

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Elmer Elementary School



Pittsgrove Township Middle School



Olivet Elementary School

We Believe in Growing All Learners to Thrive.

Response to Intervention Guide

2020 – 2021

Table of Contents

Response to Intervention Framework	3
Response to Intervention Procedures	4
Assessment: Universal Screening & Progress Monitoring	5
Student Intervention Services Flow Chart	6
Response to Intervention Cycle Schedule – <i>Pittsgrove Township Middle School</i>	7
Response to Intervention Cycle Schedule – <i>Elmer and Olivet Elementary Schools</i>	7
Response to Intervention Tier Chart	8
Intervention Programs	9
Enrichment Activities & Offerings (K-8 th Grade)	10 - 11

DISCLAIMER: COVID-19 GUIDANCE TO THE OPERATIONS OF OUR RTI PROGRAM

The Pittsgrove Township School District (PTSD) is committed to partnering with our parents and families to provide our students with a continuation of their education, as best we can, during this difficult time without overwhelming students or their families.

The **COVID-19 Student Handbook** is designed to provide you with information pertaining to school under “normal” circumstances. **As a result of our current COVID-19 pandemic, the essential information you will need guiding us under the pandemic can be found in our COVID-19 Student Handbook located on our district’s website.** As the information regarding COVID-19 is constantly changing, the COVID-19 Student Handbook will be updated as needed.

All major updates to the COVID-19 Student Handbook will be posted on the PTSD Website and communicated via School Messenger phone calls and emails. Therefore, you should check your email daily. School or class-specific changes to the plan will be communicated via the School Principal or classroom teacher.

Pittsgrove Township School District

Response to Intervention Framework

“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities” (National Center on Response to Intervention, 2009).

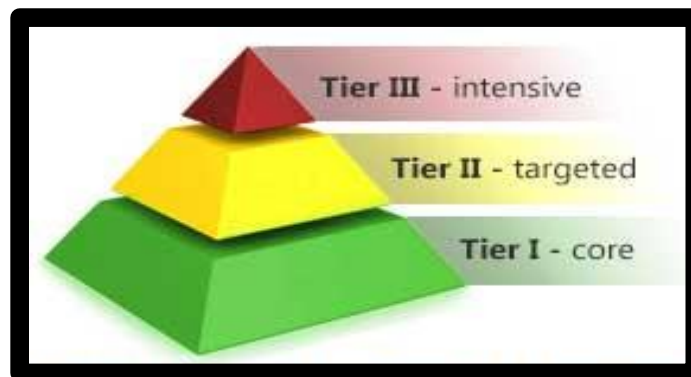
The Response to Intervention Program (RTI) for Pittsgrove Township School District will follow the aforementioned problem-solving framework. The district will utilize the framework, or early detection and intervention, of students in danger of inadequate learning outcomes in the content areas of literacy and math. RTI will be an intricate piece to increasing performance levels of the students in the school district. RTI will include the identification of students with academic delays, the implementation of research-based interventions, and the systematic monitoring of progress to determine student responsiveness. The RTI program will not only provide early interventions for students at risk, but also provide the district with a valid procedure for identifying students with learning disabilities.

RTI Goals:

- Support all students to meet their full potential.
- Gather, analyze, and utilize data to drive instruction.
- Use research-based materials and instructional practices.
- Utilize a problem-solving model and team approach to enhance student growth.
- Be proactive instead of reactive.
- Provide early intervention.
- Increase the number of students that meet or exceed state standards.

What is our definition of RTI?

Response to Intervention (RTI) is a tiered, targeted approach to instruction that provides all learners the best opportunities to thrive.



Procedures

(See also RTI Flowchart and Tier Chart)

Pittsgrove Township School District's RTI program will include large group instruction, small group instruction and one-on-one tutoring for those students in need of more intensive intervention. Increasing intensity throughout the tiers will be achieved through the use of teacher-directed explicit instruction, increased frequency and/or duration of instruction, small groups, and/or one-one instruction.

