



Warren Township Schools

Shining Brighter Every Day

Accelerating Student Academic Progress

(ASAP)

Program Overview



"We can't direct the wind but we can adjust the sails." Thomas S. Monson



Superintendent of Schools: Dr. Matthew Mingle

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ASAP Program Revision Committee

Mary Balkonis ASAP Math ALT

Nancy Braunstein Reading Recovery ASAP 1-2 Woodland

Kathy Brown ASAP 3-5 Woodland

Marilyn Brown ASAP Math Woodland

Sheri DeShields ASAP Math Central

Lisa Lukko ASAP Math Mt. Horeb

Marybeth Greco ASAP 3-5 ALT

Laurie Green ASAP 3-5 Mt. Horeb

Denise Kennedy Reading Recovery ASAP 1-2 Mt. Horeb

Marianne Larson ASAP 3-5 Central

Fran Perlman Reading Recovery ASAP 1-2 ALT

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Mission Statement

The Accelerating Student Academic Progress (ASAP) program in the Warren Township School District is designed to work in conjunction with our overall Response to Intervention (RTI) system. The goal of the ASAP program is to aid students experiencing difficulties in the area of language arts and/or math and to improve the reading, writing and mathematics skills of these students to meet grade level proficiencies. Through small group instruction, both in class and pull out, students learn strategies to help them achieve according to the State Standards. Both ASAP teachers and classroom teachers work collaboratively to provide appropriate instruction based on the student's instructional needs. The ASAP program recognizes individual learning differences and strives to build students' competence and confidence. The district is committed to providing instruction that aids students in displaying academic growth in order to be successful in all aspects of the curriculum.

Rationale

Research has shown that all learners must be provided reading instruction along a continuum of intensity: some students can maintain adequate progress through whole-class instruction; others need extra assistance through differentiated support by the classroom teacher; and still others may require substantial additional instruction from reading intervention specialists. Response to Intervention (RTI) is a system that supports these requirements to meet the needs of all students.

RTI is a tiered system that requires differentiation of instruction by all classroom teachers to address the needs of students who are demonstrating difficulties in the areas of language arts and/or math. This differentiation is a coordinated effort between the ASAP teachers and the classroom teachers. Within the ASAP program, students are serviced in an intervention setting if the classroom differentiation is not meeting the needs of the student. This intervention is conducted in a pull out setting where students are provided intensive instruction. After a period of time, the growth of the student is assessed. The assessment results are analyzed and a determination is made as to whether to continue with intensive instruction or shift exclusively to a classroom based intervention.

The RTI tiered system is comprised of input from many members of the school community to ensure that appropriate instruction is being provided based on the needs of the individual student. This input begins with the classroom teacher recommending the student and completing the scoring matrix.

Guidelines for ASAP Referral and I&RS

Faculty members use many strategies to help students improve their academic performance. When a student either loses ground, reaches a growth plateau, or does not show appropriate growth, a teacher may refer the student for ASAP. The classroom teacher will complete the ASAP eligibility matrix. If the student is eligible for Tier II intervention the ASAP teacher will work with the student, monitor progress and report to the building principal. If the student does not qualify for ASAP services, but there is still concern, the classroom teacher may refer the student to the school's Intervention & Referral Services (I&RS) committee. Students do not need to go through I&RS to receive ASAP math services however, mid year ASAP reading referrals should go through I&RS.

I&RS is a multi-disciplinary committee which may include the principal, guidance counselors, teachers, nurse, Child Study Team members, referring classroom teacher and other school personnel. The I&RS committee is charged with:

- Reviewing documentation that is collected and provided by the classroom teacher. The documentation illustrates student progress in the Tier I setting and outlines differentiation strategies that have been implemented.
- Determining eligibility based on ASAP entrance criteria matrix.
- Identifying achievement gaps and goals.
- Developing an action plan of implementation and specific timeline for ASAP services.
- Meeting within a set period of time to evaluate the effectiveness of the RTI intervention.
- Developing follow up action plans that are based on the RTI data.

