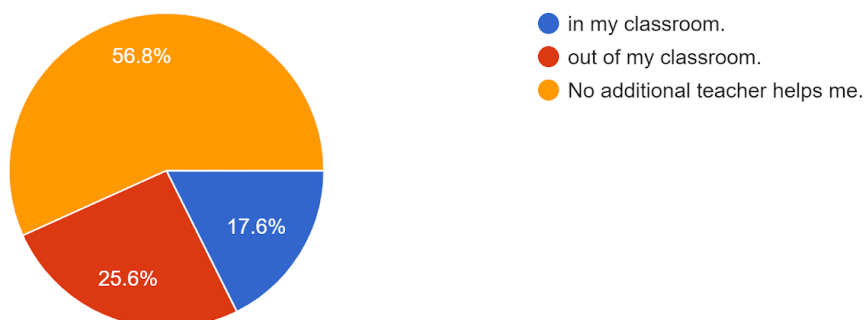
16. At school, an extra teacher comes into, or pulls me out of, class for the following:

1,164 responses



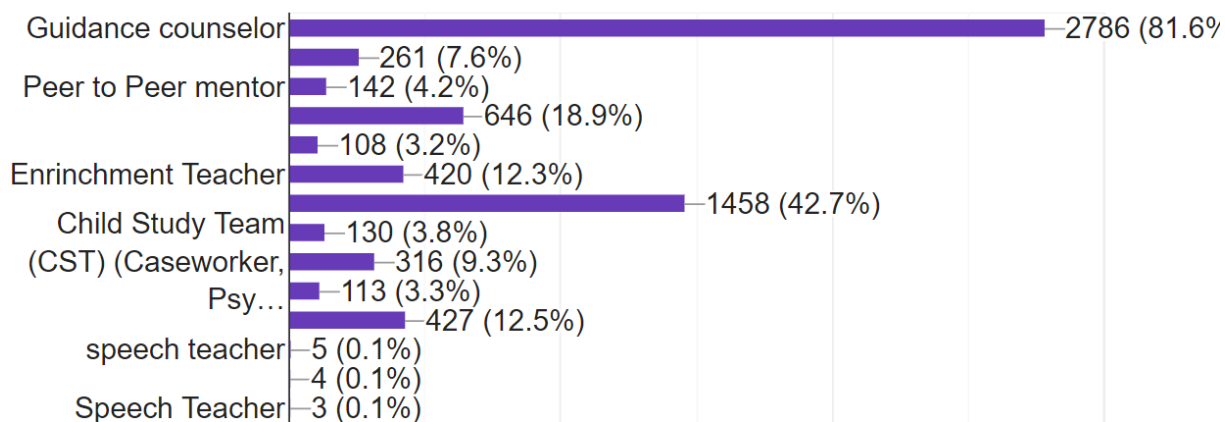
17. When I get help from someone other than my classroom teacher it happens:

3,404 responses



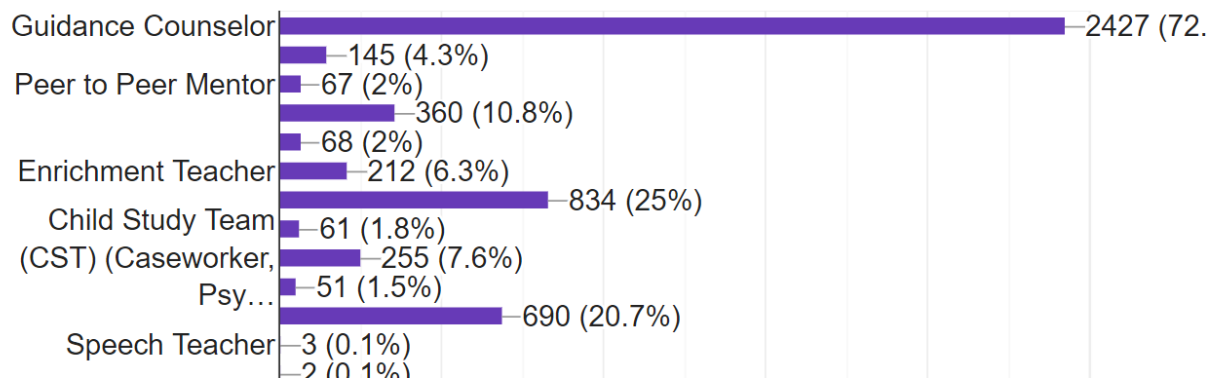
18. During all of my years in school, I have met with the following people:

3,416 responses



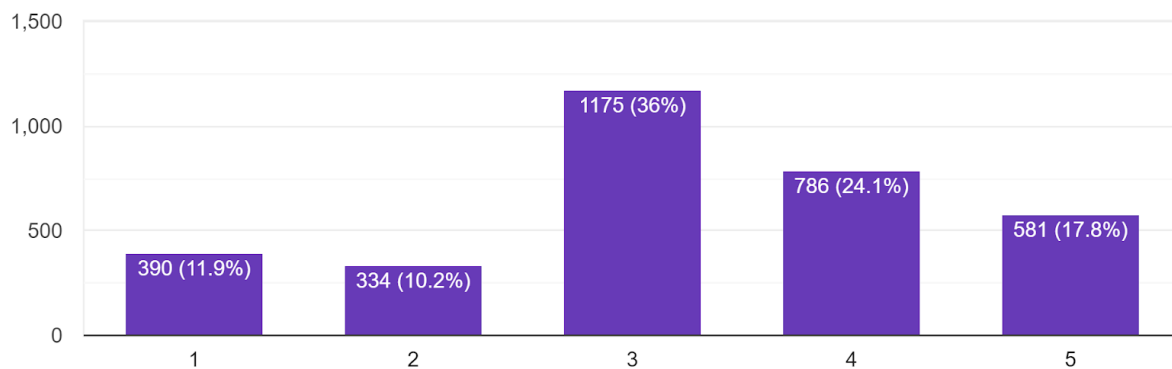
19. Last year, I met with the following people:

3,340 responses



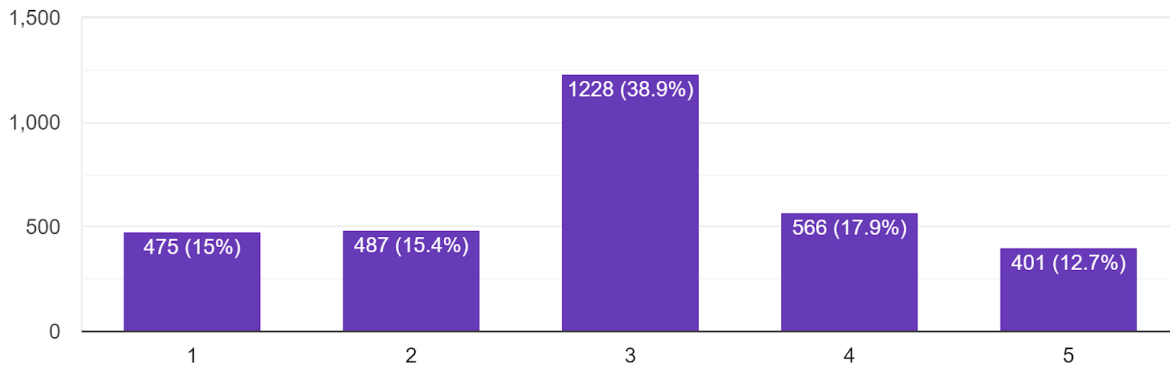
20. Working with another teacher has helped me.

3,266 responses



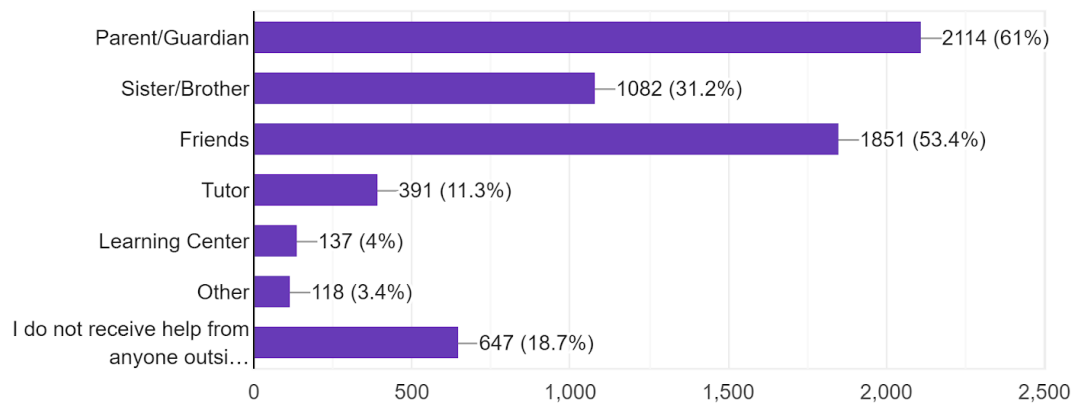
21. I felt that when meeting with any of the above people, they communicated with my teacher(s).

3,157 responses



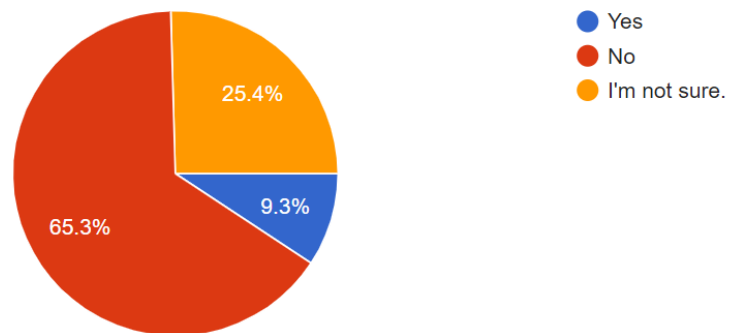
22. Outside of school, the following people help me with schoolwork.

3,465 responses



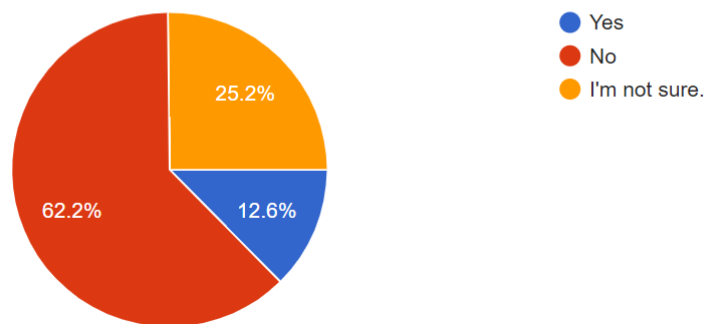
23. Our school district has a program that provides interventions for academic help as well as behavioral, social and emotional needs of students. It is called (I&RS or Intervention and Referral Services). Have you heard of this program?

3,459 responses



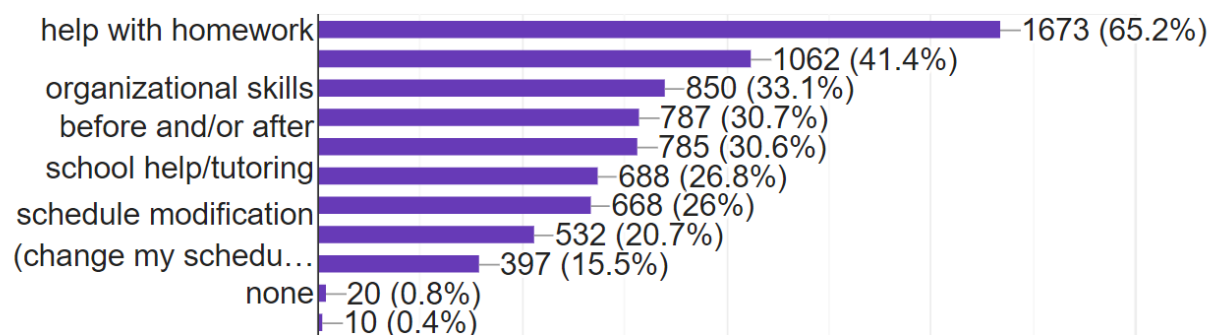
24. There is also a service called Response to Intervention or Rtl. Rtl offers instructional or academic help (i.e. pull-out of class, workshop class) in Math and LAL. There are IS (Intervention Specialists) and Rtl (Response to Intervention) teachers who can offer this kind of help. Have you ever heard of this program?

3,461 responses



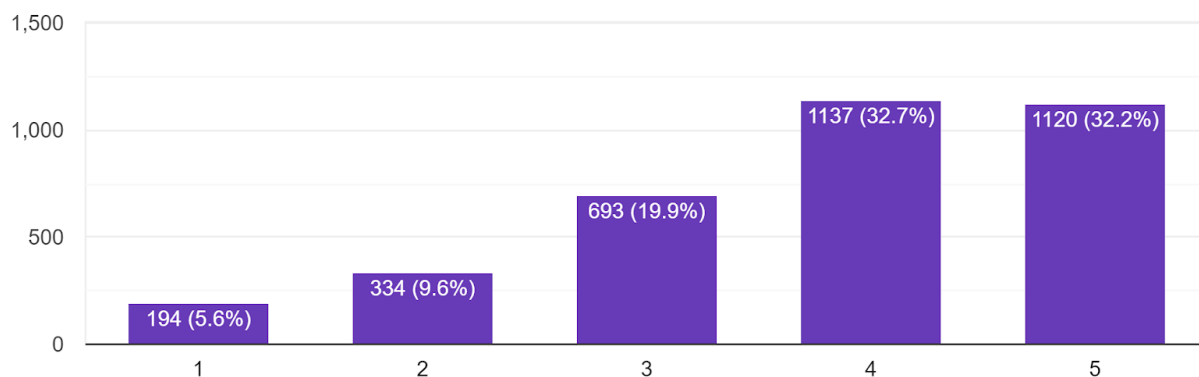
25. I think the I&RS and Rtl programs can help me and other students in the following ways:

2,565 responses



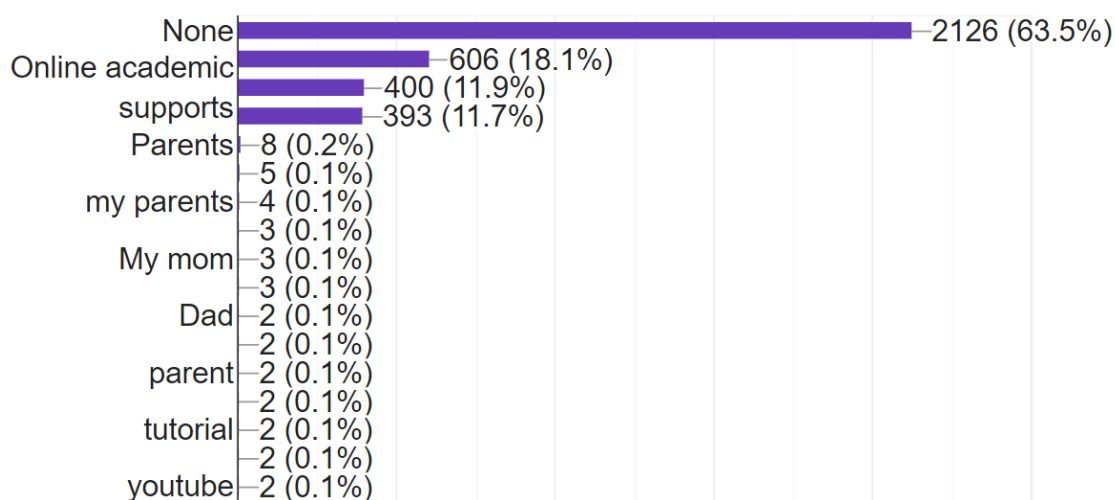
26. I am confident in my math skills.

3,478 responses



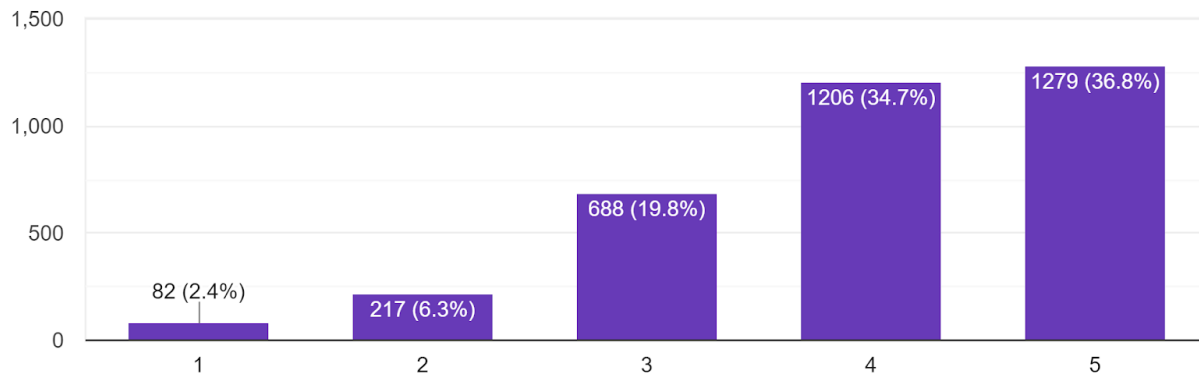
27. I have received the following types of academic support outside of school for math:

3,348 responses



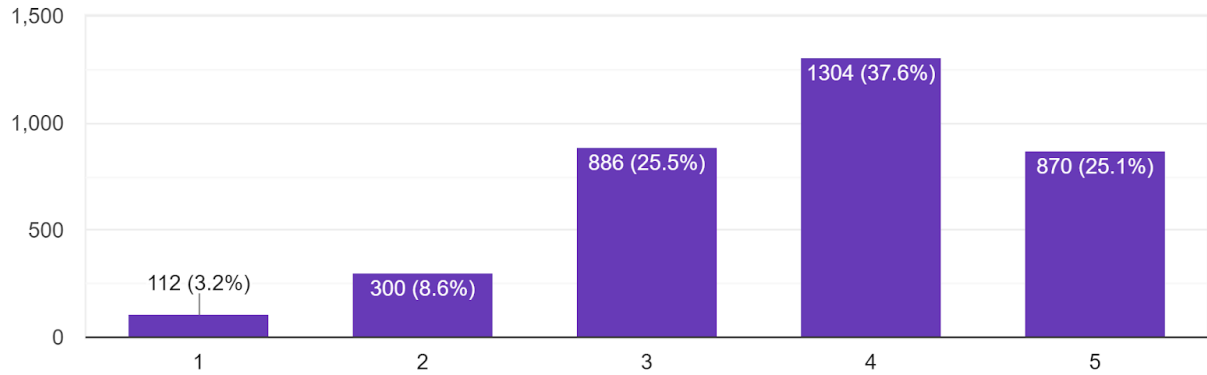
28. I am confident in my reading skills.

3,472 responses



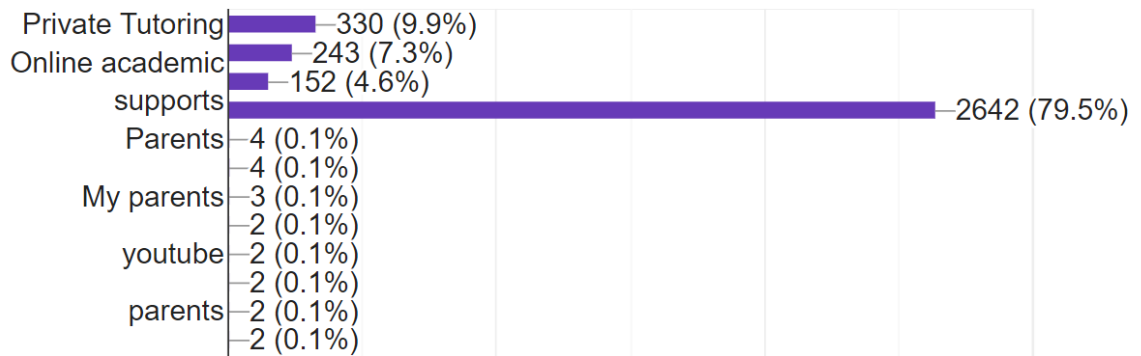
29. I am confident in my writing skills.

