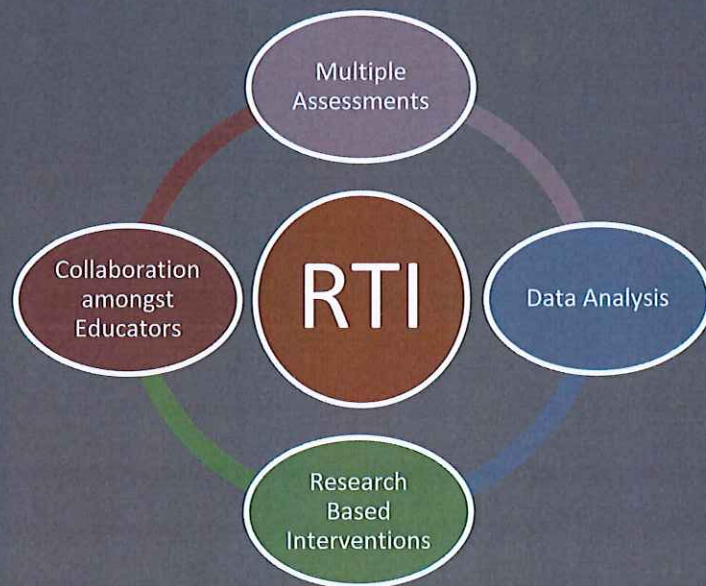


2015-
2016

Response to Intervention Handbook

Bridgeton Public School District



Prepared by
Barbara Wilchensky, RTI Supervisor
2015-2016

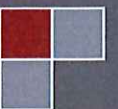


Table of Contents	PAGE
Response to Intervention Framework	3
Response to Intervention Tier Chart	6
Response to Intervention Flow Chart	7
Tier 2 Intervention Menu	8
Tier 3 Intervention Menu	11
Response to Intervention Strategy Menu	13
Reading Benchmark Level Criteria Chart	15
Cycle Schedule	16
Student Success Plan	17
Parent Communication Letters	20

Bridgeton Public School District Response to Intervention Framework

Introduction

“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 the Bridgeton Public School District will follow the aforementioned problem solving framework. The district will utilize the framework for early detection and intervention of students in danger of inadequate learning outcomes in the content areas of literacy and mathematics. 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.

Vision

The Bridgeton Public School District’s Response to Intervention vision is to increase student success in meeting benchmark requirements through the use of multiple assessments, data analysis, researched based interventions, and collaboration amongst educators.

Procedure

(See also RTI Flowchart and Tier Chart)

RTI in the Bridgeton Public School District will be an intervention framework that will target specific needs. The program will consist of three tiers and an instruction model that will include both large and small groups, as well as one-on-one tutoring for those students that need more intensive intervention. While the RTI program will include students throughout grades K-8, there will be an emphasis on grades K-3 in order to facilitate the district goal that all students will read on grade level by the end of grade 3. Increasing intensity throughout the tiers will be achieved through the use of teacher-directed explicit instruction, increased frequency and/or duration of instruction, use of smaller groups and/or one-one instruction, interpretation of data and teacher expertise to address student needs. Initial referral to the RTI intervention process will come from data based on universal screening of all students. Once students are identified, the RTI team consisting of the grade level teachers, the RTI teacher and other key members will gather necessary data and conduct

additional assessments as needed. The RTI team will then determine the appropriate tier and develop an intervention plan with appropriate goals. The assigned teacher will provide instruction over a period of one cycle while conducting ongoing progress monitoring. At the completion of the intervention cycle, the RTI team will conduct a formative assessment, review student's progress from the cycle and decide on one of the following three appropriate actions: The student will either be found to have demonstrated adequate progress and will return to the previous Tier, be found to have demonstrated partial progress and will remain at the current Tier, or be found to have demonstrated inadequate progress and will be moved to the next Tier. If the student continues in the RTI process, new goals will be set based on the collected data and a new cycle will commence. Students that demonstrate adequate progress may continue in the process until they reach grade level benchmarks as prescribed by the Benchmark Criteria Table. This three tiered model will serve to prevent and correct learning difficulties by utilizing effective strategies throughout the tiers and thus reducing the number of students referred to Special Education. The three tiers are defined as follows.

