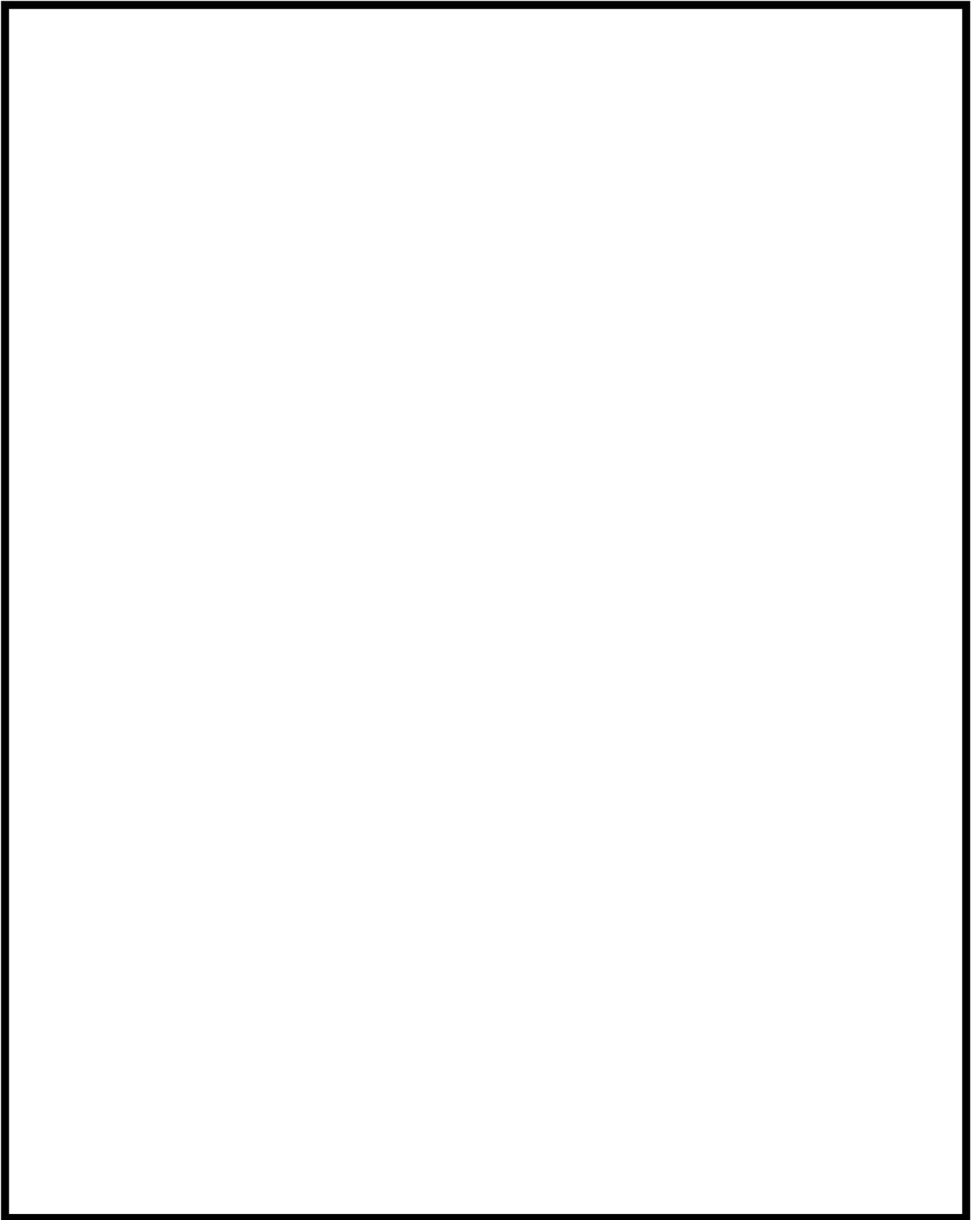


**ELA K-2**  
**INTERVENTION**  
**MANUAL**  
**2022-2023**



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## What is Response to Intervention (RtI)?

RtI is a framework being used across the country and specifically encouraged by the state and federal government as school systems seek ways to ensure success for **all** students, and provide early assistance to students who are experiencing academic and/or behavioral challenges. It is a continuum of school-wide supports that seek to maximize the odds of student success and contribute to overall comprehensive school improvement efforts. It is a way for schools to:

- Organize and guide instructional delivery
- Allocate and optimize resources
- Use an integrated system approach to teaching, learning, and
- Behavioral supports to ensure that all students can learn

RtI is also part of a process that schools use to determine if a student needs special education services (*The Student Assistance Team and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework, 2009*).

### The Three Tiers:

In Lakewood, the RtI program consists of three tiers in which academic supports become more intense, as a student's needs are addressed in each successive tier. Please see Appendix A1 for a flow chart of the RtI process.

