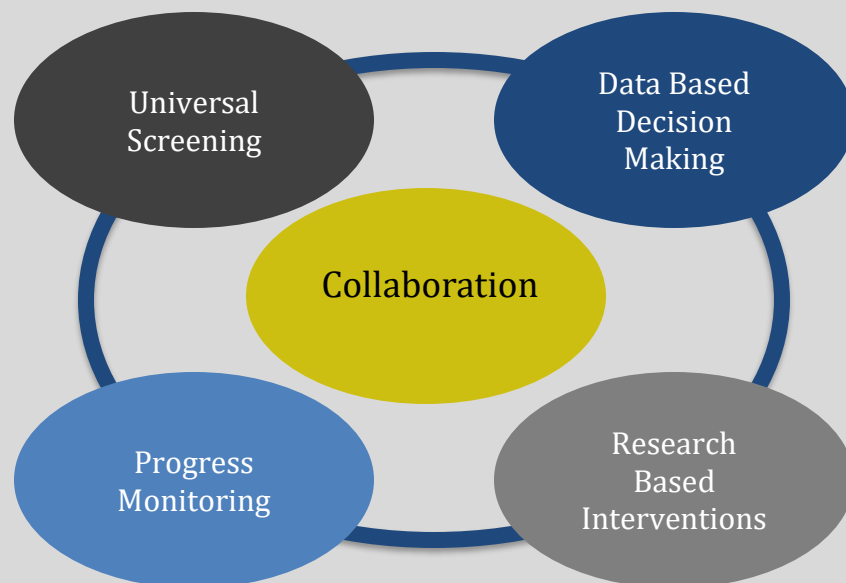


# Gifted and Talented, Response to Intervention, & Intervention and Referral Services Parent Handbook

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South Harrison Elementary School



2019-  
2020

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## South Harrison Township Elementary School District

### Response to Intervention Framework

“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities (National Center on Response to Intervention, 2009).”

The Response to Intervention Program (RTI) for South Harrison Elementary School will follow the aforementioned problem-solving framework. The district will utilize the framework, or early detection and intervention, of students in danger of inadequate learning outcomes in the content areas of literacy and math. RTI will be an intricate piece to increasing performance levels of the students in the school district. RTI will include the identification of students with academic delays, the implementation of research-based interventions, and the systematic monitoring of progress to determine student responsiveness. The RTI program will not only provide early interventions for students at risk, but also provide the district with a valid procedure for identifying students with learning disabilities.

#### Mission Statement:

South Harrison’s Response to Intervention (RTI) program supports our district’s *Commitment to Excellence*. By evaluating and meeting individual students’ needs through differentiated instruction, we aim to: optimize student growth, develop the whole child, create enduring understandings, and instill a love of learning.

#### Goals:

- Support all students to meet their full potential.
- Gather, analyze, and utilize data to drive instruction.
- Use research-based materials and instructional practices.
- Utilize a problem-solving model and team approach to enhance student growth.
- Be proactive instead of reactive.
- Provide early intervention.
- Increase the number of students that meet or exceed state standards.

#### What is our definition of RTI?

RTI is a data-driven, systematic approach to instruction that uses three tiers of research-based strategies and interventions to optimize student growth.

## Procedure

### (See also RTI Flowchart and Tier Chart)

South Harrison School District's RTI program will include large group instruction, small group instruction and one-on-one tutoring for those students in need of more intensive intervention. Increasing intensity throughout the tiers will be achieved through the use of teacher-directed explicit instruction, increased frequency and/or duration of instruction, small groups, and/or one to one instruction.

#### **Tier 1**

All students receive Tier 1 instruction in the general education classroom setting with the general education teacher. Literacy instruction will occur a minimum of 80 minutes daily in all grade levels. Tier 1 is for all students, and is taught utilizing the core program for each content area as determined by the district. Differentiating strategies will be utilized by the classroom teacher in preparing lessons that address the various learning styles of the students and provide a high quality of instruction. The general education teacher will implement intervention strategies for students that are slightly behind benchmark levels.

Students who receive only Tier 1 instruction will also be involved in a separate, 40-minute Enrichment block each day. There will be six rotations throughout the year. Students will participate in a different enrichment course during each of the six rotations. All students are given an enrichment course schedule at the beginning of the school year. In the event that a student is shown to be in need of Tier 2 interventions, that student will be pulled from the enrichment period. This ensures that students do not miss any of their regular instruction (**See Enrichment Courses for more information**).

#### **Tier 2**

Tier 2 will include the students who do not respond to the general education instruction of Tier 1 and are having difficulty meeting academic benchmark standards. Tier 2 instruction is in addition to the Tier 1 instruction and will be conducted through the use of small flexible groups of 3-5 students. It will involve the creation of student S.M.A.R.T. goals and a student action plan that includes the interventions that the student will receive. The students will receive this additional instruction 3-5 times a week for 40 minutes each session. The performance of the students in Tier 2 will be monitored through the use of various progress monitoring probes tools and observational notes relevant to each student's individual action plan. Progress will be reviewed at the conclusion of each rotation and a determination of further placement will be made. One of the following three decisions will be made at the conclusion of each rotation: Remain at Tier 2, transition back to Tier 1, or refer to I&RS. The Benchmark Criteria Charts will be utilized to determine placement.