Tier 1

Tier 1 instruction will take place within the general education classroom with the general education teacher. Literacy instruction will occur 120 minutes daily in grades K-3 and emphasize a balanced literacy approach. Math 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. Intervention strategies will be implemented by the general education teacher for students that are slightly behind benchmark levels.

Tier 2

Tier 2 instruction will include the students who do not respond to the general education instruction of Tier 1 and fail to meet 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 3-5 students by the Tier 1 instructor. It will involve the creation of student goals and an individualized learning plan that includes the interventions that the student will receive. The students will receive the prescribed intervention a minimum of three times a week for 20- 30 minutes each session. The performance of the students in Tier 2 will be monitored through the use of observational notes and running records for literacy and observational notes and skill assessments for math. Progress will be reviewed at the conclusion of the cycle and a determination of further placement will be made. One of the following three decisions will be made at the conclusion of each cycle: remain at Tier 2, transition back to Tier 1, or move to Tier 3. The Benchmark Criteria Charts will be utilized to determine placement.

Tier 3

Students that fall significantly below benchmark levels according to the Benchmark Criteria Charts will be placed in Tier 3. Tier 3 instruction will be intensive and highly strategic and conducted by a Response to

Intervention teacher. Each session will be specifically designed for small group instruction 30 minutes 3-5 times a week, in addition to the Tier 1 instruction. Each student will have an individualized plan focused on their specific needs and daily progress monitoring will occur. At the conclusion of the cycle a decision will be made for further placement of the student. One of the following three decisions will be made at the conclusion of each cycle: remain at Tier 3, transition to Tier 2, or referral to the Child Study Team. The Benchmark Criteria Charts will be utilized to determine placement.

Intervention and Referral Services

The Intervention and Referral Service Team is charged with the responsibility to develop action plans for at-risk students. The action plan will address areas identified as concerns through assessment and observation and include both short term and long term goals for student success. Progress of the established goals will be monitored and the goals will be adjusted as necessary. Students who qualify for RTI Tier 3 Services and show no progress after one cycle must be referred to the Intervention and Referral Services team. Students referred to the Intervention and Referral Service Team will have already received Tier 2 interventions with no noted progress as documented on the Tier 2 Intervention Documentation Form.