The following is a brief description of each tier (level):

- Tier 1-** Teachers will utilize different strategies and interventions within the core curriculum to address all students' educational needs.
- Tier 2-** Students who are not progressing at a satisfactory rate with Tier 1 supports, will be provided with supplemental research-based interventions at the Tier 2 level. Classroom teachers will work with these students in a small group or individually, to address below-grade level skills for a minimum of 45 minutes per week. In addition, students will also utilize a computerized reading intervention program (Istation) which will provide individualized instruction.

- ❑ **Tier 3**-Students in grades K-2 who are still struggling (in spite of receiving Tier 1 and Tier 2 services) will be recommended for intensive Tier 3 services. An Interventionist will meet with these students daily for a thirty-minute session. Research-based interventions will be used to remediate weak skills. Parents will receive copies of ongoing progress monitoring data. Students who are not progressing with Tier 3 interventions may be considered for additional evaluation and services.
- ❑ **I&RS**-The I&RS Coordinator and the I&RS team will meet to create a plan for students who are not responding to the interventions provided.

## Tier 1

Tier 1 includes all students and features high-quality classroom instruction based on the New Jersey Student Learning Standards. At this level, differentiated strategies and activities are utilized to meet the needs of all learners. Tier 1 instruction includes whole class, small group, and individual work with students.

At the Tier 1 level, a **Universal Screening** assessment will be administered to all students. This will take place three times during the school year (fall, winter, and spring). The Lakewood school district will use two measures as part of the universal screening process. All students in Kindergarten, First, and Second Grade will be assessed via the DIBELS 8 in September, January, and June. In addition, all students will have their progress monitored through the District's computerized Universal Screening programs (Istation & DIBELS 8). In the Lakewood school district, we recognize that it is important to make decisions regarding student interventions and services based on multiple sources of data and student progress. Comparing a student's performance on the DIBELS 8 to his/her Istation performance will provide the classroom teacher and the Intervention team with a better understanding of each student's reading profile.

In the upcoming years, Tier 1 instruction will hopefully meet the needs of 80% of the elementary school students in Lakewood. Please see the following link to the [Reading Science Academy blog](#) which explains this concept in greater depth.

Many who advocate RTI models indicate that around 75%-80% of children should, theoretically, be expected to reach successful levels of competency through Tier 1 delivery. Although these percentages represent the ideal level of expected outcomes, it may take several years of implementing RTI models to reach such outcome levels in schools with high percentages of students who are struggling. In many of the schools in which we are working, we see levels of around 50%-70% in the early years of implementing RTI models as being strong signals of overall success. In these schools with high percentages of children not reaching proficiency in Tier 1, schools need to organize the RTI model in a way that allows for tiered instruction to be implemented by the available personnel (RTI Action Network, para. 3 and 4).

All students begin the year receiving Tier 1 services. Some students will start the school year with additional Tier 2 services, and some students will begin the school year receiving Tier 1, Tier 2, and Tier 3 services. Teachers should check each student's main file (in the office) to see if there is a record of prior Tier 2 intervention documentation. Students who received Tier 2 instruction during the past couple of school years were also identified in Realtime. The way to locate this information is to search for the individual student's file on Realtime and check in the Notes tab (which is located on the left toolbar).

Administrators will be provided with a list of students who are known to require all three tiers of service (Tier 1, 2, and 3). This list will consist of students who were receiving all three levels of service in June 2022 and were found to be eligible for continued services. Retained students will also be assessed for Tier 3 service eligibility. The Tier 3 Interventionists will fill any remaining available Tier 3 slots by servicing the neediest students in grades K-2. When there are available Tier 3 slots the Intervention department will utilize LinkIt! data to identify students eligible for Tier 3 services.

Parents will be informed of how the Response to Intervention program works via the Parent Information Letter. Classroom teachers should send the Parent Information Letter- Response to Intervention (Appendices A3-A4 depending on the language the family speaks) home with students by September 23, 2022. Please do not send this letter home with students as part of a larger group of forms, as parents may get overwhelmed with the abundance of information and not pay attention to understanding the Rtl process.

## Tier 2

Students who did not make sufficient progress with grade-level instruction at the Tier 1 level, will be provided with targeted interventions at the Tier 2 level. Classroom teachers will implement Tier 2 Interventions in the classroom setting.

