

## **Response to Intervention: The Tiered Approach**

The Intervention Program is delivered in a tiered approach based on the intensity of intervention that a student needs. The multiple tiers include services received from an Interventionist and/or an Instructional Assistant.

### **Math Interventions Program**

Math interventions are delivered through additional resources (e.g. staffing, materials, methods, and modalities) as well as through pacing. The majority of the basic skills staffing in grades 3 to 6 is provided by math interventionist and is also supported through the utilization of instructional assistants (IAs). These additional staffing resources provide the classroom teacher with the ability to form flexible groups so that the students who are performing below grade level expectations have an opportunity for increased small group instruction in mathematics and increased instructor contact (teacher, math interventionist, and/or instructional assistant). For the 2015-16 school year, the Harrison Township School District is exploring What I Need time (WIN) in grades 2 through 4; grades K and 1 also have additional supports via interventionists and instructional aides. WIN time is guided by Response to Intervention (RtI) tenets. During WIN time new concepts will be explored in order to provide support below, at, and above grade level for identified students.

## **H.T.S. Basic Skills Classroom Selection Criteria**

### **Entering 2<sup>nd</sup> Grade**

- Students who scored  $\leq 175$  on the Mathematics Measures of Academic Performance (MAP) Spring of Grade 1 and had poor classroom performance based on unit tests and teacher recommendation – or –
- Students who were identified through RtI.
- The above criteria hold true for the ESY program.

### **Entering 3<sup>rd</sup> Grade**

- Students who scored  $\leq 185$  on the Mathematics Measures of Academic Performance (MAP) Spring of Grade 2 – or –
- Students who scored  $\leq 189$  on the Mathematics Measures of Academic Performance (MAP) Spring of Grade 2 and had poor classroom performance based on unit tests and teacher recommendation – or –
- Students who were identified through RtI.
- The above criteria hold true for the ESY program.

## **Criteria for Mathematics Interventions for Pleasant Valley Elementary School for**

### **Entering 4<sup>th</sup> Grade**

- Students with Grade 2 MAP Mathematics scores  $\leq 178$  – or –
- Students with Grade 3 MAP Mathematics scores  $< 192$  – or –
- Students with Grade 3 MAP Mathematics scores  $< 196$  and had poor classroom performance based on unit tests and teacher recommendation – or –
- Students that scored  $\geq 750$  on PARCC were exited from BSI identification and
- Response to Intervention (RtI) committee decision.
- In the past, students which fall within an NCLB Annual Performance Target student subgroup (e.g. Black, Asian, SE, and SES) with NJ ASK scores  $< 200$  will be invited to participate in the ESD and/or ESY programs; Students identified for in-class MATH support based on their individualized education plan (IEP) are reviewed for their possible participation in the ESY and ESD programs. PARCC results will be reviewed but not considered for placements.

### **Entering 5<sup>th</sup> Grade**

- Students with NJ ASK 3 Mathematic scores  $< 185$  – or –
- Students with Grade 4 MAP Mathematics scores  $< 205$  – or –
- Students that scored  $\geq 750$  on PARCC were exited from BSI identification and
- Response to Intervention (RtI) committee decision.
- In the past, students which fall within an NCLB Annual Performance Target student subgroup (e.g. Black, Asian, SE, and SES) with NJ ASK scores  $< 200$  will be invited to participate in the ESD and/or ESY programs; Students identified for in-class MATH support based on their individualized education plan (IEP) are reviewed for their possible participation in the ESY and ESD programs. PARCC results will be reviewed but not considered for placements.

**Entering 6<sup>th</sup> Grade**

- Students with NJ ASK 4 Mathematic scores  $\leq 190$  – or –
- Students with Grade 5 MAP Mathematics scores  $\leq 213$  – or –
- Students that scored  $\geq 750$  on PARCC were exited from BSI identification and
- Response to Intervention (RtI) committee decision.
- In the past, students which fall within an NCLB Annual Performance Target student subgroup (e.g. Black, Asian, SE, and SES) with NJ ASK scores  $< 200$  will be invited to participate in the ESD and/or ESY programs; Students identified for in-class MATH support based on their individualized education plan (IEP) are reviewed for their possible participation in the ESY and ESD programs. PARCC results will be reviewed but not considered for placements.