3,472 responses



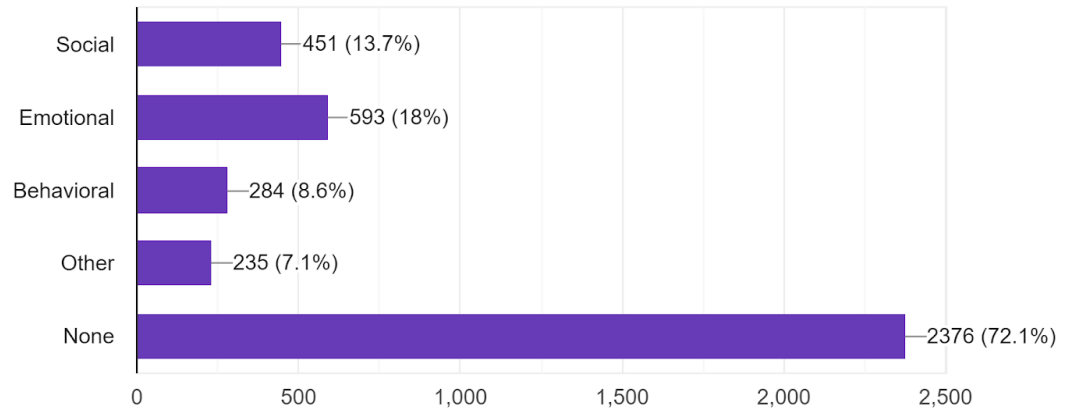
30. I have received the following types of academic support outside of school for language arts:

3,322 responses



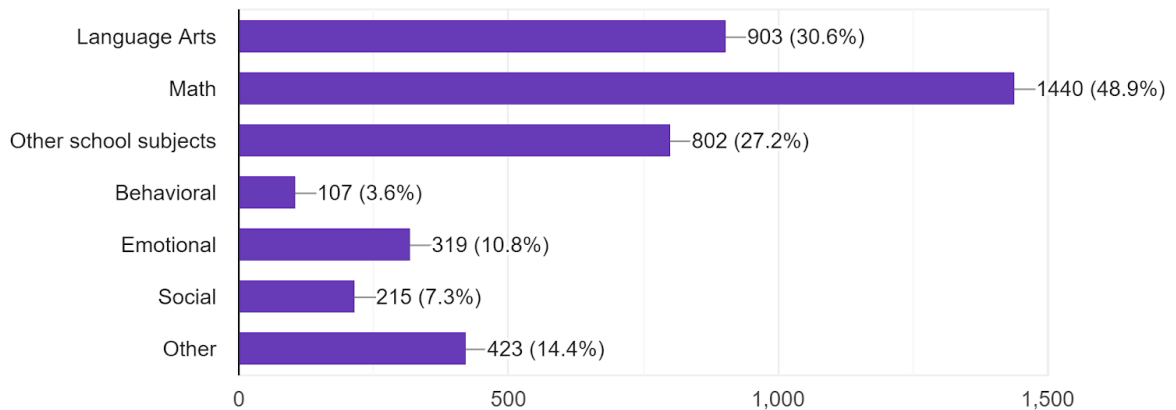
31. I have received the following types of support outside of school:

3,294 responses



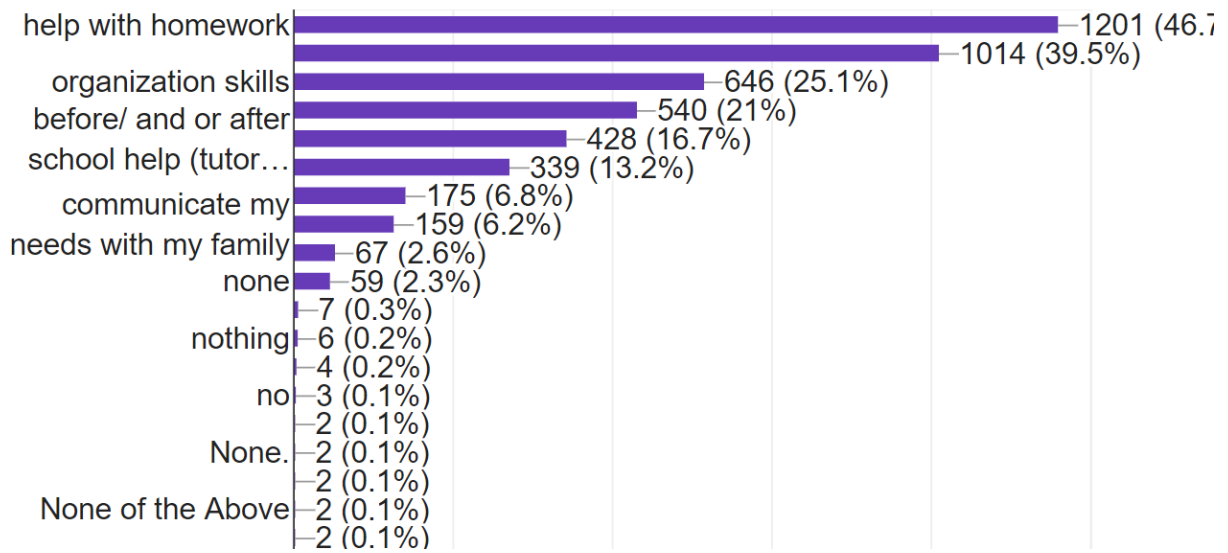
32. If I were to receive supplemental (extra) help, I would be interested in assistance with the following:

2,947 responses



33. I would be interested in the following services:

2,569 responses



Appendix I

District MAP to Tier Chart

Mathematics												
2015 Norms Percentile	FALL											
	K	1	2	3	4	5	6	7	8	9	10	11
95th	168	184	199	212	225	236	243	250	256	260	262	266
84th	156	175	190	204	216	226	233	239	244	248	250	253
69th	146	169	184	197	209	219	225	231	235	239	240	243
50th	136	162	177	190	202	211	218	223	226	230	230	233
31st	127	156	170	184	195	204	210	214	217	221	220	223
17th-30th	118-126	151-155	165-169	178-183	189-194	198-203	203-209	207-213	209-216	213-220	211-219	214-222
	117	150	164	177	188	197	202	206	208	212	210	213
16th	117	150	164	177	188	197	202	206	208	212	210	213
7th	108	143	157	171	181	189	194	198	200	203	201	203
	K	1	2	3	4	5	6	7	8	9	10	11
	WINTER											
	K	1	2	3	4	5	6	7	8	9	10	11
	176	197	209	219	232	242	248	253	262	260	263	266
	164	188	200	212	223	233	238	242	250	248	251	254
	157	181	193	205	216	225	230	233	242	239	241	244
	150	174	186	198	209	217	222	224	227	230	231	234
	143	167	179	191	202	210	214	215	218	221	222	224
	137-142	160-165	173-178	185-190	196-201	204-209	207-213	207-214	210-217	213-220	211-221	215-223
	136	160	172	184	195	203	206	206	209	212	212	214
	129	153	165	177	188	196	198	198	200	203	202	204
	K	1	2	3	4	5	6	7	8	9	10	11
	SPRING											
	K	1	2	3	4	5	6	7	8	9	10	11
	184	199	212	225	236	243	250	256	260	262	266	267
	175	190	204	216	226	233	239	244	248	250	253	255
	169	184	197	209	219	225	231	235	239	240	243	245
	162	177	190	202	211	218	223	226	230	230	233	235
	156	170	184	195	204	210	214	217	221	220	223	225
	151-155	165-169	178-183	189-194	198-203	203-209	207-213	209-216	213-220	211-219	214-222	216-224

	150	164	177	188	197	202	206	208	212	210	213	215
	143	157	171	181	189	194	198	200	203	201	203	205
	K	1	2	3	4	5	6	7	8	9	10	11

Reading												
2015 Norms Percentile	FALL											
	K	1	2	3	4	5	6	7	8	9	10	11
95th	165	182	200	214	224	231	236	240	243	246	248	250
84th	154	174	190	204	214	221	226	230	233	236	237	239
69th	146	167	182	196	206	213	218	222	225	228	229	231
50th	138	161	175	188	198	206	211	214	217	220	220	223
31st	129	154	167	180	190	198	204	207	209	212	212	214
17th-30th	122-128	149-153	160-166	173-179	184-189	192-197	197-203	200-206	201-208	206-211	205-211	207-213
16th	121	148	159	172	183	191	196	199	202	205	204	206
7th	112	141	151	165	175	183	189	191	194	197	195	198
	K	1	2	3	4	5	6	7	8	9	10	11
	WINTER											
	K	1	2	3	4	5	6	7	8	9	10	11
	179	195	210	222	230	233	239	242	245	248	249	252
	168	186	200	212	220	224	229	232	235	237	238	241
	159	179	192	204	212	217	221	224	227	229	230	232
	150	172	184	196	204	210	213	217	219	220	221	223
	142	165	176	188	196	203	205	208	211	212	213	215
	135-141	159-164	169-175	181-187	189-195	196-202	198-204	201-207	204-210	205-211	206-212	208-214
	134	158	168	180	188	195	197	200	203	204	205	207
	126	151	160	172	180	188	189	192	195	195	197	199
	K	1	2	3	4	5	6	7	8	9	10	11
	SPRING											
	K	1	2	3	4	5	6	7	8	9	10	11
	182	200	214	224	231	236	240	243	246	248	250	252
	174	190	204	214	221	226	230	233	236	237	239	241
	167	182	196	206	213	218	222	225	228	229	231	232
	161	175	188	198	206	211	214	217	220	220	223	223
	154	167	180	190	198	204	207	209	212	212	214	215

	149-153	160-166	173-179	184-189	192-197	197-203	200-206	201-208	206-211	205-211	207-213	208-214
	148	159	172	183	191	196	199	202	205	204	206	207
	141	151	165	175	183	189	191	194	197	195	198	199
	K	1	2	3	4	5	6	7	8	9	10	11

Language Usage										
2015 Norms Percentile	FALL									
	2	3	4	5	6	7	8	9	10	11
95th	202	214	223	229	233	237	240	242	244	246
84th	191	205	213	220	225	228	230	233	234	236
69th	183	197	206	213	218	221	223	225	226	229
50th	175	189	199	206	211	214	216	218	219	222
31st	166	182	192	199	204	207	209	211	211	214
17th-30th	159-165	175-181	185-191	193-198	198-203	201-206	203-208	205-210	205-210	208-213
16th	158	174	184	192	197	200	202	204	204	207
7th	150	167	177	185	190	193	195	197	196	199
	2	3	4	5	6	7	8	9	10	11
	WINTER									
	2	3	4	5	6	7	8	9	10	11
	211	220	227	230	233	238	241	243	245	249
	201	211	218	222	225	229	231	234	235	239
	193	204	211	216	219	222	224	226	227	231
	185	197	204	210	213	215	217	219	220	223
	177	190	197	203	206	208	210	211	212	216
	170-176	184-189	191-196	197-202	200-205	202-207	204-209	205-210	206-211	209-215
	169	183	190	196	199	201	203	204	205	208
	161	176	183	189	192	194	196	196	198	200
	2	3	4	5	6	7	8	9	10	11
	SPRING									
	2	3	4	5	6	7	8	9	10	11
	214	223	229	233	237	240	242	244	246	249
	205	213	220	225	228	230	233	234	236	239
	197	206	213	218	221	223	225	226	229	231
	189	199	206	211	214	216	218	219	222	223

	182	192	199	204	207	209	211	211	214	216
	175-181	185-191	193-198	198-203	201-206	203-208	205-210	205-210	208-213	209-215
	174	184	192	197	200	202	204	204	207	208
	167	177	185	190	193	195	197	196	199	200
	2	3	4	5	6	7	8	9	10	11

The above charts show the norms percentiles for each grade level on the MAP Growth test for Mathematics, Reading, and Language Usage for the Fall, Winter, and Spring testing windows. NWEA only set Language Usage norms starting in the second grade. The highlighted blue line shows the 50th percentile nationwide which represents the grade level median nationally, the yellow line is the current district used criteria for Tier 2 RTI placement, and the red line is the current district criteria for Tier 3 RTI placement.

Appendix J

Comparative Data Analysis

2019 Q1 Guided Reading Level to MAP Reading for 1st-4th Grade

- Sample Size: 1051 grades 1-4 students
- Converted Q1 guided reading level (GRL) to Lexile scores and compared to MAP Reading Lexile scores
- Guided reading level Lexile scores are off from MAP by 216 Lexile points on average.
- There is a strong negative correlation between MAP Lexile scores and the difference in GRL and MAP Lexiles.
 - Low students are being pushed higher than MAP indicates they should be, making identification through GRL very difficult.
 - High students are being pushed lower than MAP indicates they should be.

2018-2019 Q3 Guided Reading Level to NJSLA for 3rd and 4th Grade

- Sample Size:
 - 4th Grade: 500 students
 - 3rd Grade: 487 students
- Converted Q3 guided reading levels and NJLSA scores into district percentile ranks so they could be compared.
- For 3rd Grade, guided reading scores are, on average, 21 percentile points off NJSLA scores.
- For 4th Grade, guided reading scores are, on average, 22 percentile points off NJSLA.

2019-2020 Q1 District Writing Sample to Fall MAP Reading and Language Usage for 1st-4th Grade

- For all grades, District Writing Sample (DWS) scores and MAP Scaled Scores were converted into district percentile ranks and compared.
- Sample sizes:
 - 4th Grade: 460 students
 - 3rd Grade: 360 students
 - 2nd Grade: 359 students
 - 1st Grade: 71 comparable students: Not enough MAP data points to accurately analyze.
- There was a discrepancy of about 45 district percentile points for each test on average in each grade.
- The correlation between the MAP scores and the DWS was not strong. Students who scored low on the DWS did not consistently also score low on MAP.

18-19 Q3 District Writing Sample to 18-19 NJSLA LAL and Writing

- Sample Sizes:
 - 4th Grade: 473 students
 - 3rd Grade: 430 students
- DWS, NJSLA Language Arts Literacy scaled scores, and NJSLA Writing were converted into district percentiles.

- Percentile ranks for DWS were consistently over 20 percentile points off of NJSLA and NJSLA writing scores.
- The correlation between DWS and NJSLA district percentiles is moderate (.56 and .55).
- The correlation drops slightly when looking at just the writing portion of NJSLA (.55 and .47)

18-19 MAP Chapter Average to 2019 Spring MAP and 18-19 NJSLA

- Sample Size:
 - 3rd Grade: 479 students
 - 4th Grade: 467 students
 - 5th Grade: 424 students
 - 6th Grade: 337 students
- District Percentiles were made based on Chapter Averages.
- Winter 2019 MAP was used for 6th grade as there were not enough 6th grade spring MAP tests taken.
- There were not enough 5th grade MAP scores for comparison.

Chapter Average Percentile Difference and Correlation with External Assessments:

Grade	MAP Avg Dif	NJSLA Avg Dif	MAP Cor	NJSLA Cor
3	.17	.16	.71	.73
4	.18	.18	.67	.66
5		.17		.70
6	Winter .19	.18	Winter .67	.69

- The correlation is moderately strong for internal-external assessments at each grade level. The difference between percentiles was consistently under 20 district percentile points.

Algorithm, and Fact Fluency Assessments to external measurement

- Used assessment scores to create district percentiles for each assessment used for tier placement in each grade at the relevant time period.
- Each grade assesses different things at different time periods.
- Generally Q3 assessments were used as they are closest to NJSLA and Spring MAP.
- Sample Sizes
 - 2nd grade: Q1 19-20 tests were used since it was the first time all 2nd graders were tested using MAP.
 - Algorithm: 41, Too small of a sample size
 - Addition Facts: 349
 - Subtraction Facts: 349
 - 3rd grade

- Algorithm: 511
- Addition Facts: No Q3 addition facts recorded in LinkIt
- Subtraction Facts: No Q3 subtraction facts recorded in LinkIt
- Division Facts: 494
- Multiplication Facts: 494
- 4th grade
 - Algorithm Addition/Subtraction: 440
 - Algorithm Multiplication/Division: 422
 - Addition Facts: No Q3 addition facts recorded in LinkIt
 - Subtraction Facts: No Q3 subtraction facts recorded in LinkIt
 - Division Facts: 446 students
 - Multiplication Facts: 446 students
- 5th grade: Q1 19-20 Assessments were used for MAP comparison since it was the first time all 2nd graders were tested using MAP. Q3 18-1
 - Algorithm Addition/Subtraction Q1 19-20: 390 students
 - Algorithm Multiplication/Division Q1 19-20: 362 students
 - Algorithm Multiplication/Division Q3 18-19: 382 students
 - Algorithm Order of Operations Q3 18-19: 374 students
- 6th grade: Winter MAP used. There were not enough Spring MAP tests taken.
 - Algorithm Decimals: 411 students
 - Algorithm Fractions: 407 students

Grade	Test	MAP Avg Diff	NJSLA avg Diff	MAP Correl	NJSLA Correl
2	Addition	.24	N/A	.25	N/A
2	Subtraction	.38	N/A	.43	N/A
3	Algorithm	.26	.26	.35	.37
3	Division	.21	.21	.49	.52
3	Multiplication	.21	.21	.49	.53
4	Algorithm A/S	.29	.29	.17	.23
4	Algorithm M/D	.25	.25	.35	.39
4	Division	.23	.23	.41	.42
4	Multiplication	.24	.24	.41	.43
5	Algorithm A/S Fall 19	.29		.23	

5	Algorithm M/D Fall 19	.24		.36	
5	Algorithm M/D Spring 19		.26		.34
5	Algorithm O Spring 19		.22		.49
6	Algorithm Decimals	Winter .23	.21	Winter .50	.56
6	Algorithm Fractions	Winter .22	.22	Winter .52	.52

- There is a weak to moderate correlation at each grade level, and an above 20 average district percentile difference between algorithm assessments/fact fluency assessments and MAP/NJSLA.

Appendix K

List of Resources

SCHOOL	CONTENT	GRADE	RESOURCE		FREQUENCY
Adamsville	ELA	3	3-Minute Reading Assessments	Scholastic Teaching Resources	Rarely
Adamsville	ELA	1	Benchmark Assessment System Level 1 & 2	Fountas and Pinnell	Always
Adamsville	ELA	2	Benchmark Assessment System Level 1 & 3	Fountas and Pinnell	Always
Adamsville	ELA	3	Benchmark Assessment System Level 1 & 4	Fountas and Pinnell	Always
Adamsville	ELA	4	Benchmark Assessment System Level 1 & 5	Fountas and Pinnell	Always
Adamsville	ELA	3	Common Core Lessons: Reading Paired Text, Grades 3 & 4 editions	Evan Moor	Rarely
Adamsville	ELA	4	Common Core Lessons: Reading Paired Text, Grades 3 & 4 editions	Evan Moor	Rarely
Adamsville	ELA	3	Daily Reading Comprehension		Sometimes
Adamsville	ELA	2	Fry Fluency Cards	FCRR.org (Florida Center of Reading Research)	Sometimes
Adamsville	ELA	1	Fry Word Lists		
Adamsville	ELA	2	Fry Word Lists		
Adamsville	ELA	3	Fry Word Lists		Usually
Adamsville	ELA	K	Foundations Basic Keywords Flashcards		Always
Adamsville	ELA	K	Foundations Basic Keywords Flashcards		Always
Adamsville	ELA	1	Foundations Basic Keywords poster		
Adamsville	ELA	1	Foundations Basic Keywords Flashcards		
Adamsville	ELA	1	Intervention , Primary level	Harcourt	Rarely

Adamsville	ELA	2	Intervention , Primary level	Harcourt	Rarely
Adamsville	ELA	3	Intervention , Primary level	Harcourt	Rarely
Adamsville	ELA	4	Intervention , Primary level	Harcourt	Rarely
Adamsville	ELA	1	Kahoot! Skill based review game		Rarely
Adamsville	ELA	2	Kahoot! Skill based review game		Rarely
Adamsville	ELA	3	Lakeshore Building Fluency Cards		Usually
Adamsville	ELA	K	Lakeshore/Scholastic-Va rious Phonemic Awareness Games		Always
Adamsville	ELA	4	Lakeshore-Building Fluency Card Bank, Grades 4-6, ages 9+		Usually
Adamsville	ELA	3	Lakeshore-High Interest Intervention Reading Folders, Reading for Details, ages 9+		Usually
Adamsville	ELA	4	Lakeshore-High Interest Intervention Reading Folders, Reading for Details, ages 9+		Usually
Adamsville	ELA	K	Lakeshore-Letter Bins		Always
Adamsville	ELA	4	Lakeshore-Nonfiction Comprehension Quickie Cards, ages 8+		Sometimes
Adamsville	ELA	4	Lakeshore-Nonfiction Reading Comprehension Cards Grades 4-6 ages 9+		Usually
Adamsville	ELA	3	Lakeshore-Nonfiction Reading Comprehension Folders, Grades 3-4, ages 8+		Usually
Adamsville	ELA	4	Lakeshore-Nonfiction Reading Comprehension Folders, Grades 3-4, ages 8+		Usually

Adamsville	ELA	4	Lakeshore-Reading Comprehension Practice Cards Grades 4-6, ages 9+		Usually
Adamsville	ELA	2	Lakeshore-Reading Informational Text Center, Grades 2-3, ages 7+		Usually
Adamsville	ELA	3	Lakeshore-Reading Informational Text Center, Grades 2-3, ages 7+		Usually
Adamsville	ELA	K	Letter Videos	ABCmouse.com	Always
Adamsville	ELA	K	Letter/Sound Practice, Name Practice	Teacher purchased Teachers Pay Teachers	Always
Adamsville	ELA	2	LLI Blue	Fountas and Pinnell	Always
Adamsville	ELA	1	LLI Green	Fountas and Pinnell	
Adamsville	ELA	K	LLI Orange	Fountas and Pinnell	Always
Adamsville	ELA	4	LLI Red	Fountas and Pinnell	Always
Adamsville	ELA	2	LLI Red System Comprehension Questions	Teacher Pay Teacher	Always
Adamsville	ELA	3	LLI Red System Comprehension Questions	Teacher Pay Teacher	Always
Adamsville	ELA	4	LLI Red System Comprehension Questions	Teacher Pay Teacher	Always
Adamsville	ELA	K	LLI Writing books		Always
Adamsville	ELA	1	LLI Writing books		Always
Adamsville	ELA	2	LLI Writing books		Always
Adamsville	ELA	3	LLI Writing books		Always
Adamsville	ELA	4	LLI Writing books		Always
Adamsville	ELA	2	Phonic Dictation-A task based approach		Sometimes
Adamsville	ELA	3	Phonic Dictation-A task based approach		Sometimes
Adamsville	ELA	1	Phonological awareness and Phonics activities	FCRR.org (Florida Center of Reading Research)	

Adamsville	ELA	1	PM/Rigby Books	Available in bookroom and Reading Recovery supplies	
Adamsville	ELA	2	PM/Rigby Books	Available in bookroom and Reading Recovery supplies	
Adamsville	ELA	K	Prompting Guide	Fountas and Pinnell	Always
Adamsville	ELA	1	Prompting Guide	Fountas and Pinnell	Always
Adamsville	ELA	2	Prompting Guide	Fountas and Pinnell	Always
Adamsville	ELA	3	Prompting Guide	Fountas and Pinnell	Always
Adamsville	ELA	4	Prompting Guide	Fountas and Pinnell	Always
Adamsville	ELA	3	Reading for Comprehension Series; lesson cards for reading levels grades 2-5		Usually
Adamsville	ELA	4	Reading for Comprehension Series; lesson cards for reading levels grades 2-6		Usually
Adamsville	ELA		Sadlier Phonics Workbooks-Levels K, A, B		Never
Adamsville	ELA	K	Sonday System		Sometimes
Adamsville	ELA	2	Sonday System Sound Cards		
Adamsville	ELA	3	Sonday System Sound Cards		
Adamsville	ELA	4	Sonday System Sound Cards		
Adamsville	ELA	2	Sonday System Student Book		Always
Adamsville	ELA	3	Sonday System Student Book		Always
Adamsville	ELA	4	Sonday System Student Book		Always
Adamsville	ELA	2	Sonday System Word Cards		
Adamsville	ELA	3	Sonday System Word Cards		
Adamsville	ELA	4	Sonday System Word Cards		