### Key Features of Tier 2 Instruction:

- Small group or individualized, targeted instruction provided for at least 45 minutes a week. It is recommended that instruction be provided for a minimum of fifteen minutes a day, three times a week.
- Targeted instruction involves choosing one area of weakness that is considered to be the root cause of the student's lack of success in the classroom. The teacher creates a goal, strategies, and activities to help the student grow in this area. Tier 2 instruction is not reviewing or re-teaching the daily mini-lesson. It is thoughtful, planned instruction that will address a particular student's weaknesses.
- Progress monitoring means the teacher monitors how each student responds to interventions that are being implemented. For the 2022-2023 school year, the District requirement is that progress will be monitored via DIBELS 8 progress monitoring according to the following schedule:
  - Well below students-every 2 weeks
  - Below students-every 4 weeks
  - On and above level students-once in between each benchmark

The DIBELS mCLASS assessment platform will provide vital information regarding each student's strengths/weaknesses and goals/next steps. It will also suggest instructional activities for specific students. The platform also assists by recommending instructional grouping and activities based on common assessment profiles.

- If progress monitoring data shows that one strategy or method is not working with a child, the teacher should attempt a different approach.

Teachers will need to determine a long and short-term goal for students requiring Tier 2 services. Teachers will administer a couple of assessments to determine areas of weakness.

In the Lakewood Elementary Schools students often struggle with:

- Letter/Sound recognition
- Phonemic Awareness
- Blending sounds into words
- Decoding
- Slow reading
- Sight words
- Vowel sound issues
- Vocabulary
- Comprehension of text

The Letterland program offers assessments that can assist teachers with determining which fluency, phonics, and phonemic awareness skills are deficient or lacking.

- Teachers can use the [Fast Track Letter/Sound Assessment](#) at any time to assess for letter-sound mastery.
- Teachers can also use the [Letterland Phonics Inventory Assessment](#). These assessments can also be used for struggling second-grade students.

The Treasures curriculum includes a soft-covered red and blue book labeled [“Diagnostic Assessment”](#). This resource includes numerous tests that can provide important information regarding a student’s academic strengths and weaknesses. One of the most useful assessments included in this resource is the [Phonics Survey](#) (see pages 52-58). This assessment is brief but will assess a student's strengths and weaknesses with the following skills:

- Letter name identification
- Letter sound identification
- Decoding of consonant-vowel-consonant nonsense words
- Decoding of nonsense digraph words
- Decoding of consonant-vowel-consonant-consonant nonsense words
- Decoding of magic e words
- Decoding of r controlled vowels
- Decoding advanced consonants
- Decoding of vowel team nonsense words
- Decoding of multisyllabic words
- Decoding words with prefixes and suffixes

Teachers should also administer an assessment of High-Frequency Words to see if this is a problematic area for a student. Students who cannot quickly decode commonly used words struggle to read accurately and fluently. The district-mandated High-Frequency Word assessment is [Fry's list](#) of the most commonly used words in the English language. These words have been included as a resource for you in Appendix A6. When assessing a student via Fry's list, determine in which section the student gets three words incorrect (in a row). For example, if a second-grade student is being assessed via Fry's list and is unable to read the words numbered 28, 29, and 30, the assessment can be stopped.

If a teacher would like more information on a student's abilities and there is a concern that the student may be displaying splintered or scattered skills, the teacher can continue the HFW assessment until the student reaches the end of the next hundred words on the list. For example, if a student was unable to read words numbered 28, 29, and 30, the teacher could ask the student to continue reading the words they can read until word number 99. This is only a good idea if the student is not getting frustrated by reading the words (and can read some of the words being presented). If the teacher notices that the student cannot read most of the presented words, he/she should stop the assessment immediately.

