**FREEHOLD BOROUGH SCHOOL DISTRICT**
**280 Park Avenue**
**Freehold, NJ 07728**
**Monmouth County**

**Office of Curriculum & Instruction**

# Grades 6-8

# School Year 2026 - 2027

# Intervention Program Plan

English Language Arts and Math

Board Adoption Date: August 3, 2026

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## Program Review Committee

Dr. Samuel dela Cruz – Director of Curriculum and Instruction

Kellyann Bradley – ELA Interventionist

Mariah Villegas – Math Interventionist

# Freehold Borough School District

## District Mission

We will inspire the creativity and imagination of all students and empower them as knowledgeable, skillful, and confident learners who flourish and contribute willingly in a changing world.

## Core Beliefs

**We believe that:**

- All people have inherent worth.
- Lifelong learning is basic to the survival and advancement of society.
- The primary influence on the individual's development is the family in all its forms.
- Valuing diversity is essential to individual growth and the advancement of society.
- All individuals have strengths and human potential has no known limits.
- Democracy thrives when individuals accept responsibility for their choices.
- Being trustworthy builds trust.
- Creativity and imagination are essential for society to flourish.
- A safe environment is essential for the wellbeing of the individual and for society to flourish.

**Freehold Borough Public Schools**

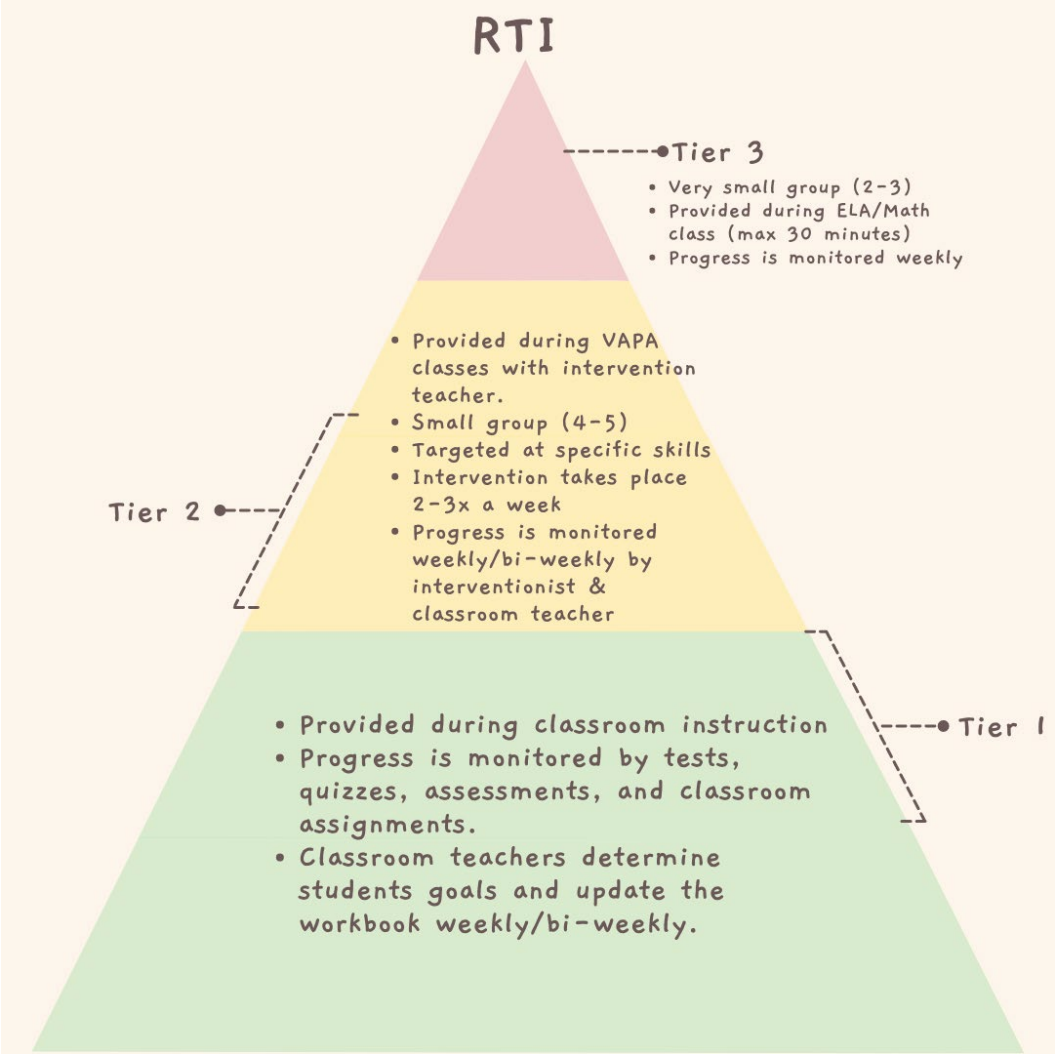
**Grade 6-8 Intervention Program Plan**

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## Introduction and Program Overview

The Freehold Borough Intervention Program is designed to identify and provide targeted support to students who may be struggling academically in Mathematics or English Language Arts. It is part of a multi-tiered approach to intervene early and effectively to meet students' diverse needs, ensuring they receive the necessary support to succeed in their academic journey. Through personalized instruction and effective teaching strategies, the program strives to ensure that every student achieves their fullest potential. The middle school Intervention program fosters a proactive and student-centered approach to education. The collaborative efforts of educators, parents, and the school community contribute to a nurturing and inclusive learning environment, ultimately setting students up for long-term success.