Adamsville	ELA	K	Starfall		Always
Adamsville	ELA	K	SuperSimple Songs, ABC/Nursery Rhymes	youtube channel	Always
Adamsville	ELA	2	Wilson Fluency		Sometimes
Adamsville	ELA		Wilson Reading System		Never
Adamsville	ELA	K	ZB Spelling Connections for Kindergarten, Poems and Nursery Rhymes		Always
Adamsville	Math	1	Core Standards Assessment		Always
Adamsville	Math	1	Flashcards	Self Made/Self Purchased	Always
Adamsville	Math	1	Addition/Subtraction Strategies Posters	Self Made/Self Purchased	Always
Adamsville	Math	1	www.abcy.com		Sometimes
Adamsville	Math	1	TenMarks		Rarely
Adamsville	Math	1	www. Worksheetfun.com		Newly discovered
Adamsville	Math	<u>1</u>	www.themeasuredmom.com	A great resource for games and activities	Always
Adamsville	Math	1	Lakeshore Number cards (standard form and word form)	Self purchased (Hirt)	Usually
Adamsville	Math	2	Learning Resource Games		Sometimes
Adamsville	Math	2	Everyday Math Hundreds Charts		Always
Adamsville	Math	2	Core Standards Assessment		Always
Adamsville	Math	3	Core Standards Assessment		Always
Adamsville	Math	4	Interactive Notebook	Teacher Pay Teacher	Sometimes
Adamsville	Math	4	Khan Academy		Rarely
Adamsville	Math	1	Math-aids.com	Create your own 100s chart with missing numbers, addition/subtraction number lines	Usually
Adamsville	Math	2	Math-aids.com	Create your own 100s chart with missing numbers,	Usually

				addition/subtraction number lines	
Adamsville	Math	1	Touchmath materials		Usually
Adamsville	Math	2	Touchmath materials		Usually
Adamsville	Math	1	Kahoot! Skill based review game		Rarely
Adamsville	Math	2	Kahoot! Skill based review game		Rarely
Adamsville	Math	1	Mastering the Basic Facts in Addition and Subtraction Book	Susan O'Connell and John SanGiovanni	Sometimes
Adamsville	Math	2	Mastering the Basic Facts in Addition and Subtraction Book	Susan O'Connell and John SanGiovanni	Sometimes
Adamsville	Math	3	Mastering the Basic Facts in Addition and Subtraction Book	Susan O'Connell and John SanGiovanni	Sometimes
Adamsville	Math	1	Activities and Centers	Teacher Pay Teacher	Always
Adamsville	Math	2	Activities and Centers	Teacher Pay Teacher	Always
Adamsville	Math	3	Activities and Centers	Teacher Pay Teacher	Always
Adamsville	Math	4	Activities and Centers	Teacher Pay Teacher	Always
Adamsville	Math	1	Facts and skills games	Lakeshore, Beckers and School Specialty	Always
Adamsville	Math	2	Facts and skills games	Lakeshore, Beckers and School Specialty	Always
Adamsville	Math	3	Facts and skills games	Lakeshore, Beckers and School Specialty	Always
Adamsville	Math	4	Facts and skills games	Lakeshore, Beckers and School Specialty	Always
Adamsville	Math	1	Homemade practice sheets and games		Always
Adamsville	Math	2	Homemade practice sheets and games		Always
Adamsville	Math	3	Homemade practice sheets and games		Always
Adamsville	Math	4	Homemade practice sheets and games		Always
Adamsville	Math	1	Everyday Math number cards		Always
Adamsville	Math	2	Everyday Math number cards		Always

Adamsville	Math	3	Everyday Math number cards		Always
Adamsville	Math	4	Everyday Math number cards		Always
Adamsville	Math	1	Playing cards		Always
Adamsville	Math	2	Playing cards		Always
Adamsville	Math	3	Playing cards		Always
Adamsville	Math	4	Playing cards		Always
Adamsville	Math	1	Google search for ideas, games and practice sheets		Always
Adamsville	Math	2	Google search for ideas, games and practice sheets		Always
Adamsville	Math	3	Google search for ideas, games and practice sheets		Always
Adamsville	Math	4	Google search for ideas, games and practice sheets		Always
Adamsville	Math	2	Multiplication/Division task cards		Usually
Adamsville	Math	3	Multiplication/Division task cards		Usually
Adamsville	Math	4	Multiplication/Division task cards		Usually
Adamsville	Math	2	Versatiles		Sometimes
Adamsville	Math	3	Versatiles		Sometimes
Adamsville	Math	4	Versatiles		Sometimes
Adamsville	Math	3	www.thecurriculumcorner.com	Timed fact tests	Always
Adamsville	Math	4	www.thecurriculumcorner.com	Timed fact tests	Always
Adamsville	Math	3	Mastering the Basic Facts in Multiplication and Division Book	Susan O'Connell and John SanGiovanni	Sometimes
Adamsville	Math	3	HSP problem solving stories		Rarely
Adamsville	Math	4	HSP problem solving stories		Rarely

Adamsville	Math	4	Mastering the Basic Facts in Multiplication and Division Book	Susan O'Connell and John SanGiovanni	Sometimes
Adamsville	Math	1	superteacherworksheets.com Anchor worksheets for base 10, word problems, etc	Purchased by Hammond	Always
Adamsville	Math	2	superteacherworksheets.com Anchor worksheets for base 10, word problems, etc	Purchased by Hammond	Always
Adamsville	Math	3	superteacherworksheets.com Anchor worksheets for base 10, word problems, etc	Purchased by Hammond	Always
Adamsville	Math	4	superteacherworksheets.com Anchor worksheets for base 10, word problems, etc	Purchased by Hammond	Always
Adamsville	Math	2	xtramath.org		Always
Adamsville	Math	2	Teacher made Hundreds Charts		Always
Bradley Gardens	ELA	K	Leveled Literacy Intervention (LLI) Books, Alphabet Charts, Writing Journals		Always
Bradley Gardens	ELA	1	Leveled Literacy Intervention (LLI) Books, Alphabet Charts, Writing Journals		Always
Bradley Gardens	ELA	2	Leveled Literacy Intervention (LLI) Books, Alphabet Charts, Writing Journals		Always
Bradley Gardens	ELA	3	Leveled Literacy Intervention (LLI) Books, Alphabet Charts, Writing Journals		Always
Bradley Gardens	ELA	4	Leveled Literacy Intervention (LLI) Books, Alphabet Charts, Writing Journals		Always

Bradley Gardens	ELA	K	Sonday System 1 and 2		Always
Bradley Gardens	ELA	1	Sonday System 1 and 3		Always
Bradley Gardens	ELA	2	Sonday System 1 and 4		Always
Bradley Gardens	ELA	3	Sonday System 1 and 5		Always
Bradley Gardens	ELA	4	Sonday System 1 and 6		Always
Bradley Gardens	ELA	K	Making Words - letter tiles and resource books	Patricia Cunningham	Sometimes
Bradley Gardens	ELA	1	Making Words - letter tiles and resource books	Patricia Cunningham	Sometimes
Bradley Gardens	ELA	2	Making Words - letter tiles and resource books	Patricia Cunningham	Sometimes
Bradley Gardens	ELA	3	Making Words - letter tiles and resource books	Patricia Cunningham	Sometimes
Bradley Gardens	ELA	4	Making Words - letter tiles and resource books	Patricia Cunningham	Sometimes
Bradley Gardens	ELA	K	Magnetic letters and letter tiles		Always
Bradley Gardens	ELA	1	Magnetic letters and letter tiles		Always
Bradley Gardens	ELA	2	Magnetic letters and letter tiles		Always
Bradley Gardens	ELA	3	Magnetic letters and letter tiles		Always
Bradley Gardens	ELA	4	Magnetic letters and letter tiles		Always
Bradley Gardens	ELA	1	Learning Well - Taxi Driver - Following Directions (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	1	Trend Enterprises - Alphabet Bingo (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	1	Publishing Learning Games	Learning Games	
Bradley Gardens	ELA	1	Alphabet Bingo (and others)	Trend Enterprises	Sometimes
Bradley Gardens	ELA	1	McGraw Hill Publishing Learning Games		Sometimes

Bradley Gardens	ELA	1	Spellominios		Sometimes
Bradley Gardens	ELA	1	Didax-Basic Skills Puzzles		Sometimes
Bradley Gardens	ELA	1	Scholastic ABC Match and Learn Game		Sometimes
Bradley Gardens	ELA	1	Word Building Card Games - Word Monkeys		Sometimes
Bradley Gardens	ELA	1	Splat!	EduPress	Sometimes
Bradley Gardens	ELA	1	Scrabble Scoop		Sometimes
Bradley Gardens	ELA	2	Learning Well - Taxi Driver - Following Directions (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	2	Trend Enterprises - Alphabet Bingo (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	2	Publishing Learning Games	Learning Games	
Bradley Gardens	ELA	2	Alphabet Bingo (and others)	Trend Enterprises	Sometimes
Bradley Gardens	ELA	2	McGraw Hill Publishing Learning Games		Sometimes
Bradley Gardens	ELA	2	Spellominios		Sometimes
Bradley Gardens	ELA	2	Didax-Basic Skills Puzzles		Sometimes
Bradley Gardens	ELA	2	Scholastic ABC Match and Learn Game		Sometimes
Bradley Gardens	ELA	2	Word Building Card Games - Word Monkeys		Sometimes
Bradley Gardens	ELA	2	Splat!	EduPress	Sometimes
Bradley Gardens	ELA	2	Scrabble Scoop		Sometimes
Bradley Gardens	ELA	3	Learning Well - Taxi Driver - Following Directions (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	3	Trend Enterprises - Alphabet Bingo (and others)	Learning Games	Sometimes

Bradley Gardens	ELA	3	Publishing Learning Games	Learning Games	
Bradley Gardens	ELA	3	Alphabet Bingo (and others)	Trend Enterprises	Sometimes
Bradley Gardens	ELA	3	McGraw Hill Publishing Learning Games		Sometimes
Bradley Gardens	ELA	3	Spellominios		Sometimes
Bradley Gardens	ELA	3	Didax-Basic Skills Puzzles		Sometimes
Bradley Gardens	ELA	3	Scholastic ABC Match and Learn Game		Sometimes
Bradley Gardens	ELA	3	Word Building Card Games - Word Monkeys		Sometimes
Bradley Gardens	ELA	3	Splat!	EduPress	Sometimes
Bradley Gardens	ELA	3	Scrabble Scoop		Sometimes
Bradley Gardens	ELA	4	Learning Well - Taxi Driver - Following Directions (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	4	Trend Enterprises - Alphabet Bingo (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	4	Publishing Learning Games	Learning Games	
Bradley Gardens	ELA	4	Alphabet Bingo (and others)	Trend Enterprises	Sometimes
Bradley Gardens	ELA	4	McGraw Hill Publishing Learning Games		Sometimes
Bradley Gardens	ELA	4	Spellominios		Sometimes
Bradley Gardens	ELA	4	Didax-Basic Skills Puzzles		Sometimes
Bradley Gardens	ELA	4	Scholastic ABC Match and Learn Game		Sometimes
Bradley Gardens	ELA	4	Word Building Card Games - Word Monkeys		Sometimes
Bradley Gardens	ELA	4	Splat!	EduPress	Sometimes
Bradley Gardens	ELA	4	Scrabble Scoop		Sometimes

Bradley Gardens	ELA	K	Learning Well - Taxi Driver - Following Directions (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	K	Trend Enterprises - Alphabet Bingo (and others)	Learning Games	Sometimes
Bradley Gardens	ELA	K	Publishing Learning Games	Learning Games	
Bradley Gardens	ELA	K	Alphabet Bingo (and others)	Trend Enterprises	Sometimes
Bradley Gardens	ELA	K	McGraw Hill Publishing Learning Games		Sometimes
Bradley Gardens	ELA	K	Spellominios		Sometimes
Bradley Gardens	ELA	K	Didax-Basic Skills Puzzles		Sometimes
Bradley Gardens	ELA	K	Scholastic ABC Match and Learn Game		Sometimes
Bradley Gardens	ELA	K	Word Building Card Games - Word Monkeys		Sometimes
Bradley Gardens	ELA	K	Splat!	EduPress	Sometimes
Bradley Gardens	ELA	K	Scrabble Scoop		Sometimes
Bradley Gardens	ELA	K	Benchmark	Fountas and Pinnell	Sometimes
Bradley Gardens	ELA	1	Benchmark	Fountas and Pinnell	Sometimes
Bradley Gardens	ELA	2	Benchmark	Fountas and Pinnell	Sometimes
Bradley Gardens	ELA	3	Benchmark	Fountas and Pinnell	Sometimes
Bradley Gardens	ELA	4	Benchmark	Fountas and Pinnell	Sometimes
Bradley Gardens	ELA	K	Word Analysis Tasks	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	K	Level Performance Assessments	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	1	Word Analysis Tasks	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	1	Level Performance Assessments	Developmental Reading Assessment2	Sometimes

Bradley Gardens	ELA	2	Word Analysis Tasks	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	2	Level Performance Assessments	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	3	Word Analysis Tasks	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	3	Level Performance Assessments	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	4	Word Analysis Tasks	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	4	Level Performance Assessments	Developmental Reading Assessment2	Sometimes
Bradley Gardens	ELA	K	Slosson		Sometimes
Bradley Gardens	ELA	1	Slosson		Sometimes
Bradley Gardens	ELA	2	Slosson		Sometimes
Bradley Gardens	ELA	3	Slosson		Sometimes
Bradley Gardens	ELA	4	Slosson		Sometimes
Bradley Gardens	ELA	K	Intervention Station - Decodable Readers		Usually
Bradley Gardens	ELA	1	Intervention Station - Decodable Readers		Usually
Bradley Gardens	ELA	2	Intervention Station - Decodable Readers		Usually
Bradley Gardens	ELA	3	Intervention Station - Decodable Readers		Usually
Bradley Gardens	ELA	4	Intervention Station - Decodable Readers		Usually
Bradley Gardens	ELA	K	Intervention Station - Plans and Activities		Sometimes
Bradley Gardens	ELA	1	Intervention Station - Plans and Activities		Sometimes
Bradley Gardens	ELA	2	Intervention Station - Plans and Activities		Sometimes
Bradley Gardens	ELA	3	Intervention Station - Plans and Activities		Sometimes
Bradley Gardens	ELA	4	Intervention Station - Plans and Activities		Sometimes

Bradley Gardens	ELA	K	Sadlier Phonics		Rarely
Bradley Gardens	ELA	1	Sadlier Phonics		Rarely
Bradley Gardens	ELA	2	Sadlier Phonics		Rarely
Bradley Gardens	ELA	3	Sadlier Phonics		Rarely
Bradley Gardens	ELA	4	Sadlier Phonics		Rarely
Bradley Gardens	ELA	1	Frank Schaffer Activity Cards		Rarely
Bradley Gardens	ELA	2	Frank Schaffer Activity Cards		Rarely
Bradley Gardens	ELA	3	Time For Kids Writing Prompts		Rarely
Bradley Gardens	ELA	4	Time For Kids Writing Prompts		Rarely
Bradley Gardens	ELA	K	Sadlier Phonics Picture Cards		Usually
Bradley Gardens	ELA	1	Sadlier Phonics Picture Cards		Usually
Bradley Gardens	ELA	2	Sadlier Phonics Picture Cards		Usually
Bradley Gardens	ELA	3	Sadlier Phonics Picture Cards		Usually
Bradley Gardens	ELA	4	Sadlier Phonics Picture Cards		Usually
Bradley Gardens	ELA	1	Letter ID	Reading Recovery	Usually
Bradley Gardens	ELA	1	Ohio Word Test	Reading Recovery	Usually
Bradley Gardens	ELA	1	Writing Vocabulary	Reading Recovery	Usually
Bradley Gardens	ELA	1	Hearing and Recording Sounds in Words	Reading Recovery	Usually
Bradley Gardens	ELA	1	Running Records	Reading Recovery	Usually
Bradley Gardens	ELA	1	Leveled Books	Reading Recovery	Usually
Bradley Gardens	ELA	1	Phonics Lessons	Fountas and Pinnell	Rarely

Bradley Gardens	ELA	K	SIPPS Manuals		Never
Bradley Gardens	ELA	1	SIPPS Manuals		Never
Bradley Gardens	ELA	2	SIPPS Manuals		Never
Bradley Gardens	ELA	3	SIPPS Manuals		Never
Bradley Gardens	ELA	4	SIPPS Manuals		Never
Bradley Gardens	ELA	K	Treasure Letter Tiles, sound cards and other materials		Never
Bradley Gardens	ELA	1	Treasure Letter Tiles, sound cards and other materials		Never
Bradley Gardens	ELA	2	Treasure Letter Tiles, sound cards and other materials		Never
Bradley Gardens	ELA	3	Treasure Letter Tiles, sound cards and other materials		Never
Bradley Gardens	ELA	4	Treasure Letter Tiles, sound cards and other materials		Never
Bradley Gardens	ELA	K	Read Aloud picture books		Sometimes
Bradley Gardens	ELA	1	Read Aloud picture books		Sometimes
Bradley Gardens	ELA	2	Read Aloud picture books		Sometimes
Bradley Gardens	ELA	3	Read Aloud picture books		Sometimes
Bradley Gardens	ELA	4	Read Aloud picture books		Sometimes
Bradley Gardens	ELA	K	Versa Tiles		Always
Bradley Gardens	ELA	1	Versa Tiles		Always
Bradley Gardens	ELA	2	Versa Tiles		Always

Bradley Gardens	ELA	3	Versa Tiles		Always
Bradley Gardens	ELA	4	Versa Tiles		Always
Bradley Gardens	ELA	K	Teacher made games		Always
Bradley Gardens	ELA	1	Teacher made games		Always
Bradley Gardens	ELA	2	Teacher made games		Always
Bradley Gardens	ELA	3	Teacher made games		Always
Bradley Gardens	ELA	4	Teacher made games		Always
Bradley Gardens	ELA	K	Teacher made Lessons		Always
Bradley Gardens	ELA	1	Teacher made Lessons		Always
Bradley Gardens	ELA	2	Teacher made Lessons		Always
Bradley Gardens	ELA	3	Teacher made Lessons		Always
Bradley Gardens	ELA	4	Teacher made Lessons		Always
Bradley Gardens	Math	K	Manipulatives- Base 10 blocks, interlock blocks, coins, Judy clocks		Always
Bradley Gardens	Math	1	Manipulatives- Base 10 blocks, interlock blocks, coins, Judy clocks		Always
Bradley Gardens	Math	2	Manipulatives- Base 10 blocks, interlock blocks, coins, Judy clocks		Always
Bradley Gardens	Math	3	Manipulatives- Base 10 blocks, interlock blocks, coins, Judy clocks		Always
Bradley Gardens	Math	4	Manipulatives- Base 10 blocks, interlock blocks, coins, Judy clocks		Always
Bradley Gardens	Math	K	Tenmarks		Usually

Bradley Gardens	Math	1	Tenmarks		Usually
Bradley Gardens	Math	2	Tenmarks		Usually
Bradley Gardens	Math	3	Tenmarks		Usually
Bradley Gardens	Math	4	Tenmarks		Usually
Bradley Gardens	Math	K	Everyday Math lessons and activities		Sometimes
Bradley Gardens	Math	1	Everyday Math lessons and activities		Sometimes
Bradley Gardens	Math	2	Everyday Math lessons and activities		Sometimes
Bradley Gardens	Math	3	Everyday Math lessons and activities		Sometimes
Bradley Gardens	Math	4	Everyday Math lessons and activities		Sometimes
Bradley Gardens	Math	K	Trend Enterprises - Bingo		Sometimes
Bradley Gardens	Math	1	Trend Enterprises - Bingo		Sometimes
Bradley Gardens	Math	2	Trend Enterprises - Bingo		Sometimes
Bradley Gardens	Math	3	Trend Enterprises - Bingo		Sometimes
Bradley Gardens	Math	4	Trend Enterprises - Bingo		Sometimes
Bradley Gardens	Math	K	Learning Well-Math Dash (and others)		Sometimes
Bradley Gardens	Math	1	Learning Well-Math Dash (and others)		Sometimes
Bradley Gardens	Math	2	Learning Well-Math Dash (and others)		Sometimes
Bradley Gardens	Math	3	Learning Well-Math Dash (and others)		Sometimes
Bradley Gardens	Math	4	Learning Well-Math Dash (and others)		Sometimes
Bradley Gardens	Math	K	Phase 10		Sometimes
Bradley Gardens	Math	1	Phase 10		Sometimes

Bradley Gardens	Math	2	Phase 10		Sometimes
Bradley Gardens	Math	3	Phase 10		Sometimes
Bradley Gardens	Math	4	Phase 10		Sometimes
Bradley Gardens	Math	K	Farkle (Play Monster)		Sometimes
Bradley Gardens	Math	1	Farkle (Play Monster)		Sometimes
Bradley Gardens	Math	2	Farkle (Play Monster)		Sometimes
Bradley Gardens	Math	3	Farkle (Play Monster)		Sometimes
Bradley Gardens	Math	4	Farkle (Play Monster)		Sometimes
Bradley Gardens	Math	K	Head Full of Numbers		Sometimes
Bradley Gardens	Math	1	Head Full of Numbers		Sometimes
Bradley Gardens	Math	2	Head Full of Numbers		Sometimes
Bradley Gardens	Math	3	Head Full of Numbers		Sometimes
Bradley Gardens	Math	4	Head Full of Numbers		Sometimes
Bradley Gardens	Math	K	Smath	Pressman	Sometimes
Bradley Gardens	Math	1	Smath	Pressman	Sometimes
Bradley Gardens	Math	2	Smath	Pressman	Sometimes
Bradley Gardens	Math	3	Smath	Pressman	Sometimes
Bradley Gardens	Math	4	Smath	Pressman	Sometimes
Bradley Gardens	Math	K	Money Bags	Learning Resources	Sometimes
Bradley Gardens	Math	1	Money Bags	Learning Resources	Sometimes
Bradley Gardens	Math	2	Money Bags	Learning Resources	Sometimes

Bradley Gardens	Math	3	Money Bags	Learning Resources	Sometimes
Bradley Gardens	Math	4	Money Bags	Learning Resources	Sometimes
Bradley Gardens	Math	K	Many other games		Sometimes
Bradley Gardens	Math	1	Many other games		Sometimes
Bradley Gardens	Math	2	Many other games		Sometimes
Bradley Gardens	Math	3	Many other games		Sometimes
Bradley Gardens	Math	4	Many other games		Sometimes
Bradley Gardens	Math	K	HSP Math activities and materials		Rarely
Bradley Gardens	Math	1	HSP Math activities and materials		Rarely
Bradley Gardens	Math	2	HSP Math activities and materials		Rarely
Bradley Gardens	Math	3	HSP Math activities and materials		Rarely
Bradley Gardens	Math	4	HSP Math activities and materials		Rarely
Bradley Gardens	Math	K	Everyday Math Materials - Game Book, Card Decks(numbers, coins, time, etc.), number grid/lines		Always
Bradley Gardens	Math	1	Everyday Math Materials - Game Book, Card Decks(numbers, coins, time, etc.), number grid/lines		Always
Bradley Gardens	Math	2	Everyday Math Materials - Game Book, Card Decks(numbers, coins, time, etc.), number grid/lines		Always
Bradley Gardens	Math	3	Everyday Math Materials - Game Book, Card Decks(numbers,		Always

			coins, time, etc.), number grid/lines		
Bradley Gardens	Math	4	Everyday Math Materials - Game Book, Card Decks(numbers, coins, time, etc.), number grid/lines		Always
Bradley Gardens	Math	K	Flash Cards		Always
Bradley Gardens	Math	1	Flash Cards		Always
Bradley Gardens	Math	2	Flash Cards		Always
Bradley Gardens	Math	3	Flash Cards		Always
Bradley Gardens	Math	4	Flash Cards		Always
Bradley Gardens	Math	K	Versa Tiles		Always
Bradley Gardens	Math	1	Versa Tiles		Always
Bradley Gardens	Math	2	Versa Tiles		Always
Bradley Gardens	Math	3	Versa Tiles		Always
Bradley Gardens	Math	4	Versa Tiles		Always
Bradley Gardens	Math	K	Abacus		Never
Bradley Gardens	Math	1	Abacus		Never
Bradley Gardens	Math	2	Abacus		Never
Bradley Gardens	Math	3	Abacus		Never
Bradley Gardens	Math	4	Abacus		Never
Bradley Gardens	Math	K	Teacher made games		Always
Bradley Gardens	Math	1	Teacher made games		Always