#### **Tier 3**

An additional layer of intensive support is available to address the small percentage of students who are experiencing severe learning difficulties, are at a high risk of developing secondary concerns as a result of persistent problems, and not making adequate progress in Tier 1 or Tier 2. These students will be referred to the Intervention and Referral Services (I&RS) Team. After reviewing the data, the team may decide that the student would benefit from Tier 3 interventions. These students may receive more frequent, explicit, intensive, or individualized intervention. For example, a student whose reading performance falls several grade levels behind

his or her peers, despite Tier 2 intervention, might receive intensive reading support from the reading specialist to more closely monitor his or her progress. The team will implement student S.M.A.R.T. goals and action plan. Students will continue to be monitored through the use of various progress monitoring probes tools and observational notes relevant to each student's individual action plan. One of the following two decisions will be made at the conclusion of each rotation: remain in Tier 3 or transition back to Tier 2. If persistent lack of progress is made, the student may be referred to the Child Study Team.

## ASSESSMENT

### Universal Screening Guidelines

Universal Screening applies to all students in grades K-6 and will occur three times each school year. The screening tools that will be used by South Harrison School District are Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP), Fountas and Pinnell Reading Benchmark, AIMSWeb, and/or GMADE. In addition to the universal screeners, teacher input, classroom assessments, and grades will be taken into consideration. The purpose of the screening is to identify students who are at risk for experiencing academic difficulties or who are in need of enrichment. Approximately 80% of a class should meet the benchmark. The screening will identify those students who are performing below grade level in reading and mathematics. The classroom teacher will analyze data from the universal screenings, and students who meet the Tier 2 criteria (see pages 11-15) will be recommended to receive Tier 2 instruction in addition to Tier 1. The RTI team will determine if placement in Tier 2 is warranted, determine the appropriate intervention plan, set S.M.A.R.T. goals, and assign the student to an RTI Interventionist. A letter will be sent home detailing the assessment used for eligibility determination, subject area in need of additional support, and the name of the interventionist that will be delivering the intervention.

**NWEA Measure of Academic Progress (MAP):** Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale, or Rasch UnIT—a stable measurement, like inches on a ruler, that covers all grades. Given three times per year, the MAP assessment measures student academic growth, projects proficiency, and informs instruction. Students in grades 2-6 will take the MAP assessment three times per year in reading and math.

For more information, visit <https://www.nwea.org/assessments/map/>

**AIMSWeb:** AIMSWeb's universal screening tool establishes benchmarks three times a year with standard universal screening probes. Reports identify students at risk, help individualize instruction, evaluate student progress, and demonstrate Adequate Yearly Progress (AYP). They also serve as an accountability and communication tool for system improvement. Students in grades K-1 will be assessed using the AIMSWeb benchmarks in Letter Names, Letter Sounds, Nonsense Words, Phonological Segmentation, and/or Oral Reading three times per year.

For more information, visit <http://www.aimsweb.com/overview>

**Fountas and Pinnell:** Fountas and Pinnell is a reading benchmark assessment that measures student reading accuracy, fluency, and comprehension. It determines student independent and instructional reading levels on a text level gradient, levels A-Z, using running records and comprehension conversations about the text and beyond it.

For more information, visit [http://www.heinemann.com/fountasandpinnell/faqs\\_bas.aspx](http://www.heinemann.com/fountasandpinnell/faqs_bas.aspx)

**Group Mathematics Assessment and Diagnostic Evaluation (GMADE):** GMADE is a diagnostic mathematics test that measures individual student skills and helps educators pinpoint areas where students need instruction. It determines placement of students, analyze strengths and weaknesses, plan instruction, monitor growth from grade to grade, help with post-secondary educational planning, and more.

For more information, visit <https://www.pearsonassessments.com/gmade>

**\*\* In addition to the universal screeners, teacher input, classroom assessments, and grades will be reviewed and taken into consideration.**