## Program Criteria in Selecting Students for Math & ELA

### Tier I Math & ELA Criteria

Tier I will be provided during classroom instruction and classroom teachers will meet with the RTI team to determine interventions based on students needs. The goal is for teachers to provide differentiated instruction to ensure that all students' needs are being met.

### Tier 2 Math & ELA Criteria

**Step 1:** Student is receiving tier 1 support and not meeting with success. The RTI team has determined that the student should be provided more support and moved to tier 2.

**Step 2:** Student meets 3 out of the 4 criteria measures.

| Grade | iReady | Linkit | Final Grade | NJSLA |
|---|---|---|---|---|
| **6-8** | **2 grade levels below** | **Approaching<br>ELA: 41-67.9%<br>Math: 39-55.9%** | **65-75%** | **Partially Meeting (700-724.9)** |

### Tier 3 Math & ELA Criteria

**Step 1:** Student is receiving tier 2 support and not meeting with success. The RTI team has determined that the student should be provided more support and moved to tier 3.

**Step 2:** Student meets 3 out of the 4 criteria measures.

| Grade | iReady | Linkit | Final Grade | NJSLA |
|---|---|---|---|---|
| **6-8** | **3 grade levels below** | **Partially Meeting/Not Meeting<br>ELA: 38.9% or below<br>Math: 40.9% or below** | **64% or below** | **Not Meeting (Below 700)** |

## Program Schedule

| Grade Level | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| 6th Grade | Provided during classroom instruction | Pull out during VAPA class (1hr/ 2-3x a week) | Pull out during an academic class (30 min/2-3x a week as needed) |
| 7th Grade | Provided during classroom instruction | Pull out during VAPA class (1hr/2-3x a week) | Pull out during an academic class (30 min/2-3x a week as needed) |
| 8th Grade | Provided during classroom instruction | Pull out during VAPA class (1hr/2-3x a week) | Pull out during an academic class (30 min/2-3x a week as needed) |

