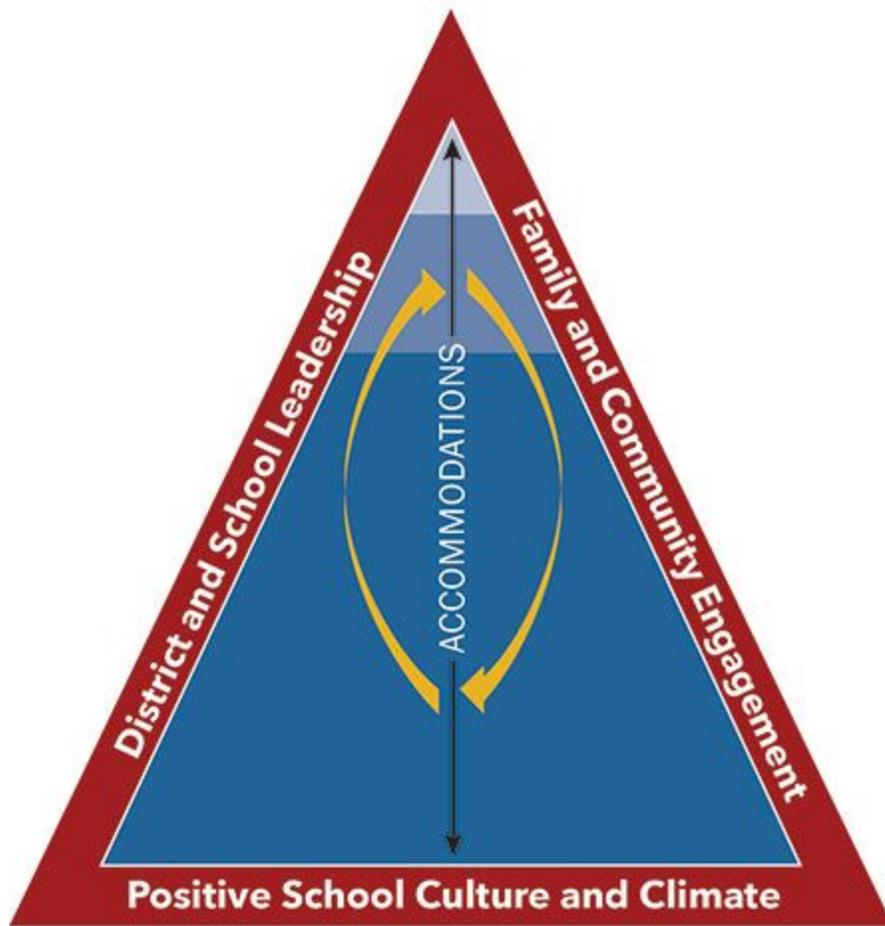


# New Jersey Tiered System of Supports in Franklin Twp. Schools



Tier 1: All students who are working on grade level. (Base of triangle)

Tier 2: All students who are currently working slightly below grade level. (Middle section)

Tier 3: All students who are currently working significantly below grade level. (Top of triangle)

Image retrieved from the State of New Jersey's [Department of Education](#).

## **New Jersey Tiered System of Supports**

The New Jersey Tiered System of Supports is a three tier model of intervention and support. All general education students who are meeting grade level standards in English Language Arts and Mathematics are Tier 1 students. Students who are working to develop grade level proficiency but are approaching grade level standards are Tier 2 students. “Tier 2 provides supplemental supports and interventions that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period. Interventions include evidence-based instructional practices and interventions that increase in intensity, frequency and duration based upon the review of data during regular progress monitoring intervals,” (Retrieved from [NJTSS page](#)). Tier 3 students are currently working two or more levels below grade level standards and receive intensive interventions, with greater frequency than Tier 2 students. In Kindergarten through Fifth grade, Tier 3 students will work in small groups with an Academic Intervention Support teacher.

There are nine essential components to the implementation of the New Jersey Tiered System of Supports. Those components are as follows: effective district and school leadership; family and community engagement; positive school culture and climate; high-quality learning environments, curricula, and instructional practices; universal screening; data-based decision making; collaborative problem-solving teams; progress monitoring; and staff professional development.

Students are able to move from one Tier to another, based on data. Students who are referred to I&RS are Tier 2 students. This is because they are receiving additional intervention strategies from the I&RS team, delivered by the classroom teacher. If a student exits I&RS, s/he returns to Tier 1 status. Data driven interventions are required at Tier 2 and Tier 3 to support the student’s instructional needs. Research based best practices for strategic intervention are recommended by the I&RS facilitators and team.