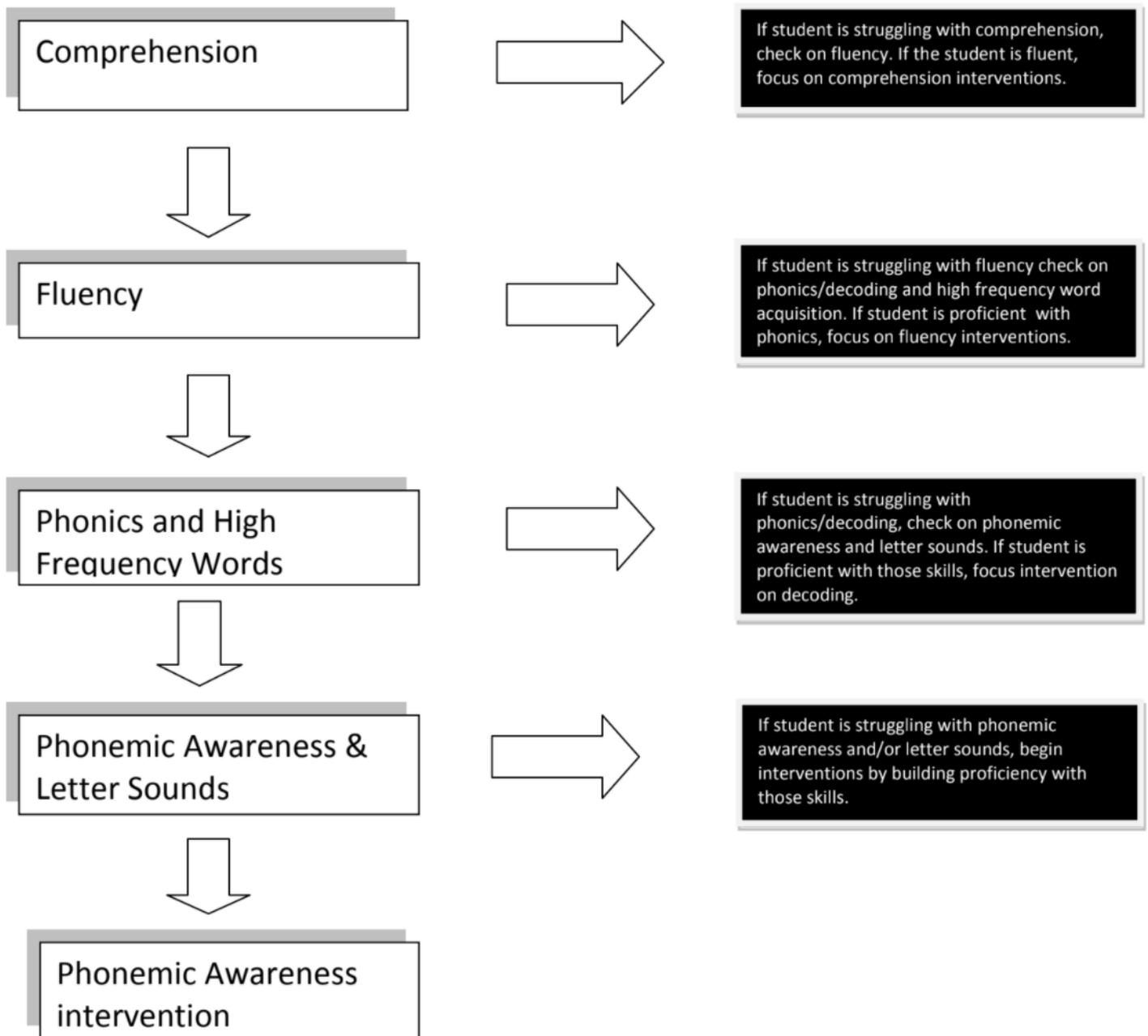
Administer the Phonemic Awareness test in the "Diagnostic Assessment" book (see pages 35-43) for students who struggle in the area of hearing the different sounds in words. Some of the sub-tests included in this assessment measure:

- Distinguishing Initial, Medial, and Final sounds
- Phoneme segmentation
- Phoneme deletion
- Sound substitution

Once all of the assessment data on a particular student is compiled, a complete profile of the student's reading strengths and weaknesses will emerge. The student may be struggling in more than one area. At this point, it is important to use the following flowchart to assist in choosing the most appropriate goals to target. If you do not drill down to the root of your student's issues then your student will not progress as expected. The most basic skill students need to read is Phonemic Awareness. The second level skill that students must master in order to become successful readers is

phonics. The third level skill that must be mastered is fluency. A student, who has not mastered these sub-skills, will not be able to independently decode and comprehend text effectively.

## Skill Flow Chart (Adapted from the PRESS Manual)



If your student is **struggling with comprehension**, check for mastery of the following skills in this order:

**Fluency**-Can the student read fluently? If yes, work on comprehension as a goal. If not, check on phonics.

**Phonics**-Is your student proficient with phonics/decoding? If yes, work on fluency. If not, check Phonemic Awareness.

**Phonemic Awareness**-Is your student struggling with letter sounds or phonemic awareness? If the response is no, work on decoding. If the response is yes, work on Phonemic Awareness skills.

If your **student is not fluent**, check for mastery of the following skills in the following order:

**Phonics**-Is your student proficient with phonics/decoding? If the response is yes, work on fluency. If the response is no, check Phonemic Awareness.

**Phonemic Awareness**-Is your student struggling with letter sounds or phonemic awareness? If the response is no, work on decoding. If the response is yes, work on Phonemic Awareness skills.

If your **student is struggling with phonics**, check for mastery of the following skill:

**Phonemic Awareness**-Is your student struggling with letter sounds or phonemic awareness? If the response is no, work on decoding. If the response is yes, work on Phonemic Awareness skills.

Once you know the root cause of the student's issues, select a goal for your student. Each Tier 2 session will need to include a focus skill, strategies, and activities that will move your student closer and closer to reaching his/her goal.

### **Some Sample Goals:**

The student will learn 12 letter sounds (that he or she does not yet know)- s, short a, short o, short l, m, n, b, d, w, y, h, and l by \_\_\_\_\_date.

The student will learn the next fifty new High Frequency Words from Fry's list (#50-100) by \_\_\_\_\_date.