## Progress Monitoring

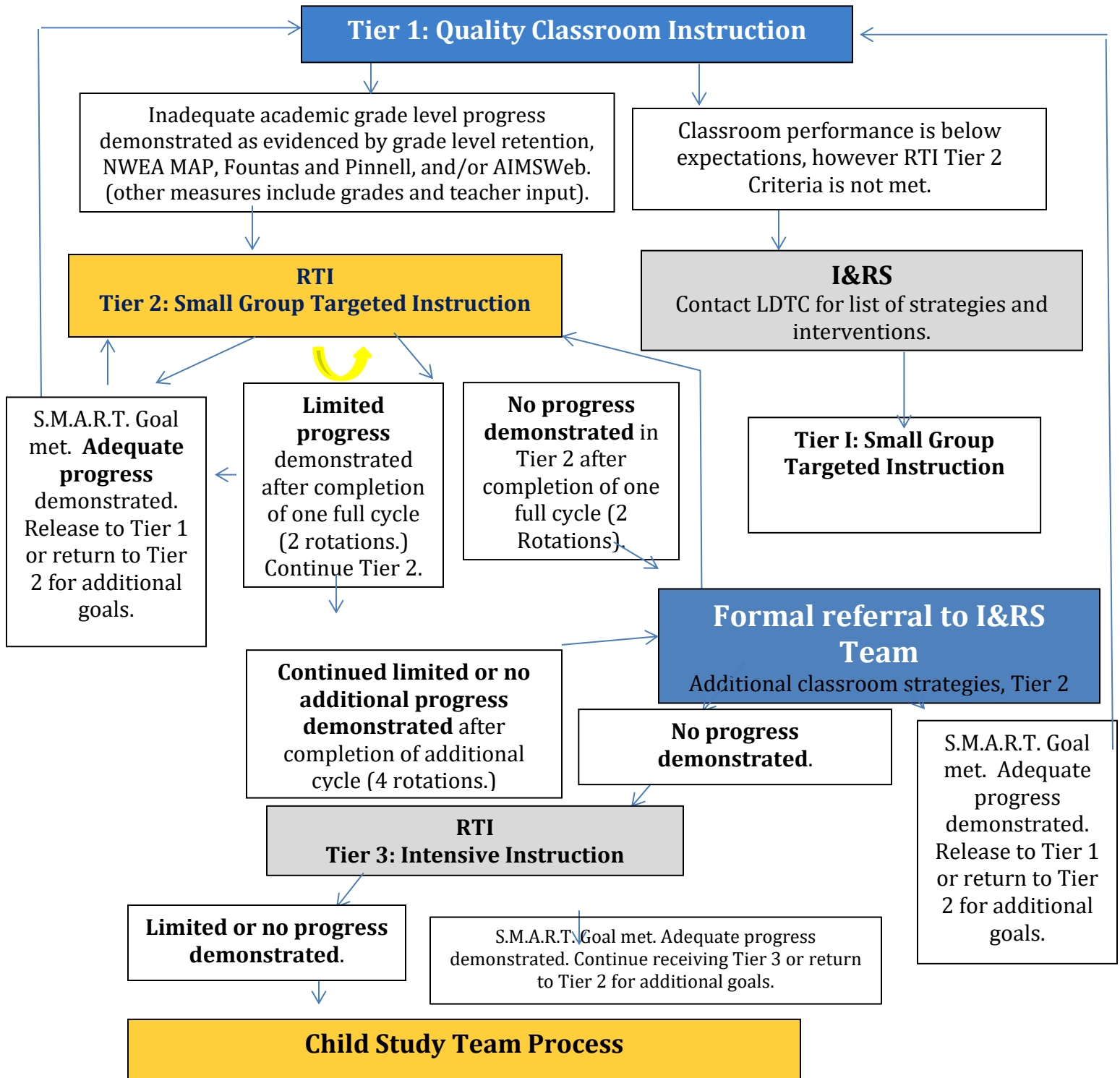
Progress monitoring is a scientifically- based practice that is used to examine the student’s current levels of performance and evaluate the effectiveness of instruction. Progress monitoring provides routine data that displays student growth over time to determine if the student is progressing as expected in the curriculum. In South Harrison, various progress monitoring tools are used based on each student’s individualized action plan. This system utilizes direct, frequent, and continuous student assessment. Progress monitoring will occur weekly for all Tier 2 students to determine if the student is moving toward his or her goals. If goals are met, students may return to Tier 1 instruction only, or continue in Tier 2 instruction with different S.M.A.R.T. goals. If limited progress is made during one full cycle, students will continue in Tier 2 instruction. If no progress is made after one full cycle, or limited progress continues after two full cycles, students may be referred to the Intervention and Referral Services (I&RS) Team.

**AIMSweb:** AIMSweb’s progress monitoring tools are used to progress monitor students at risk using weekly or monthly assessments to evaluate the effectiveness of instructional changes and interventions. Expected rates of progress are prescribed and compared to actual progress, based on students’ S.M.A.R.T. goals. Reports evaluate student progress, prescribe program changes and revisions, monitor interventions, and serve as an accountability and communication tool for program evaluation and reporting.

For more information, visit <http://www.aimsweb.com/overview>

**South Harrison Elementary School**

**Student Intervention Services Flow Chart**



## RTI Cycle Schedule

**1<sup>st</sup> Data Meeting/Placement: 9/26/19**

Cycle 1		Cycle 2		Cycle 3	
<b>Rotation 1</b> 10/1- 11/15 (28 Days)	<b>Rotation 2</b> 11/18- 1/6 (25 Days)	<b>Rotation 3</b> 1/7- 2/10 (25 Days)	<b>Rotation 4</b> 2/11- 3/16 (25 Days)	<b>Rotation 5</b> 3/17- 4/27 (25 days)	<b>Rotation 6</b> 4/28- 6/4 (26 Days)
<b>Data Meeting:</b> 9/26/19	<b>Data Meeting:</b> 11/13/19	<b>Data Meeting:</b> 12/20/19	<b>Data Meeting:</b> 2/6/20	<b>Data Meeting:</b> 3/11/20	<b>Data Meeting:</b> 4/23/20

\*Dates are subject to change due to changes in the schedule.

### Progress Monitoring Schedule:

It is required for all interventionists to perform progress checkpoints/assessments at least five times a cycle in order to monitor achievement of student goals. Depending on which intervention a teacher is using, will determine what specific days the checkpoints will be done.