## Identifying a Student's Tier in the NJTSS

If...	Then...
An elementary student is working on grade level in Math and ELA	Tier 1
An elementary student is approaching grade level, but is currently below grade level expectations, and may receive AIS services.	Tier 2
A Kindergarten through 2nd grade student was identified as a "Student of Concern" based on PAR.	Tier 3
An elementary student working two or more levels below grade level and receiving AIS intervention instruction frequently.	Tier 3
A middle school student who is not failing any class	Tier 1
A middle school student who is failing 2 or more classes: Refer immediately to I&RS	Tier 2
A middle school student is in Read 180 or Math Connections	Tier 2
A middle school student is in AIS ELA Lab class or Math Explorations	Tier 3
A FHS student who is not failing any courses	Tier 1
A FHS student who is in I&RS, failing 2 or more classes	Tier 2
A FHS student who is in designated ELA or Math courses for additional intensive instruction	Tier 3

Criteria for AIS instruction can be found on our website.

## **Kindergarten through Second Grade: Chapter 210 NJ Law**

In 2014 New Jersey passed legislation that requires a Universal Screener for Literacy in Kindergarten, First, and Second grade. This law, [Chapter 210](#), states that students who are identified from the universal screener as being of concern, must be provided a comprehensive literacy assessment. Here in Franklin Twp. School district, we are using the Predictive Assessment of Reading (PAR) for the comprehensive assessment. When students are far below grade level in Phonemic Awareness and Fluency, with an intensity code of '2' this indicates concern.

Students of concern, as identified by PAR assessment results, will have intervention instruction in five areas, per Chapter 210 law. They will receive intervention instruction in the following areas: phonemic awareness, phonics, vocabulary, reading comprehension strategies, and fluency. This student should receive AIS intervention instruction as frequently as possible, as this is a Tier 3 student.

New Jersey's law requires us to be proactive as educators. When students are working below grade level in the area of phonemic awareness it needs immediate support. Students who are not reading fluently, who score 10 or lower on the district's Phonemic Awareness benchmark assessment should be referred to I&RS as soon as possible. Additional supports for literacy growth should be provided to the student during the ELA intervention period.

Per the NJ Dyslexia Handbook, when a student's comprehensive assessment indicates concern, "Child Study Team (CST) evaluation, or Section 504 eligibility determination are also warranted. Students may be referred to the school district CST or Section 504 Coordinator at any time for a formal, comprehensive evaluation for a specific learning disability, particularly if the student is not responding to the evidence-based intervention at an appropriate rate of improvement and may be in need of special education services or accommodations. Parents and guardians also have the right to request a formal CST evaluation at any time." (Pg. 14 of NJ Dyslexia Handbook). In order for a student to be referred to the Child Study Team from I&RS, documentation of the student's response to intervention must be present.

Students who are identified by PAR as being of concern for a possible reading problem will have ongoing progress monitoring. The PAR assessment has 3 different forms, so at different points in the school year the student will be administered a different version of the PAR assessment to monitor the student's response to intervention. AIS teachers, one at each elementary school, will administer the PAR assessment after being trained by the Supervisor of Intervention Services. The same AIS teacher will administer the PAR for progress monitoring.

## **AIS Intervention Instruction in Kindergarten through Fifth Grade**

With the Chapter 210 law in New Jersey, it is necessary for Tier 3 students in Kindergarten through second grade to have intervention instruction focused in the following areas for literacy: phonemic awareness, phonics, fluency, reading comprehension, and vocabulary. Based on recent PAR data, our students need support with phonemic awareness and vocabulary. AIS teachers along with classroom teachers are expected to deliver small group intervention instruction during the intervention period. During the twenty minute small group session, AIS teachers are expected to focus instruction in two areas for intervention. Students in Kindergarten through second grade should have the following frequencies for intervention during the six day cycle: phonemic awareness and phonics interventions three times per cycle, fluency intervention two times per cycle, vocabulary interventions twice per cycle, comprehension interventions twice per cycle.

In third, fourth, and fifth grade, based on student data, intervention frequencies should be the following: phonics interventions twice per cycle, fluency interventions three times per cycle, vocabulary interventions four times per cycle, and comprehension interventions three times per cycle.

Students receiving Tier 2 and Tier 3 AIS intervention support will be closely monitored. Data will be collected each day in the form of anecdotal notes during instruction. Specific assessments will be used by the AIS teachers for progress monitoring, and should remain as a Tier 3 assessment (DRA, PAST, PAR, etc.) Short passages will be analyzed using miscue analysis to monitor students' progress in literacy. When a student approaches grade level expectations, the student moves from Tier 3 to Tier 2. When a student has met grade level expectations, s/he will exit AIS intervention and become a Tier 1 student.

