

# Delaware Township School District Literacy Intervention Services

## Program Parameters

*Draft, July 2008*  
*BOE Curriculum Committee, July 2008*  
*BOE Approval, July 2008*

**Dr. Richard Wiener, Superintendent**  
**Mrs. Patricia M. Ryan, Principal/Curriculum Coordinator**



# *Delaware Township School*

## **Literacy Intervention Services**

### **Curriculum Committee Members**

Pat Ryan, Curriculum Coordinator / Principal

Jessica Yarrow, Intervention Specialist

Stacey Falkenstein, Intervention Specialist

Diane de Flesco, Intervention Specialist

### **Statement of Philosophy July, 2008**

The Delaware Township School District provides a program of intervention services to support students who are eligible for differentiated educational experiences based on grade level proficiencies. Using multiple criteria for entrance into the program, students will receive individualized services through a continuum of placement options. The goal of the intervention program is to provide students with the skills to meet grade level benchmarks. The program uses data driven instruction and research proven practices. Release from intervention services will be based upon additional assessment results, teacher observation and parent input.

## I. Entrance Criteria

Eligibility for the intervention services program will be determined by multiple criteria. A majority of the following criteria must show evidence of instructional need for a student to participate in the program. The state of New Jersey mandates that all school districts provide intervention services to any student who performs within the partially proficient area on the NJASK test.

	<b>K-2 (4 of 6)</b>	<b>3-5 (3 of 5)</b>	<b>6-8 (3 of 4)</b>
<b>NJASK</b>	N/A	Performance in the partially proficient category	Performance in the partially proficient category
<b>Developmental Skills Checklist</b>	Performance within stanine 1, 2 or 3 (Kindergarten only)	N/A	N/A
<b>DRA2</b>	Performance levels below average grade level expectancies	Performance levels below average grade level expectancies	N/A
<b>DIBELS</b>	Performance at the "Some Risk" or "At Risk" levels	N/A	N/A
<b>District Portfolio Assessments (as appropriate)</b>	Work samples and performance assessments below average grade level expectancies	Work samples and performance assessments below average grade level expectancies	Work samples and performance assessments below average grade level expectancies
<b>Teacher Recommendation</b>	Completed recommendation form indicating area of need. (See Appendix A)	Completed recommendation form indicating area of need. (See Appendix A)	Completed recommendation form indicating area of need. (See Appendix A)
<b>Parent Input</b>	Completed recommendation form and signed permission slip (See Appendix B)	Completed recommendation form and signed permission slip (See Appendix B)	Completed recommendation form and signed permission slip (See Appendix B)

## II. Program Description

Intervention Services are offered for literacy by Intervention Specialists who are certified teachers trained in various techniques beyond regular education. Intervention is “extra help” for students in reading and writing. The program always uses the regular education curriculum guides and it may take two forms.

First, the intervention teacher can “push in” to the regular classroom and, second, the teacher can “pull out” the students who need assistance. Push in services are reserved for students with fewer instructional concerns and it happens in conjunction with regular classroom instruction. Pull out services occur in addition to regular literacy instruction and it happens in small groups of four to six students. Pull out services are more instructionally intense and are reserved for those students with greater gaps in skills. The pullout services require parental permission. Pull out services also may happen during other instructional time, such as science or social studies. Instructional frequency is targeted at two times per week for pull out and one time a week for push in.

Intervention services are not “Special Education” services. Special education services are associated with the Child Study Team and are reserved for students who are diagnosed with a learning problem that significantly impairs their ability to be successful in school. Intervention is a regular education service designed to close the relatively small gaps in skill and learning.

In addition to the specific assessments used for entry into and exit from the program, additional informal assessments are used by the specialists to plan instruction on an ongoing basis. The teacher targets instruction based on a student’s area of need as revealed through these informal assessments and inventories. These assessments may include running records, writing samples, spelling assessments, dictation, retelling and sequencing checks, sight word assessments and phonological assessments. A collection of these assessments and inventories over time will also provide a “picture” or portfolio of a students’ growth. Progress reports are also sent home in student report cards at the conclusion of each marking period (See Appendix C and D).

In addition, the teachers may pull from an array of instructional programs such as Wilson and Project Read to address specific needs. Delaware Township School district does not endorse one specific reading program to remedy all instructional deficits. Rather, we remain eclectic and diagnostic in our approach to intervention services so we may better tailor the program to each child’s needs. We are, however, committed to using techniques that are research-based and developmentally appropriate.