Note about English Language Learners (ELL)

With English Language Learners it is important to determine whether the student's progress is appropriate given the child's rate of English acquisition when compared to the ELL developmental continuum. With assistance from the building's ELL teacher, time must be spent comparing the student's oral language scores from the WIDA placement/ACCESS to the student's reading scores. If there is a large discrepancy, the student may be a poor reader. The converse may also be true: if the scores are comparable, or the student has high reading scores, s/he may have good transfer reading skills. The student's classroom performance must also be taken into consideration. If the student can decode and demonstrate literacy skills, but has difficulty with comprehension, this may indicate a lack of English language skills. If a student has achieved a high degree of oral fluency but still has difficulty with comprehension, it may indicate a reading issue.

ASAP Entrance Criteria

Research and expert opinion suggests that it is important to build basic or foundational reading and math skills in students who need them, while also providing them with access to grade-level concepts and content. The RTI framework provides one method for accelerating student achievement in these areas. In an RTI framework, students receive daily help learning both basic skills and higher order skills. Once it has been determined that a classroom teacher's differentiation strategies are not working for a student, the following identification criteria will be utilized. Approximately 10% of the student population will meet the criteria to have ASAP instruction provided through Tier II intervention. The eligibility matrix will be in flux over the first few years of usage. Changes will be made once calibration can be done. ASAP teachers will compare and analyze student eligibility scores to determine if the matrix is weighted properly. This will continue as changes are made to the matrix. Such changes will be the removal of NJASK scores, analyzing the possibility of eventually using PARCC scores and any other additions or deletions to the matrix based on changes made to assessments in the district.

ASAP Progress Expectations and Exit Criteria

Fountas and Pinnell

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	–	A	B	B	C	C	C	D	D	D
1	D/E	E	F	F	G	H	H	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	Y	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+	Z+

The Progress Monitoring by Instructional Text Reading Level chart is intended to provide reasonable expectations for 10 months of the school year. School districts should adjust the expectations to align with their school/district requirements and professional teacher judgment.

- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (e.g., text introduction). At levels A–K, the instructional level is the highest level a student can read with 90–94% accuracy and excellent or satisfactory comprehension, or 95–100% accuracy with limited comprehension. At levels L–Z, the instructional level is the highest level a student can read with 95–97% accuracy and excellent or satisfactory comprehension, or 98–100% accuracy with limited comprehension.
- The student’s independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student’s instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student’s level is higher, than the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student’s instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be **needed**.
- At some points in time, students may be transitioning from one level to another (for example, Y/Z in month 5 of grade 7). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level Y as reading on grade level.

2012 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann

Response to Intervention (RTI) Framework

Tier I

All students receive Tier I instruction. Tier I is Warren's core curriculum in language arts and mathematics and is based on the Common Core State Standards. The intent of the Tier I curriculum is to deliver a high quality instructional program. Student success in the Tier I curriculum is based on district wide benchmark assessments as well as teacher created assessments that are aligned with the Common Core. If the Tier I curriculum is being implemented with a high degree of integrity, most students receiving this instruction will show outcomes on the assessments that indicate a level of proficiency that is aligned with the benchmarks. Advocates of RTI indicate that 75%-80% of students can be expected to reach district benchmarks through Tier I delivery. A teacher is expected to provide differentiation strategies during Tier I for those students who are falling short of the mark. If these strategies are deemed unsuccessful it may be determined, through I&RS, that a child is in need of supplemental intervention.

Tier II

Students who are falling below the expected levels of accomplishment, who are at some risk of academic failure but who are still above levels considered high risk of failure and meet the entrance criteria for ASAP, will be eligible for Tier II instruction. Within Tier II, students are serviced in a pull out setting where they are provided with small group, intensive instruction utilizing the Fountas and Pinnel's *Leveled Literacy Intervention System (LLI)*. Most students will receive intervention using LLI. Since the needs of these students are identified through the assessment process, it should be noted that it may also be determined that a different instructional program needs to be delivered that focuses on their specific needs such as Reading Recovery or specific writing instruction. After a period of time, the growth of the student is reported, followed by a determination as to whether further intensive instruction is necessary or if it is appropriate to again support the child solely through classroom differentiation.