When the teacher has chosen a goal for the student he/she should start logging information on the Tier 2 Plan (Appendix B4). Immediately, the Tier 2 Parent Notification form should be sent home letting the parents know that their child will be provided with additional targeted instruction (Appendices B1-B2).

It is important for teachers to have the opportunity to consult with other professionals in the field. If you need some guidance with creating an appropriate Tier 2 Plan for your struggling students, you may reach out to one of the coaches/Interventionists/teacher

leaders for advice/assistance. It is your responsibility as the classroom teacher to contact the coach to request assistance if needed.

After finalizing your intervention goals and plan, it is time to share the plan with the student's family. It is your responsibility as the classroom teacher to contact the parents to discuss the Plan you are creating and request their input. You may speak with the parents by phone to convey this information. Please be sensitive to the language needs of the family, and schedule an interpreter as needed. At the meeting it is important to share the following information with the family:

- Student's functioning level in class
- Student's functioning level on the universal screening assessments
- Student's functioning level when working independently
- Explain why you feel the student should receive Tier 2 targeted instruction
- Explain what Tier 2 targeted intervention is
- Show how you will document and measure the progress of Tier 2 interventions
- Discuss when you will meet/speak again
- Introduce the parent to the computerized intervention program that their child is using and explain how the program can be used at home
- Share & discuss the Istation Student Summary Handout (available in English & Spanish)
- Share & discuss the DIBELS 8 Home Connect Report (available in English & Spanish)

### **Important Points to Remember Regarding Tier 2 Interventions:**

Document the date, focus skill, strategies, and activities, frequency, duration, and outcome of each session on the Tier 2 Documentation form-Lesson Plan (see Appendix B5). This is important as it is a requirement that is included in the special education code. The New Jersey Administrative Code, Title 6A, Chapter 14-Special Education, states, "Interventions in the general education setting shall be provided to students exhibiting academic difficulties and shall be utilized, as appropriate, prior to referring a student for an evaluation of eligibility for special education and related services (page 45)." On the next page the code is more specific, "The staff of the general education program shall maintain written documentation, including data setting forth the type of intervention utilized, the frequency and duration of each intervention, and the effectiveness of each intervention (page 46)."

Although teachers may feel that the Tier 2 paperwork is lengthy and time-consuming, in reality, each section of the Tier 2 Documentation forms is needed to fulfill the state's legal requirements.

One Tier 2 Lesson Plan can be created for a group of students that are being seen together (obviously the students in the group must have very similar academic needs). In the outcome section of the form, a student-specific outcome must be noted (group outcomes are not acceptable).

Each cycle of Tier 2 consists of one marking period. The minimum intervention time should be 15 minutes, three times a week. This is equivalent to 45 minutes of intervention per week.

Consider utilizing the DIBELS 8 instructional activity recommendations for 1:1 student support and small-group instruction.

When a student is not progressing at the Tier 2 level, make sure to switch the intervention to maximize the chance for the student to be successful. Do not continue with an intervention that is not helping the student progress.

Students who are progressing during Tier 2 instruction do not have to be referred for Tier 3 services. If the student is not progressing via Tier 2 services then the student can be referred for additional Tier 3 services. After the second cycle of Tier 2 intervention is complete, contact the ELA K-2/Title 1 Instructional Supervisor to discuss possible Tier 3 services. Please complete the referral form located in Appendix B8 and include copies of the following:

- Universal screening results
  - ISIP score, percentile rank score, and category level
  - DIBELS 8 composite score and performance category level
- Latest report cards
- Tier 2 Plans (Appendix B4)
- Tier 2 Documentation forms/Lesson Plans (Appendix B5)
- Student work samples
- WIDA scores (if applicable)
- Narrative of Interventions attempted and classroom functioning level
- Prior 504 or I&RS plans (if applicable)

You may choose to email the required information to the K-2 ELA/Intervention Supervisor (instead of completing the referral form).

When a student meets his/her Tier 2 intervention goal, the student can cease to receive the additional Tier 2 services and can participate solely in Tier 1. Response to Intervention is a fluid process. If a student is found to require Tier 2 Intervention at a later date Tier 2 services can be reinstated.

Make use of the computerized reading intervention software (Istation) to assist your Tier 2 and Tier 3 students. The software will customize the Intervention to fit each student's profile. You can use the reports and data received from the program to modify your Tier 1 instruction. You can also use the data to plan your Tier 2 Intervention groups. **Tier 2 students should utilize the software for at least ninety minutes per week.** If a student is not progressing with that level of usage, increase the usage to one hundred and twenty minutes per week.

