



Wall Township Public Schools
Office of Curriculum & Instruction
Reading Intervention - Grades K-5
Program, Procedures & Processes



Program Overview:

The Reading Intervention Program offered at WTPS is grounded in research and aligned to a Multi-Tiered System of Supports framework. As we ensure that our core instruction is grounded in Science of Reading principles, providing specific and data driven interventions will afford all students the best opportunities to become proficient readers.

Tiered Support:

Based on universal screening data, identified students will receive leveled support to ensure that students are learning to read at or near grade level.

Tier 1: Core Classroom Instruction

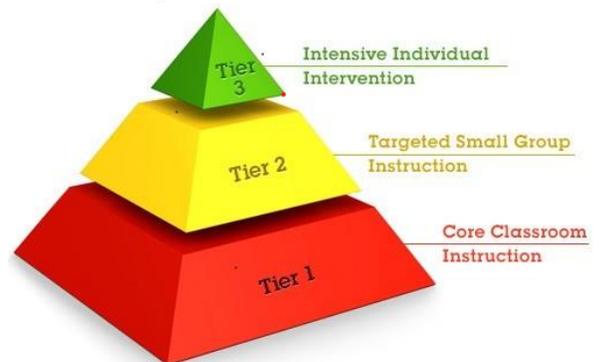
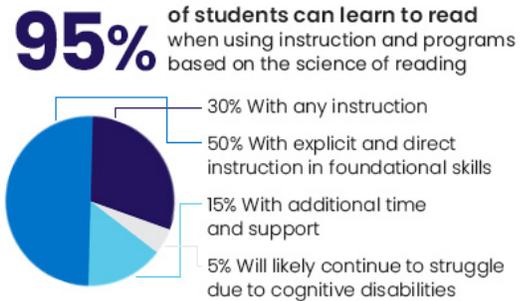
- 80% of students in a school/grade/class.
- All students may need Tier 1 interventions at some time as they learn to read.
- Tier 1 Intervention is CORE CLASSROOM instruction, designed and implemented by the classroom teacher.
- Tier 1 Intervention occurs daily, during the lesson and/or during the WIN period, for any student who needs more support with the daily objective.
- Tier 1 Interventions are based upon on-going assessment of the lesson objectives.

Tier 2: Targeted Small Group Instruction

- 15% of students in a school/grade/class.
- Students are identified based on Universal Screening Data.
- Tier 2 interventions are in addition to the core instruction and Tier 1 supports that occur in the classroom. They are focused on developing specific skills that help students learn to read proficiently.
- Tier 2 interventions typically occur 3 times per week and are designed and implemented by the reading intervention team.
- Progress of students receiving Tier 2 interventions is monitored regularly.

Tier 3: Targeted Small Group Instruction

- 5% of students in a school/grade/class.
- Students are identified based on Universal Screening Data.
- Tier 3 provides students with intensive interventions in addition to the core instruction and Tier 1 supports. This level of support focuses on specific foundational reading skills that students need to become proficient readers.
- Tier 3 Interventions typically occur 4-5 times per week and are designed and implemented by the reading intervention team.
- Progress of students receiving Tier 3 Interventions is monitored regularly.



Eligibility Criteria

Universal Screeners:

K-3

★ DIBELS 8

- RED = 5 points
- YELLOW = 3 points
- GREEN = 0 points

★ I Ready

- ★ 2+ Grade levels below = 3 points
- ★ 1 Grade level below = 2 points
- ★ .5 grade level below = 1 point
- ★ On or above grade level - 0 points

4-5

★ DIBELS 8

- RED = 5 points
- YELLOW = 3 points
- GREEN = 0 points

★ I Ready

- 2+ Grade levels below = 3 points
- 1 Grade level below = 2 points
- .5 grade level below = 1 point
- On or above grade level - 0 points

★ NJSLA (from prior school year)

- ★ 2+ Grade levels below = 3 points (650-699)
- ★ 1 Grade level below = 2 points (700-725)
- ★ Approaching grade level = 1 point (726-749)
- ★ On or above grade level = 0 points

Rubric Eligibility Scores:

K - 3

- 8 points - Tier 3
- 6-7 points - Tier 2
- 5 points - Further diagnostic testing (PAST, Additional ORF assessments)
- 4-5 points - Tier 1
 - Academy Program Invitation
 - In class intervention

4 - 5

- 9 - 13 points - Tier 3
- 8 points - Further diagnostic testing (PAST, Additional ORF assessments) if needed move to Tier 2.
- 7 points - Tier 1
 - Academy Program Invitation
 - In class intervention