AIS ELA Criteria can be found on our district's website.

## **AIS Math Intervention Instruction in Non-Title 1 Elementary Schools**

In Non-Title 1 elementary schools, Tier 3 students in third, fourth, and fifth grade will receive math intervention from an AIS teacher. The students who are currently working two or more levels below grade level, with scores of 65% or lower on benchmark assessments, will receive intervention instruction from an AIS teacher during their math class. AIS teachers are expected to explain academic language, model mathematical thinking and use of strategies, and provide students opportunities to apply math strategies during small group instruction. Math Talks will occur during small group instruction, and students will have opportunities to reflect upon their learning.

In Title 1 elementary schools, Tier 2 and Tier 3 students will receive math intervention from an AIS teacher. Students who are working below grade level, with scores of 70% or lower, will receive intervention instruction from an AIS teacher during their math class. AIS teachers are expected to explain academic language, model mathematical thinking and use of strategies, and provide students opportunities to apply math strategies during small group instruction. Math Talks will occur during small group instruction and students will have opportunities to reflect upon their learning.

Criteria for Math AIS can be found on our district's website.

## Expectations for AIS ELA Instruction for Middle School

Students in AIS ELA Lab classes are Tier 3 students, currently reading far below grade level expectations. The format for instruction is as follows:

Format of Instruction	Participation and Time Guidelines
<b>Mini-lesson:</b> from the Curriculum Guide in Rubicon	Whole Class 10 minutes or less
<b>Small Group Instruction i-Ready (Independent work stations)</b>	One small group of no more than 6 learners at a time will receive strategy instruction from the teacher. Some students will be working at independent work stations during this time. Some students will be using i-Ready at this time. 18 to 15 minutes or less
<b>Share Session/Reflection</b>	Students can be selected to share with the entire class. OR, all students can be asked to share their latest success with a partner (Turn and Talk). Three to Five minutes

## AIS Math Expectations at the Middle School Level

Tier 2 students will be enrolled in the **Math Connections** course, based on their instructional needs determined by data including PARCC scores.

Format of Instruction	Participation and Time Guidelines
<b>Do Now &amp; Mini-lesson:</b> designed to prepare students for the lesson and to build confidence in solving mathematical problems by demonstrating mathematical thinking and communication.	Whole Class 15 minutes or less
<b>Independent student work stations:</b> designed to engage students in tasks that support goal setting, growth mindset and self-regulation in math.	Students work individually, in pairs or in groups on meaningful mathematical tasks. 15 minutes or less
<b>Share Session/Reflection:</b> designed to allow students time to reflect on progress and learning.	Students engage in reflective activity <ul style="list-style-type: none"> <li>● complete individual or group reflection prompt/rubric</li> <li>● select to share with the entire class.</li> <li>● all students can be asked to share their latest success.</li> <li>● 5 minutes or less</li> </ul>

Tier 3 students will be enrolled in the **Math Explorations course**, based on their instructional needs determined by data including PARCC scores.

Format of Instruction	Participation and Time Guidelines
<b>Do Now:</b> Opening warm-up activity	Small strategy group completes the Do Now, while the teacher prepares the independent group for the day's independent activity.  iReady students gather their materials, log-in and begin. 10 minutes or less
<b>Small Group Instruction</b>	<b>Small strategy group:</b> a group of no more

<p><b>i-Ready (Independent work stations)</b></p>	<p>than 6 learners at a time receive explicit strategy instruction from the teacher.</p> <p><b>Independent group:</b> students will be working at independent work stations during this time.</p> <p><b>iReady Group:</b> students will be using i-Ready at this time. 20 minutes or less</p>
<p><b>Share Session/Reflection</b></p>	<p>Students engage in reflective activity</p> <ul style="list-style-type: none"> <li>● complete individual or group reflection prompt/rubric</li> <li>● select to share with the entire class.</li> <li>● all students can be asked to share their latest success.</li> <li>● 5 minutes or less</li> </ul>

## **English Language Arts Intervention at Franklin High School**

Students qualify for additional instructional support in English Language Arts at Franklin High School based upon their PARCC scores and multiple criteria. Students are enrolled in “ELA Essentials” class in addition to their English class so they have additional instruction as intervention and support.

In the ELA Essentials class students receive support to accelerate reading and writing skills necessary for success in high school. Students receive the maximum level of support in the ELA Essentials classes.

## **Math Intervention at Franklin High School**

Students qualify for additional instructional support in Mathematics at Franklin High School based upon their PARCC scores and multiple criteria. Students are enrolled in “Math Exploration” class in addition to their Mathematics class so they have additional instruction as intervention and support.