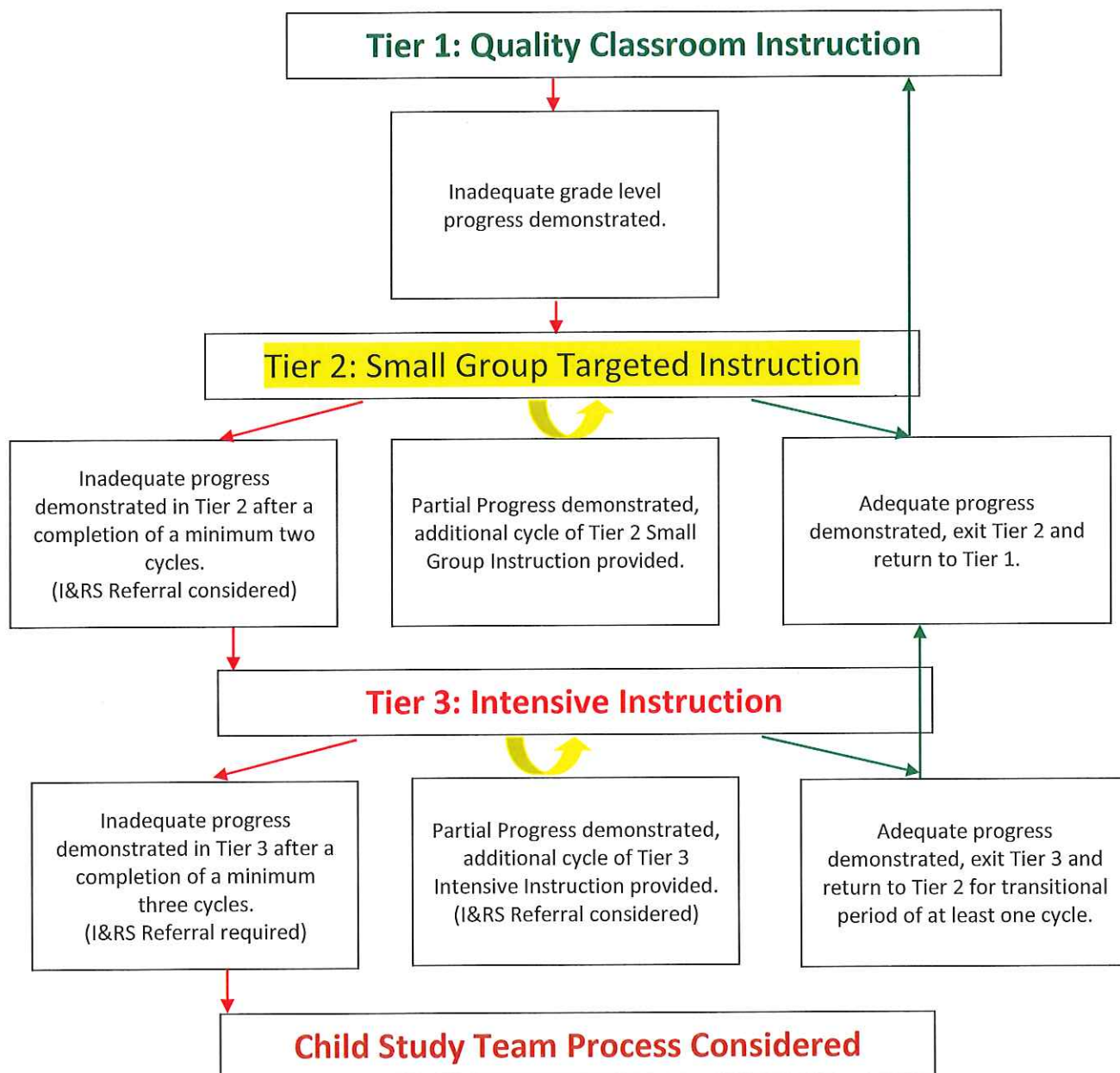
Child Study Team Referral

Students that do not demonstrate progress toward grade level benchmarks and continue to fall further behind at the completion of a minimum of three cycles of intensive instruction at Tier 3 will have RTI services discontinued. At this time, the Intervention and Referral Services Team will evaluate the student's action plan and may make the recommendation for further evaluation by the Child Study Team.

Response to Intervention Tier Chart

	Tier 1 Universal Intervention	Tier 2 Strategic Supplemental Intervention	Tier 3 Intensive Intervention
Tier Description	Instruction that is high quality and based on the core program provided by the regular classroom teacher to all students that are working toward benchmark standards.	Instruction that supports, enhances, and/or supplements Tier 1 instruction provided to students that fall behind benchmark standards.	Instruction that is intensive and specifically addresses student deficiencies provided by the RTI teacher to students that are significantly below benchmark standards.
Instructional Time	120 minutes for LAL grades K-4. 80 minutes for LAL grades 5-8. 80 minutes for mathematics.	As prescribed by the intervention assigned in addition to Tier 1.	30 minutes per session, 3-5 times per week in addition to Tier 1.
Grouping /Classroom Setting	Multiple flexible groups as needed for lessons and activities within the regular education classroom.	Small groups (1:3-5) of students homogenously grouped by student need. Located within the classroom.	Small group (1:3-5) instruction occurring outside of the regular classroom.
Progress Monitoring	Continuous measuring and comparing of student learning to determine progress and adjust instruction.	Progress monitoring of target skills twice a month and daily observational notes.	Weekly progress monitoring of target skills and daily observational notes.
		LAL: Additional diagnostic tests based on needs as found in the Fountas and Pinnell Assessment Manual. Math: Individualized target skill tests.	
Staff/Parental Involvement	Information about student progress provided to parents via, but not limited to, progress reports, report cards, and parent teacher conferences.	Student progress on targeted skills frequently communicated between regular classroom teacher and RTI teacher. Communication with parents regarding intervention decisions at the commencement and conclusion of each cycle and ongoing communication regarding progress of targeted skills.	