Bradley Gardens	Math	2	Teacher made games		Always
Bradley Gardens	Math	3	Teacher made games		Always
Bradley Gardens	Math	4	Teacher made games		Always
Bradley Gardens	Math	K	Teacher made Lessons		Always
Bradley Gardens	Math	1	Teacher made Lessons		Always
Bradley Gardens	Math	2	Teacher made Lessons		Always
Bradley Gardens	Math	3	Teacher made Lessons		Always
Bradley Gardens	Math	4	Teacher made Lessons		Always
BRHS	Math	9	Teacher made resources		Always
BRHS	Math	10	Teacher made resources		Always
BRHS	Math	11	Teacher made resources		Always
BRHS	Math	12	Teacher made resources		Always
BRHS	Math	9	Ten Marks		Sometimes
BRHS	Math	10	Ten Marks		Sometimes
BRHS	Math	11	Ten Marks		Sometimes
BRHS	Math	12	Ten Marks		Sometimes
BRHS	Math	9	Kahoots/Quizzes		Sometimes
BRHS	Math	10	Kahoots/Quizzes		Sometimes
BRHS	Math	11	Kahoots/Quizzes		Sometimes
BRHS	Math	12	Kahoots/Quizzes		Sometimes
BRHS	Math	9	Infinite Software(Geometry, Pre-Algebra, Algebra 1)		Sometimes
BRHS	Math	10	Infinite Software(Geometry, Pre-Algebra, Algebra 1)		Sometimes
BRHS	Math	11	Infinite Software(Geometry, Pre-Algebra, Algebra 1)		Sometimes
BRHS	Math	12	Infinite Software(Geometry, Pre-Algebra, Algebra 1)		Sometimes
BRHS	Math	9	Examview pro		Sometimes

BRHS	Math	10	Examview pro		Sometimes
BRHS	Math	11	Examview pro		Sometimes
BRHS	Math	12	Examview pro		Sometimes
BRHS	Math	9	Quizizz		Sometimes
BRHS	Math	10	Quizizz		Sometimes
BRHS	Math	11	Quizizz		Sometimes
BRHS	Math	12	Quizizz		Sometimes
BRHS	Math	9	Teachers Pay Teachers Resources		Sometimes
BRHS	Math	10	Teachers Pay Teachers Resources		Sometimes
BRHS	Math	11	Teachers Pay Teachers Resources		Sometimes
BRHS	Math	12	Teachers Pay Teachers Resources		Sometimes
BRMS	ELA	7	Sonday 2 cards		Always
BRMS	ELA	7	<u>Conquest in Reading</u> <u>-Teacher made packets</u> <u>for syllabication practice</u>	William Kottmeyer	Always
BRMS	ELA	7	Scholastic 3 Minute Reading Assessments Grade 5-8		Always
BRMS	ELA	7	Scholastic 3 Minute Reading Assessments Grade 9-12		Always
BRMS	ELA	7	<u>Reading for Comprehension</u>	Continental Press Levels E-G (5th-7th)	Always
BRMS	ELA	7	Freerice.com		Always
BRMS	ELA	8	Scholastic Scope Magazine		Sometimes
BRMS	ELA	8	Readworks.org		Sometimes
BRMS	Math	7	TenMarks		Sometimes
BRMS	Math	7	Khan Academy		Sometimes
BRMS	Math	7	Freerice.com		Rarely
BRMS	Math	7	Infinite Pre-Algebra		Sometimes
BRMS	Math	7	Flash Cards		Sometimes
BRMS	Math	7	Dry Erase Table		Usually
BRMS	Math	7	Dry Erase Boards		Sometimes
BRMS	Math	8	Number Navigator		

BRMS	Math	8	Big, Simple Talking Calculator		
BRMS	Math	8	Function Visualizer		
BRMS	Math	8	Braingenie - https://braingenie.ck12.org/		
BRMS	Math	8	GraphCalc		
BRMS	Math	8	Create a Graph		
BRMS	Math	8	e-Tutor Graphic Calculator		
BRMS	Math	8	FooPlot		
BRMS	Math	8	PDF Pad		
BRMS	Math	8	EfoFex		
BRMS	Math	8	Math Sheet Calculator		
BRMS	Math	8	Time Tool		
BRMS	Math	8	Brainingcamp Virtual Manipulatives and Lessons		
BRMS	Math	8	National Library of Virtual Manipulatives		
BRMS	Math	8	Glencoe Math Manipulatives		
BRMS	Math	8	Geoboard		
BRMS	Math	8	A Maths Dictionary for Kids		
BRMS	Math	8	ConceptuaMath		
BRMS	Math	8	WebMath		
BRMS	Math	8	Time for Time		
BRMS	Math	8	Pmath Playground		
BRMS	Math	8	Thinking Blocks		
BRMS	Math	8	K-7 Mathcasts Project		
BRMS	Math	8	AAAmath.com		
BRMS	Math	8	IXL Math		
BRMS	Math	8	Real World Math Using Google Earth		
BRMS	Math	8	The Math Forum		
BRMS	Math	8	Talking Calculator		
BRMS	Math	8	Wolfram Alpha		
BRMS	Math	8	Manipulatives		Always
BRMS	Math	8	Desmos		Sometimes

BRMS	Math	8	Geogebra		Sometimes
BRMS	Math	8	Kahoots!		Sometimes
BRMS	Math	8	You Tube Mrs. DePasquale		Always
BRMS	Math	8	You Tube Matthew Richards		Always
BRMS	Math	8	Khan Academy		Always
BRMS	Math	8	Braingenie		Always
BRMS	Math	8	CPALMS		Sometimes
BRMS	Math	8	2018 Kansas Mathematics Flip Books		Sometimes
BRMS	Math	8	Kentucky DOE		Always
BRMS	Math	8	Teacher pay Teachers		Rarely
BRMS	Math	8	6-8 Math Instruction RTI Flowchart		
Crim	ELA	K	Foundations Kits K-3		Rarely
Crim	ELA	1	Foundations Kits K-4		Rarely
Crim	ELA	2	Foundations Kits K-5		Rarely
Crim	ELA	3	Foundations Kits K-6		Rarely
Crim	ELA	K	Intervention Station		Never
Crim	ELA	1	Intervention Station		Never
Crim	ELA	2	Intervention Station		Never
Crim	ELA	3	Intervention Station		Never
Crim	ELA	K	LLI Kits K-3		Always
Crim	ELA	1	LLI Kits K-3		Always
Crim	ELA	2	LLI Kits K-3		Always
Crim	ELA	3	LLI Kits K-3		Always
Crim	ELA	K	Sadlier		Sometimes
Crim	ELA	1	Sadlier		Sometimes
Crim	ELA	2	Sadlier		Sometimes
Crim	ELA	3	Sadlier		Sometimes
Crim	ELA	3	Sonday System 2		Sometimes
Crim	ELA	4	Sonday System 3		Sometimes
Crim	ELA	K	Sonday System I		Always
Crim	ELA	1	Sonday System I		Always
Crim	ELA	2	Sonday System I		Always
Crim	ELA	3	Sonday System I		Always
Crim	ELA	4	Sonday System I		Always

Crim	Math	K	ABCMouse.com and ABCYA.com		Sometimes
Crim	Math	1	ABCMouse.com and ABCYA.com		Sometimes
Crim	Math	2	ABCMouse.com and ABCYA.com		Sometimes
Crim	Math	3	ABCMouse.com and ABCYA.com		Sometimes
Crim	Math	4	ABCMouse.com and ABCYA.com		Sometimes
Crim	Math	K	Games and board/card games	Teacher created	Sometimes
Crim	Math	1	Games and board/card games	Teacher created	Sometimes
Crim	Math	2	Games and board/card games	Teacher created	Sometimes
Crim	Math	3	Games and board/card games	Teacher created	Sometimes
Crim	Math	4	Games and board/card games	Teacher created	Sometimes
Crim	Math	K	Math in Focus Intervention Kit		Rarely
Crim	Math	1	Math in Focus Intervention Kit		Rarely
Crim	Math	2	Math in Focus Intervention Kit		Rarely
Crim	Math	3	Math in Focus Intervention Kit		Rarely
Crim	Math	4	Math in Focus Intervention Kit		Rarely
Crim	Math	K	Ten Marks		Rarely
Crim	Math	1	Ten Marks		Rarely
Crim	Math	2	Ten Marks		Rarely
Crim	Math	3	Ten Marks		Rarely
Crim	Math	4	Ten Marks		Rarely
Hamilton	ELA	1	Art First Dyslexia Games		Sometimes
Hamilton	ELA	2	Art First Dyslexia Games		Sometimes
Hamilton	ELA	3	Art First Dyslexia Games		Sometimes
Hamilton	ELA	4	Art First Dyslexia Games		Sometimes
Hamilton	ELA	K	DRA2 Assessment Kits		Always
Hamilton	ELA	1	DRA2 Assessment Kits		Always

Hamilton	ELA	2	DRA2 Assessment Kits		Always
Hamilton	ELA	3	DRA2 Assessment Kits		Always
Hamilton	ELA	4	DRA2 Assessment Kits		Always
Hamilton	ELA	K	Foundations (Letter ID, Letter Sounds Letter Cards, Alphabet Strip		Always
Hamilton	ELA	1	Foundations (Letter ID, Letter Sounds Letter Cards, Alphabet Strip		Always
Hamilton	ELA	1	Guided Reading Books	School bookroom	Usually
Hamilton	ELA	2	Guided Reading Books	School bookroom	Usually
Hamilton	ELA	3	Guided Reading Books	School bookroom	Usually
Hamilton	ELA	4	Guided Reading Books	School bookroom	Usually
Hamilton	ELA	1	LLI Blue		Usually
Hamilton	ELA	2	LLI Blue		Usually
Hamilton	ELA	2	LLI Green		Usually
Hamilton	ELA	3	LLI Green		Usually
Hamilton	ELA	K	LLI Orange		Rarely
Hamilton	ELA	4	LLI Red		Usually
Hamilton	ELA	1	ReadWorks.org Reading Passages		Rarely
Hamilton	ELA	2	ReadWorks.org Reading Passages		Rarely
Hamilton	ELA	3	ReadWorks.org Reading Passages		Rarely
Hamilton	ELA	4	ReadWorks.org Reading Passages		Rarely
Hamilton	ELA	3	Sadlier Grammar Workshop Workshops Green and Orange		Rarely
Hamilton	ELA	4	Sadlier Grammar Workshop Workshops Green and Orange		Rarely
Hamilton	ELA	K	Sadlier Phonics Levels A-C	Sadlier	Sometimes
Hamilton	ELA	1	Sadlier Phonics Levels A-C	Sadlier	Sometimes
Hamilton	ELA	2	Sadlier Phonics Levels A-C	Sadlier	Sometimes
Hamilton	ELA	1	Slosson Oral Reading Test Materials		Always

Hamilton	ELA	2	Slosson Oral Reading Test Materials		Always
Hamilton	ELA	3	Slosson Oral Reading Test Materials		Always
Hamilton	ELA	4	Slosson Oral Reading Test Materials		Always
Hamilton	ELA	2	Sonday System 2		Usually
Hamilton	ELA	3	Sonday System 3		Usually
Hamilton	ELA	4	Sonday System 4		Usually
Hamilton	ELA	K	Sonday System I		Always
Hamilton	ELA	1	Sonday System I		Always
Hamilton	ELA	2	Versa Tiles Kit		Sometimes
Hamilton	ELA	3	Versa Tiles Kit		Sometimes
Hamilton	ELA	4	Versa Tiles Kit		Sometimes
Hamilton	ELA	K	Words Their Way Workbooks, Picture Cards, Sorts from U:Drive		Sometimes
Hamilton	ELA	1	Words Their Way Workbooks, Picture Cards, Sorts from U:Drive		Sometimes
Hamilton	ELA	2	Words Their Way Workbooks, Picture Cards, Sorts from U:Drive		Sometimes
Hamilton	Math	1	3-D Shapes		Sometimes
Hamilton	Math	2	3-D Shapes		Sometimes
Hamilton	Math	3	3-D Shapes		Sometimes
Hamilton	Math	2	Addition and Subtraction Worksheets	K5Learning.com	Always
Hamilton	Math	1	Addition, Subtraction and Number Bond Worksheets	Teacher mane	Always
Hamilton	Math	1	Base Ten Blocks		Sometimes
Hamilton	Math	2	Base Ten Blocks		Sometimes
Hamilton	Math	4	Calculators		Sometimes
Hamilton	Math	1	Coins		Sometimes
Hamilton	Math	2	Coins		Sometimes
Hamilton	Math	3	Coins		Sometimes
Hamilton	Math	4	Coins		Sometimes

Hamilton	Math	3	Daily Math Warm Ups	Carson-Dellosa	Always
Hamilton	Math	1	Fact Assessments	Bridgewater-Raritan	Usually
Hamilton	Math	2	Fact Assessments	Bridgewater-Raritan	Usually
Hamilton	Math	3	Fact Assessments	Bridgewater-Raritan	Usually
Hamilton	Math	4	Fact Assessments	Bridgewater-Raritan	Usually
Hamilton	Math	3	Fact Fluency	Tlsbooks	Always
Hamilton	Math	1	Flashcards		Sometimes
Hamilton	Math	2	Flashcards		Sometimes
Hamilton	Math	3	Flashcards		Sometimes
Hamilton	Math	4	Flashcards		Sometimes
Hamilton	Math	K	Foam Shapes		Sometimes
Hamilton	Math	1	Foam Shapes		Sometimes
Hamilton	Math	2	Foam Shapes		Sometimes
Hamilton	Math	3	Fraction Bars		Sometimes
Hamilton	Math	4	Fraction Bars		Sometimes
Hamilton	Math	3	Fraction Circles		Sometimes
Hamilton	Math	4	Fraction Circles		Sometimes
Hamilton	Math	1	Hundreds Chart		Sometimes
Hamilton	Math	2	Hundreds Chart		Sometimes
Hamilton	Math	3	Hundreds Chart		Sometimes
Hamilton	Math	4	Hundreds Chart		Sometimes
Hamilton	Math	1	Judy Clocks		Sometimes
Hamilton	Math	2	Judy Clocks		Sometimes
Hamilton	Math	3	Judy Clocks		Sometimes
Hamilton	Math	4	Judy Clocks		Sometimes
Hamilton	Math	1	Math in Focus: Reteach, Cumulative Reviews		Sometimes
Hamilton	Math	2	Math in Focus: Reteach, Cumulative Reviews		Sometimes
Hamilton	Math	3	Math in Focus: Reteach, Cumulative Reviews		Sometimes
Hamilton	Math	4	Math in Focus: Reteach, Cumulative Reviews		Sometimes
Hamilton	Math	1	Math Salamanders: Coin Worksheets		Rarely
Hamilton	Math	3	Multiplication Charts		Sometimes
Hamilton	Math	4	Multiplication Charts		Sometimes
Hamilton	Math	1	Number Lines		Usually
Hamilton	Math	2	Number Lines		Usually
Hamilton	Math	3	Number Lines		Usually

Hamilton	Math	4	Number Lines		Usually
Hamilton	Math	1	Paper Money		Sometimes
Hamilton	Math	2	Paper Money		Sometimes
Hamilton	Math	3	Paper Money		Sometimes
Hamilton	Math	4	Paper Money		Sometimes
Hamilton	Math	1	Place Value Charts		Sometimes
Hamilton	Math	2	Place Value Charts		Sometimes
Hamilton	Math	3	Place Value Charts		Sometimes
Hamilton	Math	4	Place Value Charts		Sometimes
Hamilton	Math	4	Protractors		Sometimes
Hamilton	Math	1	Skills Tutor: Math Fact Fluency		Always
Hamilton	Math	4	Teacher created review routines		always
Hamilton	Math	K	Ten Frames		Sometimes
Hamilton	Math	1	Ten Frames		Sometimes
Hamilton	Math	2	Ten Frames		Sometimes
Hamilton	Math	1	TenMarks		Sometimes
Hamilton	Math	2	TenMarks		Sometimes
Hamilton	Math	K	Touch Math Kit Number Patterns		Sometimes
Hamilton	Math	1	Touch Math Kit Number Patterns		Sometimes
Hamilton	Math	2	Touch Math Kit Number Patterns		Sometimes
Hamilton	Math	K	Unifix Cubes		Sometimes
Hamilton	Math	1	Unifix Cubes		Sometimes
Hillside	ELA	5	Bananagrams and other games -teacher purchased		Always
Hillside	ELA	5	Book Room Guided Reading Books		When level is available
Hillside	ELA	5	Creative Prompts for Journals Book		Usually
Hillside	ELA	5	Intervention Station - Comprehension		Always
Hillside	ELA	5	Intervention Station - Fluency		Always

Hillside	ELA	5	Intervention Station - Progress Monitoring Assessments		Sometimes
Hillside	ELA	5	Intervention Station - Vocabulary		Always
Hillside	ELA	5	Online and teacher created resources		Always
Hillside	ELA	5	Pinterest Ideas		Usually
Hillside	ELA	5	Reading Comprehension Cards - Hot Dots		Usually
Hillside	ELA	5	Reading Comprehension Cards - Learning Resources		Usually
Hillside	ELA	5	Reading Comprehension Learning Cards - Power Pen		Usually
Hillside	ELA	5	Reading Fluency Cards - Learning Resources		Always
Hillside	ELA	5	Reading A to Z		Sometimes
Hillside	ELA	5	Resource Books - Teacher purchased		Always
Hillside	ELA	5	Scholastic Scope and News Magazine		Sometimes
Hillside	ELA	5	Sonday		Always
Hillside	ELA	5	Specific Skills Series		Sometimes
Hillside	ELA	5	Storyworks Magazine		Usually
Hillside	ELA	5	Super Teacher Resources		Always
Hillside	ELA	5	Teachers Pay Teachers Resources		Always
Hillside	ELA	5	Versa Tiles Kit		Sometimes
Hillside	ELA	6	School library		Always
Hillside	ELA	6	Google classroom		Always
Hillside	ELA	6	Google docs		Always
Hillside	ELA	6	Self created Graphic Organizers(Plot Mountain Organizer, StoryBoard Organizer, writing Web Organizer, etc.)		Always
Hillside	ELA	6	Document Camera		Sometimes
Hillside	ELA	6	Mimeo		Sometimes

Hillside	ELA	6	Google Slides		Sometimes
Hillside	ELA	6	Versa Tiles Kit		Sometimes
Hillside	ELA	6	Reader's Theatre		Sometimes
Hillside	ELA	6	Youtube		Sometimes
Hillside	ELA	6	Reading A-Z		Sometimes
Hillside	ELA	6	Newsela		Sometimes
Hillside	ELA	6	Sonday 2 cards		Rarely
Hillside	ELA	6	Animoto		Rarely
Hillside	Math	5	TenMarks		Rarely
Hillside	Math	5	Online and teacher created resources		Always
Hillside	Math	6	Online and teacher created resources		Always
Hillside	Math	5	Teachers Pay Teachers Resources		Always
Hillside	Math	5	Super Teacher Resources		Always
Hillside	Math	5	Resource Books - Teacher purchased		Always
Hillside	Math	5	Teacher purchased manipulatives		Always
Hillside	Math	5	Teacher purchased games		always
Hillside	Math	5	Teacher purchased games		always
Hillside	Math	6	TenMarks		Rarely
Hillside	Math	5	HSP Intervention online (practice problems only)		Always
Hillside	Math	5	Fraction pizza (pizza party)		Usually
Hillside	Math	5	Fraction tiles (magnetic and non)		Sometimes
Hillside	Math	5	Quizmo (fraction/decimal bingo)		Usually
Hillside	Math	5	Google classroom		Rarely
Hillside	Math	5	Document camera		Sometimes
Hillside	Math	5	Mimeo		Always
Hillside	Math	5	Manipulatives		Always
Hillside	Math	5	Cool math games		Sometimes
Hillside	Math	5	Teacher purchased items		Sometimes

Hillside	Math	6	HSP Intervention online (practice problems only)		Always
Hillside	Math	6	Fraction pizza (pizza party)		Usually
Hillside	Math	6	Fraction tiles (magnetic and non)		Sometimes
Hillside	Math	6	Quizmo (fraction/decimal bingo)		Usually
Hillside	Math	6	Google classroom		Rarely
Hillside	Math	6	Document camera		Sometimes
Hillside	Math	6	Mimeo		Always
Hillside	Math	6	Manipulatives		Always
Hillside	Math	6	Cool math games		Sometimes
Hillside	Math	6	Teacher purchased items		Sometimes
JF Kennedy	ELA	3	"Stretch a Sentence"	Self purchased Creative Teaching Press Inc	Sometimes
JF Kennedy	ELA	4	"Stretch a Sentence"	Self purchased Creative Teaching Press Inc	Sometimes
JF Kennedy	ELA	2	5 Step Fluency Poems	Teacher Pay Teacher	Always
JF Kennedy	ELA	3	5 Step Fluency Poems	Teacher Pay Teacher	Always
JF Kennedy	ELA	4	5 Step Fluency Poems	Teacher Pay Teacher	Always
JF Kennedy	ELA	3	Daily Grammar Review	Teacher Pay Teacher	Always
JF Kennedy	ELA	4	Daily Language Review Gr 3	Evan Moor	Always
JF Kennedy	ELA	1	Editable Sight Word Sheets by a Teachable Teacher	Self purchased Teachers Pay Teachers	Sometimes
JF Kennedy	ELA	2	Editable Sight Word Sheets by a Teachable Teacher	Self purchased Teachers Pay Teachers	Sometimes
JF Kennedy	ELA	3	Editable Sight Word Sheets by a Teachable Teacher	Self purchased Teachers Pay Teachers	Sometimes
JF Kennedy	ELA	4	Editable Sight Word Sheets by a Teachable Teacher	Self purchased Teachers Pay Teachers	Sometimes
JF Kennedy	ELA	K	Fry Word Lists Fry Phrases	Edward Fry	Usually
JF Kennedy	ELA	1	Fry Word Lists Fry Phrases	Edward Fry	Usually