DIBELS Composite Score By Tier B- Beginning of Year (September) M- Mid-Year (January) E- End of Year (May)									
	Tier 1			Tier 2			Tier 3		
Grade	B	M	E	B	M	E	B	M	E
K	306-331+	371-392+	420-449+	280-305	356-370	406-419	200-279	200-355	200-405
1	330-353+	389-423+	441-479+	321-329	377-388	427-440	200-320	200-376	200-426
2	329-360+	389-422+	439-473+	316-328	373-388	421-438	200-315	200-372	200-420
3	332-364+	393-426+	442-466+	314-331	377-392	424-441	200-313	200-376	200-423
4	331-367+	399-430+	442-460+	310-330	380-398	421-441	200-309	200-379	200-420
5	335-369+	394-420+	449-468+	313-334	380-393	436-448	200-312	200-379	200-435

Entry and Exit:

- ★ In order to measure an intervention plan's effectiveness, implementation needs to occur for 8-20 weeks. Because of this, the WTPS Intervention Team has limited entry and exit windows.
- ★ Students will only enter the WTPS Reading Intervention Program (Tier 2 or 3) after universal screening data has been analyzed and eligibility scores have been tallied. (September and January)
- ★ Interventionists will support core and WIN instruction during Kindergarten until January when students will be eligible for Tier 2 and Tier 3 Intervention.
- ★ Students seeking access outside of the window may be admitted after a data review with the building principal and Director of Curriculum.
- ★ Students may exit the WTPS Reading Intervention Program (Tier 2 or 3) after universal screening data has been analyzed and eligibility scores have been tallied. (September, January or June)

Program Guidelines

- **Tier 1:**

- **K - 5**

- Daily small group instruction for **ANY** student who is struggling with the lesson objective(s).
- ANY = Students in Tier 2 or Tier 3 and **ALL** students in the classroom regardless of EL status, I&RS plan, IEP or 504.
- The classroom teacher is responsible to plan and implement tier 1 instruction.
- If an interventionist is able to provide support during the 90-minute ELA period, s/he will implement the classroom teacher's tier 1 activity, unless other arrangements are made in advance.
- Tier 1 students will be invited to participate in After or Before School Academy.

- **Tier 2:**

- **K - 2**

- 3 times per week
- 30 minutes, pull-out
- Planned and implemented by a reading intervention teacher, during the WIN period
- 3-4 students per group
- Offered to General Education students who have been identified through universal screeners in September or January.

- **3 - 5**

- 2-3 times per week
- 30 minutes, push-in
- Preferential seating for students identified as Tier 2
- Planned and implemented by a reading intervention teacher, during the WIN period
- 4-6 students per group
- Offered to General Education students who have been identified through universal screeners in September or January.

- **Tier 3:**

- **K - 5**

- 5 times per week
- 30 minutes - pull out
- 2-3 students per group
- Planned and Implemented by a reading intervention teacher during the WIN period.
- Offered to General Education students who have been identified through universal screeners in September or January.

Progress Monitoring and Documentation:

- Students with an MTSS plan will be identified in the Genesis Student Management System.
- All Intervention plans will be entered into the MTSS Portal of the HiBSTERVENTION Student Management System.
- Parents will be notified with entrance and exit letters sent via Blackboard Connect email.
 - [Entrance Parent Letter, Spanish Version](#)
 - Sent in September or January to students entering the WTPS Reading Intervention Program.
 - [Exit Parent Letter, Spanish Version](#)
 - Sent in January or June to students exiting the WTPS Reading Intervention Program.
- Principals will have access to building universal screening assessment data, placement rubric and to all intervention plans stored in our MTSS student management system, *HibStervention*.
- Classroom teachers will have access to each of the students in his/her class through our Genesis Student Management System.
- Reading intervention teachers will send initial communication as well as progress updates every 4-6 weeks.

Program Resources

- iReady - Tools for Instruction, Reading Fluency Practice
- Orton Gillingham - a sequential, multi-sensory approach to teaching literacy
- Heggerty - Phonemic Awareness, Bridge the Gap

WTPS Elementary Reading Intervention Team

Allenwood Elementary School

- [Mrs. Janine Colasanto](#) - Reading Specialist
- [Mrs. Deena Demaio](#) - Reading Interventionist
- [Dr. Erin O' Connell](#) - Building Principal

Central Elementary School

- [Mrs. Elizabeth \(Lisa\) Panzera](#) - Reading Specialist
- [Mrs. Leah Appello](#) - Reading Interventionist
- [Mrs. Lauren Sterenczak](#) - Reading Interventionist
- [Mr. Efstratios Monafis](#) - Building Principal

Old Mill Elementary School

- [Mrs. Margaret \(Peg\) McChesney](#) - Reading Specialist
- [Mrs. Lisa Ventrella](#) - Reading Interventionist
- [Mrs. Jill Antonello](#) - Building Principal

West Belmar Elementary School

- [Mrs. Patricia \(Trish\) Carfano](#) - Reading Specialist
- [Mr. Anthony Abeal](#) - Building Principal

Program Administrator

- [Erin Embon](#) - Director of Curriculum K-5