Tier III

Students who are considered to be at high risk for failure and who have not responded to Tier II intervention, may be considered candidates for identification as having special education needs. While Tier III is usually considered special education, it may be a level of support in which students identified for special education services will receive support with specific, needs based programming. Examples are Sonday, Wilson, Orton Gillingham etc. These programs are directly matched to the student's level of identified risk. Tier III candidates are not as far along the continuum of skill acquisition as those students who fall into Tier II.

Reading Recovery

“Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.”

(<http://readingrecovery.org/reading-recovery/teaching-children/basic-facts>)

Leveled Literacy Intervention System

The *Fountas & Pinnell Leveled Literacy Intervention System (LLI)* is a “supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.”

(www.heinemann.com/fountasandpinnell/lli_overview.aspx)

Reading and writing skills addressed through the LLI (Leveled Literacy Intervention) Reading Systems are based on 15 key principles to support readers.

1. LLI engages students with high interest, well written texts in a variety of fiction and nonfiction genres that have been leveled by Fountas and Pinnell.
2. LLI increases students reading volume by engaging them in large amounts of daily successful reading.
3. LLI provides students with choice in reading material to increase motivation.
4. LLI enables new learning by matching the text to the reader's instructional reading level.
5. LLI supports the development of independent, self-initiating, self-regulatory behaviors.
6. LLI provides large amounts of expository text reading (60% nonfiction/40% fiction).

7. LLI helps students think deeply about texts and derive the larger ideas from their reading.
8. LLI helps students focus on comprehension and monitor their reading through metacognitive attention that supports deeper understanding of fiction and informational texts.
9. LLI provides intensive and dynamic study of words to increase students' ability to rapidly solve them while reading and writing.
10. LLI focuses on systematic, intentional vocabulary development.
11. LLI promotes smooth, phrased reading that moves along at a good pace.
12. LLI focuses the intervention on oral language development by providing structures to promote meaningful student talk.
13. LLI uses writing to support and extend comprehension.
14. LLI supports the specific needs of English language learners.
15. LLI provides a great deal of student support through explicit, direct instruction with a small teacher-student ratio.

ASAP Math

It is essential to build the basic or foundational skills in mathematics of all students who need them while also providing them with access to grade level concepts and content. Following the same RTI format for math will provide a venue for accelerating achievement in foundational skills and proficiencies. Once identified and whenever possible these students should receive a double dose of mathematics instruction.

*Grade 1 students will not be identified for ASAP instruction until mid November. The ASAP math teacher will spend time during September and October observing the first grade math lessons. The ASAP teacher recommendation will become a part of the first grade eligibility matrix.



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Date: _____

To: Parents/Guardian of _____

From: _____

RE: Accelerating Student Academic Progress (ASAP)

Your child, _____, has been selected to participate in the Warren Township School's Accelerating Student Academic Progress (ASAP) program for the _____ school year. Throughout the school year, your child's progress will be closely monitored and at the end of the school year eligibility will be reevaluated. During the regular school day, ASAP students receive supplemental instruction in the subject(s) checked below.

We based student selection for these programs on the results of both internal and external assessments as well as professional staff recommendation.

If you have any questions regarding the ASAP program, please contact your child's teacher, the ASAP teacher or your building principal.

Recommended program for your child:

_____ Language Arts Literacy

_____ Math



Warren Township Schools

Shining Brighter Every Day

Date: _____

To: Parents/Guardian of _____

From: _____

RE: Accelerating Student Academic Progress (ASAP)

As per the guidelines established by the Warren Township School district, your child has been selected to participate in the Accelerating Student Academic Progress (ASAP) program. Student selection for these programs is based on the results of both internal and external assessments as well as professional staff recommendation.

By signing this letter you agree to waive ASAP services for the remainder of the _____ school year. If you have any questions regarding the ASAP program, please contact your ASAP teacher or your building principal. If at any point during the school year you should feel that you would like to have your child participate in these services again, please contact your child's classroom teacher to set up a meeting to discuss your child's progress.

Please sign below and return to your building's ASAP teacher to have your child excluded from the ASAP program.

Signature of Parent or Guardian _____