### Response to Intervention Tier Chart

<b>Elements</b>	<b>Tier 1 Core Curriculum and Instruction</b>	<b>Tier 2 Supplemental Instruction</b>	<b>Tier 3 Intensive Intervention</b>
<b>Grouping/Classroom Setting</b>	Whole class grouping or multiple flexible groups as needed for lesson and activities within the regular education classroom.	Small groups of students (1:3-5) homogenously grouped by student need. Located within the classroom or a separate location.	Individualized or small group (1:1-3 students) instruction occurring outside of the regular classroom.
<b>Mastery requirements of content</b>	Relative to the cut points identified on curriculum-based measures and continued growth as demonstrated by progress monitoring.	Relative to the cut points identified on the curriculum-based measures and continued growth as demonstrated by progress monitoring See criteria pages 11-15.	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
<b>Frequency of progress monitoring</b>	Universal screening measures three times per year.	Varies, but generally every one to two weeks.	Varies, but more continuous and no less than once a week.
<b>Frequency of intervention provided</b>	Per school schedule.	Varies, but no less than three times per week for a minimum of 20-40 minutes per session.	Varies, but more frequently than Tier II for a minimum of 30 minutes per session.
<b>Duration of intervention</b>	School year	A minimum of 5-6 weeks	A minimum of 10-12 weeks
<b>Staff/Parental Involvement</b>	Information about student progress is provided via progress reports, report cards and parent teacher conferences.	Student progress communicated between classroom teacher and RTI interventionist.  Communication with parents at the beginning and ending of each cycle regarding progress of targeted skills.	

Reading Benchmark Instructional Level Criteria Chart Tier 2 (Levels according to Fountas and Pinnell)						
	Cycle 1		Cycle 2		Cycle 3	
Grade (Benchmark Levels)	Rotation 1 Oct-Nov	Rotation 2 Nov- Jan	Rotation 1 Jan- Feb	Rotation 2 Feb-Mar	Rotation 1 Mar- Apr	Rotation 2 Apr- June
<b>K (Pre A-D)</b>			<b>A (C)</b>	<b>A (C)</b>	<b>A/B (C)</b>	<b>B (D)</b>
<b>1 (D-J)</b>	<b>C (E)</b>	<b>C (F)</b>	<b>D (G)</b>	<b>D (H)</b>	<b>E (H)</b>	<b>F (J)</b>
<b>2 (J-M)</b>	<b>H (K)</b>	<b>H (K)</b>	<b>J (L)</b>	<b>J/K (L)</b>	<b>K (M)</b>	<b>K (M)</b>
<b>3 (M-P)</b>	<b>L (N)</b>	<b>L (N)</b>	<b>M (O)</b>	<b>M/N (O)</b>	<b>N (P)</b>	<b>N (P)</b>
<b>4 (P-S)</b>	<b>N (Q)</b>	<b>O (Q)</b>	<b>P (R)</b>	<b>P/Q (R)</b>	<b>Q (S)</b>	<b>Q (S)</b>
<b>5 (S-V)</b>	<b>R (T)</b>	<b>R (T)</b>	<b>S (U)</b>	<b>S (U)</b>	<b>T (V)</b>	<b>T (V)</b>
<b>6 (V-Y)</b>	<b>U (W)</b>	<b>U (W)</b>	<b>V (X)</b>	<b>V (X)</b>	<b>V/W (Y)</b>	<b>W (Y)</b>

\*Letter in parentheses indicates the expected instructional level for the beginning of each cycle. These levels were determined using Fountas and Pinnell's Progress Monitoring by Instructional Text Reading Level chart.

## RTI – Tier 2

## NWEA MAP Benchmark Level Criteria Chart

NWEA MAP Reading						
	Cycle 1 (Data from Spring MAP the previous year)		Cycle 2 (Data from Fall MAP of current year)		Cycle 3 (Data from Winter MAP of current year)	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Apr	Rotation 1 Apr-May	Rotation 2 May-June
2	---		<167		<177	
3	<181		<180		<188	
4	<191		<190		<196	
5	<198		<198		<203	
6	<204		<203		<207	

## RTI – Tier 2

## NWEA MAP Benchmark Level Criteria Chart

NWEA MAP Math						
	Cycle 1 (Data from Spring MAP the previous year)		Cycle 2 (Data from Fall MAP of current year)		Cycle 3 (Data from Winter MAP of current year)	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
2	----		<170		<180	
3	<185		<184		<192	
4	<197		<195		<202	
5	<206		<204		<210	
6	<213		<210		<214	

## RTI – Tier 2

## AIMSWEB Early Literacy Benchmark Level Criteria Chart

Letter Name (LNF)						
	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	13		38		46	
1	40		49		56	

Letter Sound (LSF)						
	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	/		20		33	
1	25		40		46	

Phonemic Segmentation						
	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	/		18		41	
1	35		45		49	

## RTI – Tier 2

## AIMSWEB Early Literacy Benchmark Level Criteria Chart

Nonsense Words						
Grade	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	/		19		33	
1	27		45		57	

R-CBM						
Grade	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	/		/		/	
1	/		30		53	

## RTI – Tier 2

## AIMSWEB Early Numeracy Benchmark Level Criteria Chart

Oral Counting						
	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	30		57		70	
1	65		79		87	

Number Identification						
	Cycle 1 Fall Benchmark		Cycle 2 Winter Benchmark		Cycle 3 Spring Benchmark	
Grade	Rotation 1 Oct-Nov	Rotation 2 Nov-Jan	Rotation 1 Jan-Feb	Rotation 2 Feb- Mar	Rotation 1 Mar-Apr	Rotation 2 Apr-June
K	22		45		56	
1	36		55		60	

## Intervention Programs

The following programs and materials are currently available in the South Harrison School District. They can be used for intervention across the three tiers.

**Fundations:** This program is based upon the Wilson Reading System. It is a phonological/phonemic awareness, phonics and spelling program for the general education classroom.

**GMADE:** The GMADE (Group Mathematics Assessment and Diagnostic Evaluation) is a diagnostic math assessments that measures an individual students skills in Concepts & Communication, Operations & Computation, and Process & Application. As a result, instruction is targeted to the skills needed on an individual basis.