Small group or individualized reading instruction is only considered Tier 2 intervention if it meets the following criteria:

- Instruction must be targeted to remediate a specific student weakness
- Progress monitoring must be documented
- Instruction is being provided on a below grade level skill

### **Tier 2 Paperwork Requirements:**

Teachers must monitor progress for their Tier 2 students using the DIBELS 8 mCLASS assessment according to the following schedule:

- Well below students-every 2 weeks
- Below students-every 4 weeks
- On and above level students-once in between each benchmark to ensure that students remain on track to reach benchmark goals

Teachers should submit their Tier 2 Lesson Plans/Documentation Forms (Appendix B5) to their building principals. Building administrators will provide guidance on submission dates.

Tier 2 paperwork should be filed in each student's main file in the office at the end of the school year.

# Tier 3

## What is Tier 3?

- Pull out model
- Follow the [Tier 3 Intervention Framework](#) for each session
- Daily instruction provided for reading
- Thirty minutes daily
- For students in Kindergarten through Grade Two
- Small group (ideal group size two students; with a maximum size of three students)
- Targeted instruction
- Research-based strategies
- Progress monitoring
- Frequent contact with parents
- Frequent contact between the classroom teacher and the Interventionist
- Frequent consultation with the Supervisor of ELA K-2 & Title 1 Instructional Services.

## What is the process for a student to begin receiving Tier 3 services?

There are a few possible ways for a student to begin receiving Tier 3 services.

- Prior services-continued eligibility from a previous school year.
- One of the lowest students on the LinkIt! grade level ranking report which measures percentile rank performance on Istation & Amplify DIBELS 8.
- Documented lack of expected progress after two cycles of Tier 2 Intervention.
- Referral from the Dyslexia or I&RS team

When all available slots have been allocated, additional referred students will be placed on a waiting list for services. Obviously, students should be receiving Tier 2 services while they wait for Tier 3 services to become available. In addition, students should be afforded the opportunity of working with the computerized reading Intervention program while they wait for a Tier 3 Intervention slot to open. The software will provide each student with intervention based on his/her needs.

If a student did not progress, or made minimal progress, via Tier 2 interventions, the classroom teacher should contact the ELA K-2/Title 1 Instructional Supervisor. The

classroom teacher should complete a Tier 3 referral by scanning the referral form (or writing an email) and the required documentation to the ELA K-2/Title 1 Instructional Supervisor (Please see Appendix B8 for the form).

The ELA K-2/Title 1 Instructional Supervisor will review the Tier 2 documentation that the teacher has shared and decide if the student should remain at the Tier 2 service level or proceed to the next step. If the student is designated to proceed, the ELA K-2/Title 1 Instructional Supervisor will assign an Interventionist to assess the student. The tests administered will be chosen based on the information the teacher provided, the information obtained from the District's two Universal Screening tools, and progress monitoring data. The Interventionist will share the testing results with the ELA K-2/Title 1 Instructional Supervisor. If the student is eligible for Tier 3 services, the supervisor may assign the student to an Interventionist for immediate services. At times, the student may have to wait until a slot in an appropriate group becomes available. **The Interventionist should begin to service the student within one week of being assigned the case. It is the Interventionist's responsibility to provide the ELA K-2/Supervisor of Title 1 Instructional Services and the Department Secretary with a start date once he or she begins to service the student.**

In order to create the most appropriate Tier 3 plan for each student, each Interventionist will consult with the appropriate classroom teacher.

When an Interventionist takes on a new case, she/he will send out a Parent Notification for Tier 3 services form (see Appendices C2-C3 depending on the language the family speaks). The Interventionist cannot begin to see an assigned student for pull out services without a signed parent consent form. If there is a delay with obtaining a parental signature, it is the Interventionists responsibility to contact the parents via phone. Meanwhile, the Interventionist can provide push-in services. If obtaining parental permission for services becomes an issue, please contact the building principal and the ELA K-2/Title 1 Instructional Supervisor for assistance. Within two weeks of starting Tier 3 services, the Interventionist should reach out to the parents (by phone or via a face-to-face meeting) to introduce themselves and discuss the Tier 3 plan.

The Interventionist team at each building will receive guidance from their building principals regarding the PLC schedule. Some PLC meetings may be devoted to discussing student progress/lack of progress. Students that have been receiving Tier 3 Intervention for an extended period of time, do not have to be referred to I&RS as long as they are making reasonable progress. Students should be progressing on specific skill measures (such as the Tier 3 Plan goal) and more objective and broad measures

of growth (Istation and Amplify DIBELS 8 benchmark and progress monitoring assessments). At each meeting, one Interventionist should take notes on the official Interventionist PLC form (Appendix C7). It is very important to list the students that are ready to exit and students of concern on the form after each meeting so that the ELA K-2/Title 1 Supervisor can take appropriate steps to assist these students. The Interventionist PLC meetings will also be used to re-group existing Tier 3 students to accommodate newly eligible Tier 3 students. After each meeting, one Interventionist should provide a copy of the completed PLC form to the building principal. A copy of the form should also be scanned to the K-2 ELA & Title 1 Instructional Supervisor.