RTI Flow Chart



Tier 2 Intervention Menu

The following interventions are to be utilized by the Tier 1 classroom teacher as part of the pre-referral process. Students do not need to be in the Intervention and Referral Services process in order to receive the Tier 2 interventions. These interventions are to be considered as part of differentiated instruction based on the individual needs of the student and not as universal interventions for an entire class. Students receiving these interventions should be closely monitored for progress and interventions should be documented on the Student Success Plan. Each intervention should be conducted for a minimum of 21 days and evaluated at the conclusion of each cycle.

Intervention/ Description	Intervention Indicators	Implementation/ Frequency/ Monitoring
<p>Mondo</p> <p>Support development in language and learning strategies necessary for both reading comprehension and writing composition as it pertains to the spoken language.</p> <p>Grades K-2</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Limited receptive language that cannot support reading and comprehending simple texts - Limited expressive vocabulary due to lack of exposure - Below grade level on the Fountas and Pinnell Benchmark Assessment <p><u>Assessment indicators Grades K-1</u></p> <ul style="list-style-type: none"> - a score of 0-4 and below A in F/P (Guided reading is not effective at this level) 	<p>20 minutes of Instruction for 21 days</p> <p>Score of 0-5 Daily Score of 5-10 Three times a week Score of 11-14 Twice a week</p> <p>Combine with iRead at a score of 0-10</p>
<p>iRead</p> <p>Builds the foundational skills necessary for reading that include alphabet knowledge, print concepts, phonological awareness, word formation, spelling and fluency.</p> <p>Grades K-2</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Below grade level on the Fountas and Pinnell Benchmark Assessment (Identified on the Reading Benchmark Level Criteria Chart as Tier 2) 	<p>Computer sessions three days a week for 15-20 minutes each session during centers</p> <p>Follow up with appropriate materials during Guided Reading as necessary</p> <p>iRead reports</p>

<p>Journeys: Strategic Intervention</p> <p>Supports the core program with comprehending grade level texts and skills.</p> <p>Grades K-4</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Cannot complete general assignments independently - Below grade level on the Fountas and Pinnell Benchmark Assessment (Identified on the Reading Benchmark Level Criteria Chart as Tier 2.) <p>Refer to Teacher Manual- Daily Assessment RTI</p>	<p>Daily in place of core instruction, during Guided Reading and with other supplemental program materials as needed</p> <p>Running Records/Unit Assessments</p>
<p>Journeys: Intensive Intervention <i>(To be used in conjunction with Tier 3 RTI.)</i></p> <p>Targets application and practice of key reading skills to support the core program.</p> <p>Grades K-4</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Significantly below grade level on the Fountas and Pinnell Benchmark Assessment (As identified on the Reading Benchmark Level Criteria Chart at a Tier 3.) 	<p>Daily in place of core instruction, during Guided Reading and other supplemental program materials as needed To be used in conjunction with Tier 3 RTI</p> <p>Running Records/Unit Assessments</p>
<p>IXL for Math and ELA:</p> <p>Targets specific skills that are need of remediation.</p> <p>Grades 3-8</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> -Struggling to grasp certain skill areas whereas additional practice would be warranted. 	<p>As needed. Teacher may assign specific topics for student completion.</p> <p>IXL reports</p>
<p>Go Math: Strategic Intervention</p> <p>Supports the core program with development of grade-level mathematical skills.</p> <p>Grades K-6</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Missed a limited number of exercises on the Show What You Know prerequisites skills <p>Refer to Teacher Manual - Strategic Intervention</p>	<p>As needed within small group instruction determined by the number of skills missed in the Diagnostic Assessment Chart</p> <p>Share and Show Reteach Lesson</p>
<p>Go Math: Intensive Intervention <i>(To be used in conjunction with Tier 3 RTI.)</i></p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Missed at least half of the exercises on the Show What You Know prerequisites skills 	<p>As needed within small group instruction determined by the number of skills missed in the Diagnostic Assessment Chart</p> <p>Share and Show Reteach Lesson</p>