In the Math Exploration class students receive support to accelerate skills necessary for success in high school. Students receive the maximum level of support in the Math Exploration classes.

## **Purpose of I&RS**

The purpose of I&RS is to provide additional strategies to teachers to support students who have behavioral, medical, or academic concerns. Administrative code states that schools are to do the following: "... establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties..." [N.J.A.C. 6A:16-7.1(a)]; and which are designed to: "...assist staff who have difficulties in addressing students' learning, behavior, or health needs." [N.J.A.C. 6A:16-7.1(a)] "

I&RS teams at each school are to involve parents in the development of the intervention plan as much as possible. Administrative Code 6A:16-8.2 Functions of intervention and referral services states schools are to "actively involve parents or guardians in the development and implementation of intervention and referral services action plans." In addition to parents attending the meeting, or participating via phone conference, there are core members of the I&RS team with specific roles. A case manager who will follow up and check the student's progress is an integral part of the I&RS team. The I&RS Facilitator will lead the I&RS team meetings, and will ensure that documentation is being kept on each student in I&RS. The referring teacher is part of the team, and then several other teachers may serve on the team to provide additional strategies. Coaches are not required to serve on the I&RS team, but can be consulted for Tier 3 students as needed. See Involvement of Coaches document for more information.

An administrator, or the administrator's designee must be present for each I&RS meeting. In Franklin Twp. School district, the Principal's designee is the "Lead Teacher," in a school that does not have a Vice Principal.

## **Entry into I&RS**

Students who are working below grade level in Reading or Mathematics in Elementary grades should be referred to I&RS. For Kindergarten through Second grade students in particular, if a student is below grade level in the area of Phonemic Awareness and fluency, the student should be referred to I&RS for additional instructional supports. Students who are failing 2 or more classes in middle school or high school should be referred to I&RS.

If medical/health issues are a concern in the class, the student should be referred to I&RS. Intervention strategies to support the student's needs should be part of the student's I&RS plan, and documentation about the student's progress should be kept.

Behavioral concerns can also be referred to I&RS. When a student is not working well with peers, seems socially withdrawn, or has difficulty maintaining positive behavior in school, the student should be referred to I&RS.

A student who is frequently tardy or absent may also be referred to I&RS. The I&RS team will work to develop a plan, possibly in conjunction with PBSIS, to support the student. If a student has health concerns that are impacting learning, the student should be referred to I&RS and the intervention supports that the teacher provides should be documented.

## **Exiting I&RS**

When an elementary student who was reading below grade level makes progress and is an on grade level reader, the student shall exit I&RS. When an elementary student was in need of additional support in Math and then grows to successfully reach grade level standards, the student shall exit I&RS. When middle school and high school students are no longer failing any core subjects, the student shall exit I&RS. When behaviors or medical concerns have been successfully addressed, and interventions are no longer needed, a student shall exit I&RS.

Parents of students who are exiting I&RS shall be given a letter informing them that the interventions are no longer necessary and that their student is meeting grade level expectations. A parent can meet with the I&RS team to discuss a gradual exit with monitoring if the parent wants to, meaning that a follow-up meeting 4 to 6 weeks after official exit will occur.

## **Genesis I&RS Tracking**

Genesis I&RS Tracking gives us the ability to closely monitor our students' progress in I&RS. It gives us an efficient and effective format for communicating each student's intervention needs. When a student is part of I&RS, there is an icon that looks like two people meeting. When we click on the I&RS icon, the student's I&RS plan will immediately download and appear for us. If a student exits I&RS, this will display the Exit letter, but the icon will remain so we can see previous interventions.

Once a student has an I&RS plan for intervention, the classroom teacher shall upload an sample of the student's work (in that intervention area) into the "Documents" section of Genesis. This will be identified as "I&RS Student Work Sample" with either "Beginning of Cycle," "Mid-Cycle," or "End of Cycle" as the label. If the student is also receiving the support of an AIS teacher, the AIS teacher may also upload up to 3 documents per intervention cycle to show the student's progress. In order to have a successful follow-up I&RS meeting, at least three documents must be in the student's file, and the Teacher must select the User flag to show the document uploads are complete.

I&RS Facilitators will upload the student's I&RS plan into Genesis I&RS Tracking. In the "User Text" tab, the I&RS Facilitator will also indicate the student's Tier, the student's area for ELA, Math, or Behavioral intervention. This will indicate the strategy or focus area for intervention for each individual student. This will generate the monthly report once the I&RS facilitator has updated the information for each I&RS student.