### **Additional Information:**

- If a student is not progressing while receiving Tier 3 services, the Interventionist who services the student will share the student's profile and history with the team during a PLC meeting. If multiple strategies and approaches were attempted and the student is still not progressing, the Interventionist will update the Title 1 Instructional Supervisor on the situation. The Interventionist or the classroom teacher can reach out to Steve Bukowinski, the I&RS Coordinator.
- If a student meets their goals during any period of Tier 3 service, he/she can work on their next designated goal. If the team agrees that the student can be successful via Tier 2 services, the Interventionist can arrange for the student to exit Tier 3 services. A Tier 3 Exit Letter (Appendix C11) should be sent home with the student for a parental signature. A copy of the letter should be shared with the classroom teacher as well. The signed Exit Letter should be placed in the student's permanent Intervention file and posted to the proper folder on the Intervention Google Drive. An email with the student's last date of service and the exiting reason should be sent to the Supervisor and Department Secretary.
- Each Tier 3 cycle will consist of 12 weeks of Intervention.

### **Long-Term and Short-Term Goals:**

Students receiving Tier 3 services should have at least one long-term and one short-term goal created for them by their Interventionist.

- The long-term goal should include two components. One component should be a long-term skill growth expectancy, while the second component should be an increase to a specific DIBELS or Istation performance level. A realistically achievable date for the goal must be specified in the Plan. For example; John should progress from a level 1 to a level 2 on Istation by March 2022. The long-term goal should also include a skill attainment component. For example; John

will be able to provide the proper name and sound for the twenty-six letters of the English Alpha-Bet.

- ❑ The short-term goal for each student can be a more specific skill that the student should master within a week or a couple of weeks. For example; Over the next 4 weeks (provide a date) the student will be able to decode CVVC words with 90% accuracy (ai, ee, ea, and oa). It is advisable to list a couple of sequential short-term goals for each student in their Tier 3 Plan so that it is not necessary for the Interventionist to constantly re-work the Plan. However, Interventionists will still need to refer to the Tier 3 Plan to ensure that the goals listed remain appropriate for the student (as time may have passed since the goals were created and the student may have progressed) and update it as needed. Tier 3 Plans must be updated at a minimum of every 5 months but every 1-3 months is recommended.

## **Graphing Requirements:**

Interventionists are required to graph student progress towards reaching their short-term or long-term goals. All Interventionists are required to use the department's Google template. Please see Appendix C13 for a sample of the template.

Each student receiving Tier 3 services should have at least one data point plotted on his/her graph per week. Most Interventionists have designated Friday as the day they obtain their data points. It is important to note that the weekly assessment should only take a few minutes from the session. The preferred approach is to obtain the necessary data in an authentic manner (as the student is engaging in activities during the session).

## **Tier 3 Parent/Classroom Communication Form:**

Interventionists should use the Tier 3 Parent/Classroom Communication form found in Appendices C5 (English version) and C6 (Spanish version), to keep parents and the classroom teacher informed on the progress of the Tier 3 students. These forms should be completed and sent out every other Friday. A copy of this form must be shared with the parent and classroom teacher. This form must be posted to the designated Google Drive folder with the required monthly paperwork.

## **Paperwork Information:**

Tier 3 Data-Driven Lesson plans will be submitted to each building principal on a bi-weekly basis. Each submission should include the previous week's plans (with

outcomes listed) and the upcoming week's plans (which will not yet have the outcomes listed).

Monthly paperwork must be submitted per student. Even if an Interventionist is seeing students in a group, he or she must post a copy of the paperwork for each child to the designated folder on the Intervention Google Drive. Group lesson plan forms should have the outcomes section specified per student.

Please use the Tier 3 Documentation Review Checklist (Appendix C10) as a resource to self-monitor the Tier 3 intervention services being provided to students.

Clearly document each missed intervention session on the Tier 3 Data-Driven Lesson Planning form. Provide a reason for the missed session.

## **Important Information for Interventionists:**

Please be aware that the goal for each of your Tier 3 students, the daily focus skill, daily activities, and progress monitoring graphs should all be interrelated.

An objective and a DOL must be included in the focus section of the lesson plan.

It is of utmost importance that the Tier 3 students be seen with fidelity on a daily basis. Intervention hours provided to the students will need to be documented weekly and will be closely monitored. Tier 3 students require consistency with instruction and we cannot expect the students to progress if they have not received consistent instruction.

**Any changes in student caseload must be communicated to the ELA K-2/Title 1 Instructional Supervisor immediately (via e-mail). Sample changes that should be reported include a student transferring to another school within the district or a student transferring out of the district. It is important to keep the ELA K-2/Title 1 Instructional Supervisor updated so that students can be provided with services at their new school, and so students who are on the waiting list for Tier 3 services can be provided with the help they need. Failure to follow this expectation will result in disciplinary action.**

Paperwork must be updated in Google Drive daily. This includes schedules, lesson plans, graphs, Bi-Weekly Forms, assessments, and Tier 3 Plans. Department audits will be conducted on an ongoing basis throughout the school year. Files are now expected to be current each Monday morning for the week past.