<p>Targets application and practice of key mathematical skills to support grade level standards.</p> <p>Grades K-6</p>	<p>Refer to Teacher Manual - Intensive Intervention</p>	
<p>Soar for Success (To be used in conjunction with Tier 3 RTI.)</p> <p>Provides skill remediation, development and practice.</p> <p>Grades K-6</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Significant deficiency in grade-level skills 	<p>Computer sessions 2-4 times per week during small group instruction</p> <p>Soar for Success Diagnostic Reports</p>
<p>Holt McDougal Mathematics: Intervention Resources</p> <p>Provides skills and problem solving intervention for students having difficulties mastering concepts taught within the lesson.</p> <p>Grades 7-8</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Demonstrate weaknesses in identify lesson skills <p>Refer to Teach Manual Matrix</p>	<p>Small group instruction</p> <p>Ready To Go? problems Section quizzes</p>
<p>FASTT Math Next Generation</p> <p><i>FASTT Math Next Generation</i> delivers a personalized learning path for each student, driven by ongoing formative assessment. Every student has a unique experience, building math fact fluency at the pace and level adapted specifically for that student.</p> <p>Grades 3-8</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Lack of proficiency and automaticity with basic facts (addition, subtraction, multiplication, and division) appropriate to grade level as per common core standards 	<p>Computer session 2-5 times per week</p> <p>FASTT Math Reports</p>
<p>Pre-Referral Intervention Manual (PRIM)</p>	<p>Use this manual to identify goals and objectives for students displaying learning or behavioral difficulties</p>	<p>As needed</p> <p>Goals and Objectives should be set for a 21 day period to determine effectiveness</p>

Provides intervention strategies for specific learning and behavior problems. Grades K-8		Reevaluate and adjust goals/objectives at the conclusion of the 21 day period
Learning Intervention Manual (LIM) Provides intervention strategies for specific learning problems grouped into categories including math, reading, writing, communication, listening and speaking. Grades K-8	Use this manual to identify goals and objective for students displaying learning difficulties	As needed Goals and Objectives should be set for a minimum 21 day period to determine effectiveness Reevaluate and adjust goals/objectives at the conclusion of the 21 day period

Additional available interventions may be determined by the individual school building. These services may include but are not limited to ESL instruction, Speech assistance and after-school programs. These interventions should also be noted on the documentation form.

Tier 3 Intervention Menu

The following interventions are to be utilized by the Response to Intervention teacher. Students receiving these interventions should be closely monitored and interventions should be documented on the Student Success Plan. Students receiving Tier 3 Intervention services should be included in the Intervention and Referral Services process for additional monitoring if no progress is demonstrated after one cycle. Students receiving Tier 3 Interventions must receive three full cycles of services with no progress prior to consideration for a Child Study Team Referral.

Intervention/ Description	Intervention Indicators	Implementation/ Frequency/ Monitoring
Orton Gillingham Supports students in the areas of phonemic awareness and alphabetic principle skills as well as phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. Multi-sensory education incorporates the three learning pathways, which are: auditory, kinesthetic, and visual. Grades K-8	Students in need of this intervention will exhibit the following behaviors: - Significantly below grade level on the Fountas and Pinnell Benchmark Assessment whereas phonemic awareness is identified as the root cause (As identified on the Reading Benchmark Level Criteria Chart at a Tier 3.)	Instruction provided by the RTI teacher in small group (3-5 students) format. Three- Five Days a Week

<p>Leveled Literacy Intervention</p> <p>Supports students with reading accurately and fluently in order to comprehend text as well as phonics, word work, vocabulary and writing.</p> <p>Grades K-8</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Significantly below grade level on the Fountas and Pinnell Benchmark Assessment whereas phonemic awareness is not identified as the root cause. <p>(As identified on the Reading Benchmark Level Criteria Chart at a Tier 3.)</p>	<p>Instruction provided by the RTI teacher in small group (3-5 students) format.</p> <p>Three- Five Days a Week</p>
<p>Touch Math</p> <p>Explores critical math concepts for students who struggle to understand grade-level content through a multisensory approach.</p> <p>Grades K-4</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> -difficulty recognizing and naming number associations - unable to perform mathematical operations - difficulty with basic geometry concepts 	<p>Instruction provided by the RTI teacher in small group (3-5 students) format.</p> <p>Three- Five Days a Week</p>
<p>Focus Math</p> <p>Develops critical beginning mathematical skills necessary for critical mathematical thinking.</p> <p>Grades K-6</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> -Repeatedly fail to remediate when provided GoMath intervention resources - Significantly below grade level benchmark 	<p>Instruction provided by the RTI teacher in small group (3-5 students) format.</p> <p>Three- Five Days a Week</p>
<p>Math Navigator</p> <p>Corrects mathematical misconceptions and fills critical gaps in understanding.</p> <p>Grades 2-8</p>	<p>Students in need of this intervention will exhibit the following behaviors:</p> <ul style="list-style-type: none"> - Significantly below grade level benchmark 	<p>Instruction provided by the RTI teacher in small group (3-5 students) format.</p> <p>Three- Five Days a Week</p>

The Intervention Menu was a collaborative effort on part of the District Directors and Supervisors to provide support for the teachers and students to ensure academic success.