**Leveled Literacy Intervention:** The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.

**Phonological Awareness (95% Group):** This program focuses on the awareness of units in speech- syllables, onsets, rimes, and the separate sounds in words. This is a crucial skills as phonological awareness is the foundations upon which other reading skills are built.

**Raz-Kids.com:** This is an on-line leveled books library that helps students improve their reading skills by listening for modeled fluency, reading for practice, recording their reading and checking comprehension with quizzes.

**Reading A to Z:** This reading resource center supports leveled reading, phonemic awareness, reading comprehension, fluency, and vocabulary. It utilizes leveled books, worksheets, and assessments.

**Visualizing and Verbalizing:** This program develops concept imagery as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

**Wilson Reading Program:** This program provides a systematic approach to teach total word structure for decoding and encoding.

**Words Their Way:** This reading resource provides differentiated, sequential instruction in the areas of phonics, phonemic awareness, vocabulary and spelling.

**Xtra Math:** Helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.



## Response to Intervention Strategy Menu

<http://www.readingrockets.org/strategies/>  
<http://www.interventioncentral.org/academic-interventions>  
<http://wvde.state.wv.us/strategybank/>  
<http://www.fcrr.org/curriculum/SCAindex.shtm>

Reading				
Accuracy		Comprehension		Fluency
Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency
<ul style="list-style-type: none"> <li>▶ Analyze linguistic units: sentences, syllables, onsets, rimes</li> <li>▶ Phoneme blending/ sliding</li> <li>▶ Phoneme isolation/ tapping</li> <li>▶ Phoneme manipulation/ change the word</li> <li>▶ Segmenting</li> <li>▶ Phoneme identification</li> <li>▶ Rhyme</li> <li>▶ Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>▶ Letter-sound relationships</li> <li>▶ Word Sorts</li> <li>▶ Making words</li> <li>▶ Decoding – Elkonin boxes</li> <li>▶ Analogies</li> <li>▶ Chunking</li> <li>▶ Onset and rime</li> <li>▶ Blending</li> <li>▶ Segmenting</li> <li>▶ Word families/</li> <li>▶ Substituting</li> <li>▶ Syllabication</li> </ul>	<ul style="list-style-type: none"> <li>▶ Preteach</li> <li>▶ Relate background knowledge with new vocab/ connections</li> <li>▶ Context clues</li> <li>▶ Picture clues</li> <li>▶ Visualization</li> <li>▶ Chunking</li> <li>▶ Concept circle</li> <li>▶ Definition map</li> <li>▶ Cloze procedure</li> <li>▶ Introduce new words in read alouds</li> <li>▶ Continue reading and reread</li> <li>▶ Skip word and continue reading/ reread</li> <li>▶ Graphic organizers</li> <li>▶ Word associations</li> <li>▶ Semantic web</li> <li>▶ Word meter</li> <li>▶ Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▶ Preview text, graphics, diagrams, charts</li> <li>▶ Activate back- ground knowledge /connections</li> <li>▶ Picture walk</li> <li>▶ Teacher modeling of comprehension strategies</li> <li>▶ Self-monitoring</li> <li>▶ Visualization</li> <li>▶ Think aloud</li> <li>▶ Rereading</li> <li>▶ Summarizing</li> <li>▶ Self- questioning</li> <li>▶ Graphic organizers</li> <li>▶ Comparison charts</li> <li>▶ Get the Gist summary</li> <li>▶ Author’s purpose</li> <li>▶ Draw pictures</li> <li>▶ Use syntactical clues</li> <li>▶ Anticipation guides/ study guides</li> <li>▶ Audio books</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher modeling</li> <li>▶ Echo reading</li> <li>▶ Choral reading</li> <li>▶ Partner reading</li> <li>▶ Whisper reading</li> <li>▶ Individual reading</li> <li>▶ Reader’s theater</li> <li>▶ Repeated reading</li> <li>▶ Chunk phrases</li> <li>▶ Audio books</li> </ul>

## Response to Intervention Strategy Menus

### Writing

- Teach strategies for planning, revising, and editing
  - Have students write summaries of texts
- Permit students to write collaboratively with peers
  - Set goals for student writing
  - Teach sentence combining skills
  - Involve students in prewriting activities
  - Provide models of good writing
- Utilize graphic organizers (i.e. Hamburger paragraph, four square, etc.)
  - Provide checklist for revising and editing
    - Use journals

### Math

- Activate prior knowledge
- Identify similarities and differences
  - Provide vocabulary instruction
  - Generate and test hypotheses
- Utilize strategies (guess and check, draw pictures, work backwards, use a formula, make a list, etc.)
  - Teacher modeling
- Verbalization and written expression of thought processes
  - Provide visual representations
    - Mental Models
    - Build Fluency

## South Harrison Elementary School

### RTI Enrichment

With our *commitment to excellence*, all students have the opportunity to learn, grow, and reach their maximum potential. During the scheduled RTI intervention block, students in Tier I will experience a content enrichment activity that may include allowing them to pursue an independent project of their choice or extend a content area that is currently being studied. These opportunities will both challenge the learner and allow choices based on learning interests. Various enrichment classes are available at the Kindergarten level, Grades 1-3, and Grades 4-6. Below you will find a brief description of each offering.