There is a specific guideline to follow for the posting of files to the Shared Google Drive. The expectations, procedures, and step-by-step instructions can be found in the Department's [Intervention Cheat Sheet](#).

Paperwork collection dates will not be scheduled for Tier 3 Interventionists. It is each Interventionist's responsibility to have their current schedules, lesson plans, Tier 3 Plans, student assessment information, and graphs posted to the shared Google Drive each Monday morning for all services provided during the past week.

Graphs must be labeled with the goal being worked on.

Interventionists should graph student growth with phonics skill, letter-sound acquisition, and fluency.... Please do not exclusively graph students' High-Frequency Word acquisition. You can work with your students on learning High-Frequency words (if this is a student's weakness), and you can graph this skill as a secondary graph. If it is appropriate, you should also track the student's growth in this area in the outcome section of the lesson plan document.

**Tier 3 services should begin by Friday, September 16, 2022.**

Homework should be provided on a daily basis for students receiving Tier 3 services. The homework sent home should be directly related to the student's Tier 3 goals. For example, if you are working with a student on letter sounds, he or she should review the sounds at home. Homework should be listed on a weekly homework sheet. The homework sheet should be sent home with the student daily. The homework sheet should be a vehicle of communication between the Interventionist and the student's family. Each Interventionist can choose the format of a homework sheet that he/she would like to use. A sample template has been provided for you in Appendix C9.

If a Tier 3 student is demonstrating an attendance issue it is the responsibility of the Interventionist to notify (in writing via email) the ELA K-2/Intervention Supervisor. Meanwhile, a note should go home to the family reminding them that if attendance remains problematic the student may be exited from the Tier 3 Intervention program. The Interventionist should keep a copy of this note that was sent to the family.

## **Schoolwide Title 1**

All elementary schools are schoolwide Title 1 schools.

### **Schoolwide Programs:**

A schoolwide program is one in which Title 1, Part A, and other federal education program funds and resources are used to upgrade the entire educational program of a school. The purpose is to increase the academic achievement for all students in the school by allowing schools to integrate their programs, strategies, and resources....A school that is approved to exercise this authority is exempt from many statutory and regulatory provisions of the programs whose funds and resources it combines, as long as it meets the intent and purposes of those programs. (New Jersey Department of Education, 2009, p. 149)

## **Dyslexia**

The state of NJ passed legislation regarding the screening, evaluating, and servicing of students for dyslexia. Another component of the legislation mandates annual training to specified teaching staff members on the topic of dyslexia. The official state definition of dyslexia is:

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities.”

The Lakewood school district screens all K-5 students via a computerized Universal Screener, DIBELS 8, and conducts Diagnostic Assessments and full Child Study Team evaluations as needed. Each school has created a dyslexia team that will meet regularly to review referrals of students displaying indicators of dyslexia. After the screenings are conducted, concerned teachers should complete the Dyslexia referral checklists (in Appendices D1 and D2) if they feel a student is displaying signs of dyslexia. Each Dyslexia school-based team will be led by the building Assistant Principal. A Literacy Coach, Reading interventionist, and Learning Disabilities Teacher Consultant will be key core members of each team. At each meeting, the teacher of the student being discussed will be included as a full-fledged decision-making member. Teams will review the teacher checklist and share information available regarding the student's profile. The members will decide whether the student is presenting with characteristics of dyslexia according to the definition adopted by the state (which includes unexpectedness). The team will decide whether the student should receive additional computerized reading intervention, begin Tier 2 services, begin Tier 3 services, be referred to the I&RS committee, or be referred to the CST for a full evaluation.

The Assistant Principal will be responsible for documenting the outcome of each Dyslexia meeting via the form located in Appendix D-3. This form should be scanned over to the ELA K-2 Language Arts Supervisor on the dates listed below.

<b>Required Meeting Date (if referrals have been received):</b>	<b>Scan the Dyslexia Team Reporting Form by the Following Dates:</b>
January 2023	February 1, 2023
May 2023	June 1, 2023

**Dyslexia Team Members:**

<b>CAGS</b>	<b>Piner</b>	<b>SSS</b>	<b>Oak</b>
Doreen Steinmetz	Owen Bonner	Kristie Sussino	Jessica Ring
Sue Wiemken	Kirsten Oliver	Rose Carlo	Lora Fleming
Harriet Reynoso	Lindsay McLaughlin	Lindsay McLaughlin	Kristen Rex
Rachel Wehl	Gila Nussbaum	Yana Maksumov	Gila Nussbaum