## Instructional Approach

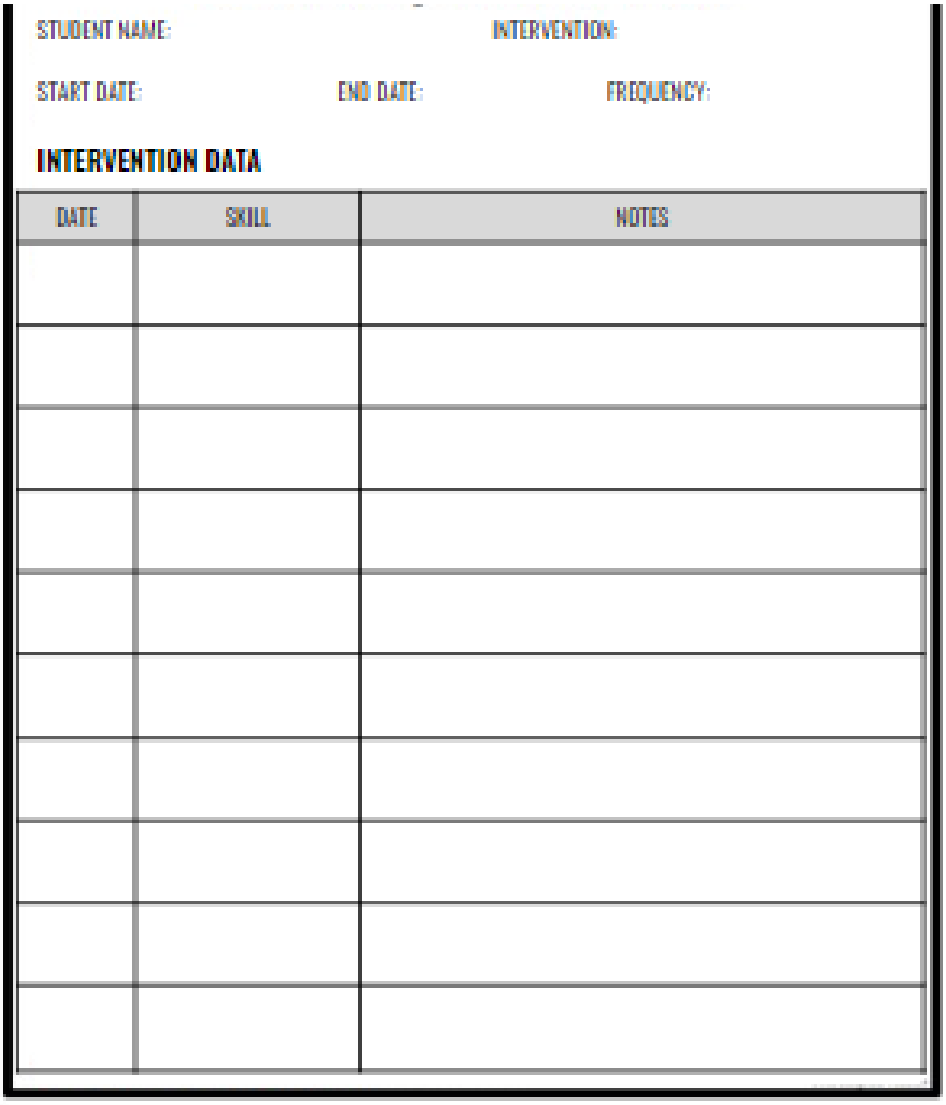
The Intervention Program is a pull-out program that supports students in the math and/or English Language Arts subject area. This program is in addition to the instruction that students receive during their math and English Language Arts classes. This pull out model ensures that students are receiving their grade level content while also receiving foundational skills that will support them in the classroom.

The intervention teacher will meet with students for a minimum of two times a week depending on the students needs and schedule. Students who are receiving tier 2 support will be pulled from their VAPA classes. Students who are receiving tier 3 support will be pulled from an academic course in the afternoon. For students that are receiving tier 3 support, the intervention teacher will communicate with their teachers to determine the pull out schedule. Each session will range from 30 mins to an hour depending on scheduling and students' needs. A maximum of four students per instructional group is recommended in order to provide individualized support.

The Intervention Program will assess students' proficiency and identify specific areas where they may be experiencing challenges. Based on these assessments, individualized learning plans will be developed to address their unique needs and bridge the learning gaps. After determining students' needs and learning gaps, the intervention teacher will use the common core standards for English Language Arts and math to determine the prerequisite skills to focus on during sessions. The teacher will monitor students progress and adjust lessons based on student needs.

## Monitoring Student Progress

Data plays a crucial role in the RTI process. Progress monitoring will be conducted to track students' progress/development throughout the program, ensuring the effectiveness of the chosen strategies. Progress is closely observed and tracked over a period of time to evaluate the learning progress and performance of the student. This will help make informed decisions about the effectiveness of interventions and whether adjustments are needed to better support student progress.