#### **KINDERGARTEN**

##### **Author Study**

An author study gives the students the opportunity to explore and dig deeper into an author's life and body of work, including the author's themes, characters, and writing style. It provides an opportunity to discuss the story elements, and the students will enjoy reading more stories by their favorite authors.

##### **Foundational Skills**

This course is designed to support our youngest learners. They will be working on foundational skills, such as phonological awareness, blending, fine motor skills, and handwriting. The students will participate in fun, creative ways to enhance their accuracy and fluency of reading and writing.

#### **GRADES 1-3**

##### **Character Education**

This program is designed to teach our children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and develop the skills necessary to problem-solve and make responsible choices. All of these concepts will be taught through engaging songs, games, and fun, daily activities!

##### **Fitness**

Games teach children the importance of teamwork, sportsmanship, fitness, and the necessity of listening to and following directions - very important skills for students to be successful in school. Activities will incorporate teamwork and the use of imagination and strategy, which build concentration and focus. Your child will be better equipped for the future by learning these skills during their early years.

##### **Typing: Keyboarding Without Tears**

Keyboarding Without Tears, aligned with our Handwriting Without Tears curriculum, is a developmentally appropriate typing program that utilizes game-based lessons and activities along with cross-curricular connections. Students will be introduced to keyboard and mouse functions, and focus on fine motor skills, finger dexterity, and correct typing habits - RIGHT FROM THE BEGINNING!

##### **Real World Math Problems - CODING**

Now even the youngest students can explore the world of computing. This course blends online, self-guided, and self-paced tutorials with activities relevant to computer science and 21<sup>st</sup> century skills. Through these math projects, students will be challenged to solve problems, develop math concepts and strategies, and communicate their mathematical thinking and understanding. Students will play fun coding games and learn to code.

## **Literacy Menu**

In a student student-centered learning environment utilizing literacy choice menus, students will engage in various self-selected literacy activities to create exciting products.

### **Phonics**

A love of reading will blossom while your child is enrolled in the Phonics Enrichment class. Designed to complement the core academic curriculum, this course will build a solid foundation for recognizing, writing, and comprehending letters, sounds and words. This extra instruction will help your child build the foundation for a lifetime of academic success.

## **GRADES 4-6**

### **Coding with a Twist!**

Computer coding enables the brain to connect your thoughts in a systematic and logical way. This course will be exposing students to the perplexing world of computer science with the use of engaging adventures. In this class, students will be incorporating common computer languages to enable students to create their own cartoons, games, and websites.

### **Art Enrichment**

Students will enhance skills in applying the elements and principles of design. They will explore two and three-dimensional art from artists and cultures around the world. Students will be challenged to create artwork independently and in groups using conventional and non-conventional materials.

### **Executive Functioning**

Executive Functioning skills are the cognitive processes that over higher-order competencies such as, planning, organizing, making decisions, paying attention, regulating behavior, solving problems, and evaluating decisions. Research has shown that improvement in these skill skills help improve student performance in school. Therefore, this program will help students build their competency in executive function skills.

### **S.T.E.M.**

Through these math projects, students will be challenged to solve problems, develop math concepts and strategies, and communicate their mathematical thinking and understanding. Students will make their own decisions and decide how to organize and record their work without the constraints of a template. The expectation for all projects is that students attend to communicating their thinking using precise mathematical language, equations, and explanations appropriate to their grade level.

### **Typing – Type to Learn**

Type to Learn is a research-based keyboarding proficiency solution. The program's gamified typing methodology engages all learners while promoting, assessing and recording each student's level of mastery.

### **Creative Writing**

Have you ever had writer's block? Have you ever stared at a piece of paper? This creative writing class will jump-start our students and get their imaginations running wild! Students will be inspired to write every day.

## Gifted and Talented Program

South Harrison School District's Gifted and Talented (G&T) program includes differentiated instruction, specialized lessons in the younger grades and a pull-out program in the older grades. All students receive differentiated instruction in the general education classroom. Students in grades K-2 also receive specialized lessons every other week throughout the school year from a G&T teacher. Students in grades three and four who have been selected for inclusion in our pull out program will participate in specialized activities one day per week during the RTI/Enrichment period with a G&T teacher. Students in grades five and six who have been selected for inclusion in our pull out program will participate in specialized activities from the internationally recognized program, Odyssey of the Mind (OotM), two days per week during the RTI/Enrichment period with a G&T teacher. Students will participate in the enrichment opportunities with their grade level peers during the days that they are not pulled out for G&T.

### Identification Process for Gifted and Talented Pull-Out Program

Grades 2-6: Because no two gifted children are alike, it is important to collect information on both the child's performance and potential through a combination of objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students. Students are selected for the pull-out G&T program in the fall of the current school year utilizing an identification matrix and the following criteria:

**Level 1:** Using the identification matrix, tally points for each student based on the following three criterion:

#### Criterion #1: Cognition

Cognition is defined as the ability to develop and apply new knowledge and process. Information about cognitive functioning will be obtained from the Otis-Lennon School Ability Test, which assesses a student's cognition (e.g., verbal, nonverbal and quantitative) abilities that relate to his or her academic success.

#### Criterion #2: Educational Performance

A standardized composite measure of academic achievement on the NWEA Map Assessment (end of grade two) or NJSLA in the following areas: English Language Arts or Math.