Response to Intervention Strategy Menu

<http://www.readingrockets.org/strategies/>

<http://www.interventioncentral.org/academic-interventions>

<http://wvde.state.wv.us/strategybank/>

<http://www.fcrr.org/curriculum/SCAindex.shtm>

Reading				
Accuracy		Comprehension		Fluency
Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency
<ul style="list-style-type: none"> Analyze linguistic units: sentences, syllables, onsets, rimes Phoneme blending/sliding Phoneme isolation/tapping Phoneme manipulation/change the word Segmenting Phoneme identification Rhyme Alliteration 	<ul style="list-style-type: none"> Letter-sound relationships Word Sorts Making words Decoding – Elkonin boxes Analogies Chunking Onset and rime Blending Segmenting Word families/ Substituting Syllabication 	<ul style="list-style-type: none"> Preteach Relate background knowledge with new vocab/ connections Context clues Picture clues Visualization Chunking Concept circle Definition map Cloze procedure Introduce new words in read alouds Continue reading and reread Skip word and continue reading/reread Graphic organizers Word associations Semantic web Word meter Independent reading 	<ul style="list-style-type: none"> Preview text, graphics, diagrams, charts Activate background knowledge/connections Picture walk Teacher modeling of comprehension strategies Self-monitoring Visualization Think aloud Rereading * Summarizing Self- questioning Graphic organizers Comparison charts Get the Gist summary Author's purpose Draw pictures Use syntactical clues Anticipation guides/study guides Audio books 	<ul style="list-style-type: none"> Teacher modeling Echo reading Choral reading Partner reading Whisper reading Individual reading Reader's theater Repeated reading Chunk phrases Audio books

Writing

- Teach strategies for planning, revising, and editing
 - Have students write summaries of texts
- Permit students to write collaboratively with peers
 - Set goals for student writing
 - Teach sentence combining skills
 - Involve students in prewriting activities
 - Provide models of good writing
- Utilize graphic organizers (i.e. Hamburger paragraph, four square, etc.)
 - Provide checklist for revising and editing
 - Use journals

Math

- Activate prior knowledge
 - Identify similarities and differences
 - Provide vocabulary instruction
 - Generate and test hypotheses
- Utilize strategies (guess and check, draw pictures, work backwards, use a formula, make a list, etc.)
 - Teacher modeling
 - Verbalization of thought process
 - Provide visual representations
 - Devote time to building fluency

Reading Benchmark Level Criteria Chart (Levels according to Fountas and Pinnell)						
	Cycle 1 Criteria Begins September		Cycle 2 Criteria Begins December		Cycle 3 Criteria Begins March	
Grade (Benchmark Levels)	Tier 2	Tier 3	Tier 2	Tier 3	Tier 2	Tier 3
K (PreA-D)				Pre- A	A or Below	Pre- A
1 (D-J)	B	A or Below	C-D	B or Below	E-F	D or Below
2 (J-M)	G-H	F or Below	H-I	G or Below	I-J	H or Below
3 (M-P)	J-K	I or Below	K-L	J or Below	L-M	K or Below
4 (P-S)	M-N	L or Below	N-O	M or Below	O-P	N or Below
5 (S-V)	P-Q	O or Below	Q-R	P or Below	R-S	Q or Below
6 (V-Y)	S-T	R or Below	T-U	S or Below	U-V	T or Below
7 (Y-Z)	V-W	U or Below	V-W	U or Below	V-W	U or Below
8 z	W-X	V or Below	W-X	V or Below		X or Below
Student receiving Tier 2 or 3 Guided Reading/Intervention as prescribed should progress at least...						
A-I			3 Levels per cycle			
J-L			2 Levels per cycle			
M-W			1 Level per cycle			
X-Z			1 Level per two cycles			

Cycle Schedule

Cycle 1: September 28 th - December 17 th Cycle 1 Meeting Date Window: December 18 th – 23 rd	Cycle 2: January 4 th - March 8 th Cycle 2 Meeting Date Window: March 9 th - 11 th
Cycle 3: March 14 th - June 3 rd Cycle 3 Meeting prior to the last day of school.	Fountas and Pinnell Benchmarking: September 8 th -25 th and June 6 th -last day

At the close of each cycle the following process must be completed by the RTI Team (grade-level teachers, RTI teacher and any other key staff members).

