

# READINGTON TOWNSHIP SCHOOL DISTRICT

## An Intervention and Support Program for Language Arts and Mathematics Literacy Grades K-8

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## **I. PURPOSE AND OVERVIEW**

The intent of the intervention program is to

- identify those students who are performing below grade-level expectations in math and literacy based on district curricula and the New Jersey Student Learning Standards
- develop a plan to remediate the identified individual math and literacy deficiencies
- monitor student progress to ensure student growth toward specific remediation goals

Intervention students will be identified using multiple criteria including universal screener, state test scores, district diagnostic/portfolio assessments, classroom observation, and parent input.

Intervention services will be provided in a small-group setting where students will receive individualized support according to their needs. In grade levels where intervention is offered as a supplement to the regular classroom setting, the intervention teachers will work collaboratively with the classroom teacher to provide student support.

Established exit criteria at each grade level will be used to determine when intervention services are no longer necessary.

## **II. RATIONALE AND PHILOSOPHY**

The Readington Township School District provides a program of intervention support so that all children are given the opportunity to learn in a supportive environment that meets their individual needs. Since children have diverse backgrounds, experiences, learning styles, and developmental levels, an intervention program that provides the strategies to become an independent learner is a necessary component for success.

Recognizing that a small portion of students may not meet grade-level expectations, the Readington Township Schools will provide opportunities to appropriately address the needs of these students. Intervention children are those students whose learning characteristics and educational needs require qualitatively and/or quantitatively differentiated educational experiences and services. The unique needs of each individual must be taken into account in the planning of their programs.

To implement this philosophy, the following will apply:

Eligibility will be determined by multiple criteria which may include district-wide and literacy and math state assessments, student performance, portfolio assessment (when applicable), and teacher/parent recommendation.

The most effective intervention model will be identified to meet the learning needs of the targeted student population through a continuum of placement options.

Assessment of progress is ongoing and is conducted in conjunction with the classroom teacher.

Intervention staff will model best practices based on current research and will instruct in both literacy and/or mathematics.

Students will be dismissed from the program based on the achievement of skills at the grade level.

Support for students will be given in the areas of language arts and mathematics literacy.

Instruction will occur on a regular schedule utilizing appropriate materials and strategies aligned to the curriculum.

Parent communication will be a critical component.

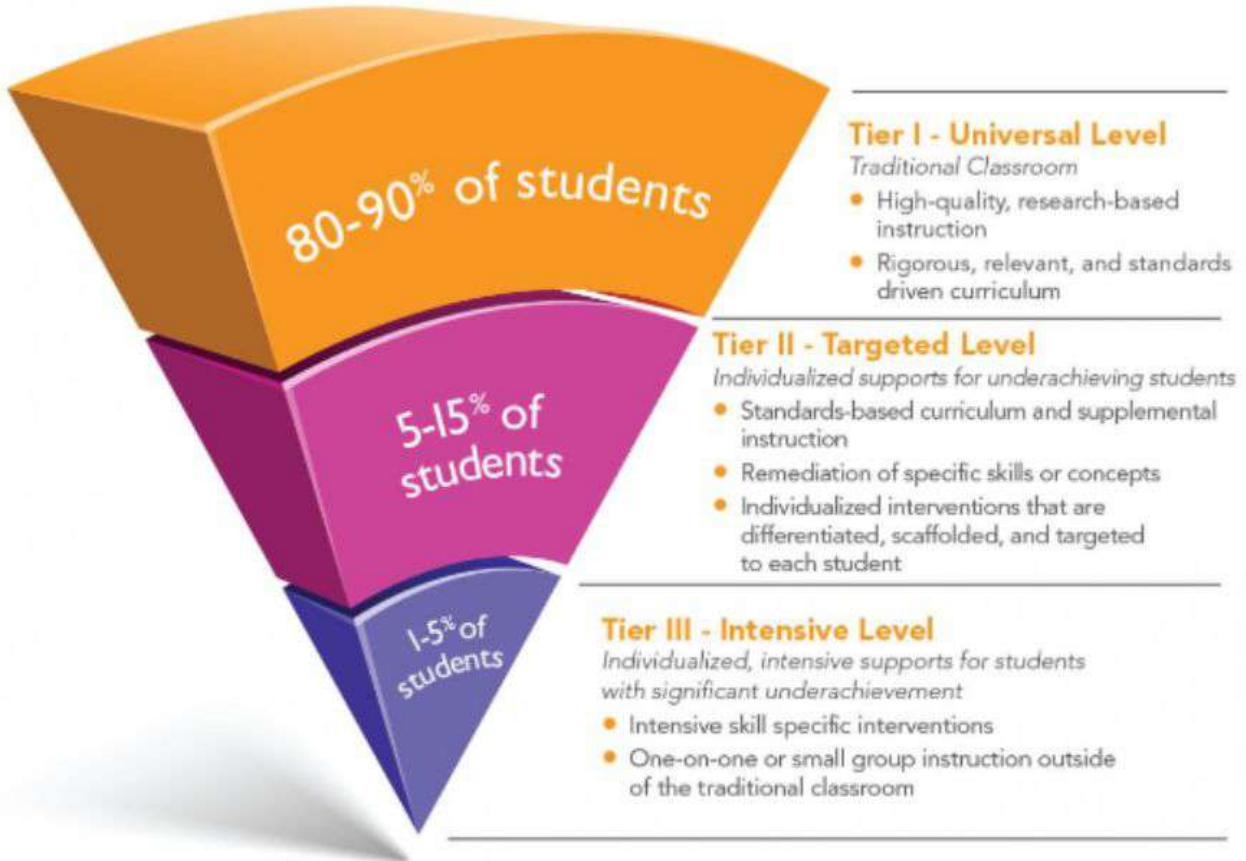
Parents will be notified when students require a more intensive program.

The intervention teacher will support the classroom teacher to ensure continual student progress.

### III. COMPONENTS OF EFFECTIVE INTERVENTION PROGRAM

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

A coordinated system for planning, delivering, measuring, and modifying intervention and referral services is required by the State of New Jersey and must be implemented by a multidisciplinary team to address the needs of all students. RtI is an intervention model that meets these requirements.



#### IV. ASSESSMENT AND EVALUATION

The following [Readington Rtl Handbook](#) sections outline the procedures and assessments for student evaluation and progress monitoring:

Probes Administered in the Classroom

Universal Screening

Entrance Criteria

Planning for Student Interventions

Program Implementation Timeline

Progress Reporting