JF Kennedy	ELA	2	Fry Word Lists Fry Phrases	Edward Fry	Usually
JF Kennedy	ELA	3	Fry Word Lists Fry Phrases	Edward Fry	Usually
JF Kennedy	ELA	4	Fry Word Lists Fry Phrases	Edward Fry	Usually
JF Kennedy	ELA	3	Graphic Organizers - comprehension focused	Collected from teachers	Always
JF Kennedy	ELA	4	Graphic Organizers - comprehension focused	Collected from teachers	Always
JF Kennedy	ELA	2	K-2 Fluency Cards for Scooping Phrases	Teacher Pay Teacher	Rarely
JF Kennedy	ELA	3	K-2 Fluency Cards for Scooping Phrases	Teacher Pay Teacher	Rarely
JF Kennedy	ELA	2	LLI Blue Kit	Fountas and Pinnell	Always
JF Kennedy	ELA	3	LLI Blue Kit	Fountas and Pinnell	Always
JF Kennedy	ELA	2	LLI Blue Kit Comprehension Questions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	3	LLI Blue Kit Comprehension Questions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	2	LLI Blue Kit Writing Extensions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	3	LLI Blue Kit Writing Extensions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	3	LLI Green Kit	Fountas and Pinnell	Always
JF Kennedy	ELA	2	LLI Green Kit	Fountas and Pinnell	Always
JF Kennedy	ELA	3	LLI Green Kit Writing Extensions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	2	LLI Green Kit Writing Extensions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	1	LLI Green System (1st Edition) Word Cards by Teacher Features	Self purchased Teachers Pay Teachers	Always
JF Kennedy	ELA	1	LLI Green Volume 1		Always
JF Kennedy	ELA	3	LLI Red Kit	Fountas and Pinnell	Always
JF Kennedy	ELA	4	LLI Red Kit	Fountas and Pinnell	Always
JF Kennedy	ELA	3	LLI Red Kit Writing Extensions	Teacher Pay Teacher	Sometimes

JF Kennedy	ELA	4	LLI Red Kit Writing Extensions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	3	LLI Red System Comprehension Questions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	4	LLI Red System Comprehension Questions	Teacher Pay Teacher	Sometimes
JF Kennedy	ELA	3	Magnetic Word Builders	Self purchased Lakeshore Learning	Sometimes
JF Kennedy	ELA	4	Magnetic Word Builders	Self purchased Lakeshore Learning	Sometimes
JF Kennedy	ELA	3	Phonemic Anchor Charts: Orton-Gillingham Inspired Spelling Rules bu Kendra Thompson	Self purchased Teachers Pay Teachers	Sometimes
JF Kennedy	ELA	4	Phonemic Anchor Charts: Orton-Gillingham Inspired Spelling Rules bu Kendra Thompson	Self purchased Teachers Pay Teachers	Sometimes
JF Kennedy	ELA	3	Phonics Games	Teacher Pay Teacher	Usually
JF Kennedy	ELA	4	Poetry - fluency	https://www.poetry4kids.com/poems	Always to rarely
JF Kennedy	ELA	4	Poetry - fluency		Usually
JF Kennedy	ELA	K	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	ELA	1	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	ELA	2	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	ELA	3	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	ELA	4	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	ELA	4	Readers Theater and Story Books	Story books purchased from Amazon and plays found online	Rarely
JF Kennedy	ELA	2	Reading Fluency Cards - Set 1 Gr 2, Set 2 Gr. 3	Learning Resources	Always

JF Kennedy	ELA	3	Reading Fluency Cards - Set 1 Gr 2, Set 2 Gr. 3	Learning Resources	Always
JF Kennedy	ELA	4	Reading Fluency Cards - Set 1 Gr 2, Set 2 Gr. 3	Learning Resources	Always
JF Kennedy	ELA	2	Reading Triumphs Intervention	Macmillan/McGraw-Hil l	Never
JF Kennedy	ELA	3	Reading Triumphs Intervention	Macmillan/McGraw-Hil l	Never
JF Kennedy	ELA	4	Reading Triumphs Intervention	Macmillan/McGraw-Hil l	Never
JF Kennedy	ELA	K	Sadlier Phonics Levels A-C	Sadlier	Sometimes
JF Kennedy	ELA	1	Sadlier Phonics Levels A-C	Sadlier	Sometimes
JF Kennedy	ELA	2	Sadlier Phonics Levels A-C	Sadlier	Sometimes
JF Kennedy	ELA	3	Sadlier Phonics Levels A-C	Sadlier	Sometimes
JF Kennedy	ELA	4	Sadlier Phonics Levels A-C	Sadlier	Sometimes
JF Kennedy	ELA	2	Sequencing Cut and Paste Activities	Evan Moor	Rarely
JF Kennedy	ELA	3	Sequencing Cut and Paste Activities	Evan Moor	Rarely
JF Kennedy	ELA	1	Sight Word Flash Cards	This Reading Mama	Always
JF Kennedy	ELA	2	Sight Word Flash Cards	This Reading Mama	Always
JF Kennedy	ELA	3	Sight Word Flash Cards	This Reading Mama	Always
JF Kennedy	ELA	2	Sight Word Poems	Teacher Pay Teacher	Always
JF Kennedy	ELA	3	Sight Word Poems	Teacher Pay Teacher	Always
JF Kennedy	ELA	1	Sonday System I		Always
JF Kennedy	ELA	2	Sonday System I		Always
JF Kennedy	ELA	3	Sonday System I		Always
JF Kennedy	ELA	4	Sonday System I		Always
JF Kennedy	ELA	K	Superteacher	Superteacher.com	Usually
JF Kennedy	ELA	1	Superteacher	Superteacher.com	Usually
JF Kennedy	ELA	2	Superteacher	Superteacher.com	Usually
JF Kennedy	ELA	3	Superteacher	Superteacher.com	Usually
JF Kennedy	ELA	4	Superteacher	Superteacher.com	Usually
JF Kennedy	ELA	4	Tier 2 Vocabulary Interactive Notebook Units - 2nd & 3rd Grade	Teacher Pay Teacher	Sometimes

JF Kennedy	ELA	3	Video clips to enhance LLI stories	National Geographic Clips	Always
JF Kennedy	ELA	4	Video clips to enhance LLI stories	National Geographic Clips	Always
JF Kennedy	ELA	3	Vocabulary acquisition-photos and definitions per individual students	Photos and definitions found online	Always
JF Kennedy	ELA	4	Vocabulary acquisition-photos and definitions per individual students	Photos and definitions found online	Always
JF Kennedy	Math	1	Addition/Subtraction Task Cards	Teacher Pay Teacher	Always
JF Kennedy	Math	2	Addition/Subtraction Task Cards	Teacher Pay Teacher	Always
JF Kennedy	Math	4	Coin clues: Logic Puzzles that Reinforce coin values and Strengthen Math Skills	Evelyn B. Christensen	Always
JF Kennedy	Math	4	Daily word problems: Gr 2	Evan Moor	Usually
JF Kennedy	Math	1	Hands on Standards Gr 1 & 2	Eta Cuisenaire	Usually
JF Kennedy	Math	2	Hands on Standards Gr 1 & 2	Eta Cuisenaire	Usually
JF Kennedy	Math	3	Hands on Standards Gr 3 & 4	Eta Cuisenaire	Usually
JF Kennedy	Math	4	Hands on Standards Gr 3 & 4	Eta Cuisenaire	Usually
JF Kennedy	Math	2	Math in Focus Gr 1,2,3,4 / Think Central	Singapore Math	Usually
JF Kennedy	Math	3	Math in Focus Gr 1,2,3,4 / Think Central	Singapore Math	Usually
JF Kennedy	Math	4	Math in Focus Gr 1,2,3,4 / Think Central	Singapore Math	Usually
JF Kennedy	Math	4	Multiplication fact games	Teacher Pay Teacher	Sometimes
JF Kennedy	Math	4	Place value - cubes, longs, flats		Usually
JF Kennedy	Math	K	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes

JF Kennedy	Math	1	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	Math	2	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	Math	3	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	Math	4	Pre-Referral Intervention Manual	Stephen B. McCarney	Sometimes
JF Kennedy	Math	4	Real money for learning change		Sometimes
JF Kennedy	Math	4	Responders for fact practice		Usually
JF Kennedy	Math	K	Superteacher	Superteacher.com	Usually
JF Kennedy	Math	1	Superteacher	Superteacher.com	Usually
JF Kennedy	Math	2	Superteacher	Superteacher.com	Usually
JF Kennedy	Math	3	Superteacher	Superteacher.com	Usually
JF Kennedy	Math	4	Superteacher	Superteacher.com	Usually
JF Kennedy	Math	3	Ten Marks	Amazon	Usually
JF Kennedy	Math	4	Ten Marks	Amazon	Usually
JF Kennedy	Math	2	Touch Math Kit	Innovative Learning Concepts, Inc	Sometimes
JF Kennedy	Math	3	Touch Math Kit	Innovative Learning Concepts, Inc	Sometimes
JF Kennedy	Math	4	Touch Math Kit	Innovative Learning Concepts, Inc	Sometimes
Milltown	ELA	1	LLI		Usually
Milltown	ELA	2	LLI		Usually
Milltown	ELA	1	Sonday System I		Always
Milltown	ELA	2	Sonday System I		Always
Milltown	Math	K	Blank and Completed Hundreds Grid	Super Teacher Worksheets and Over the Big Moon.com	Usually
Milltown	Math	1	Blank and Completed Hundreds Grid	Super Teacher Worksheets and Over the Big Moon.com	Usually
Milltown	Math	2	Blank and Completed Hundreds Grid	Super Teacher Worksheets and Over the Big Moon.com	Usually
Milltown	Math	3	Common Core Sheets		Sometimes
Milltown	Math	1	Fact Practice Sheets	Teacher made resource	Always
Milltown	Math	2	Fact Practice Sheets	Teacher made resource	Always

Milltown	Math	3	Fact Practice Sheets	Teacher made resource	Always
Milltown	Math	3	Multiplication/Division Fact Book	Anne Fairbanks	Always
Milltown	Math	1	Touch Math Kit	Innovative Learning Concepts, Inc	Usually
Milltown	Math	2	Touch Math Kit	Innovative Learning Concepts, Inc	Usually
Milltown	Math	3	Touch Math Kit	Innovative Learning Concepts, Inc	Usually
Van Holten	ELA	3	Common Core Comprehension book		Sometimes
Van Holten	ELA	4	Common Core Comprehension book		Sometimes
Van Holten	ELA	1	ELA Assessment Binder Fluency Passages	BRRSD	Sometimes
Van Holten	ELA	2	ELA Assessment Binder Fluency Passages	BRRSD	Sometimes
Van Holten	ELA	3	ELA Assessment Binder Fluency Passages	BRRSD	Sometimes
Van Holten	ELA	4	ELA Assessment Binder Fluency Passages	BRRSD	Sometimes
Van Holten	ELA	2	Foundations Fluency phrases		Sometimes
Van Holten	ELA	2	Foundations Fluency readers		Sometimes
Van Holten	ELA	3	Foundations Fluency readers		Sometimes
Van Holten	ELA	4	Foundations Fluency readers		Sometimes
Van Holten	ELA	K	Foundations sound cards		Usually
Van Holten	ELA	1	Intervention Station		Never
Van Holten	ELA	K	Library books		Usually
Van Holten	ELA	K	LLI Assessment Kit 1		Always
Van Holten	ELA	1	LLI Assessment Kit 1		Always
Van Holten	ELA	2	LLI Assessment Kit 1		Always
Van Holten	ELA	3	LLI Assessment Kit 2		Always
Van Holten	ELA	4	LLI Assessment Kit 2		Always
Van Holten	ELA	2	LLI Blue		Always
Van Holten	ELA	1	LLI Green		Always
Van Holten	ELA	K	LLI Orange		Sometimes

Van Holten	ELA	3	LLI Red		Always
Van Holten	ELA	4	LLI Red		Always
Van Holten	ELA	1	Phonemic Readers	Orton Gillingham	Sometimes
Van Holten	ELA	2	Phonemic Readers	Orton Gillingham	Sometimes
Van Holten	ELA	3	Phonemic Readers	Orton Gillingham	Sometimes
Van Holten	ELA	4	Phonemic Readers	Orton Gillingham	Sometimes
Van Holten	ELA	1	Phonics Lessons	Fountas and Pinnell	Usually
Van Holten	ELA	1	Reading Recovery Books		Always
Van Holten	ELA	1	Reading Recovery Observation Survey 1		Always
Van Holten	ELA	K	Sadlier Phonics		Never
Van Holten	ELA	1	Sadlier Phonics		Never
Van Holten	ELA	2	Sadlier Phonics		Never
Van Holten	ELA	3	Sadlier Phonics		Never
Van Holten	ELA	3	Sonday System 2		Always
Van Holten	ELA	4	Sonday System 3		Always
Van Holten	ELA	1	Sonday System I		Always
Van Holten	ELA	2	Sonday System I		Always
Van Holten	ELA	3	Sonday System I		Always
Van Holten	ELA	1	Versa Tiles Kit		Sometimes
Van Holten	ELA	2	Versa Tiles Kit		Sometimes
Van Holten	ELA	1	WIST		Rarely
Van Holten	ELA	2	WIST		Rarely
Van Holten	ELA	3	WIST		Rarely
Van Holten	ELA	4	WIST		Rarely
Van Holten	Math		Hot Dots		Sometimes
Van Holten	Math	1	Responders		Always
Van Holten	Math	2	Responders		Always
Van Holten	Math	3	Responders		Always
Van Holten	Math	4	Responders		Always
Van Holten	Math	1	Super Teacher		Sometimes
Van Holten	Math	1	Touch Math		Sometimes
Van Holten	Math	2	Touch Math		Sometimes
Van Holten	Math	3	Touch Math		Sometimes
Van Holten	Math	1	Mathworksheet.com		Sometimes
Van Holten	Math	2	Mathworksheet.com		Sometimes
Van Holten	Math	3	Mathworksheet.com		Sometimes
Van Holten	Math	4	Mathworksheet.com		Sometimes
BRHS	ELA	9	QRI		Sometimes

BRHS	ELA	10	QRI		Sometimes
BRHS	ELA	11	QRI		Sometimes
BRHS	ELA	9	IRI		Sometimes
BRHS	ELA	10	IRI		Sometimes
BRHS	ELA	11	IRI		Sometimes
BRHS	ELA	9	Gates - MacGinitie test		Sometimes
BRHS	ELA	10	Gates - MacGinitie test		Sometimes
BRHS	ELA	11	Gates - MacGinitie test		Sometimes
BRHS	ELA	9	Additional reading passages (or assessments) and writing prompts		Usually
BRHS	ELA	9	Curriculum Materials		Usually
BRHS	ELA	9	Writing Prompts (Teacher created)		Sometimes
BRHS	ELA	9	Achieve the Core mini-assignments		Sometimes
BRHS	ELA	9	commonlit.com		Sometimes
BRHS	ELA	9	Misc. online materials		Sometimes
BRHS	ELA	10	Additional reading passages (or assessments) and writing prompts		Usually
BRHS	ELA	10	Curriculum Materials		Usually
BRHS	ELA	10	Writing Prompts (Teacher created)		Sometimes
BRHS	ELA	10	Achieve the Core mini-assignments		Sometimes
BRHS	ELA	10	commonlit.com		Sometimes
BRHS	ELA	10	Misc. online materials		Sometimes
BRHS	ELA	11	Additional reading passages (or assessments) and writing prompts		Usually
BRHS	ELA	11	Curriculum Materials		Usually
BRHS	ELA	11	Writing Prompts (Teacher created)		Sometimes
BRHS	ELA	11	Achieve the Core mini-assignments		Sometimes
BRHS	ELA	11	commonlit.com		Sometimes
BRHS	ELA	11	Misc. online materials		Sometimes

APPENDIX L

Sample Current Forms

Bradley Gardens
Behavior Alert Form

THIS FORM IS NOT CONFIDENTIAL AND MAY BE SHARED WITH PARENTS

Bridgewater-Raritan Regional School District
Behavioral Referral Form
Grades K-4

Bradley Gardens School

Request for Behavior Support
Consultation Form

CONFIDENTIAL

Dear Staff: The information you have about your students is most important in determining an individual's level of need. Please complete all of the information in this packet or write N/A on the line. This information may also be used by the CST at a later date. Please include copies of the following with your paperwork:

1. Behavior charts (if applicable)
2. Math and / or Literacy district assessments
3. Work supplies (a few samples to show area of concern)

Thank you!

Student: _____

Date: _____

Teacher: _____

Grade/DOB: _____

Area of concern:

() Speech/Language () ESL () Learning () Behavior () Medical

Teacher Concerns: Please check the relevant items and include any comments.

Classroom Behavior:

() Disruptive in class		() Inattentiveness	() Defiance
() Poor Motivation		() Sleeping in class	() Impaired Memory
() Suspected substance use		() Cutting Class	() Tardiness
() Hyperactive/impulsive		() Absenteeism	() Cheating
() Poor Concentration		() Argumentative	() Verbally Abusive
() Frequent visits to nurse		() Obscene language	() Fighting
() Unprepared for class		() Vandalism	() Negativism
() Other (Explain below)			

Comments:

Social-Emotional Behaviors:

() Erratic behavior	() Mood Swings	() Time disorientation
() Change of friends	() Sudden popularity	() Defensiveness
() Seeks constant adult contact	() Change in values	() Sadness
() Seeks unnecessary adult advice	() Flat affect	() Daydreaming
() Other students express concern	() Has few friends	() Withdrawn
() Difficulty accepting mistakes	() Rigid obedience	() Compulsive
() Pre-occupied w/school success	() Lacks remorse	() Other (Explain)

Comments:

Is this child currently receiving any services?

I have notified the parent of my concern by ____ phone conversation ____ conference on ____.

(Phone messages/emails are not permitted to be the initial/sole method of communication)

The steps I have taken prior to this Alert Form are:

Strategy/Modification	Length of Time Given	Was it successful? Y/N

**Bridgewater-Raritan Regional School District
Response to Intervention Referral Form**

Grades K-4

Student's Name _____ Date of Report _____

Teacher's Name _____ School _____

Current grade Level (circle one) K 1 2 3 4

This student is being referred for academic intervention in:

_____ Reading _____ Writing _____ Mathematics

_____ This student is being referred for behavioral, emotional, social, or health intervention.

Has the student previously received intervention services? _____

If 'yes' please complete the section below:

Type of Service	Grade	Result if known
Reading Recovery		
Literacy Group		
Tutoring for LAL		
Tutoring for math		
Speech		
ESL		
Summer Literacy		
RTI in math or literacy		
Behavior plan		
Home instruction		

Have you notified the parent/guardian of your concerns? ____ yes ____ no

Teacher Observations:

1. With regard to daily classroom performance, how would you describe the performance of this child?

- a. much below
- b. below
- c. the same as
- d. above
- e. much above

2. With regard to language arts literacy, how would you describe the performance of this child?
 - a. much below
 - b. below
 - c. the same as
 - d. above
 - e. much above

3. With regard to mathematics, how would you describe the performance of this child?
 - a. much below
 - b. below
 - c. the same as
 - d. above
 - e. much above

4. Does this child complete assignments regularly in language arts literacy?
 - a. yes
 - b. no

5. Does this child complete assignments regularly in mathematics?
 - a. yes
 - b. no

Differentiated Instruction Please complete the charts below to document the ways in which the child's needs have been addressed in the classroom.

Language Arts Literacy

Instructional Strategies and Accommodations	Results

Mathematics

Instructional Strategies and Accommodations	Results

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Assessment Data (indicate NA if not applicable)

	Language Arts	Mathematics
Report card grades		
DRA		N/A
NJ ASK Language Arts Literacy		N/A
NJ ASK Mathematics	N/A	
District Math Assessments	N/A	
Guided Reading Level		N/A
District Writing Sample Score		N/A
DSA (Spelling Assessment)		N/A
NWEA MAP (RIT score)		

Attendance

Number of days absent to date this year: _____

Physical

Has the student been screened by the school nurse? ____ yes ____ no

Vision _____ Results _____

Hearing _____ Results _____

Other physical concerns that may affect academic learning:

Affective Behavior

Rate the student on the items listed. Circle the number that provides the best assessment of this student.

Key: (1) Most of the time (2) Some of the time (3) Rarely

Demonstrates respect for others	1	2	3
Works well independently	1	2	3
Accepts responsibility	1	2	3
Completes homework assignments	1	2	3
Completes class assignments in a timely manner	1	2	3
Exhibits good self-esteem	1	2	3
Is attentive in class	1	2	3
Interacts well with others	1	2	3
Follows directions	1	2	3
Seeks help when needed	1	2	3
Demonstrates socially acceptable behavior	1	2	3
Exercises self-control when resolving conflict	1	2	3
Is self-motivated	1	2	3
Uses time wisely	1	2	3
Listens to and respects authority	1	2	3
Participates in group activities	1	2	3

Additional Information

Please include any additional information that you feel will be important in addressing the special needs of this student.

John F. Kennedy School Request for RTIST Consultation Form

Teacher Instructions

1. Before a teacher refers a child to the RTIST, teachers should:
 - Implement pre-referral classroom interventions
 - Document the outcomes.
 - If you need assistance in implementing pre-referral interventions, you are encouraged to reach out to any member of the RTIST for suggestions and support.
 - RTIST Team Members include: Joe Walsh, Jackie Ciurleo, Carly Pena, Vicky Khan, Pat Eriksson, Linda O'Brien, and Liz LoPiccolo.
2. Communication is key when a student is presenting with a concern. Please make sure parents are well informed and you are maintaining an ongoing dialogue with parents to keep them updated as to the classroom pre-referral interventions and outcomes. The RTIST Parent Letter should not be the first contact making a parent aware of your concern.
3. Complete the RTIST paperwork and document all pre-referral classroom interventions and outcomes. Pre-referral interventions should reflect the area(s) of concern. All LinkIt data should be up to date when submitting a referral. Please include copies of the following with your referral:
 - Report card including comments
 - Behavior charts (if applicable)
4. Please give the Medical form to Pat Eriksson to be completed before handing in paperwork.
5. Please bring the following information with you to the meeting.
 - Math and Literacy District Assessments
 - Current DRA, Slosson, Writing samples
 - Math Chapter Tests
 - Work Samples (do not copy)
6. Give paperwork to Jackie Ciurleo who will schedule the meeting. A member of the RTI Support Team will observe the student prior to the meeting. You will be notified of your meeting date and coverage for your class. If you would like a staff member to join you at the meeting, it will be your responsibility to invite them and inform them of the meeting date and time.
7. Once a meeting date has been set, you will need to complete and send home a RTIST Parent Letter informing the parents that their child will be discussed at an upcoming meeting. Please provide a copy of the completed letter to Jackie Ciurleo, which will be placed in the student's RTIST file.