Tier 1

All students receive Tier 1 instruction in the general education classroom setting with the general education teacher. Literacy and mathematics instruction will occur 80 minutes daily in all grade levels. Tier 1 is for all students, and is taught utilizing the core program for each content area as determined by the district. Differentiating strategies will be utilized by the classroom teacher in preparing lessons that address the various learning styles of the students and provide a high quality of instruction. The general education teacher for students that are slightly behind benchmark levels will implement intervention strategies.

Students who receive only Tier 1 instruction will also be involved in a separate, 40-minute Enrichment period each day. There will be four rotations throughout the year. Students will participate in a different enrichment course during each of the four rotations. All students are given an enrichment course schedule at the beginning of the school year. In the event that a student is shown to be in need of Tier 2 interventions, that student will be pulled from the enrichment period. This ensures that students do not miss any of their regular instruction (**See Enrichment Courses for more information**).

Tier 2

Tier 2 will include the students who do not respond to the general education instruction of Tier 1 and fail to meet academic benchmark standards. Tier 2 instruction is in addition to the Tier 1 instruction and will be conducted through the use of small, flexible groups of 3-6 students. It will involve the creation of student S.M.A.R.T. goals and a student action plan that includes the interventions that the student will receive. The students will receive this additional instruction 3-5 times a week for 40 minutes each session. The performance of the students in Tier 2 will be monitored through the use of various progress monitoring tools and observational notes relevant to each student's individual action plan. Progress will be reviewed at the conclusion of each rotation and a determination of further placement will be made. One of the following three decisions will be made at the conclusion of each RTI rotation: Remain at Tier 2, transition back to Tier 1, or refer to I&RS. The Benchmark Criteria Charts will be utilized to determine placement.

Tier 3

An additional layer of intensive support is available to address the small percentage of students who are experiencing severe learning difficulties, are at a high risk of developing secondary concerns as a result of persistent problems, and not making adequate progress in Tier 1 or Tier 2. These students will be referred to the Intervention and Referral Services (I&RS) Team. After reviewing the data, the team may decide that the student would benefit from Tier 3 interventions. These students may receive more frequent, explicit, intensive, or individualized intervention. For example, a student whose reading performance falls several grade levels behind his or her peers, despite Tier 2 intervention, might receive intensive reading support from the reading specialist to more closely monitor his or her progress. The team will implement student S.M.A.R.T. goals and the student action plan. Students will continue to be monitored through the use of various progress monitoring probes tools and observational notes relevant to each student's individual action plan. One of the following two decisions will be made at the conclusion of each rotation: remain in Tier 3 or transition back to Tier 2. If persistent lack of progress is made, the student may be referred to the Child Study Team.

ASSESSMENT

Universal Screening Guidelines

Universal Screening applies to all students in grades K-8 and will occur three times each school year. The screening tools that will be used by Pittsgrove Township School District are Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP), Fountas and Pinnell Reading Benchmark, and/or DIBELS. In addition to the universal screeners, teacher input, classroom/standardized assessments, and grades will be taken into consideration. The purpose of the screening is to identify students who are at risk for experiencing academic difficulties or who are in need of enrichment. Approximately 80% of a class should meet the benchmark. The screening will identify those students who are performing below grade level in reading and mathematics. The classroom teacher will analyze data from the universal screenings, and students who meet the Tier 2 criteria (see pages 11-15) will be recommended to receive Tier 2 instruction in addition to Tier 1. The RTI team will determine if placement in Tier 2 is warranted, determine the appropriate intervention plan, set S.M.A.R.T. goals, and assign the student to an RTI Interventionist. A letter will be sent home detailing the assessment used for eligibility determination, subject area in need of additional support, and the name of the interventionist that will be delivering the intervention.

