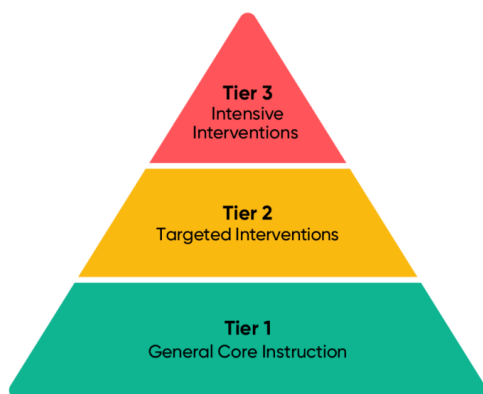


Elementary Academic Support Program Guide

Elementary Academic Support (EAS) is a multi-tiered system of supports (MTSS) designed to service general education students by providing strategic supplemental academic support that is tailored to meet the unique needs of struggling learners, specific to fundamental skills for literacy and mathematics. The EAS program provides students with small group instruction and uses evidence-based intervention strategies. Students are enrolled in EAS based on multiple measures, including district-wide benchmark assessments, report card data, and teacher input. Students are exited from the program at the point grade-level readiness is demonstrated, but are continuously monitored should the need for future support arise.

Entrance Criteria

Throughout the academic school year, students in grades K-5 are assessed in both literacy and math. Students who do not meet grade-level expectations across multiple measures are first provided with targeted interventions by classroom teachers (Tier 1 and Tier 2 supports).



These interventions include but are not limited to differentiated instruction, regular progress monitoring, and small-group instruction provided by the classroom teacher. As these interventions take place in the classroom, students who demonstrate continued academic, social, or emotional needs, will be supported by the school-based Intervention & Referral Service team (I&RS) and assessed by EAS teachers to determine if more intensive interventions are appropriate, such as pull-out supplemental instruction in a small-group setting. If determined eligible, the I&RS team will provide Tier 2 and 3 supports through an



Action Plan. Individual student action plans are monitored every 6-8 weeks, at which time interventions are evaluated. Students previously enrolled in EAS at the conclusion of the prior school year may continue to receive those services at the start of the current school year.

In Kindergarten, students who are not yet meeting Kindergarten readiness expectations will have targeted interventions provided by classroom teachers. Based on progress monitoring, Kindergarten students not demonstrating adequate progress in classroom-based literacy interventions, and who score below benchmarks will receive Kindergarten intervention. For literacy, this is a literacy-based small group pull-out program designed to strengthen foundational skills. For Kindergarten students performing below grade-level expectations in math, EAS teachers may push-in to classrooms to provide targeted support and/or provide small-group instruction as needed, though most interventions are typically provided through Tier 1 or Tier 2 structures only.

In Grade 1, students are evaluated using IMSE reading assessment and the Everyday Math Beginning of Year Assessment, as needed. Following beginning of year assessments, Tier I and II interventions are provided by classroom teachers to address the specific needs of students performing below grade-level expectations. For literacy, students performing in the bottom quintile, according to previous Kindergarten reading assessments and teacher recommendation, will also be assessed by the Reading Recovery teacher. This additional assessment will determine eligibility for Reading Recovery, a short-term intervention lasting from 12 to 20 weeks, during which students receive 30 minutes of daily one-on-one reading instruction.

For first grade Reading Recovery students, the following graduation statuses outline the recommended next steps:

- Accelerated Progress: No further intervention required at this level. (Level 16 and above)
- Progressed: Continued small group Tier 2 intervention. If additional support is needed beyond first grade, an I&RS meeting should be convened prior to entering second grade. (Levels 12-16)
- Recommended: CST referral should be made at this time. (Below level 12)

In grades 2-5, students complete i-Ready Diagnostic Assessments in Reading and Math. Tier I and II interventions are provided by classroom teachers to address the specific needs of students performing below grade-level expectations. Students continuing to perform below grade-level expectations may be referred to the school's I&RS team. The I&RS team considers multiple measures of student performance, including benchmark assessments, standardized tests, report cards, and classroom observation data to determine if more intensive interventions are appropriate, such as pull-out instruction in a small-group setting. The specific interventions for each student are prescribed by the I&RS Action Plan. Students who were previously enrolled in EAS at the conclusion of the prior school year may continue to receive those interventions prescribed by the I&RS Action Plan at the start of the current school year based on student needs.



Additionally, students who have exited the Multilingual Learner Program may be identified by the multilingual learner teachers or classroom teachers for intensive interventions provided through EAS instruction and/or an initial I&RS meeting.

Academic Support Instruction and Strategies:

<u>Literacy Intervention Strategies by Grade</u>	
Kindergarten	• IMSE Phonics • IMSE Reading Comprehension • LLI
Grade 1	• Reading Recovery • LLI
Grade 2	• IMSE Phonics • IMSE Reading Comprehension • LLI
Grade 3	• Phonics First/IMSE • IMSE Reading Comprehension • LLI • FlyLeaf
Grade 4	• Phonics First/IMSE • IMSE Reading Comprehension • LLI • FlyLeaf
Grade 5	• Phonics First/IMSE • IMSE Reading Comprehension • LLI • FlyLeaf

<u>Math Intervention Topics - Do The Math Modules*</u>	
Grades K-1	Number Core
Grade 2	Addition and Subtraction (Modules A, B, C)
Grade 3	Multiplication (Modules A, B), Division (Module A)
Grade 4	Multiplication (Module C), Division (Module B), Fractions (Module A)
Grade 5	Division (Module C), Fractions (Modules B, C)

**Instruction in Academic Support for math focuses solely on number concepts and operations.*



<u>Math Intervention Strategies by Stage</u>	
Stage 1 - Concrete	To develop the basic conceptual understanding embedded in each content standard, students start by visualizing a process or concept with hands-on experiences using manipulatives. Common manipulatives include unifix cubes, pattern blocks, counters, base-10 blocks, and fraction tiles/circles.
Stage 2 - Pictorial	Once concept attainment progresses, instruction then shifts to supporting students in creating pictorial representations of the concrete stage using diagrams, drawings, or models. This encourages students to develop strategies and mental images they can use when manipulatives aren't available and is useful for communicating mathematical thinking.
Stage 3 - Abstract	The final goal of math instruction is for students to fluently use symbols, numbers, and operations to solve problems and explain reasoning. Reaching the abstract stage enables efficient problem solving and algebraic reasoning.

Exiting Academic Support

Tier III interventions for Kindergarten students will be discontinued once students consistently meet or exceed grade-level expectations. Grade 1 students in Reading Recovery will be exited based on their performance on the Reading Recovery Observation Survey. In grades 2-5, students receiving Tier III intervention will be exited from Academic Support once they meet NJSLA or i-Ready grade-level benchmarks or once they meet the criteria set forth in the student's individual I&RS Plan.