

Response to Intervention: The Tiered Approach

The Intervention Programs (English Language Arts & Mathematics) are 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. 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.

- Instructional Assistants are provided in all kindergarten classrooms. They are also present in many of our Harrison Township Elementary School (first through third) and Pleasant Valley Elementary School (fourth through sixth) classrooms. Instructional assistants are assigned to classrooms where students have been identified as needing strategic interventions. These identifiers may include DIBELs and the established criteria for non-basic skills identification, e.g. reading significantly below grade level (see detailed criteria below). This service is provided from 44 to 66 minutes daily. During this time, instructional assistants can provide small group instructional support for many areas of English Language Arts, reading development, e.g. phonemic awareness, decoding, encoding, fluency, writing, and spelling/word study.
- Interventionist and instructional assistants may also provide one-on-one interventions, delivered either as a push-in or pull-out model as the need arises. One-on-one interventions must be approved by the Director of Curriculum and Instruction.
- The service of an interventionist is provided in classrooms for those students in Grades 1 through 6 who can benefit from intensive and direct instruction that can be provided by decreasing class size (student-teacher ratio) and increasing student-teacher contact time. This intensive instruction may be delivered by the interventionist and/or the classroom teacher.
- The service of an interventionist is provided in kindergarten for the most at-risk students based upon their performance on the FirstStep screening, DIBELs assessment, and/or formative evaluations throughout the school year.

English Language Arts Intervention Program

Interventions are provided, with few exceptions, using an in-class support model to identified students. Groups of students are clustered in homerooms based on a variety of identifying criteria, including: instructional reading levels, assessment scores, Response to Intervention (RtI) committee consensus, and /or a defined need for a specific type of intervention which has been determined by a standardized assessment (e.g., First Step, DIBELs, etc.). The homerooms which have these identified groups of students are designated to receive the support of a reading interventionist or an instructional aide. There are times when services are providing in a team-teaching (GE-SE) environment.

The support staff (reading interventionists and/or instructional aide) provide approximately forty five minutes of support in each room during small group reading instruction time. During this time, the interventionist may work with any child within that classroom who would benefit from additional support in any area related to English Language Art (ELA). The support staff and the classroom teacher collaborate to provide direct instruction to those students who are not meeting grade level reading expectations, in a small group or a one-on-one setting.

The students receiving ELA interventions are monitored on a trimester-basis to determine possible growth in reading, which must be administered by either the classroom teacher or the reading interventionist. These students are also progress monitored more frequently using various assessments (e.g. DIBELs, MAP, Reading Street, etc.).

The success of this program depends heavily upon a strong communication system between the classroom teacher and the support staff, keeping in mind that students who are struggling in ELA need more direct instruction provided by trained professional than other students who are reading or writing on or above grade level.

Criteria for Reading Interventions for Harrison Township Elementary School for

Students Entering 1st Grade

- Measures of Academic Progress (MAP) Reading score < 150 –or–
- MAP Reading score ≤ 180 and DIBELS score of Strategic/Intensive –or–
- Students who were identified specifically through RtI.
- Students identified as watch-out (WO) are not formally identified as BSI students in ELA; the nomenclature assists with initial class placements.

Students Entering 2nd Grade

- Measures of Academic Progress (MAP) Reading score ≤ 175 –or–
- MAP Reading score ≤ 183 and DIBELS score of Strategic/Intensive –or–
- Students who were identified specifically through RtI.
- Students identified as watch-out (WO) and/or fluency (FL) are not formally identified as BSI students in ELA; the nomenclature assists with initial class placements.

Students Entering 3rd Grade

- Measures of Academic Progress (MAP) Reading score Grade 1 ≤ 173 –or–
- Measures of Academic Progress (MAP) Reading score Grade 2 ≤ 183 –or–
- Students who were identified specifically through RtI.
- Students identified as watch-out (WO) are not formally identified as BSI students in ELA; the nomenclature assists with initial class placements.

➤ *RtI decisions were impacted by MAP, DIBELS, and Reading Street results as well as classroom performance.*

Criteria for English Language Arts Interventions for Pleasant Valley Elementary School for

Entering 4th Grade

- Students with Grade 2 MAP Reading scores < 170 – or –
- Students with Grade 3 MAP Reading scores ≤ 192 – or –
- Students that scored ≥ 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 ELA 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 5th Grade

- Students with NJ ASK 3 ELA scores ≤ 180 – or –
- Students with Grade 4 MAP Reading scores < 200 – or –
- Students that scored ≥ 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 ELA 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 6th Grade

- Students with NJ ASK 4 ELA scores < 180 – or –
- Students with Grade 5 MAP Reading scores ≤ 210 – or –
- Students that scored ≥ 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 ELA 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.