NWEA Measure of Academic Progress (MAP): Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale, or Rasch UniT—a stable measurement, like inches on a ruler, that covers all grades. Given three times per year, the MAP assessment measures student academic growth, projects proficiency, and informs instruction. Students in grades 2-8 will take the MAP assessment three times per year in reading and math. For more information, visit <https://www.nwea.org/assessments/map/>

Heggerty Assessment: The Heggerty Assessment is a systematic set of procedures that assesses the eight phonemic awareness skills, along with two other skills that develop letter and sound development and language awareness. Students in Kindergarten and first grade will take the Heggerty Assessment three times per year. For more information, visit <https://www.heggerty.org/phonemic-awareness-research-and-findings>

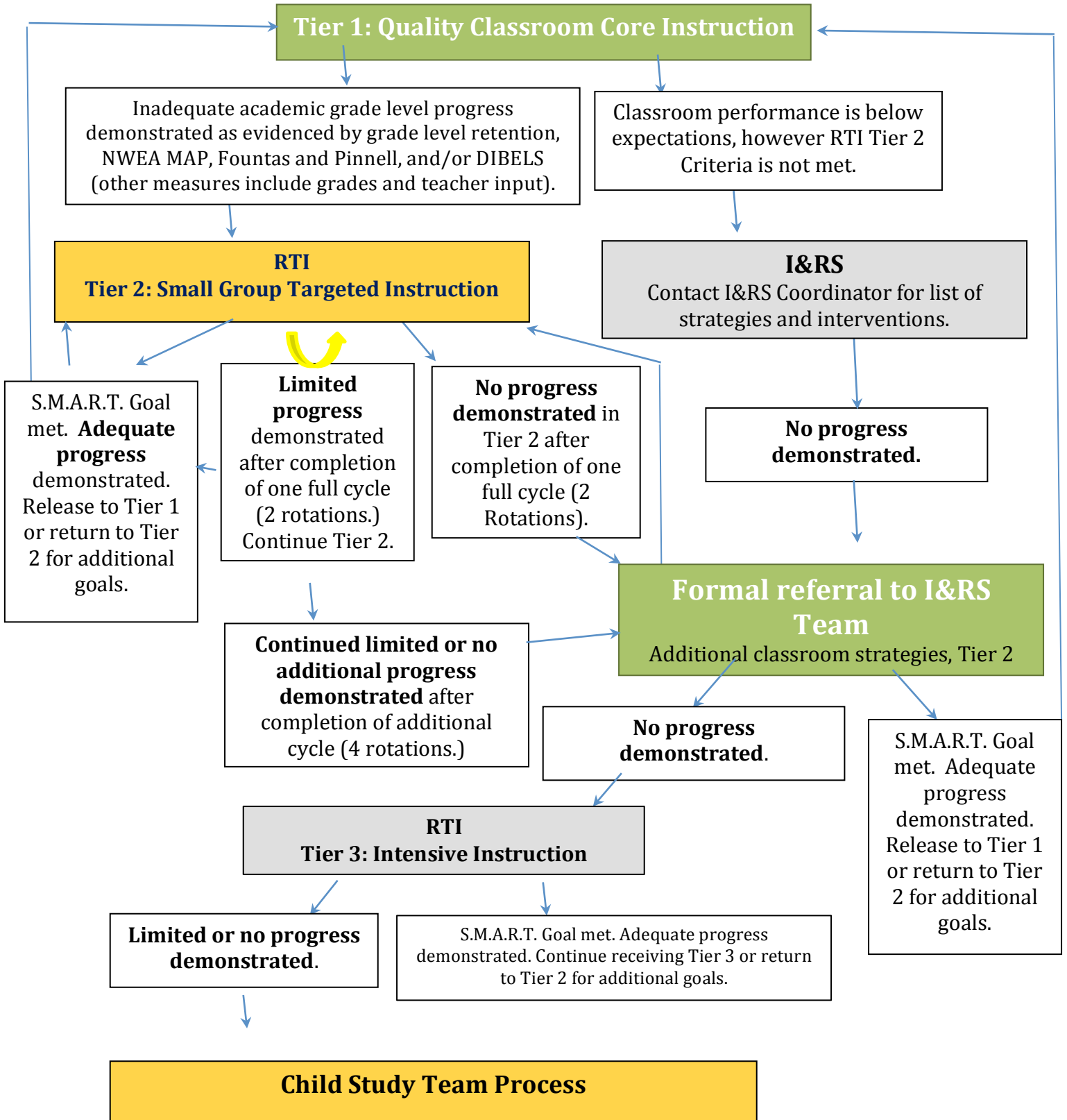
Fountas and Pinnell: Fountas and Pinnell is a reading benchmark assessment that measures student reading accuracy, fluency, and comprehension. It determines student Independent and instructional reading levels on a text level gradient, levels A-Z, using running records and comprehension conversations about the text and beyond it. For more information, visit http://www.heinemann.com/fountasandpinnell/faqs_bas.aspx

