

FLORHAM PARK PUBLIC SCHOOLS TIERED SYSTEMS OF SUPPORT

Basic Skills Instruction

Support Manual



The State of New Jersey requires school districts to assess students on a yearly basis to determine their competence in the basic concepts and skills of language arts and math. In Florham Park basic skills instruction is provided for students who qualify in both reading and math. The purpose of the BSI program is to provide students with the additional support needed to improve targeted skills in language arts and/or math. All students are formally assessed each trimester to determine eligibility to continue in the program for the following year. Students who score at or above grade level may exit the program. Those who score just above grade level minimums may be offered an additional year of support. This is supplemental instruction individualized to strengthen student skills and support student success in the classroom and beyond. This program is offered during the school day. Additional extended day opportunities are also offered.

PHILOSOPHY

The philosophy of the Program is to provide a powerful, short-term intervention, that provides intensive, small-group instruction for students who are not achieving grade-level expectations in reading and math. A systematic cycle of evaluation, monitoring of student progress and implementation of grade level and supplemental curriculum utilizing Leveled Literacy Intervention in reading and Do the Math in math will be implemented to target and respond to students' data and supplement classroom teaching as monitored by cycles of assessment and instruction.

MISSION

The mission of the Intervention Program is to provide targeted instruction for students who are below grade level benchmarks. Intervention and general education teachers will partner together to analyze data, monitor progress, plan instruction, and communicate progress amongst all stakeholders to best support the needs of the individual learner until they reach benchmark level criterion.

Reading K-8:

For grades K-8 qualification for reading intervention includes Teachers College Reading Assessments to identify students' performance in comparison to proficiency standards and ultimately identify students who will benefit from additional reading instruction. We also review secondary assessment including other benchmark assessments including Writing On Demands, Nonsense Words Assessments, and teacher feedback. Students who score below established minimum levels of proficiency are recommended to participate in the District's Basic Skills Improvement Program (BSI). We utilize Leveled Literacy Intervention by Fountas and Pinell to support students and group students homogeneously based on their reading levels. Students participate in cycles of LLI with a certified teacher and receive pull-out instruction. Assessments are provided at the end of every cycle and are analyzed to determine individual goals, to monitor progress, and to determine placement for the following cycle. Parents and teachers receive a progress report at the end of each cycle. Students participate in BSI until they reach a benchmark as determined by the [Teachers College, Reading and Writing Project Independent Reading Levels and Marking Period Assessments](#).

Leveled Literacy Intervention Curriculum

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading to achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. *LLI* helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

The *LLI* systems are designed to be used with small groups of students who need intensive support to achieve grade-level competencies in grades K through 12. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. You may also decide to include students who are identified as having special needs if the content of *LLI* meets the educational program specifications for the student.

When implementing *LLI*, the first goal is to identify the students that need intensive support to reach grade-level competencies and find the instructional reading level for each of them. The TC Running Records will be utilized to identify students' instructional reading level. Once the instructional levels of the

students are determined, small groups of readers who are similar enough that teachers can begin lessons at a particular level can be formed. At the end of each cycle of LLI students will receive a new running record and new goals will be established to advance student learning. Progress reports of the topics covered in LLI as well as the students' strengths and goals will be provided to classroom teachers and parents. Students will be regrouped based on their progress. Students will continue in the program until they reach a benchmark. Students who fail to respond to intervention will be referred to I&RS.

Math Grades 3-8:

Students identified as the lowest ten percent of the cohort on basic math facts and overall performance based on benchmark assessments will be invited to receive additional math support through Basic Skills Instruction. Students participate in small-group experiences including in-class support and pull-out instruction offered by a certified teacher in collaboration with the classroom teacher. This cycle offers differentiated, needs based supplemental instruction and materials that provide increased opportunities for students to work toward improving achievement by strengthening their mathematical skills and applications. This course gives students an opportunity to practice and improve their math skills, to improve their success in the regular math class, and knowledge of math facts through activities that develop students' problem solving and critical thinking skills.

Identification Process

The Florham Park Basic Skills Instruction Program offers academic support and assistance for district students who are deemed “at risk” identified by multiple measures. The curriculum supervisor analyzes benchmark data to identify the general education students who are performing in the lowest percentage of the cohort. All students who are at the “lowest level” within the cohort are invited to receive Basic Skills Instruction teachers where teachers remediate and bolster literacy and mathematical skills on an “as needed” basis. These students are discussed and reviewed by the curriculum supervisor, building principal, and BSI teacher. Once multiple measures indicate a student is in need of services, letters to the parent/guardian are generated and sent from the Curriculum and Instruction Office. Parents are sent the letter offering services within 30 working days from the opening of school and are asked to sign a letter if they want to opt out of this support.