1. Current data for all Tier 2 and Tier 3 students entered onto the Data Summary Form.
2. Compare current levels with the Criteria Chart and flag the following students:
 - Those who are eligible to exit Tier 2 for Tier 1.
 - Those who are eligible to exit Tier 3 for Tier 2.
 - Those who were unsuccessful in Tier 3.
3. Update Student Success Plans.
4. Schedule a meeting with administration to review data and decisions.
5. Notifications for Tier 3 students:
 - Parents of newly eligible RTI students by way of Parent Letter
 - Teachers, Principal and RTI Supervisor by way of new schedule

Student Success Plan

Student Name:	Grade:	Tier 1 Teacher:	Date:	Subject:										
Social History:														
Race/Ethnicity:	Home Language:		Eligible for Bilingual: Y N	Eligible for ESL: Y N Receiving ESL: Y N										
Birthdate:	Retention: If Y, grade:		Receiving Bilingual Instruction: Y N											
Academic History:														
PARCC ELA:	Other Assessment: (Name and results)		Other Assessment: (Name and results)											
PARCC Math:														
NJASK Science:														
Fountas and Pinnell Reading Level	DATE:													
	LEVEL:													
High Frequency Word List:			I&RS Referral:	CST Referral:	Speech:	504:								
Reason for plan based on data collected (narrative):														
Tier 2 Intervention Types: iRead, Mondo, Journeys Strategic Intervention FASTT Math Next Generation: (Math Fluency), Go Math Strategic Intervention, Soar for Success, Holt McDougal Intervention Resources Instructional/Environmental Accommodations: (Pre-Referral Intervention Manual, PRIM)														
Development of SMART (Specific, Measurable, Attainable, Reasonable, Timely) goal: (Name the intervention within the goal)														

Frequency and Duration of the Intervention	Begin Date:	Sessions per week:	Minutes per session:	End Date:
Pre-Assessment:	Progress Monitoring Results:	Post- Assessment:	Determination: (Continue, Modify, Cease)	

Development of SMART (Specific, Measurable, Attainable, Reasonable, Timely) goal: (Name the intervention within the goal)

Frequency and Duration of the Intervention	Begin Date:	Sessions per week:	Minutes per session:	End Date:
Pre-Assessment:	Progress Monitoring Results:	Post- Assessment:	Determination: (Continue, Modify, Cease)	

Tier 3 Intervention Types:

Orton Gillingham, Leveled Literacy Intervention, Journeys Intensive Intervention
Touch Math, Focus Math, Math Navigator, GO Math Intensive Intervention

Development of SMART (Specific, Measurable, Attainable, Reasonable, Timely) goal: (Name the intervention within the goal)

Frequency and Duration of the Intervention	Begin Date:	Sessions per week:	Minutes per session:	End Date:
Pre-Assessment:	Progress Monitoring Results:	Post- Assessment:	Determination: (Continue, Modify, Cease)	

Development of SMART (Specific, Measurable, Attainable, Reasonable, Timely) goal: (Name the intervention within the goal)

Frequency and Duration of the Intervention	Begin Date:	Sessions per week:	Minutes per session:	End Date:
Pre-Assessment:	Progress Monitoring Results:	Post- Assessment:	Determination: (Continue, Modify, Cease)	
End of Cycle RTI Team Meeting Notes This section should be completed at the end of a cycle in a collaborative effort by the RTI team.				
Date:		Members in attendance:		
Notes:				
Parent Contact/ Input:		Student Contact/Input:		
Date:		Members in attendance:		
Notes:				
Parent Contact/ Input:		Student Contact/Input:		



