



Tier II and III Interventions: 2017-2018

This document serves as a school-by-school summary of current K-8 Tier II and III interventions.

BRADFORD SCHOOL			
MATHEMATICS (MATH)		ENGLISH LANGUAGE ARTS (ELA)	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> Consultation with the Math Coach, as needed, occurs. Instructional resources include but are not limited to enVision Intervention resource and supplemental resources. 	<ul style="list-style-type: none"> Additional intense pull-out using the same programs occurs. The intervention is provided 3 or 4 times a week. 	<ul style="list-style-type: none"> Several interventions take place within the classroom, depending on the needs of the students. For example, a teacher may do a “double dose” of Foundations. A student may receive pull-out services to see the Curriculum Support Teacher. Some students participate in phonics groups, fluency groups, or encoding groups with the reading specialist. The phonics program used by the reading specialist is Alphabetic Phonics which is multi-sensory. The fluency program used is Great Leaps. 	<ul style="list-style-type: none"> Additional intense pull-out using the same programs occurs. The intervention is provided 3 or 4 times a week.

BUZZ ALDRIN MIDDLE SCHOOL

MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> • The intervention is provided every three days for an 80-minute block (average of 120 minutes per week). • Students are taught grade-level standards in addition to receiving curriculum support involving skills and concepts taught in the general education math courses. • The Math lab teacher provides additional instruction, practice, and activities that are directly correlated to the New Jersey Student Learning Standards (NJSLS). 	<ul style="list-style-type: none"> • The intervention is provided every three days for an 80-minute block (average of 120 minutes per week). • Students are taught remedial skills while also receiving additional curriculum support. Instruction is more individualized and one-on-one to address children who are performing at least one-grade level below. • Tier III coursework involves remedial lessons, practice, and reinforcement while working on current NJSLS. 	<ul style="list-style-type: none"> • The intervention is provided every other day for an 80-minute block (average of 200 minutes per week). • Students are taught grade-level standards in addition to receiving curriculum support involving skills and concepts taught in the general education ELA courses. • The Literacy Lab teacher provides additional instruction, practice, and activities that are directly correlated to the NJSLS. 	<ul style="list-style-type: none"> • The intervention is provided every other day for an 80-minute block (average of 200 minutes per week). • Students are taught grade-level standards in addition to receiving curriculum support involving skills and concepts taught in the general education ELA courses. • Tier III coursework involves remedial lessons, practice, Read180 and reinforcement while working on current NJSLS.

CHARLES H. BULLOCK SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> The intervention consists of a double dose of instruction in a small group with the classroom teacher. The teacher or curriculum support teacher provides small group instruction or individualized instruction during I-Time. MobyMax is used, as needed, during I-Time. 	<ul style="list-style-type: none"> The Curriculum Support teacher provides support 1 period per day. The intervention occurs for 30 minutes for 4 days week. MobyMax and small groups are used to support this work. 	<ul style="list-style-type: none"> Small group instruction in classroom, guided reading groups, book clubs and strategy lesson groups are used to supplement daily instruction. Online resources and differentiation/modifications based on needs occur. Universal Design for Learning is the framework used for differentiation. 	<ul style="list-style-type: none"> The Curriculum Support teacher provides support for 1 period per day. Intense instructional intervention using Level Literacy Intervention (LLI), Wilson, and Reading 180. Direct and personalized instruction occurs up to 5 times a week.

EDGEMONT SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III

- The interventions are delivered by classroom teacher, Curriculum and Support Teacher and Special Education Inclusion Teacher (enVision math resources built into differentiation model).
- Problem solving models, frequent cumulative reviews, mini-checks and exit tickets, 10-15 minute fact practice using flash cards, computer activities and games are a sample of the Montessori materials used to focus on whole number concepts and instruction.
- Hands-on materials for visual representation of math ideas (Base ten), Technical Education Research Centers (TERC) math materials, Everyday Math materials are incorporated into direct instruction.
- English as a Second Language (ESL) instructional time is provided for targeted students. Also, instructional materials are sent home to support family/student engagement.

- The interventions are delivered by classroom teacher, Curriculum and Support Teacher and Special Education Inclusion Teacher.
- Center for Collaborative Classroom (CCC) resources are built into differentiation model.
- Intense instructional resources using Level Literacy Intervention (LLI), Wilson, Reading and Writing Workshop model, MindPlay, comprehension, grammar, fluency work, direct and personalized instruction occurs 3 to 4 times a week.
- Students on Tier III receive added time (40 minutes daily) in one-to-one and/or small group instruction. Also, instructional materials are sent home to support family/student engagement.
- English as a Second Language (ESL) instructional time is provided for targeted students. Also, instructional materials are sent home to support family/student engagement.

GLENFIELD MIDDLE SCHOOL

GLENFIELD MIDDLE SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> • The intervention is provided every three days for an 80 minute an (average of 120 minutes per week). • Study hall is provided every three days for an 80-minute block. • GMS Extra provided for targeted students. The intervention is provided three days a week for a 90-minute block. 	<ul style="list-style-type: none"> • The intervention is provided every day for a 40-minute block. • GMS Extra provided for targeted students. The intervention is provided three days a week for a 90-minute block. 	<ul style="list-style-type: none"> • Literacy Lab is provided every day for a 40-minute block. • Study hall is provided every three days for an 80-minute block. • GMS Extra provided for targeted students. The intervention is provided three days a week for a 90-minute block. 	<ul style="list-style-type: none"> • Literacy Lab is provided every day for a 40-minute block. • READ 180 is provided each day for a 40-minute block. • GMS Extra provided for targeted students. The intervention is provided three days a week for a 90-minute block.