****In addition to the universal screeners, teacher input, classroom/standardized assessments, and grades will be reviewed and taken into consideration.**

Progress Monitoring

Progress monitoring is a scientifically- based practice that is used to examine the student's current levels of performance and evaluate the effectiveness of instruction. Progress monitoring provides routine data that displays student growth over time to determine if the student is progressing as expected in the curriculum. In Pittsgrove Township, various progress-monitoring tools are used based on each student's individualized action plan. This system utilizes direct, frequent, and continuous student assessment. Progress monitoring will occur weekly for all Tier 2 students to determine if the student is moving toward his or her goals. If goals are met, students may return to Tier 1 instruction only, or continue in Tier 2 instruction with different S.M.A.R.T. goals. If limited progress is made during one full cycle, students will continue in Tier 2 instruction. If no progress is made after one full cycle, or limited progress continues after two full cycles, students may be referred to the Intervention and Referral Services (I&RS) Team.

Pittsgrove Township School District Student Intervention Services Flow Chart



Response to Intervention (RTI) Cycle Schedule*

Pittsgrove Township Middle School			
First Data/Placement Meeting: <u>Week of September 28, 2020</u>			
Cycle 1	Cycle 2		Cycle 3
RTI Cycle 1: October 5th – December 11th	RTI Cycle 2: January 11th – March 19th		RTI Cycle 3: April 8th – June 11 th [No RTI during NJSLA testing]
Enrichment Rotation 1	Enrichment Rotation 2	Enrichment Rotation 3	Enrichment Rotation 4
7 Weeks	8 Weeks	8 Weeks	7 Weeks

Elmer and Olivet Elementary Schools				
First Data/Placement Meeting: <u>Week of September 28, 2020</u>				
Cycle 1	Cycle 2		Cycle 3	
RTI Cycle 1: October 5th – December 11th	RTI Cycle 2: January 11th – March 19th		RTI Cycle 3: April 7th – June 4 th [No RTI during NJSLA testing]	
Enrichment Rotation 1	Enrichment Rotation 2	Enrichment Rotation 3	Enrichment Rotation 4	Enrichment Rotation 5
10 Weeks	5 Weeks	5 Weeks	5 Weeks	4 Weeks

*Dates are subject to change due to changes made to the District's schedule.

Response to Intervention Tier Chart

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Intervention
Grouping/Classroom Setting	Whole class grouping or multiple flexible groups as needed for lesson and activities within the regular education classroom.	Small groups of students (1:4-6) homogenously grouped by student need. Located within the classroom or a separate location.	Individualized or small group (1:1-3 students) instruction occurring outside of the regular classroom.
Mastery requirements of content	Relative to the cut points identified on curriculum-based measures and continued growth as demonstrated by progress monitoring.	Relative to the cut points identified on the curriculum-based measures and continued growth as demonstrated by progress monitoring.	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
Frequency of progress monitoring	Universal screening measures three times per year.	Varies, but generally every one to two weeks.	Varies, but more continuous and no less than once a week.
Frequency of intervention provided	Per school schedule.	Varies, but no less than three times per week for a minimum of 20-40 minutes per session.	Varies, but more frequently than Tier II for a minimum of 30 minutes per session.
Duration of intervention	School year	A minimum of 5-6 weeks	A minimum of 10-12 weeks
Staff/Parental Involvement	Information about student progress is provided via progress reports, report cards and parent teacher conferences.	Student progress communicated between classroom teacher and RTI interventionist. Communication with parents at the beginning and ending of each cycle regarding progress of targeted skills.	

Intervention Programs

The following intervention programs and materials will be utilized during RTI in the Pittsgrove Township School District. They can be used for intervention across the three tiers.