Bank Street Administration Building
Office of Curriculum
41 Bank Street
Bridgeton, NJ 08302

Barbara S. Wilchensky
Response to Intervention Supervisor

Phone: (856) 455-8030 ext 2027
Fax: (856) 455-9471
Email: bwilchensky@bridgeton.k12.nj.us

Date

Dear Parent/Guardian,

Your child _____, has been selected for participation in the Bridgeton Public School District's Response to Intervention (RTI) Program. The Response to Intervention Program is designed to prevent long term difficulties in reading, writing, and math. As your child's intervention teacher, I will be providing instruction in the area of _____, _____ times a week in small group and/or individual setting with books and other materials that will best suit your child's learning needs.

If you have any questions about your child's participation in this program or would like to observe a lesson, please contact me, _____, at (856) 455-8030 ext. _____. I look forward to working with your child.

Sincerely,

Intervention Teacher

Barbara Wilchensky
Response to Intervention Supervisor



Bank Street Administration Building
Office of Curriculum
41 Bank Street
Bridgeton, NJ 08302

Barbara S. Wilchensky
Response to Intervention Supervisor

Phone: (856) 455-8030 ext 2027
Fax: (856) 455-9471
Email: bwilchensky@bridgeton.k12.nj.us

Date

Dear Parent/Guardian,

Congratulations! Your child has exited the Response to Intervention program.

_____ is now on or near grade level benchmark and will no longer be receiving small group instruction with myself, the Intervention Teacher. However, _____ will be closely monitored by his/her classroom teacher in order to ensure continued success.

If you have any questions, please contact me, _____, at (856) 455-8030 ext. _____. It has been my pleasure to work with _____.

Sincerely,

Intervention Teacher

Barbara Wilchensky
Response to Intervention Supervisor



Edificio de Administración en la Calle Bank
Oficina de Currículo
Calle Bank 41
Bridgeton, NJ 08302

Barbara S. Wilchensky

Supervisora de Respuesta a la Intervención

Teléfono: (856) 455-8030 Ext. 2027

Fax: (856) 455-9471

Correo Electrónico: bwilchensky@bridgeton.k12.nj.us

Fecha

Estimado Padre o Encargado:

Su niño(a), _____, ha sido seleccionado(a) para participar en el Programa de Bridgeton de Respuesta a la Intervención (siglas en Inglés del programa: RTI). El Programa de Bridgeton de Respuesta a la Intervención está diseñado para prevenir dificultades a largo plazo en la lectura, la escritura, y las matemáticas. Como el(la) maestro(a) de intervención de su niño(a), estaré proveyendo enseñanza en el área de _____, _____ veces a la semana en un grupo pequeño y/o en forma individual con libros y otros materiales que van a satisfacer de la mejor forma las necesidades de aprendizaje de su niño(a).

Si tiene alguna pregunta respecto a la participación de su niño(a) en este programa o le gustaría observar una lección, favor de comunicarse conmigo, _____, al (856) 455-8030 Ext. _____. Espero con interés trabajar con su niño(a).

Atentamente,

Maestro(a) de Intervención

Barbara Wilchensky

Supervisora de Respuesta a la Intervención
/cr



Edificio de Administración en la Calle Bank
Oficina de Currículo
Calle Bank 41
Bridgeton, NJ 08302

Barbara S. Wilchensky

Supervisora de Respuesta a la Intervención

Teléfono: (856) 455-8030 Ext. 2027

Fax: (856) 455-9471

Correo Electrónico: bwilchensky@bridgeton.k12.nj.us

Fecha

Estimado Padre o Encargado:

¡Felicitaciones! _____ ha salido del programa de Respuesta a la Intervención. _____ ahora está en el punto de referencia del nivel del grado o cerca del mismo y ya no va a estar recibiendo enseñanza en un grupo pequeño conmigo, que soy el(la) Maestro(a) de Intervención. Sin embargo, _____ va a ser inspeccionado(a) por su maestro(a) a fin de asegurar éxito continuo.

Si tiene alguna pregunta, favor de comunicarse conmigo, _____, al (856) 455-8030 Ext. _____. Ha sido un placer trabajar con _____.

Atentamente,

Maestro(a) de Intervención

Barbara Wilchensky

Supervisora de Respuesta a la Intervención

/cr