#### Criterion #3: Creative Thinking

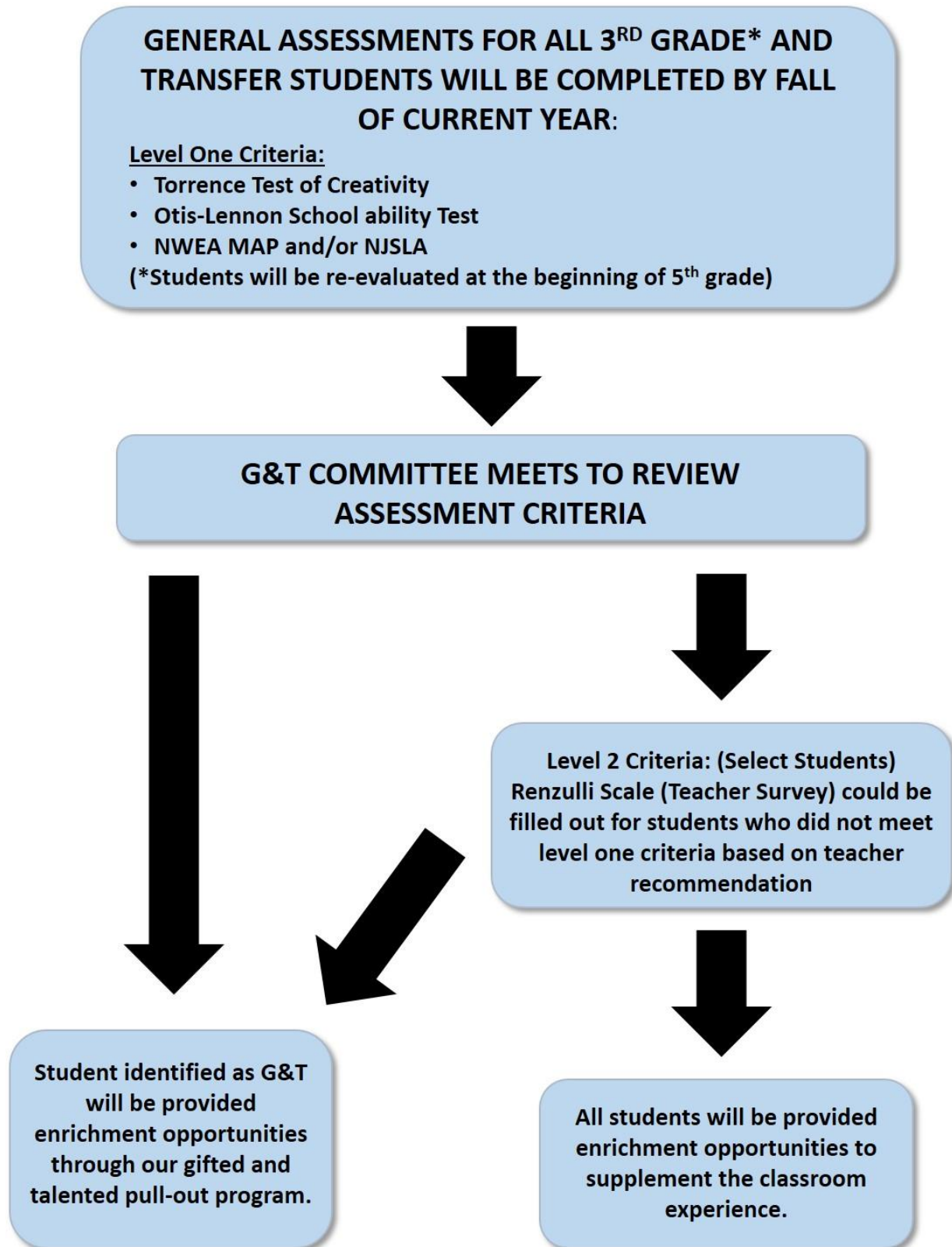
Creative thinking will be measured by a nationally-normed standardized test of creativity, the Torrance Test of Creative Thinking.

**Level 2:** A minimum of four points is needed for a student to progress to the next level, and a total of six points is necessary to meet the program's identification criteria. Additional screening/assessment tools may be used to make a final determination:

- Teacher Rating Scale: Teachers will be asked to complete the Renzulli/Harman Behavior Rating, which provides a rating in four areas: Learning, Motivation, Creativity, and Leadership.
- Slosson Intelligence Test (\*parent request only).

Students found eligible in grades three and four will remain in the program during those years. Students in grade five will be reevaluated using the same criteria as in grade three. Students found eligible in grade five will remain in the program during the rest of their time at South Harrison. All new students and students who are not selected for entry in their third grade year, will be included in the identification process each subsequent year. In this way, a student could become eligible in their 4th, 5th, or 6th grade year as well. Parents will be notified in the fall for the current school year if their child has been identified.

## Gifted and Talented Flow Chart



## Gifted and Talented Identification Matrix

Level I: Criteria as follows:	Comprehensive Screening	Point Value System			Student Point(s)
		1	3	5	
<b>Criterion #1:</b> Creative Thinking	Torrance Test of Creative Thinking	85th-89th	90th-94th	≥ 95th (Automatic Entry into G&T)	
<b>Criterion #2:</b> Cognition	Otis Lennon School Ability Test	122-126	127-131	≥ 132 (Automatic Entry into G&T)	
<b>Criterion #3:</b> Educational Performance	NWEA MAP (ELA/Math) <i>*3rd Grade only</i>	85th-89th in both areas	≥ 90th in (1) area	≥ 95th in both areas	
	NJ-SLA (ELA/Math) <i>*4-6th grade</i>	Level 4 in both areas	Level 5 in (1) area	Level 5 in both areas	
<b>TOTAL:</b>					
<b>Recommendation by G&amp;T Committee:</b>					
Level 2: Criteria as follows:	Comprehensive Screening	Point Value System		Student Point(s)	
		1	2		
<b>Criterion #4:</b> Teacher Recommendation	Renzulli Scale	≥ 30 on 2 out of 4 categories	≥ 30 on 3-4 out of 4 categories		
<b>TOTAL:</b>					
<b>Recommendation by G&amp;T Committee:</b>					
<b>6+ points:</b> Student is recommended for Gifted & Talented Program. Any student earning an OLSAT score ≥132 or ≥95th on the Torrance Test of Creative Thinking automatically qualifies for gifted programming.					