Criteria used to determine eligibility:

- Teacher Referrals
- LinkIt Math/ Language Arts
- Nonsense Word Assessment
- [Teachers College Reading Assessments](#) (Including Concepts of Print and High Frequency Words)
- End of Year Math Benchmarks

Basic Skills Instruction Teacher Responsibility:

- The BSI teachers are evaluated by both the Principal and the supervisors of Curriculum and Instruction.

- Maintain primary responsibility to plan daily instruction in the classroom or in a small group format.
- Maintain primary responsibility to carry out formal assessment of student progress in the classroom.
- Maintain a log outlining skills and strategies to be covered to assist with student achievement.
- Take the leadership role in developing a collaborative teaching environment that supports open communication resulting in a strong and productive working relationship between themselves and the classroom teacher.
- To provide lesson plans to maintain congruence and adequate pacing for pull-out students when possible.
- Conduct and/or assist in administering formal/informal multiple measures assessment such as Teacher's College Reading Assessments.
- Conduct diagnostic assessments to identify targeted skill specific instruction needed.
- Develop, implement and fine tune a pull-out schedule to service the needs of students.
- Align closely with regular classroom instruction in terms of pacing and content, utilizing the regular classroom's instructional materials whenever possible.
- Communicate regularly with the classroom teacher and parents with the goal of designing the appropriate instructional interventions for identified students in need and sharing student progress over the course of the school year.
- Participate in Parent/Teacher conferences.
- Participate in I&RS meetings when appropriate.
- Work with the classroom teacher to administer benchmark assessments.
- Continue to keep updated files on students.

Materials Used for Pull-Out Groups

- Language Arts- Leveled Literacy Intervention Kits
- Six Minute Solutions
- Project Read Resources
- Math-Curricular Resources
- ST Math
- Reflex Math

Criteria for Identification of Students for Language Arts Basic Skills Intervention

| Language Arts | | |
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| Criteria | | Expectations |
| Tier I | <p>Students in grades K-8 performing on, above, or below grade level on TC reading assessments will receive Tier I introduction to support their independent growth through weekly individualized conferences and small group strategy lessons during independent reading, writing, and math practice time.</p> | <p>Classroom teachers should analyze benchmark data to continue to differentiate through skill-specific instruction, guided reading, and strategy groups using classroom level data and monitor student progress within the classroom. Each student should have an individualized goal that they work towards in reading, writing, and math at all times.</p> <p>Students in grades 2-5 who have failed a running record based on fluency will receive Six Minute Solution fluency practice 2-3 times a week with a secondary teacher who pushes into the classroom.</p> |
| Tier II | <p><u>K-8:</u> <input type="checkbox"/> Reading Level- [see chart below] <input type="checkbox"/> Teacher Recommendation</p> | <p>Students will receive tier 2 support (pull-out) from BSI teachers three-five times per week in small groups with similar skill needs identified through diagnostic assessments. In kindergarten, Letter ID, Letter Sound, and Concepts of Print Assessments are utilized to determine intervention decisions. Students progress will be monitored by additional benchmark assessments and their progress will determine the service they will receive (i.e. discontinued intervention, continue tier II or receive tier III.).</p> |

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| Tier III | <p>Students not responding to appropriately implemented Tier II interventions as revealed through progress monitoring assessments will be referred to I&RS and will be considered for Tier III services. Florham Park Schools Response to Intervention and Referral Protocol. Students will receive an I&RS action plan and progress will be monitored to determine if students qualify for Tier III intervention which can include one or both of the following: small group phonics remediation and/or special education services.</p> | <p>Students will receive Tier III support if they qualify based on the Florham Park Schools Response to Intervention and Referral Protocol. Students who demonstrate difficulty with encoding, decoding, and sound-letter relationships will, with parental consent, be screened using the Word Identification and Spelling Test (WIST). If the results of that evaluation indicate a need for a multi-sensory phonics instruction, the student will be provided multi-sensory phonics instruction 3 times per week in a small group taught by a certified and trained teacher.</p> |
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