Thank you for the continued support of our students' success in school.
The JFK RTIST

John F. Kennedy School

RTI Support Team Referral Form Grades K-4

Date Referral Submitted _____

Student: _____ DOB: _____

Age: _____

Current Teacher(s): _____ Grade Level: _____

Previous teachers: Kindergarten: _____ First Grade: _____

Second Grade: _____ Third Grade: _____

Check One:

_____ Request for RTI Services Meeting (not currently receiving support from an IS)

_____ Request for Meeting with the RTI Support Team (academic and/or behavior, social emotional)

This student is being referred to the RTI Team for support in:

Reading: _____ Writing: _____ Word Study: _____ Mathematics: _____

Social/Emotional: _____

Has the student previously received tier 2 or 3 intervention services? _____

If 'yes' please complete the section below and identify tier/intervention:

Grade	Reading	Writing	Word study	Math	Intervention provided by
K					
1					
2					
3					
4					

List Additional Services that apply to the student

Speech	Grade: K _____ 1 _____ 2 _____ 3 _____ 4 _____
ESL	Grade: K _____ 1 _____ 2 _____ 3 _____ 4 _____
After/Before School Help	Subject: _____
Private Tutoring	Subject: _____
Counseling Group	Reason: _____
Other:	
Other:	

Current Academic Performance (Indicate present instructional level)

Guided Reading Level																								
Grade 1									Grade 2				Grade 3			Grade 4			Grade 5			Grade 6		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y

Word Study Level (Spelling Connections)		
_____ Below Level	_____ On Level	_____ Above Level

Writing				
Significantly Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Significantly Above Grade Level
Check off areas of concern:				
Composition _____ Generating Ideas _____ Staying on Topic _____ Connecting Ideas _____ Organizing Ideas _____ Conveying Meaning _____ Adding Details _____ Revising Writing	Mechanics _____ Capitalization _____ Punctuation _____ Sentence Structure	Spelling _____ word wall words _____ applies word study Features _____ below grade level	Handwriting _____ Letter Formation _____ Letter Size _____ Spacing	

Directions: Place a check before each *behavior/action* listed below that you have **observed consistently**.

Classroom Performance	
<input type="checkbox"/> Does not complete in-class assignments in an appropriate amount of time <input type="checkbox"/> Finds it hard to concentrate on assignment <input type="checkbox"/> Gives up easily <input type="checkbox"/> Has demonstrated ability, but does not apply self <input type="checkbox"/> Has difficulty following multi-step directions <input type="checkbox"/> Does not apply previously learned skills/strategies <input type="checkbox"/> Does not participate in class discussions <input type="checkbox"/> Weak organizational skills <input type="checkbox"/> Consistently needs support to successfully complete assignments	<input type="checkbox"/> Weak fine motor skills <input type="checkbox"/> Lacks desire to do well in school <input type="checkbox"/> Poor short-term memory, e.g., can't remember one day to the next <input type="checkbox"/> Needs directions given individually <input type="checkbox"/> Does not ask for help when needed <input type="checkbox"/> Prefers to work alone <input type="checkbox"/> Does not complete homework <input type="checkbox"/> Homework is disorganized or incomplete <input type="checkbox"/> Unable to locate materials in reasonable amount of time Other: _____ _____ _____

Social Skills	
Lack of peer relationships Regularly seeks to be center of attention Slow in making friends Has few friends Easily makes friends Angered by constructive criticism Negative leader Argues with teacher Difficulty in relating to others Inability to initiate/maintain a conversation Tends to stay to self, withdrawn	Frequent ridicule from classmates Disturbs other students Lacks control in unstructured situations Unyielding or stubborn on positions Demonstrates lack of self-confidence Hits and/or pushes other students Teases other students Disrespects or defies authority Threatens other students Other social behavior of concern: _____ _____

Disruptive Behavior	
Blaming, denying, not accepting responsibility Noisy, boisterous at inappropriate times Fighting Highly active, agitate Sudden outbursts of anger, verbally abusive to others Mood swings	<input type="checkbox"/> Defiance, violation of rules <input type="checkbox"/> Lack of impulse control <input type="checkbox"/> Crying for no apparent reason <input type="checkbox"/> Erratic behavior <input type="checkbox"/> General changes in behavior patterns <input type="checkbox"/> Inability to remain focused in a structured situation

Attendance

Number of days absent to date this year: _____ Tardy: _____

Comments: _____

Physical

Physical concerns that may affect academic learning: _____

Reason for Referral: _____

Concerns from previous teacher: yes no

Notes: _____

Record of Parent/Guardian Communication

Frequency of Communication: (circle one) 1-2 3-4 5-6 weekly daily

Methods of Contact: (circle all that apply) Phone Email Conference Note home
other

Reason for contact:

Outcome (Parent's response):

List additional staff members who you feel need to attend the meeting

Please remember you will need to invite these staff members to the meeting once the date is set.

Confidential

RTI Referral Medical Information Request

Student's Name: _____

Teacher(s): _____ Grade: _____

Medical Findings

Vision: _____ **Wears Glasses:** _____

Date Tested: _____

Right Eye Near Vision (passing 20/30) _____ Corrected _____

Right Eye Distance Vision (passing 20/30) _____ Corrected _____

Left Eye Near Vision _____ Corrected _____

Left Eye Distance Vision _____ Corrected _____

Comments: _____

Audio Testing

Right ear: _____ Left ear: _____

(Passing is at 25 decibels at levels 500 through 4000)

Pertinent Medical Information

Frequency of visits to nurse: 1-2 3-4 5-6 weekly daily _____

Impression: _____

Nurse's Signature: _____

Documentation of Interventions

Interventions listed should be specific ways you have differentiated, accommodated, and/or modified your classroom instruction, assignments, and/or procedures for the student in order to help him/her achieve the goal.

Intervention Goal/Objective			Intervention Procedure
Setting (circle one)	Time Frame	Frequency	Outcome
1:1 Small group Other_____			

Intervention Goal/Objective			Intervention Procedure
Setting (circle one)	Time Frame	Frequency	Outcome
1:1 Small group Other_____			

Intervention Goal/Objective			Intervention Procedure
Setting (circle one)	Time Frame	Frequency	Outcome
1:1 Small group Other_____			

Interventions listed should be specific ways you have differentiated and/or modified your classroom instruction, assignments, and/or procedures for the student in order to help him/her achieve the goal.

Intervention Goal/Objective			Intervention Procedure
Setting	Time Frame	Frequency	Outcome
(circle one) 1:1 Small group Other _____			

Intervention Goal/Objective			Intervention Procedure
Setting	Time Frame	Frequency	Outcome
(circle one) 1:1 Small group Other _____			

Intervention Goal/Objective			Intervention Procedure
Setting	Time Frame	Frequency	Outcome
(circle one) 1:1 Small group Other _____			

Bridgewater-Raritan Regional School District
Response to Intervention Referral Form
Grades K-4

Student's Name _____ Date of Report _____
 Teacher's Name _____ School _____
 Current grade Level (circle one) K 1 2 3 4

This student is being recommended for academic intervention in:
 _____ Reading _____ Writing _____ Mathematics

Has the student previously received intervention services? _____
 If 'yes' please complete the section below:

Type of Service	Grade	Result if known
Reading Recovery		
Literacy Group		
Tutoring for LAL		
Tutoring for math		
Speech		
ESL		
Summer Literacy		
Math/Literacy Support or other intervention		

Have you notified the parent/guardian of your concerns? ____ yes ____ no

Briefly state the nature of your concern below:

Differentiated Instruction Please complete the charts below to document the ways in which the child's needs have been addressed in the classroom.

Language Arts Literacy

Intervention Strategies and Accommodations	Results

Mathematics

Intervention Strategies and Accommodations	Results

Assessment Data (indicate NA if not applicable) Please refer to the assessment benchmarks before completing.

	Language Arts	Mathematics
Report card grades		
DRA Level		N/A
NJ ASK Language Arts Literacy		
NJ ASK Mathematics	N/A	
District Math Assessment	N/A	
Word Analysis		N/A
Words Their Way		N/A

Attach Problem Solving Assessments

Marking period Fact Tests: Which tests were given and % correct:

Attendance

Number of days absent to date this year: _____

Comments:

Physical

Has the student been screened by the school nurse? ____ yes ____ no

Vision _____ Results _____

Hearing _____ Results _____

Other physical concerns that may affect academic learning:

Affective Behavior

Rate the student on the items listed. Circle the number that provides the best assessment of this student.

Key: (1) Most of the time (2) Some of the time (3) Rarely

Demonstrates respect for others	1	2	3
Works well independently	1	2	3
Accepts responsibility	1	2	3
Completes homework assignments	1	2	3
Completes class assignments in a timely manner	1	2	3
Exhibits good self-esteem	1	2	3
Is attentive in class	1	2	3
Interacts well with others	1	2	3
Follows directions	1	2	3
Seeks help when needed	1	2	3
Demonstrates socially acceptable behavior	1	2	3
Exercises self-control when resolving conflict	1	2	3
Is self-motivated	1	2	3
Uses time wisely	1	2	3
Listens to and respects authority	1	2	3
Participates in group activities	1	2	3

Additional Information

Please include any additional information that you feel will be important in addressing the special needs of this student.

**BRIDGEWATER-RARITAN REGIONAL SCHOOL DISTRICT**

836 Newmans Lane, P.O. Box 6030
Bridgewater, NJ 08807-0030

BRRSD Academic Intervention Program: STUDENT RTI PLAN

Student Last Name:		Student First Name:	
School:	Hamilton	Grade Level:	
Classroom Teacher:		RtI Tier:	Tier
Plan Date:		Intervention Specialist:	

Part I: Prioritized Skills

Based Upon data analysis, approximately three to five prioritized skills have been selected for focus of English language arts and/or mathematics intervention instruction.

English Language Arts		Mathematics	
ELA Prioritized Skills	Assessment to Exit Skill	Math Prioritized Skills/Chapter Concepts	Assessment to Exit Skill

Part II: Intervention Action Plan

In order to address the identified prioritized skills and meet the learning needs of the student, intervention for the student will include these components/attributes.

Action Plan:
Date for Re-evaluation of Prioritized Skills:

Part III: Notification

This document has been shared with parent(s)/guardian(s) and identified teaching staff.

Confirmation Signature of Intervention Specialist:	
---	--

HILLSIDE INTERMEDIATE SCHOOL
Intervention and Referral Services Team (I&RS)

Initial Referral Form- *Classroom Teachers*

Part 1: Data/Observations

Student Name:

Subject Area:

Teacher's Name:

Date Completed:

Directions: Please place a check before each *behavior or action* listed below that you have *observed*. Remember, only behaviors or actions you have *observed* should be noted.

Classroom Performance:

<input type="checkbox"/> Failure in subject area	<input type="checkbox"/> Short attention span, easily distracted
<input type="checkbox"/> Drop in grades, lower achievement	<input type="checkbox"/> Poor short-term memory, e.g., can't remember one day to the next
<input type="checkbox"/> Needs directions given individually	<input type="checkbox"/> Finds it hard to study
<input type="checkbox"/> Does not ask for help when needed	<input type="checkbox"/> Gives up easily
<input type="checkbox"/> Prefers to work alone	<input type="checkbox"/> Lacks desire to do well in school
<input type="checkbox"/> Does not complete in-class assignments	<input type="checkbox"/> Has demonstrated ability, but does not apply self
<input type="checkbox"/> Homework is disorganized or incomplete	<input type="checkbox"/> Other _____

List one goal for your subject area:

Comments (Explain any check marks):

Academic Performance:

<u>LAL:</u> DRA: _____ Slosson: _____ District Reading Assessment: _____ District Writing Assessment: _____	<u>Math:</u> Formative Assessment: _____ Chapter Assessments: _____ Algorithm Assessments: _____ Other: _____
<u>Social Studies:</u> Chapter Assessments: _____ District Assessments: _____ Other: _____	<u>Science:</u> Chapter Assessments: _____ District Assessments: _____ Other: _____

Social Skills

List one goal you have for the child:

Part 2: Action taken to date:

1. Conference with **student** regarding concerns:

Date:	Outcome:

2. Meeting with **team** teachers regarding concerns:

Date:	Outcome:

3. Contact with **parents** regarding concerns (indicate phone call, email, or meeting):

Date:	Outcome:

Classroom Interventions Implemented:

Intervention	Frequency/Duration	Outcome

Other School Actions: (*include *frequency* where applicable)

- ☐ Before school extra help*
- ☐ Extended Day program
- ☐ RTI
 - ☐ Spanish pull-out
 - ☐ I/E_____
 - ☐ Lunch groups
- ☐ OPT room*

Confidential

HILLSIDE INTERMEDIATE SCHOOL

Intervention and Referral Services Team (I&RS)

Initial Referral Form- *Related Arts Teachers*

Student Name: _____

Directions: Please fill in your name and the date completed. Then comment on all of the three columns that *you* have observed (positively or negatively) in your class.

Data/Observations

Subject: Teacher	Date Completed	Social/Emotional	Behavioral	Academic
Computer: King				
Art: Novajosky				
Music:				
Health:				
PE:				
Spanish:				
Club/Other:				

Hillside Intermediate School

Intervention & Referral Services Team (I&RS)

Action Plan

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Student's Name: First and last name

Date: Today's date

Teacher's Name: First and last name

Follow-up meeting date:

Current Grade Level: Grade level

2nd Follow-up meeting:

Initial Meeting: Goals

Date	Goal	Strategy	Who's Responsible? (complete Progress Monitoring Chart)	Follow-Up Outcome A - Achieved C = Continue N = New strategy R = Referral to...

Meeting Notes:

Date	Notes

Parent contact (regarding I&RS Referral):

Date	Method of Contact	Result
Click here to enter a date.		
Click here to enter a date.		

Teacher Signature: _____

Date: Click here to enter a date.

Student: _____

Teacher: _____

Progress Monitoring Chart

Goal 1 (Student):	Start:		End:		Notes:			
	Week	Results						
	1							
	2							
3								
Strategy (Teacher):	4							
	5							
	6							
	Key*: <input type="checkbox"/> B/D/S <input type="checkbox"/> Frequency					Results: B = ____% D = ____% S = ____% F = ____%		

Goal 2 (Student):	Start:		End:		Notes:			
	Week	Results						
	1							
	2							
3								
Strategy (Teacher):	4							
	5							
	6							
	Key*: <input type="checkbox"/> B/D/S <input type="checkbox"/> Frequency					Results: B = ____% D = ____% S = ____% F = ____%		

***Key: What do I put in the small boxes?**

B = beginning
D = developing or F = Frequency (+/-, fraction, %)
S = secure

N/A = absence, school closed, assembly etc
Blank = strategy not used

To calculate percentage, take the number of successes and divide by the number of attempts. Multiply that answer by 100.

Student: _____
 SAMPLE_____

Teacher: _____

Goal 1 (Student): Comprehend what he/she reads (SAMPLE ACADEMIC B/D/S ELA)	Start: 9.09.19		End: 10.18.19		Notes:9.9.19 - was able to answer who and where, but not others 9.11.19 - shorter text was helpful, answered who, where, what 9.16.19 – needed slight reteaching, use of highlighter helped answer who, what, where. Retaining 9.19.19 – definite improvement, highlighter used, shorter text, began to answer why with prompting 9.24.19 – use of longer text proved challenging, revisit how/why 10.4.19 – week was inconsistent 10.18.19 – retain/recall diff after missed days/weekend			
	Week	Results						
	1	B	B	B			N/A	
	2	B	B	B			D	D
	3	D	B	B			D	D
Strategy (Teacher): Have student answer questions of who, what where, when, why and how	4	N/A	B		D	D		
	5	D	D	N/A	B	D		
	6	B	B	D		D		
	Key*: <input checked="" type="checkbox"/> B/D/S <input type="checkbox"/> Frequency					Results: B = <u>50</u> % D = <u>50</u> % S = <u> </u> % F = <u> </u> %		

Goal 2 (Student): Number of student interruptions will decrease (SAMPLE BEHAVIOR)	Start: 9.09.19		End: 10.18.19		Notes: Week 1 - difficulty remembering what signal meant, sometimes noticed signal, had difficulty applying it Week 2 - forgot over weekend, able to apply with prompting, improved toward the end of each period Week 4 - no significant changes, continue to prompt Week 6 - It clicked! Progress being made, continue to reinforce			
	Week	Results						
	1	-II	-II	-I			N/A	
	2	-II	N/A	-I				
	3	-I	-I					
	4	N/A						N/A
	5			N/A				N/A
Strategy (Teacher): Provide a predetermined signal if he/she begins to interrupt	6		N/A			Progress Monitoring Chart Results: Interruptions decrease from 7 to 3 times, continue to use		
	Key*: <input type="checkbox"/> B/D/S <input checked="" type="checkbox"/> Frequency						Results: B = _____% D = _____% S = _____% F = _____%	

Progress Monitoring Chart

Eisenhower Intermediate School

RTI Referral Procedure

1. Teacher / Team signs out an RTI student packet from the Counseling Office.
2. Teacher/Team completes referral packet and sends a finalized packet in a CONFIDENTIAL envelope to the nurse to complete the medical form.
3. Nurse completes the medical form and returns to the teacher or Counseling Office. The medical form must be returned or the student cannot be scheduled for the upcoming RTI meeting.
4. The completed packet should be returned to the Counseling Office by the RTI date provided at the beginning of the year. Dates are also posted on master calendar in Counseling Office.
5. The Counseling Office will schedule meetings and send out a schedule of the meeting to all involved.
6. The RTI Team meets to discuss and develop interventions based on student's needs.
7. Teacher implements intervention strategies.
8. Counselors will contact parent/guardians if warranted from the meeting.
9. Teacher keeps an open line of communication with parent/guardian and counselor regarding student's progress.
10. Counseling Office will notify the office of Special Programs of any Tier level changes, Copies will also go to the assigned I/S teacher, classroom teacher, ETS, Principal and Assistant Principal.
11. Follow-up RTI meeting will be scheduled by the Counseling Office.
12. Thank you for your professionalism in the RTI process in meeting the needs of our students.

Eisenhower Intermediate School

RTI PACKET

Requesting Teacher or Team: _____

Grade: _____

Student Name: _____

RTI Packet Due to Guidance: _____

Teacher to attend RTI meeting: _____

*6th Grade Teams please let Kelly Patullo know the name of the teacher attending the meeting.

Please take the time to review all sections in this packet. Please allow enough time for your colleagues to complete the necessary sections. Incomplete packets will delay the RTI process.

Thank you for your cooperation in meeting the needs of our students.

Bridgewater-Raritan Regional School District
Response to Intervention Referral Form
 Grade 5 & Grade 6

Student's Name: _____ Date of Report: _____
 Teacher's Name: _____ School: Eisenhower

Attendance: Number of days absent to date this year: _____

New to District: ____ yes ____ no

Current Grade Level (circle one): 5 6

This student is being referred for academic intervention in:

____ **Language Arts Literacy** ____ Mathematics

____ This student is being referred for behavioral, social, emotional or health intervention

Has the student previously received intervention services? ____ yes ____ no

If yes, date entered RTI: _____

Current TIER (circle one): Mathematics: 1 2 3 **Language Arts Literacy:** 1 2 3

Have you notified the parent/guardian of your concerns? ____ yes ____ no

Assessment Data (Leave blank if not applicable)

Language Arts							
Grade Level	Grade 4		Grade 5		Grade 6		
NJASK Language Arts Literacy							
Report card grades/Average							
Slosson							
DRA							
Words Their Way Level							
Quarterly Reading Benchmark							
Quarterly Writing Benchmark							
NWEA – RIT Score	R:	L:	R:	L:	R:	L:	

Mathematics						
Grade Level	Grade 4		Grade 5		Grade 6	
NJASK Mathematics						
Report card grades/Average						
NWEA – RIT Score						

Has the student ever received?

____ ES If yes, dates: _____ ____ Speech If yes, dates: _____

Differentiated Instruction: Please complete the charts below to document the ways in which the student's needs have been addressed in the classroom.

Language Arts Literacy

Instructional Strategies and Accommodations	Results

Mathematics

Instructional Strategies and Accommodations	Results

Affective Behavior

Rate the student on the items listed. Circle the number that provides the best assessment of this student.

Key: (1) most of the time (2) some of the time (3) rarely

- | | | | |
|---|---|---|---|
| 1. Demonstrates respect for others. | 1 | 2 | 3 |
| 2. Works well independently. | 1 | 2 | 3 |
| 3. Accepts responsibility. | 1 | 2 | 3 |
| 4. Completes homework assignments. | 1 | 2 | 3 |
| 5. Completes class assignments in a timely manner. | 1 | 2 | 3 |
| 6. Exhibits good self-esteem. | 1 | 2 | 3 |
| 7. Is attentive in class. | 1 | 2 | 3 |
| 8. Interacts well with others. | 1 | 2 | 3 |
| 9. Follows directions. | 1 | 2 | 3 |
| 10. Seeks help when needed. | 1 | 2 | 3 |
| 11. Demonstrates socially acceptable behavior. | 1 | 2 | 3 |
| 12. Exercises self-control when resolving conflict. | 1 | 2 | 3 |
| 13. Is self-motivated. | 1 | 2 | 3 |
| 14. Uses time wisely. | 1 | 2 | 3 |
| 15. Listens to and respects authority. | 1 | 2 | 3 |
| 16. Participates in group activities. | 1 | 2 | 3 |

Physical

Physical concerns that may affect academic learning:

Speech

Your observation of the above student's speech will help determine if he or she has a language problem, which adversely affects educational performance.

Rate the student on the items listed. Circle the number that provides the best assessment of this student.