HILLSIDE SCHOOL

HILLSIDE SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> • Small group instruction occurs with the general education teacher. • The math curriculum support teacher co-teaches during general education math classes. There is a rotation schedule that is followed. • Aesthetic intervention courses are offered to students during their elective periods. (Duration: 120 minutes per every 6 days) • Resources used by general education teachers, aesthetic teachers and curriculum support teacher include MobyMax and Supplemental Resources. • Students are invited to the Title I Afterschool Tutorial Program. 	<ul style="list-style-type: none"> • During the RTI period, students are scheduled for small group instruction with the math curriculum support teacher. (Duration: 120 minutes per every 6 days) • Students are invited to the Title I Afterschool Tutorial Program. 	<ul style="list-style-type: none"> • Small group instruction occurs with the general education teacher. • Students are enrolled in aesthetic intervention courses, which are taught by their ELA teacher. (Duration: 120 minutes per every 6 days) • Resources used by general education teachers, aesthetic teachers and curriculum support teacher include MindPlay and Supplemental Resources • Students are invited to the Title I Afterschool Tutorial Program. 	<ul style="list-style-type: none"> • Students are scheduled for small group instruction with the ELA curriculum support teacher. (Duration: 40 minutes per day 5x week) • Resources used by curriculum support teacher includes LLI. • Students are invited to the Title I Afterschool Tutorial Program.

NISHUANE SCHOOL

NISHUANE SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> • Classroom teacher provides targeted support during math instruction as well as during intervention designated times in schedule. • Materials used include enVision reteaching lessons and supplemental materials as needed. 	<ul style="list-style-type: none"> • Curriculum Support teacher pushes into classrooms and provides targeted support during math instruction. • Materials include enVision lessons/reteaching and supplemental materials as designated by teacher. 	<ul style="list-style-type: none"> • Classroom teacher provides this intervention every week. • Materials used to support this work include: Foundations double dose and other supplemental resources for guided reading and targeted interventions. • Extended day program available for Tier II and III students. 	<ul style="list-style-type: none"> • Curriculum Support teacher provides this intervention every week for 160-200 minutes of intervention by the Curriculum Support Teacher. • Extended day program available for Tier II and III students.

NORTHEAST SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> Classroom teachers and the Curriculum Support Teacher provide personalized instruction as needed. Classroom teachers use enVision reteach supplemental materials, MobyMax and teacher-created resources to support learning. 		<ul style="list-style-type: none"> Classroom teachers provide this intervention 90-120 minutes per week. Students pulled during a rotating schedule and/or participate in a targeted center. Materials used include but are not limited to Reading A-Z, Renaissance Learning supplemental resources, MobyMax and flash cards. 	<ul style="list-style-type: none"> Curriculum Support teacher provides Intervention for 160-200 minutes per week. Materials used include but are not limited to LLI, Double Dose Foundations and Wilson.

RENAISSANCE MIDDLE SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> Math Lab is provided 2 days a week. 	<ul style="list-style-type: none"> Math Lab is provided 3-4 days a week. 	<ul style="list-style-type: none"> Read180 is provided 2 days a week. Literacy Lab is provided 2 days a week. 	<ul style="list-style-type: none"> Read180 is provided 3-4 days a week. Literacy Lab is provided 3-4 days a week.

WATCHUNG SCHOOL			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
<ul style="list-style-type: none"> Classroom teacher provides individualized instruction using teacher-made resources, MobyMax and enVision. 	<ul style="list-style-type: none"> Curriculum support teachers use individualized instruction. 	<ul style="list-style-type: none"> Classroom teacher provides individualized instruction using teacher-made resources, and MobyMax. 	<ul style="list-style-type: none"> Curriculum support teachers use individualized instruction. Instructional resources include but are not limited to LLI and MindPlay.

ALL SCHOOLS: GENERAL INSTRUCTIONAL STRATEGIES ALIGNED WITH INTERVENTIONS			
MATH		ELA	
TIER II	TIER III	TIER II	TIER III
Graphic Organizers Chunking/Scaffolding Small Group Learning Behavior Contracts Peer Learning Groups Study Skills Homework Support Instruction Additional Practice/Activities Goal Setting Modeling Curriculum Support Progress Monitoring Reteach and Review	Graphic Organizers Chunking/Scaffolding Individualized Instruction Behavioral Contract Teacher/Student Conferences Study Skills Organizational Support Instruction – All levels Modifications of Assignments Goal Settings Modeling Curriculum Support Frequent Progress Monitoring Additional Practice/Activities Reteach and Review	Graphic Organizers Chunking/Scaffolding Small Group Learning Behavior Contracts Peer Learning Groups Study Skills Homework Support Instruction Additional Practice/Activities Teacher/Student Conference Goal Setting Modeling Specialized On-line Programs	Graphic Organizers Chunking/Scaffolding Individualized Instruction Behavior Contracts Teacher/Student Conferences Study Skills Organizational Support Instruction – All levels Modifications of assignments Goal Setting Modeling Curriculum Support Frequent Progress Monitoring Additional Practice/Activities Reteach and Review Specialized Online Programs