- **Leveled Literacy Intervention:** The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.
- **FUNdations:** This program is based upon the Wilson Reading System. It is a phonological/phonemic awareness, phonics and spelling program for the general education classroom.
- **Wilson Reading Program:** This program provides a systematic approach to teach total word structure for decoding and encoding.
- **Words Their Way:** This reading resource provides differentiated, sequential instruction in the areas of phonics, phonemic awareness, vocabulary and spelling.
- **Raz-Kids.com:** This is an on-line leveled books library that helps students improve their reading skills by listening for modeled fluency, reading for practice, recording their reading and checking comprehension with quizzes.
- **Reading A to Z:** This reading resource center supports leveled reading, phonemic awareness, reading comprehension, fluency, and vocabulary. It utilizes leveled books, worksheets, and assessments.
- **Reflex Math:** Helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.
- **Visualizing and Verbalizing:** This program develops concept imagery as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.
- **GMADE:** The GMADE (*Group Mathematics Assessment and Diagnostic Evaluation*) is a diagnostic math assessment that measures an individual students skills in Concepts & Communication, Operations & Computation, and Process & Application. As a result, instruction is targeted to the skills needed on an individual basis.
- **Heggerty Phonemic Awareness:** A systematic scope and sequence that focuses on the eight phonemic awareness skills, along with two other skills that develop letter and sound development and language awareness. These intensive, strategic lessons are designed for whole group Tier 1 instruction as well as during small group instruction for those students who need additional practice.
- **Exact Path:** Edmentum Exact Path tailors learning to each student's individual academic goals by helping them build mathematical skills at their own pace. Exact Path utilizes a combination of online learning tools, individual instruction, and small group work that connects math to every day life. It will assist teacher's in providing targeted, intensive instruction that will lead to success and confidence in math.
- **Phonological Awareness (95% Group):** This program focuses on the awareness of units in speech-syllables, onsets, rimes, and the separate sounds in words. This is a crucial skills as phonological awareness is the foundations upon which other reading skills are built.

RTI Enrichment

During RTI at Pittsgrove Township, all students have the opportunity to learn, grow, and reach their maximum potential. During the scheduled RTI intervention block, students in Tier I will experience an academic enrichment opportunity that may include allowing them to pursue an independent project of their choice or extend a content area that is currently being studied. These opportunities will both challenge the learner and allow choice based on learning interests. Various enrichment classes are available across grades Kindergarten through 8th grade. Below you will find a brief description of each offering.

Pittsgrove Township Middle School				
Grade Level:	Visual & Performing Arts	Literacy	STEM	Service to Self and Community (SEL)
5 TH	The Artist Within	Astronomy & Literacy	STEM Elective	Culture & Team Building
6 TH	Theater Arts	Books Clubs – <i>Exploring Pirates</i>	Financial Literacy I	Growth Mindset through STEAM
7 TH	Photo Journalism	Poetry Slam	Coding & Programming	Service Learning
8 TH	Tech Production Studio	Books Clubs – <i>Harry Potter</i>	Financial Literacy II	College & Career

Elmer and Olivet Elementary Schools				
Grade Level:	Visual & Performing Arts	Literacy	STEM	Service to Self and Community (SEL)
K	Art	Literacy Author Study World Language Lab ESL	Technology	Adaptive PE
1 ST	Multi Cultural Music	Author Study ESL	STEM-TECH	Social Emotional Learning Service Learning
2 ND	Art	Reader's Theatre Creative Writing ESL	Project Lead The Way	Mindfulness
3 RD	Chorus World Language Lab	Battle of the Books Reader's Theatre	Project Lead The Way Technology	Social Emotional Learning

		ESL		
4 TH	News Program	Battle of the Books ESL	Project Lead The Way	Social Emotional Learning Goal-Setting/Decision-Making/Team Building

****ALL STAFF WILL RECEIVE A ROSTER FOR THE FOUR ENRICHMENT CYCLES. ALL ENRICHMENT COURSES HAVE BEEN INCLUDED ON STUDENT SCHEDULES IN POWERSCHOOL.**