Key: (1) most of the time (2) some of the time (3) rarely

Auditory Processing

- | | | | |
|---|---|---|---|
| 1. Student follows classroom directions. | 1 | 2 | 3 |
| 2. Student follows directions for projects. | 1 | 2 | 3 |
| 3. Student grasps the main ideas of classroom discussions. | 1 | 2 | 3 |
| 4. Student writes a coherent passage. | 1 | 2 | 3 |
| 5. Student maintains attention to class discussions. | 1 | 2 | 3 |
| 6. Student asks for clarification of directions. | 1 | 2 | 3 |
| 7. Student asks frequent questions demonstrating he/she does not follow the discussion. | 1 | 2 | 3 |
| 8. Student responds to questions within a reasonable amount of time. | 1 | 2 | 3 |
| 9. Student performs better on quizzes than tests. | 1 | 2 | 3 |

Semantics

- | | | | |
|--|---|---|---|
| 1. Student understands subtleties in words or sentences (idioms, metaphors, proverbs, figurative language) | 1 | 2 | 3 |
| 2. Student understands words used in class. | 1 | 2 | 3 |
| 3. Student understands multiple meaning words. | 1 | 2 | 3 |
| 4. Student has the ability to generate synonyms and antonyms. | 1 | 2 | 3 |

Usage

1. Student uses correct grammatical structures.	1	2	3
2. Student uses age appropriate vocabulary.	1	2	3
3. Student relates information clearly.	1	2	3
4. Student relates information in the correct sequence.	1	2	3
5. Student uses critical thinking skills.	1	2	3
6. Student presents age appropriate conversational skills.	1	2	3
7. Student expresses opinions clearly.	1	2	3
8. Student answers "why" questions clearly.	1	2	3
9. Student demonstrates word-finding difficulties as noted by difficulties finding the right word to use and use of empty words such as thing or stuff.	1	2	3

It is my opinion that these behaviors:

_____ do **not** interfere with the student's participation in the educational setting.

_____ do interfere with the student's participation in the educational setting.

Briefly state the nature of your concern below:

Additional Information

Please include any additional information that you feel will be important in addressing the special needs of this student.

CONFIDENTIAL

RTI Referral Medical Information Request

Student Name: _____ Grade: _____

Teacher: _____ Counselor: _____

Medical

Vision _____ Hearing _____

Medication _____ Allergies _____

General Health Status/Pertinent Information

(Use additional sheets if necessary)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Signature of Nurse: _____

Please return to: _____ by _____

Bridgewater-Raritan Middle School
Response to Intervention
English Language Arts Referral Form

Student's Name _____ Date of Referral _____
 Referring Teacher _____ School BRMS

Current Grade Level (circle) 7 8

Please explain the reason for the RTI referral:

In order to provide us with sufficient information about the student in question, please describe the results of the following intervention strategies as a part of your classroom and instruction.

Intervention	Details/Outcome
Differentiated assignments for the student	
Set up organizational strategies with student	
Worked with student one-on-one in class	
Met with student for extra help	
Checked student's cumulative folder	
Communicated via phone/email with parent(s) or held parent conference How often? What was learned?	

Describe student's work ethic in class, with completing homework assignments and with making up missed work. Describe how you assist the student with completing assignments.

What are the student's academic strengths?

Where do you see the breakdown of understanding?

Please complete this checklist of observable behaviors:

Student Behaviors	Consistently	Usually	Sometimes	Never
Completes homework				
Asks for and completes missed assignments				
Completes independent reading assignments				
Reads even when unassigned				
Demonstrates ability to prioritize assignments/tasks				
Demonstrates ability to pace				
Is self-motivated				
Perseveres on difficult tasks				
Shows favorable response to criticism				
Demonstrates ability to grasp abstract concepts/complex ideas				
Contributes in collaborative group				
Participates in class				
Clear oral expression				
Uses word processor efficiently				
Generates ideas for writing				
Effective organization in writing/paragraphing				

Samples of Student Work

Additional Information

Please include any additional information that you feel will be important in addressing the special needs of this student.

To be completed by Intervention Specialist/Guidance Counselor:

Attendance

Number of days absent to date this year

Number of days tardy to date this year

Grades to Date Current Averages
 Past Averages

PARCC Scores

Intervention Specialist Screening Measures

Assessment	Score/Notes
Reading Silent	
MAP Reading	
Cloze	
District Reading Assessment	
Reading Oral	
QRI Passage	
QRI Graded Word List	
Writing	
MAP Language Usage	
On Demand Writing Sample	
Teacher Provided Writing Sample	
Spelling: Words Their Way	

Rti Recommendations

☐ Not Assigned

☐ Assigned Tier 2

☐ Assigned Tier 3

☐ Continuation of Current Plan

☐ Revised Plan

☐ Release from Program

Teacher Signature _____ Date _____

Counselor Signature _____ Date _____

Intervention Specialist Signature _____ Date _____

Administrator Signature _____ Date _____

6/19/15

CONFIDENTIAL
Bridgewater-Raritan High School
Intervention Team Referral Form - TEACHER

TO BE COMPLETED BY TEACHER

STUDENT: _____ PERIOD/COURSE: _____
TEACHER: _____ DATE OF REFERRAL: _____

I. ACADEMIC: *Please be specific and add any information that would assist the referral. ALL ITEMS MUST BE FILLED OUT.

1. Is the student struggling to meet the expectations of your classes? What contributes to these difficulties? (homework not completed/submitted, classroom structure, teaching style, increased workload/curriculum, instructional pacing, interest in material/motivation, attendance, poor relations with teachers/peers).

2. What interventions have you used to address these difficulties? (include dates/duration)

3. What strengths does the student possess?

4. Date/method/results of parent contact regarding concerns: *REQUIRED*

VI. SOCIAL/EMOTIONAL: Please circle the best description of this student:

The student's attitude toward school is generally: **Positive** **Negative** **Despondent**

Which characteristics does the student more often display?:

Cooperative/Defiant
Self-assured/Timid
Outgoing/Withdrawn
Respectful/Disrespectful
Mature/Immature
Stable/Volatile

Impulsive/Poised
Focused/Distractible
Composed/Anxious
Alert/Inattentive
Confident/Fragile
Persistent/Gives up easily

RETURN TO SCHOOL COUNSELOR

CONFIDENTIAL
Bridgewater-Raritan High School
Intervention Team Referral Form - COUNSELOR

TO BE COMPLETED BY SCHOOL COUNSELOR

STUDENT:
GRADE:
RETAINED?:

COUNSELOR:

DATE OF REFERRAL: _____ REFERRAL MADE BY _____

The following documentation will be reviewed at the initial I&RS meeting via PowerSchool (no need to attach any of these documents)

Transcript	State/district test scores	Recent progress report
Current report card	Attendance-current & past	504 plan data and/or RTI data
Discipline Referrals	Pertinent Medical Information	Tier 1 Checklist
NJSLA Scores	MAP scores	Absence/Tardy Totals
	Medical Concerns	

- I. **HISTORY OF PRESENTING PROBLEM:** Please provide a brief description/summary and timeline of the history of the reason for this student's referral. Be specific and add additional pages as needed.

- II. **FAMILY DYNAMICS:** Please describe the student's home environment including siblings, after school activities, etc.

- III. **INTERVENTIONS/STRATEGIES:** What interventions, strategies and tools have you implemented/discussed with the student?

- IV. **PARENT CONTACT:**
 - a. **Date(s)** Parent contacted regarding concerns listed

 - b. **Date** Parent contacted for I&RS Referral: _____

PARENT QUESTIONNAIRE

STUDENT'S NAME:

PARENT'S NAME:

DATE:

- 1) Who are the people living in the home with the child? (NOTES: If the family is not a “traditional,” nuclear family, follow-up on details.)

- 2) What, if any important changes have occurred in the family structure?

- 3) How did your child react to the changes in family structure?

- 4) What, if any, serious illness or injury has your child had? Please identify and explain.

- 5) Is your child on medication? If so, please identify and explain the reason.

- 6) Have you noticed any significant changes in your child's behavior?

- 7) Have you noticed any changes in your child's eating habits?

- 8) Have there been any changes in your child's sleeping habits?

- 9) Has your child experienced a bed-wetting problem?

- 10) Has there been any change in your child's physical appearance?

- 11) How does your son/daughter spend his/her time?

- 12) Does your child share his/her thoughts regularly and openly share his/her thoughts with you?

- 13) Does your child share his/her thoughts and feelings with anyone else? If yes, who?

- 14) Who initiates a conversation between you and your child?

- 15) Does your child seem sad, moody or angry?

- 16) Have you ever had reason to suspect that your child has ever experimented with alcohol or other drugs?
Please explain.

- 17) Has your child ever talked about suicide? Please explain.

- 18) Have any of your son's/daughter's friends or any family members attempted or committed suicide?

- 19) Has your child intentionally inflicted injury upon himself or others? Please clarify.

- 20) Has your child given away any of his/her important possessions lately?

- 21) Have you noticed any changes in your child's room?

- 22) In the past few months, have you noticed any money, alcohol, prescription or over-the-counter medications missing?

- 23) Has any member of your family (including grandparents, uncles, aunts, etc.) ever had a problem with alcohol or other drugs?

- 24) Who assumes primary responsibility for discipline in your family?

25) How do you discipline your child?

What works best?

What do you find doesn't work?

26) What do you see as your child's strengths?

27) What makes you proud of him/her?

28) What does your child do that causes you the most concern?

29) Has your child been seen by a health professional for any physical or emotional problems that interfered with his/her success in school?

30) Is there anything you can think of that is going on that might be affecting your child?

31) Is there anything else you would like to share?

STUDENT SELF ASSESSMENT

Student Name:

Date:

Check the column that most NEARLY applies to how you view yourself. There are no right or wrong choices, so check what you REALLY do.

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Hardly Ever</i>	<i>Never</i>
Volunteer in class					
Demonstrate appropriate hall behavior					
Arrive to class on time					
Do what I'm told					
Behave for substitute teachers					
Talk in class					
Write on desks					
Lean back in chairs					
Chew gum in class					
Throw objects in class					
Hit or fight with other students					
Have all materials for class					
Help teacher when asked					
Respectful towards others					
Pay attention in class					
Clean up desk area					
Accept extra duties in class					
Use lavatory time properly					
Turn in found objects to teacher or office					
Obeys the bus driver/crossing guard					
Copy work from others					
Use abusive language					
Destroy property					
Take responsibility for my actions					
Seek help when needed					
Break school rules					

- 1) What are your strengths in school and out of school?
In school:
Out of school:
- 2) What are your goals in schools and out of school?
In school:
Out of school:
- 3) What are you struggling with in school and out of school?
In school:
Out of school:
- 4) How can we help you?

COUNSELOR/PARENT INTERVIEW

STUDENT'S NAME:

PARENT'S NAME:

DATE:

- 1) What do you see as your child's strengths?
- 2) What makes you proud of your child?
- 3) What does your child do that causes you the most concern?
- 4) What has been the most successful way to deal with your child's behavior?
- 5) How can the school assist you with the concerns you have for your child or the concerns that have been identified by the school?
- 6) In the past school year, has your child been seen by a doctor for anything other than a common illness? If so, what caused you to take your child to the doctor?
- 7) Has your child been seen by a health professional for any physical or emotional problem that interfered with your child's success in school?
- 8) What other information about your child or your family situation would be helpful for the school to know?

Please use the following rating scale to answer the questions below:

Always (4) Most of the Time (3) Hardly Ever (2) Never (1)

	1)	Finishes what she/he begins.
	2)	Does the things I ask her/him to do.
	3)	Appears content.
	4)	Gets along with her/his friends.
	5)	Takes good care of her/his things.
	6)	Helps at home.
	7)	Makes me proud.
	8)	Obeys.
	9)	Shares.
	10)	Cries easily.
	11)	Talks back.
	12)	Hits.
	13)	Lies.
	14)	Appears afraid.
	15)	Must be reminded to do things.
	16)	Gets hurt often.
	17)	Feels sick often
	18)	Fights.
	19)	Ruins things.
	20)	Teases others frequently.
	21)	Threatens others.
	22)	Has trouble remembering things.
	23)	Accepts criticism.
	24)	I trust my child
	25)	I know what to expect from my child.

Please return the completed questionnaire in the enclosed envelope to
Your child's school counselor.

APPENDIX M

Sample Future Forms

INTERVENTION AND REFERRAL SERVICES

SAMPLE INITIAL REQUEST FOR ASSISTANCE FORM

Confidential

TO: Intervention and Referral Services Team

FROM: _____

DATE: _____

STUDENT: _____

Reasons for Request for Assistance (Must be for school-based issues, i.e., academics, behavior, school health):

Specific and Descriptive Observed Behaviors (Hearsay or subjective comments will not be accepted):

Please list all teachers and/or specialists who have contact with this student.

The “Prior Interventions” checklist, on the reverse side of this form, must also be completed for your request to be considered.

Place the completed forms in a sealed envelope and deliver to the I&RS team mailbox.

By submitting this form, I understand that I will be a full partner with the I&RS team for the resolution of the identified concerns.

INTERVENTION AND REFERRAL SERVICES
SAMPLE INITIAL REQUEST FOR ASSISTANCE
PRIOR INTERVENTIONS CHECKLIST

Confidential

Staff Requesting Assistance: _____ Date: _____

Student: _____ Grade: _____

Please indicate the types of interventions you have tried prior to this request for assistance.

1. Spoke to student privately after class.
 - a) Explained class rules and expectations. _____
 - b) Explained my concerns. _____
2. Gave student help after class/school. _____
3. Changed student's seat. _____
4. Spoke with parent on the telephone. Phone number _____
5. Gave student special work at his/her level. _____
6. Checked cumulative folder. _____
7. Held conference with parent in school. _____
8. Sent home notices regarding behavior/school work. _____
9. Arranged an independent study program for student. _____
10. Gave student extra attention. _____
11. Set up contingency management program with student. _____
12. Assigned student detention. _____
13. Referred student to guidance _____, substance awareness coordinator _____, administration _____, other (specify) _____.
14. Other (Please explain.) _____

Staff Member's Signature: _____ Date: _____

INTERVENTION AND REFERRAL SERVICES
SAMPLE CASE COORDINATOR CHECKLIST

Confidential

Date: _____	Grade/Team/Section: _____
Student Name: _____	Date of Birth: _____
Parent Name: _____	Parents' Home Phone: _____
Address: _____	Parents' Work Phone: _____
City/State/Zip: _____	Case Coordinator: _____

<u>DATE SENT</u>	<u>DATE RECEIVED</u>	<u>DOCUMENT</u>
_____	_____	Initial Request for Assistance, <u>and</u>
_____	_____	Prior Interventions Checklist
_____	_____	Request for Assistance Feedback
_____	_____	Staff Information Collection
		(list subject areas)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	Information Summary Form
_____	_____	Information Collection Reminder
		(to whom)
_____	_____	Staff Thank You Memo
_____	_____	Guidance Counselor Form
_____	_____	Discipline Form
_____	_____	Student Advisor Form
_____	_____	School Nurse/Health Form
_____	_____	Parent Letter
_____	_____	Parent Questionnaire
_____	_____	Parent Interview Form
_____	_____	Student Self-Assessment Sheet
_____	_____	Release of Information Form
_____	_____	Cumulative Folder Information:
		Current Report Card
		2 Years Prior Report Cards
		Standardized Test Data
_____	_____	Attendance Information
_____	_____	Aftercare Parent Letter
_____	_____	Treatment Facility Letter
_____	_____	Other

ACTION TAKEN

_____ Followed-up with staff making the request (e.g., interview,
_____ observation)
_____ Summarized and quantified teacher information responses
_____ Reviewed referral with counselor
_____ Reviewed referral with substance awareness coordinator
_____ Reviewed referral with I&RS Team
_____ Reviewed alternatives and options
_____ Contacted/met with student
_____ Contacted/met with parent
_____ Obtained consent to release information
_____ I&RS Action Plan Initial Meeting
_____ I&RS Action Plan Follow-up Meeting
_____ Completed I&RS Action Plan Form
_____ Filed I&RS Action Plan Form
_____ Contacted/met with community agency/resource _____
_____ Other _____

Summary of Action (Use the reverse side of the form, as necessary.):

[illegible]

INTERVENTION AND REFERRAL SERVICES
SAMPLE FEEDBACK MEMO
FOR STAFF REQUEST FOR ASSISTANCE

Confidential

TO: _____

FROM: _____

DATE: _____

The status of your request for assistance of the Intervention and Referral Services Team for _____ is explained below:

The following indicates the status of the named student with the Intervention and Referral Services (I&RS) Team:

_____ The assigned case coordinator from the I&RS Team will contact you to further review the matter.

_____ The in-school assessment process has begun, including input from other staff.

_____ A home contract has been made. The I&RS Team is working with the student.

_____ Our preliminary assessment indicates no need for further action at this time.

_____ Other:

We will make every attempt to keep you involved and informed within the laws governing confidentiality.
Thank you for your cooperation and concern.

INTERVENTION AND REFERRAL SERVICES

SAMPLE

ELEMENTARY TEACHER INFORMATION COLLECTION FORM

Confidential

Student Name: _____ Date: _____
 Date of Birth: _____ Teacher Name: _____
 Grade Level: _____ Reason for Request for Assistance: _____
 Days Absent to Date: _____

Directions: Please provide the information requested in the appropriate spaces below.
 Please also attach a copy of the student's current report card.

	<i>Current Academic Performance Levels/Grades</i>	<i>Student Strengths</i>	<i>Student Areas for Improvement</i>
Reading/Language Arts			
Math			
Language Arts			
Social Studies			
Science			
Expressive Arts			
Other:			
_____	_____	_____	_____
_____	_____	_____	_____

Directions: Please place a check before each *behavior or action* listed below that you have *observed*. Remember, only behaviors or actions you have *observed* should be noted.

Classroom Performance

- | | |
|--|---|
| <input type="checkbox"/> Failure in one or more subject areas (identify) _____ | <input type="checkbox"/> Short attention span, easily distracted |
| <input type="checkbox"/> Drop in grades, lower achievement | <input type="checkbox"/> Poor short-term memory, e.g., can't remember one day to the next |
| <input type="checkbox"/> Needs directions given individually | |
| <input type="checkbox"/> Does not ask for help when needed | <input type="checkbox"/> Finds it hard to study |
| <input type="checkbox"/> Prefers to work alone | <input type="checkbox"/> Gives up easily |
| <input type="checkbox"/> Does not complete homework | <input type="checkbox"/> Lacks desire to do well in school |
| <input type="checkbox"/> Does not complete in-class assignments | <input type="checkbox"/> Has demonstrated ability, but does not apply self |
| <input type="checkbox"/> Homework is disorganized or incomplete | |
| <input type="checkbox"/> Other _____ | |

Social Skills

- | | |
|---|--|
| <input type="checkbox"/> Tends to stay to self, withdrawn | <input type="checkbox"/> Disrespects or defies authority |
| <input type="checkbox"/> Lack of peer relationships | <input type="checkbox"/> Regularly seeks to be center of attention |
| <input type="checkbox"/> Appears lonely | <input type="checkbox"/> Frequent ridicule from classmates |
| <input type="checkbox"/> Slow in making friends | <input type="checkbox"/> Appears unhappy/sad |
| <input type="checkbox"/> Disturbs other students | <input type="checkbox"/> Lacks control in unstructured situations |
| <input type="checkbox"/> Negative leader | <input type="checkbox"/> Change in friends |
| <input type="checkbox"/> Unyielding or stubborn on positions | <input type="checkbox"/> Sexual behavior in public |
| <input type="checkbox"/> Argues with teacher | <input type="checkbox"/> Difficulty in relating to others |
| <input type="checkbox"/> Hits and/or pushes other students | <input type="checkbox"/> Talks freely about drugs/alcohol |
| <input type="checkbox"/> Threatens other students | <input type="checkbox"/> Other social <i>behavior</i> of concern: |
| <input type="checkbox"/> Teases other students | _____ |
| <input type="checkbox"/> Angered by constructive criticism | _____ |
| <input type="checkbox"/> Demonstrates lack of self-confidence | _____ |

Disruptive Behavior

- | | |
|--|---|
| <input type="checkbox"/> Defiance, violation of rules | <input type="checkbox"/> Obscene language, gestures |
| <input type="checkbox"/> Blaming, denying, not accepting responsibility | <input type="checkbox"/> Noisy, boisterous at inappropriate times |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Crying for no apparent reason |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Highly active, agitated |
| <input type="checkbox"/> Sudden outbursts of anger, verbally abusive to others | <input type="checkbox"/> Erratic behavior |
| <input type="checkbox"/> Lack of impulse control | <input type="checkbox"/> Mood swings |
| | <input type="checkbox"/> General changes in behavior patterns |

If you have checked any item under the Social Skills or Disruptive Behavior sections, please attach another piece of paper and provide a detailed explanation.

Physical Symptoms

- | | |
|---|--|
| <input type="checkbox"/> Underweight | <input type="checkbox"/> Frequent physical injuries |
| <input type="checkbox"/> Overweight | <input type="checkbox"/> Deteriorating hygiene |
| <input type="checkbox"/> Smells of tobacco, alcohol marijuana | <input type="checkbox"/> Dramatic change in style of clothes |
| <input type="checkbox"/> Wears clothes that challenge the dress code or are inappropriate | <input type="checkbox"/> Sleeping in class |
| <input type="checkbox"/> Appears tense, on edge | <input type="checkbox"/> Glassy, bloodshot eyes |
| <input type="checkbox"/> Slurred or impaired speech | <input type="checkbox"/> Frequent requests to see nurse |
| <input type="checkbox"/> Appears sleepy, lethargic | <input type="checkbox"/> Unsteady on feet |
| <input type="checkbox"/> Impaired vision | <input type="checkbox"/> Problems with muscle or hand-eye coordination |
| <input type="checkbox"/> Impaired hearing | |

Background Information (If known, please do not ask child or family.)