## G&T Program Overview

**Grade K- 2:** Students will learn robotics and programming with a hands-on approach. This allows students to participate in STEM/STEAM lessons that range from math and science to art and literature.

**Grades 3-4:** Students in Grades 3-4 will participate in specialized activities one day per week with the G&T Teacher. Students will be pulled from their scheduled enrichment period for their G&T time. During this scheduled time, students will work on team building, problem solving, creative thinking and time management by working cooperatively to solve short-term spontaneous problems, long term problems, puzzles, and games.

**Grades 5-6:** Students in grades 5-6 will participate in specialized activities two days per week with the G&T Teacher. Students will continue with the skills and activities that were worked on in the 3rd/4th grade G&T program. In addition, students will choose a long term problem from the Odyssey of the Mind (Ootm) program that they will work to “solve” over the course of the year. These students will present their “solutions” in March with some teams possibly participating in the Odyssey of the Mind Regional Competition.

**Program Dates:** The pull-out G&T program, Grades 3-6, will run from October through April. More information is available on our website.



# SOUTH HARRISON ELEMENTARY SCHOOL

## Student Action Plan Kindergarten

<b>Student Name:</b>		<b>DOB:</b>	<b>Grade:</b>		<b>Homeroom:</b>		
<b>Student History</b> (include date)	Speech:	OT/PT	504:	RTI:	I&RS Referral:	CST:	
<b>Other Information:</b>							

AIMSweb Benchmark	Date	Fall				Winter				Spring			
		LN				LN	LS	PS	NW	LN	LS	PS	N W
Early Literacy													
	Score												
Early Numeracy		OC	NI	QD	MN	OC	NI	QD	MN	OC	NI	QD	MN
	Score												

Fountas and Pinnell Benchmark	Date:							
	Level:							

<b>Date of Action Plans:</b>							
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### S.M.A.R.T. Goals (Specific, Measurable, Achievable, Realistic, Timely)

1	
2	

### Action Plan

Date	Interventionist	Intervention	Assessment Criteria

### Assessment

Date	Assessor	Assessment	Results

End of Rotation Evaluation	<b>Date:</b> <b>Determination: (Highlight)</b> Tier 1    Tier 2    Tier 3    I&RS Referral    CST <b>Justification:</b>
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# SOUTH HARRISON ELEMENTARY SCHOOL

## Student Action Plan Grade 1

<b>Student Name:</b>			<b>DOB:</b>		<b>Grade:</b>			<b>Homeroom:</b>				
<b>Student History</b> (include date)		Speech:	OT/PT	504:	RTI:		I&RS Referral:	CST:				
<b>Other Information:</b>												

AIMSweb Benchmark	Date	Spring (Previous Year)				Fall				Winter				Spring			
		LN	LS	PS	NW	LN	LS	PS	NW	PS	NW	R-CBM		NW	R-CBM		
Early Literacy																	
	Score																
Early Numeracy		OC	NI	QD	MN	OC	NI	QD	MN	OC	NI	QD	MN	OC	NI	QD	MN
	Score																

Fountas and Pinnell Benchmark	Date:							
	Level:							

<b>Date of Action Plans:</b>								
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### S.M.A.R.T. Goals (Specific, Measurable, Achievable, Realistic, Timely)

1	
2	

### Action Plan

Date	Interventionist	Intervention	Assessment Criteria

### Assessment

Date	Assessor	Assessment	Results

End of Rotation Evaluation	<b>Date:</b> <b>Determination: (Highlight)</b> Tier 1   Tier 2   Tier 3   I&RS Referral   CST <b>Justification:</b>
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# SOUTH HARRISON ELEMENTARY SCHOOL

## Student Action Plan Grades 2-6

<b>Student Name:</b>				<b>Grade:</b>	<b>Homeroom Teacher:</b>	<b>Date Services Began:</b>	
<b>Student History</b> (include date)	Speech:	OT/PT	504:	RTI:	I&RS Referral:	CST:	
<b>Other Information:</b>							

<b>Fountas and Pinnell Benchmark</b>	<b>Date:</b>						
	<b>Level:</b>						

<b>MAP Assessment Reading</b>	<b>Date:</b>	Spring (previous year)	Fall	Winter	Spring
	<b>Score:</b>				
<b>MAP Assessment Language</b>	<b>Date:</b>				
	<b>Score:</b>				

<b>Date of Action Plans:</b>							
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1	
2	

**S.M.A.R.T. Goals (Specific, Measurable, Achievable, Realistic, Timely)**

### Action Plan

Intervention	Implementer	Date Implemented	Assessment Criteria

### Assessment

Date	Assessment	Assessor	Results

	<b>Determination: (Circle)</b> Tier 2    Tier 3	Date:
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