[Genesis I&RS Tracking Training Session Resource](#)

Click on the link to access the Google Slides about Genesis I&RS Tracking.

## **Guidelines for Teachers**

Students in K-5th grade should be referred to I&RS when they are working far below grade level in ELA or Math, or if there are behavioral or medical concerns. Teachers are encouraged to seek additional instructional strategies from the content area Coach before referring to I&RS. The recommended strategy(ies) should be implemented and student progress documented before the I&RS referral. In Kindergarten through Second grade in English Language Arts, if a student has low scores on the District Phonemic Awareness Benchmark Assessment, below grade level Running Records, and low scores on the i-Ready benchmark assessment, the student should be referred to I&RS.

In middle school grades and in high school, students who are failing two or more subjects shall be referred to I&RS. The I&RS team will meet to develop an intervention plan to support the student's instructional needs. Teachers are expected to implement the recommended instructional strategy as often as possible during the intervention cycle, preferably during class time. Students in middle school and high school may receive additional intervention support during the teacher's office hours.

Teachers are expected to document the student's response to the intervention strategy. Samples of student work from the beginning, middle, and end of the intervention cycle should be uploaded into Genesis. This documentation will help determine the student's next steps in the I&RS process. It is crucial that the data is uploaded into Genesis I&RS Tracking prior to the follow-up I&RS meeting so that the I&RS team can review the current data before making recommendations and developing a new plan.

## **Implementation Guidelines for AIS K-5th Grade Teachers**

Students who meet the District's multi-point criteria will receive AIS intervention instruction. In Kindergarten through Second grade, the District Phonemic Awareness assessment is included as one of the data points. AIS Kindergarten through Fifth grade teachers are expected to provide intervention instruction in small group sessions that are approximately 20 minutes in length. Tier 3 students will have intervention instruction at a greater frequency than Tier 2 students. Kindergarten through Second grade ELA AIS teachers are expected to deliver intervention instruction in the areas identified by the Chapter 210 law: phonemic awareness, phonics, fluency, comprehension and vocabulary. Third through Fifth grade ELA teachers are expected to support comprehension, vocabulary, and fluency with an instructional focus as determined by the student's data. Strategies for delivering multisensory phonics instruction will be part of intervention instruction for students who are of concern in ELA, especially in Kindergarten, First, or Second grade.

Both Mathematics and ELA AIS teachers will include language standards in their intervention instruction and support academic language needs of the Tier 2 and Tier 3 learners. Lesson plans will be submitted weekly for intervention group instruction. The Supervisor of Intervention Services will provide feedback, professional development, and support to all AIS teachers. Academic language support in the form of using visuals will be included in the lesson plans. Hyperlinks can be embedded into the lesson plans, and manipulatives can be used in Mathematics.

AIS teachers are expected to communicate student progress and areas of growth to the classroom teacher and the student's parents/guardians. When a student is referred to I&RS, the

AIS teacher may also provide intervention recommendations to the I&RS team based on the student's data.

AIS teachers will closely monitor student progress using formative assessments. In ELA those assessments include but are not limited to the following: Phonemic Awareness Skills Test (Zgonc), Orton Gillingham dictations, red word drills, and anecdotal notes from student's reading of controlled texts, anecdotal notes while student is reading aloud, nonsense word assessments, fluency assessments, and student's verbal or written responses to comprehension questions. The District's benchmark assessments will be conducted by the classroom teacher. The DRA or Running Records may be utilized as a benchmark assessment in ELA AIS. In mathematics, observational notes from students' "Math Talks," student math journals, teacher's anecdotal notes, exit tickets, and other assessments may all be used as formative assessments.

## **Involvement of Instructional Coaches in I&RS**

Instructional coaches, per the coaches handbook, are not to serve on the I&RS team and attend every meeting. Prior to referral to I&RS, a teacher should meet with the content area instructional coach and implement a recommended strategy. After implementation of the instructional strategy, if the student has not made significant progress, the student shall be referred to I&RS. The I&RS team will then make additional strategic intervention recommendations and develop an I&RS plan.

When a student has had an initial I&RS meeting, and a follow-up meeting, the Coach may be invited to provide additional strategies for the specific content area for a follow-up I&RS meeting. The Coach may meet with the teacher prior to the I&RS meeting, and make a strategy recommendation to be discussed at the I&RS meeting with the entire I&RS team. Coaches are not expected to participate in every initial I&RS meeting. They may occasionally be asked to attend a follow-up meeting after the data (student work samples) have been uploaded to Genesis I&RS Tracking. The role of the Coach is to be out in the school coaching as much as possible.