STUDENT NAME: INTERVENTION:

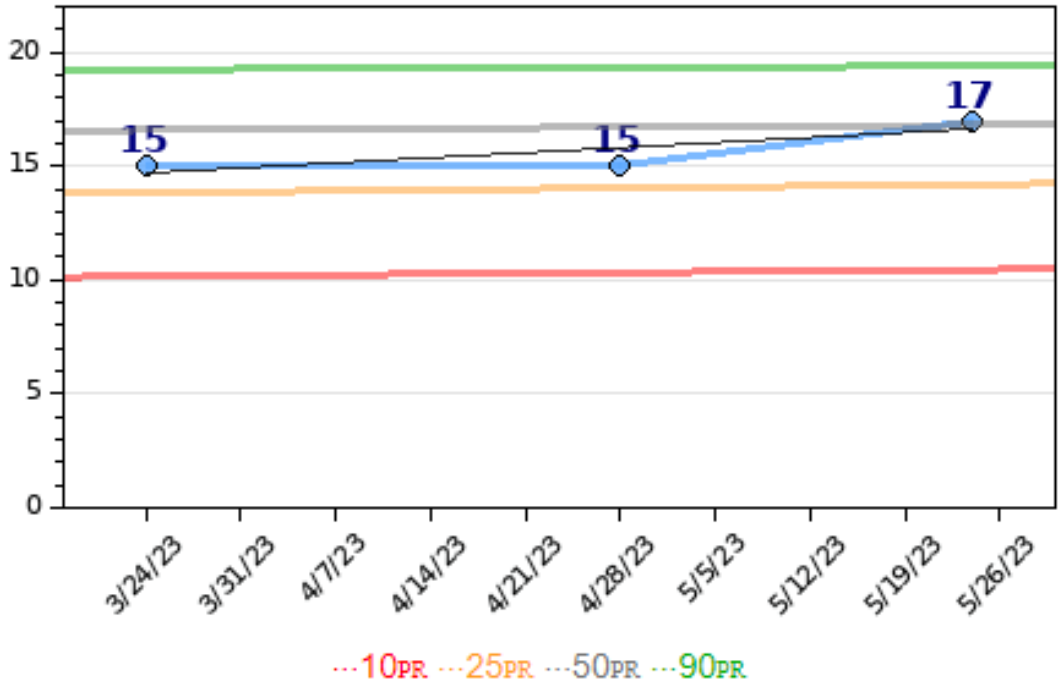
START DATE: END DATE: FREQUENCY:

**INTERVENTION DATA**

| DATE | SKILL | NOTES |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**The data tracking form above is used during small group sessions to monitor progress and determine future instruction.**

## Monitoring Student Progress




**Intervention teachers use graphs to track student progress and monitor growth . Teachers use this data to determine future interventions and instruction.**

**Exiting Students from Intervention**

| Criteria | 10 | 5 | 0 | Student's Score |
|---|---|---|---|---|
| MP1 & MP2 Average | ≥80 | 70-79 | 69 or below | |
| BM #2 | ≥35 | 25-34 | 24 or below | |
| Progress Monitoring Average | ≥80 | 70-79 | 69 or below | |
| Work Ethic | 4-5 | 2-3 | 0-1 | |
| Total (need 30 to exit) | | | | |

# Borough of Freehold Public Schools

Department of Curriculum & Instruction
280 Park Ave.
Freehold, NJ 07728

Date:

To: Parents/Guardian of:

From: Freehold Borough School District

RE: Grades 6-8 Intervention Program

The district is able to provide additional support to students in ELA and math through the 6-8 Intervention Program. It is a program designed to provide additional support to students using supplemental materials to reinforce and strengthen students' skills in ELA or math. Small groups and one on one instruction are integral parts of the program to help support students meeting grade level standards.

Your child,_____, was selected to participate in the Freehold Borough Schools' Intervention Program. During the regular school day, intervention students receive supplemental instruction in English Language Arts or math. This instruction will be in addition to the regular classroom instruction and is planned in cooperation with the classroom teacher. Our intervention teacher will work closely with your child 2-3 times a week.

We look forward to working more closely with your child as they strive to meet grade level standards. If you have any questions or concerns, please contact your child's teacher or the main office for additional information. Thank you.