**Program Setting, Curriculum and Materials, Assessments and Techniques:**

	<b>Grades K-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>
<b>Push-In</b>	<p><b>Curriculum and Materials:</b></p> <ul style="list-style-type: none"> <li>• General education curriculum guides and regular education materials</li> </ul> <p><b>Assessments (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Observation of daily performance</li> <li>• Classroom assessments and work samples</li> </ul> <p><b>Teaching Techniques (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Small group reinforcement</li> <li>• One-to-one assistance</li> <li>• Reteaching</li> <li>• Redirecting</li> <li>• Rephrasing</li> </ul>	<p><b>Curriculum and Materials:</b></p> <ul style="list-style-type: none"> <li>• General education curriculum guides and regular education materials</li> </ul> <p><b>Assessments (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Observation of daily performance</li> <li>• Classroom assessments and work samples</li> </ul> <p><b>Teaching Techniques (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Small group reinforcement</li> <li>• One-to-one assistance</li> <li>• Reteaching</li> <li>• Redirecting</li> <li>• Rephrasing</li> </ul>	<b>N/A</b>

	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
<b>Pull-Out</b>	<p><b>Curriculum and Materials:</b></p> <ul style="list-style-type: none"> <li>• General education curriculum and materials</li> <li>• Project Read</li> <li>• Wilson</li> <li>• Rigby</li> </ul> <p><b>Assessments that will drive instruction (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Sight word recognition</li> <li>• Spelling assessments</li> <li>• Dictation</li> <li>• Comprehension checks</li> <li>• Retelling and sequencing</li> <li>• Writing samples</li> <li>• Phonological assessments</li> </ul> <p><b>Teaching Techniques (may include, but not limited to):</b></p> <ul style="list-style-type: none"> <li>• Small group reinforcement</li> <li>• One-to-one assistance</li> <li>• Reteaching</li> <li>• Redirecting</li> <li>• Rephrasing</li> </ul>	<p><b>Curriculum and Materials:</b></p> <ul style="list-style-type: none"> <li>• General education curriculum and materials</li> <li>• Project Read</li> <li>• Rigby</li> </ul> <p><b>Assessments that will drive instruction (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Sight word recognition</li> <li>• Spelling assessments</li> <li>• Dictation</li> <li>• Comprehension checks</li> <li>• Retelling and sequencing</li> <li>• Writing samples</li> <li>• Phonological assessments</li> </ul> <p><b>Teaching Techniques (may include, but not limited to):</b></p> <ul style="list-style-type: none"> <li>• Small group reinforcement</li> <li>• One-to-one assistance</li> <li>• Reteaching</li> <li>• Redirecting</li> <li>• Rephrasing</li> </ul>	<p><b>Curriculum and Materials:</b></p> <ul style="list-style-type: none"> <li>• General education curriculum and materials</li> <li>• Project Read</li> </ul> <p><b>Assessments that will drive instruction (may include, but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Sight word recognition</li> <li>• Spelling assessments</li> <li>• Dictation</li> <li>• Comprehension checks</li> <li>• Retelling and sequencing</li> <li>• Writing samples</li> <li>• Phonological assessments</li> </ul> <p><b>Teaching Techniques (may include, but not limited to):</b></p> <ul style="list-style-type: none"> <li>• Small group reinforcement</li> <li>• One-to-one assistance</li> <li>• Reteaching</li> <li>• Redirecting</li> <li>• Rephrasing</li> </ul>



### III. Exit Criteria

Eligibility for exiting the program will be determined by multiple criteria. A majority of the following criteria must indicate instructional proficiency for the student to exit the program. Release from the intervention program will occur when the student has attained instructional adequacy at their grade level using this criteria.

	<b>Grades K-2 (4 of 6)</b>	<b>Grades 3-5 (3 of 5)</b>	<b>Grades 6-8 (3 of 4)</b>
<b>NJASK</b>	N/A	Performance in the proficient category	Performance in the proficient category
<b>Developmental Skills Checklist</b>	Performance at the 4 <sup>th</sup> stanine or better (Kindergarten only)	N/A	N/A
<b>DRA2</b>	Performance levels average grade level expectancies or better	Performance levels average grade level expectancies or better	N/A
<b>DIBELS</b>	Performance at the "Low Risk" category or better	N/A	N/A
<b>District Portfolio Assessments (as appropriate)</b>	Work samples and performance assessments at average grade level expectancies or better	Work samples and performance assessments at average grade level expectancies or better	Work samples and performance assessments at average grade level expectancies or better
<b>Teacher Recommendation</b>	Verbal input	Verbal input	Verbal input
<b>Parent Input</b>	Verbal input	Verbal input	Verbal input