- | | |
|---|--|
| <input type="checkbox"/> Attendance problems | <input type="checkbox"/> Lives with someone other than parent |
| <input type="checkbox"/> Latchkey child | <input type="checkbox"/> Known medical problem |
| <input type="checkbox"/> Involvement with community agencies | <input type="checkbox"/> Takes medication |
| <input type="checkbox"/> Death in the immediate family | <input type="checkbox"/> Previously involved with counseling |
| <input type="checkbox"/> Chronic illness in immediate family | <input type="checkbox"/> Currently involved with counseling |
| <input type="checkbox"/> Divorce or separation | <input type="checkbox"/> Previously identified for assistance |
| <input type="checkbox"/> Unemployment | <input type="checkbox"/> Discusses concerns regarding drug/alcohol use in the home |
| <input type="checkbox"/> Single parent household | <input type="checkbox"/> Family member incarcerated or adjudicated |
| <input type="checkbox"/> Previously identified for drug/alcohol use | |
| <input type="checkbox"/> Adjudicated for a juvenile offense | |

Related Services or Programs**a) School-based:**

- ☐ Title I
- ☐ Reading Specialist
- ☐ Speech and Language Correctionist
- ☐ Gifted and Talented Program
- ☐ Substance Awareness Coordinator
- ☐ Guidance Counselor
- ☐ School Social Worker
- ☐ Child Study Team
- ☐ Other Specialists or Services
- _____
- _____

b) Community-based:

- ☐ List, if known
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Positive Qualities

List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interests, hobbies) and environmental supports (e.g., friends, family members, faith community) that you have observed or that apply for this student:

Skills _____

Positive Characteristics and Strengths _____

Environmental Supports _____

INTERVENTION AND REFERRAL SERVICES

**SAMPLE
SECONDARY TEACHER INFORMATION COLLECTION FORM**

Confidential

Please return this form, in a sealed envelope, to the I&RS Team mailbox by _____.
(date)

TO: I&RS Team
FROM: _____
DATE: _____
REFERENCE: _____

Classes in which the above-named student is enrolled: _____

Period(s) of the day you see the student: _____

Check each of the following items that are of concern to you or that you have noticed regarding the above-named student.

Class Attendance:

_____ Frequent requests to leave class to see:	_____ Frequent tardiness
_____ advisor	_____ Frequent absences
_____ nurse	_____ Class cuts
_____ other _____	

Academic Performance:

_____ Drop in grades, lower achievement	_____ Present grade (approximately)
_____ Failure to complete in-class assignments	_____ Decrease in class participation
_____ Failure to complete homework assignments	_____ Short attention span, easily
_____ Cheating	_____ distracted

Disruptive Behavior:

_____ Attention-getting behavior,	_____ Violating rules
_____ extreme negatives	_____ Blaming, denying
_____ Fighting and/or sudden outbursts of anger	_____ Obscene language, gestures
_____ and/or verbal abuse toward others	_____ Hyperactivity, nervousness

Physical Symptoms:

_____ Sleeping in class	_____ Unsteady on feet
_____ Unexplained, frequent physical injuries	_____ Slurred speech
_____ Deteriorating personal appearance	_____ Frequent cold-like symptoms
_____ Frequent complaints of nausea or vomiting	_____ Glassy, bloodshot eyes
_____ Smelling of alcohol or marijuana	

Atypical Behavior:

- | | |
|--|---|
| <input type="checkbox"/> Change in friends, change in behavior | <input type="checkbox"/> Erratic behavior |
| <input type="checkbox"/> Sudden popularity | <input type="checkbox"/> Constant adult contact |
| <input type="checkbox"/> Older or significantly younger social group | <input type="checkbox"/> Disoriented |
| <input type="checkbox"/> Sexual behavior in public | <input type="checkbox"/> Unrealistic goals |
| <input type="checkbox"/> Talks freely about substance abuse | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Withdrawn, difficulty in relating to others | <input type="checkbox"/> Defensive |
| <input type="checkbox"/> Inappropriate responses | <input type="checkbox"/> Unexplained crying |

Home/Social/Family Problems:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Family problems | <input type="checkbox"/> Runaway |
| <input type="checkbox"/> Peer problems | <input type="checkbox"/> Job problems |
| <input type="checkbox"/> Family alcohol/drug problems | |

Policy/Discipline Code Violations:

- | | |
|--|--|
| <input type="checkbox"/> Involvement in thefts and assaults | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Possession of drugs/alcohol | <input type="checkbox"/> Carrying a weapon |
| <input type="checkbox"/> Possession of drug paraphernalia
(e.g., roach clips, bongs, rolling paper) | <input type="checkbox"/> Selling Drugs |

Extra Curricular Activities

- | | |
|--|---|
| <input type="checkbox"/> Missed athletic practice without
substantial/acceptable reason | <input type="checkbox"/> Missed club/group meeting
without substantial/
acceptable reason |
| <input type="checkbox"/> Loss of eligibility | |
| <input type="checkbox"/> Dropped out of activity (name of activity): _____ | |

Please feel free to offer comments (positive or corrective) that you think will be helpful in addressing this student's needs. Remember, only comments that are *school-based*, *school-focused* and *specific, descriptive, objective/factual and observable* are acceptable.

Skills _____

Positive Characteristics, Strengths, Interests _____

Environmental Supports _____

Thank you for your cooperation, caring and concern!

INTERVENTION AND REFERRAL SERVICES

SAMPLE SCHOOL COUNSELOR FORM

Confidential

TO: _____
FROM: (Case Coordinator Name), I&RS Team
DATE: _____
REFERENCE: _____
GRADE: _____

The I&RS Team is gathering information on the above-named student. Your input is essential in developing a complete and accurate profile of this student. If there is information you prefer not to commit to writing or if you have any questions, please immediately contact me or another member of the team.

Confidential Information:

- ☐ Yes ☐ No Has a psychological evaluation been conducted on this student?
If yes, please describe: _____
- ☐ Yes ☐ No In addition to your role, are you aware of any kind of counseling
or therapy (current or past) that has been provided to the student?
If yes, please describe: _____
- ☐ Yes ☐ No Has any type of educational testing been conducted on this
student? If yes, please describe: _____

Parent Contacts:

Please provide information on the number, purposes and outcomes of parent contacts regarding this student.

Guidance Information:

Please give any additional information that you think would be helpful in the team's assessment of the student, including skills, positive characteristics and environmental supports. (Use the back of the form if necessary.)

INTERVENTION AND REFERRAL SERVICES

SAMPLE DISCIPLINE FORM

Confidential

TO: _____
FROM: Intervention and Referral Services Team
REFERENCE: _____
DATE: _____

Please provide the information requested below for the above-named student and return the form to the I&RS Team by _____

The number of referrals to date: _____

The number of times parents have
been contacted regarding the student's behavior: _____

The number of days for each detention that has been assigned to the student and the reason(s) for each:

_____	_____
_____	_____
_____	_____
_____	_____

The number of days for each suspension that has been assigned to the student and the reason(s) for each:

_____	_____
_____	_____
_____	_____
_____	_____

Has the student ever been detained in the office, assigned a restricted lunch, kept in for recess/open periods, etc.? Please comment.

Please provide any other comments or important information regarding disciplinary issues and consequences, as well as skills, positive characteristics and environmental supports:

INTERVENTION AND REFERRAL SERVICES

SAMPLE SCHOOL NURSE/SCHOOL HEALTH FORM

Confidential

TO: _____
FROM: I&RS Team
REFERENCE: _____
DATE: _____

Please complete and return this form to the I&RS Team by: _____

Health History

Is the student currently taking any medication? If yes, please identify. _____

Are you aware of any prior use of medication by the student? If yes, identify each medication and condition treated. _____

Are you aware of any medical or other condition that could interfere with the student's ability to perform in school? If yes, please describe the condition and its implications.

Health Assessment

Date of birth:	_____	Weight:	_____
Height:	_____	Hearing:	_____
Vision:	_____	Posture:	_____
Skin:	_____		
Comments:	_____		

Socialization

Observable behaviors: _____
Behavioral changes: _____
Comments: _____

Physical Appearance (e.g., personal hygiene, fatigue, odor of smoke, attire)

Visits to Nurse

Frequency/Number: _____
Reasons: _____

Physical Education Excuses

Number: _____
Reasons: _____
Comments: _____

Student Strengths

Skills _____

Positive Characteristics _____

Environmental Supports _____

Other _____

Other Pertinent Information

INTERVENTION AND REFERRAL SERVICES

SAMPLE PARENT OR GUARDIAN LETTER

Confidential

NOTE: A personal interview with the student's parent or guardian is always the preferred method of contact. A personal conversation provides the opportunity for the I&RS team to achieve the following objectives: 1) Provide support to the parent, 2) Obtain important data, and 3) Develop a personal relationship. The Sample Parent Questionnaire and Sample Parent Interview provides suggested questions to be explored during the interaction. If personal notification is not possible, the district might consider corresponding on school letterhead, accompanied by the Parent Questionnaire.

Mr. and Mrs. Parent
Home Lane
Nuclear-Extended Family, NJ 00000

Date

Dear Mr. and Mrs. Parent:

We have a new opportunity to provide assistance to your (*daughter/son*), (*student's full name*), through the school's Intervention and Referral Services Team. Working in cooperation with families, such as yours, enables the team to better understand how to provide appropriate help to all of our students. Your knowledge and information regarding (*student's first name*) is most valuable to us in determining the best way to proceed to support you and your child.

We invite you to either call (*school representative for this case*) at (*school representative's phone number*) to discuss the matter, contact us to schedule a school visit, or notify us of the best way to reach you. You can reach us between the hours of _____ a.m. and _____ p.m.

You can also help us by completing the attached Parent Questionnaire and returning it in the enclosed envelope as soon as possible. The information you provide will help us to determine a positive course of action, and will be strictly held in confidence.

Together, we can be more effective in helping your child achieve (*his/her*) potential. Thank you for joining with us in this effort. We look forward to hearing from you.

Sincerely,

Edith Educator, School Representative

Enclosure

c:

INTERVENTION AND REFERRAL SERVICES

SAMPLE PARENT QUESTIONNAIRE

Confidential

Student's Name: _____
Parent's Name: _____
Date: _____

- 1) What do you see as your child's strengths?
- 2) What makes you proud of your child?
- 3) What does your child do that causes you the most concern?
- 4) What has been the most successful way to deal with your child's behavior?
- 5) How can the school assist you with the concerns you have for your child or the concerns that have been identified by the school?
- 6) In the past school year, has your child been seen by a doctor for anything other than a common illness? If so, what caused you to take your child to the doctor?
- 7) Has your child been seen by a health professional for any physical or emotional problem that interfered with your child's success in school?
- 8) What other information about your child or your family situation would be helpful for the school to know?

Please use the following rating scale to answer the questions below:

<i>Always (4)</i>	<i>Most of the Time (3)</i>	<i>Hardly Ever (2)</i>	<i>Never (1)</i>
_____	1)	Finishes what she/he begins.	
_____	2)	Does the things I ask her/him to do.	
_____	3)	Appears content.	
_____	4)	Gets along with her/his friends.	
_____	5)	Takes good care of her/his things.	
_____	6)	Helps at home.	
_____	7)	Makes me proud.	
_____	8)	Obeys.	
_____	9)	Shares.	
_____	10)	Cries easily.	
_____	11)	Talks back.	
_____	12)	Hits.	
_____	13)	Lies	
_____	14)	Appears afraid.	
_____	15)	Must be reminded to do things.	
_____	16)	Gets hurt often.	
_____	17)	Feels sick often.	
_____	18)	Fights.	
_____	19)	Ruins things.	
_____	20)	Teases others frequently.	
_____	21)	Threatens others.	
_____	22)	Has trouble remembering things.	
_____	23)	Accepts criticism.	
_____	24)	I trust my child	
_____	25)	I know what to expect from my child.	

INTERVENTION AND REFERRAL SERVICES

SAMPLE PARENT INTERVIEW

Confidential

STUDENT'S NAME: _____

PARENT'S NAME: _____

DATE: _____

- 1) Who are the people living in the home with the child? (NOTE: If the family is not a "traditional," nuclear family, follow-up on details.)

- 2) What, if any, important changes have occurred in the family structure?

- 3) How did your child react to the changes in family structure?

- 4) What, if any, serious illness or injury has your child had? Please identify and explain.

- 5) Is your child on medication? If so, please identify and explain the reason.

- 6) Have you noticed any significant changes in your child's behavior?

- 7) Have you noticed any changes in your child's eating habits?

- 8) Have there been any changes in your child's sleeping habits?

- 9) Has your child experienced a bed-wetting problem?

- 10) Has there been any change in your child's physical appearance?

- 11) How does your son/daughter spend his/her time?

- 12) Does your child share his/her thoughts regularly and openly share his/her thoughts with you?

- 13) Does your child share his/her thoughts and feelings with anyone else? If yes, who?

- 14) Who initiates conversation between you and your child?

- 15) Does your child seem sad, moody or angry?

- 16) Have you ever had reason to suspect that your child has ever experimented with alcohol or other drugs? Please explain.

- 17) Has your child ever talked about suicide? Please explain.

- 18) Have any of your son's/daughter's friends or any family members attempted or committed suicide?

- 19) Has your child intentionally inflicted injury upon himself or others? Please clarify.

- 20) Has your child given away any of his/her important possessions lately?

- 21) Have you noticed any changes in your child's room?

- 22) In the past few months, have you noticed any money, alcohol, prescription or over-the-counter medications missing?

- 23) Has any member of your family (including grandparents, uncles, aunts, etc.) ever had a problem with alcohol or other drugs?

- 24) Who assumes primary responsibility for discipline in your family?

- 25) How do you discipline your child?

What works best?

What do you find doesn't work?

- 26) What do you see as your child's strengths?

- 27) What makes you proud of him/her?

- 28) What does your child do that causes you the most concern?

- 29) Has your child been seen by a health professional for any physical or emotional problems that interfered with his/her success in school?

- 30) Is there anything you can think of that is going on that might be affecting your child?

- 31) Is there anything else you would like to share?

INTERVENTION AND REFERRAL SERVICES
SAMPLE STUDENT SELF-ASSESSMENT SHEET

Confidential

Student Name: _____ Date: _____

Check the column that most NEARLY applies to how you view yourself. There are no right or wrong choices, so check what you REALLY do.

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Hardly Ever</i>	<i>Never</i>
Volunteer in class					
Demonstrate appropriate hall behavior					
Arrive to class on time					
Do what I'm told					
Behave for substitute teachers					
Talk in class					
Write on desks					
Lean back in chairs					
Chew gum in class					
Throw objects in class					
Hit or fight with other students					
Have all materials for class					
Help teacher when asked					
Respectful toward others					
Pay attention in class					
Clean up desk area					
Accept extra duties in class					
Use lavatory time properly					
Turn in found objects to teacher or office					
Obey the bus driver/crossing guard					
Copy work from others					
Use abusive language					
Destroy property					
Take responsibility for my actions					
Seek help when needed					
Break school rules					

INTERVENTION AND REFERRAL SERVICES

SAMPLE I&RS ACTION PLAN FORM #1

Confidential

Person Requesting Assistance: _____ Meeting Date: _____
Recorder Keeper's Name: _____ Parent Notification Date: _____
Attendance: _____ Case Coordinator: _____

1) Reason(s) for Request for Assistance (presenting educational problem[s]):

2) Problem Description

a) Behaviors of Concern (*Specific, Observable, Descriptive, Objective, Factual*):

b) Background Information:

c) General Nature of Problem: Competence _____ Compliance _____

3) Selected Problem(s) (*problems that can and must be changed*):

4) Student Strengths

a) Personal:

b) Environmental:

5) Behavioral Objective (*short-term, achievable, measurable*):

6) Prior Interventions

a) Outcomes/Effects of Past Efforts:

b) Reasons for Past Successes:

c) Reasons for Past Failures:

d) Benefits to the student and others involved with the student for not changing:

7) Alternative Solutions (brainstorming):

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

8) Evaluation of Alternative Solutions *(consider positive and negative consequences, strengths and concerns, benefits to the student and family, benefits to the person requesting assistance, success orientation, available resources):*

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

9) Selected Solution(s) *(consider whether it is in a new form, maintains the student's dignity, develops the student's internal locus of control over the problem, implementers are capable of implementing it, empowers or provides relief for the person requesting assistance):*

Appendix N

Site Visits

Site Visits:

The following school districts were contacted to learn about their current intervention models with respect to the questions asked below.

Date	Phone conference: 10/11/19 Site visit: January 2020	Site visit: 11/15/19
District	CRANFORD - Susan Ritter (ELA supervisor K-12)	OLD BRIDGE - Caitlin Colandrea (Supervisor of Intervention Services)
SURVEY QUESTIONS		
Does the school district follow a specific intervention model (MTSS, NJTSS, etc.)?	MTSS starting in lower elementary ELA	RTI (with I&RS incorporated) K-8; Basic skills program only at HS level; Multiple action plans if required (ELA, math, behavioral, etc.)
Does the school district have both an ELA and Mathematics intervention program?	Yes, but math is a year behind ELA	ELA - Tier 2 (small group - pullout), Tier 3 (1-3 - pullout); Math - Tier 2 - push-in for Tier 2 and 3
For each grade level and/or subject level, how many Intervention Specialists are employed?	2 Literacy Coaches K-3: caseload of students (K-1 and 2-3 push-in to classrooms once a week) and coach teachers AND 9 Intervention Specialists K-5 (1 or 2 per school that pull-out students for ELA/Math)	Elementary 2-5 per school based on Title 1/size/etc. (11 total schools); Middle School - 8 total (4 each building - math/ELA)
What is the average caseload for each Intervention Specialist?	Approx 30 per Intervention Specialist, but varies by school	Varies by school based on number of Intervention Specialists (based on Title 1 funds). Approx 15 for elementary school level
Who is primarily responsible for monitoring the ELA and Mathematics intervention specialists?	District employees - moved between buildings as needed	Supervisor of Intervention Services (district level); individual school principals

What is the entrance criteria for ELA and Mathematics intervention?	PD provided for classroom teachers to provide interventions before they refer students for services. Learning curve for teachers to be their job, rather than passing the buck to someone else to fix the issue	Universal screening on benchmarks and/or teacher referral to Data Team Committee; Approval by Supervisor of Intervention Services
What is the exit criteria for ELA and Mathematics intervention?	Gradual release of supports and monitoring communication with parents	Staff discussion through Intervention Committee; Approval by Supervisor of Intervention Services
Are there specific programs/resources/materials that are highly recommended for the ELA and/or Mathematics program?	Dibble - Diagnostic for everyone. Those who fall below 'level' further investigation to create interventions; ELA progress monitoring in lower grades; iReady	Frontline RTI to house multiple action plans/student information; Easy CBM - Data collection for progress monitoring (ELA good, math lacking); Behavior Snap - app used to monitor action plans
Who is primarily responsible for Tier 2 instruction?	Tier 1B - Classroom teacher interventions; Literacy coaches push-in to classrooms; Tier 2 - Pull-out small groups (2-5 students) by Intervention Specialists: "Achieve Program" - similar to old basic skills instruction	Tier 2/3 (Elementary - ELA) - Intervention Specialist (pull-out)
		Tier 2/3 (Elementary - Math) - Intervention Specialist (push-in)
Who is primarily responsible for Tier 3 instruction?	Tier 3 - Pull-out small groups (2-5 students) by Intervention Specialists: "Achieve Program" - more intensive and more frequent	Tier 2 (Middle School) - Teacher get stipend for extra teaching period; Tier 3 - Intervention Specialists
What model(s) represent intervention instruction in the district: push-in, pull-out, or both?	Tier 1 - push-in; Tier 2/3 - pull-out	See above - varies depending on grade level/subject
How does the district manage/schedule the MTSS component of intervention instruction being IN ADDITION	Pull-out happens during specials, science, social studies at younger grades; replace world language starting in grade 5	Elementary ELA - Additional 43 min 'guided instruction/reading' period (total 3 periods of ELA); Elementary math (portion of a

TO Tier 1 instruction?		double math period as a push-in while others are in centers
		Middle School - ELA/Math - Tier 2 - additional block of time; Tier 3 - students miss related arts
How does the district monitor ELA and Mathematics intervention (ie. Action plans, etc.)?	Google doc for intervention plans shared w/all teachers of students	Frontline RTI to house multiple action plans/student information
How is the district administering and maintaining progress monitoring records related to specific skills as opposed to benchmark assessments?	Dibble used for progress monitoring in the lower grades; anecdotal notes daily/weekly; weekly lesson plans based on targeted interventions; Linkit used to move data through the district (could use Data Locker but currently do not); progress monitoring bi-weekly by the Intervention Specialists	Easy CBM - Data collection for progress monitoring (ELA good, math lacking)
How does the district model incorporate and meet I&RS code?	Building meetings where they discuss issues	Data Team Meeting (1 per month; approx 1 hr); Intervention Meeting (1 per month; approx 1 hr)
Who are the RTI and/or I&RS committee members?		Intervention: Principal, Intervention Supervisor, Psychologist, Behaviorist, Social Worker, Counselor, Intervention Specialists
How often does the RTI and/or I&RS committee meet?		Data Team - once per month (to enter kids into intervention program); Intervention - once per month (current intervention students)
How often does the RTI and/or I&RS committee review Action Plans?		Once per month - Intervention Meetings
Does your school district provide additional staff for social, emotional, and behavioral action plans?	Psychologist available for all students if needed; Behaviorist believed only to be for SE students	Yes! All CST type members available to regular education students

ADDITIONAL QUESTIONS		
What support/training is provided to classroom teachers to implement interventions?	Literacy coach; PD	Academy Professional Development - In house staff provided PD that staff can choose to attend. Presenters are paid stipend; Participants use professional day w/a sub provided (8 per year). Additional 2 days of PD - staff choice of topic (seemingly similar to our new Jan PD model)
Amount of class time for math and ELA instruction?		Elementary (ELA - Three 43 min periods, Math - Two 43 min periods); Middle (Math/ELA) - Additional block of time given for Tier 2; students pulled from related arts period for Tier 3.
When was the current intervention program started? Any progress to date?		6 years ago at Elementary Level; 4 years ago at Middle School level
Resources for social, emotional, behavioral supports?		Choice of in-district and out of district PD for staff; staff/student access to a psychologist, behaviorist, etc. for advice or student assistance
ADDITIONAL INFORMATION		
	Suggested to start the new roll-out with a 'norming session' which includes superintendents and principals w/o supervisors present. Outside consultant to discuss the need for change and how to ensure all schools share common plan/message (School district vs district of schools)	PD/Coaching of teaching staff on educational models to reach all learners and provide interventions. Common planning time for teachers/interventionists when possible
	Will be a slow process to get all	Referral process - Teacher

	stakeholders to buy-in, but when all start seeing success (parents, teachers, students) they will gradually become more supportive	contacts parent by phone/email of concern and informal notification of referral to Data Committee, and provides initial paperwork for referral (can be done via paper or through Frontline). Formal letters are sent out to parent if/when student receives services
		Initial rollout of new program - Training for principals so they can help their staff; support from central administration on overall program and implementation so staff can buy in and see importance
		Intervention Meeting - Printed/email update for 37 students receiving services. Prioritized 9 to spend time talking about and spent 5-10 minutes giving a quick update and altering/creating a plan to try until the next meeting (one month). All 11 members actively took part in discussion, updating plan, or carrying out future interventions
		Reading Interventions - Easier to do. Can always go back a reading level to fill in gaps. Math interventions - harder because the material keeps moving forward so gaps snowball rather than have ample time to fill in

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Appendix O

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