# PROSPECT PARK SCHOOL DISTRICT
TITLE I PROGRAM MANUAL

Mr. Hector Montes, Superintendent/Principal
Mrs. Catherine D'Arrigo, Director of Special Services
Dr. Erin Stinson-Dioguardi, Director of Curriculum and Instruction, Testing, and Grant Funded Programs
Ms. Rawya Kyle, Supervisor of Early Childhood Education
Mr. David Murphy, Assistant Principal Middle School

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Title I is the federal government's largest federal assistance program for elementary and secondary schools. It is a program that provides help to those schools and school districts that serve low income students as well as students who are in need of improving their academic achievement in basic subjects. It encourages families to participate in the education of their children. https://www.nj.gov/education/title1/

American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER)

https://www.nj.gov/education/esser/arp/
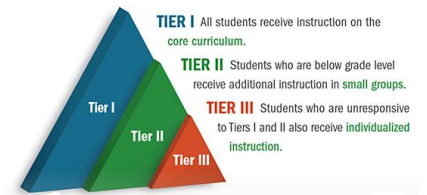
Philosophy:
The purpose of the Intervention Program is to provide students who are struggling academically with additional services to help them achieve grade level standards. Specifically in Prospect Park, the program helps students in the area of English language arts and mathematics. The program is based on a multi-tiered model based moderately on the Response to Intervention Model (RTI). RTI is a school wide initiative that provides support to at-risk students in a variety of ways.

Tier One:
Tier One support is provided for students who need some support but can remain in the regular classroom. This support is provided by the teacher. The teacher would differentiate his/her instruction in order to help the student achieve grade level standards. This may include differentiation in instruction, assignments and/or content he/she is presenting.

Tier Two:
Tier Two support is provided for students who meet particular criteria in the areas mentioned above. The student would be offered in class or out of class support in small groups by an intervention teacher. This teacher would provide differentiation, to help the students achieve grade level standards.

Tier Three:
Tier Three support is provided for students struggling the most. This support would be with small groups of students 2-3 in a group in a push in or pull out model. The teacher in small groups to master skills and standards and move toward grade level mastery in the particular subject.

Services Provided:
Students who are identified as those in need are provided in class support services by an intervention teacher. The In-class support allows students to remain in their classroom while core instruction is being provided by the regular classroom teacher. The teacher then provides support to the students in small groups in the classroom. Students who are reading well below grade level are provided with the Tier 3 intervention. Reading Specialists provide pull out services using a multisensory phonics program, reading comprehension, decoding and fluency practice.

After School and Summer Programs:
When possible, the school district will run after school programs and summer programs for students who need intervention services. These services will be open to all students who qualify for services during the day and will require the same criteria as such.

What is Response to Intervention (RTI)?

The RTI Action Network describes Response to Intervention as "a multi-tier approach to the early identification and support of students with learning and behavior needs." Essentially, RTI is an approach to education that helps identify and support students most at risk for falling behind key learning standards. Educators use differentiated instruction and diligently track student progress to modify teaching as needed to ensure student improvements.

What are the three tiers of Response to Intervention (RTI)?

RTI involves three tiers to address student needs:

Tier 1: Whole Class Instruction

The teacher uses evidence-based teaching methods to lead the whole class through direct instruction. The class may break into small groups, paired, and independent activities, but it can be difficult for the teacher to find time to give individual attention to every student.

Tier 2: Small Group Interventions

A few times each week, the teacher works with small groups consisting of 5-8 students through instructional interventions. Usually, students are sorted into groups based on their shared skill levels in a particular area of the course. For example, students who are struggling with phonics may be grouped together.

Tier 3: Intensive Interventions

Students in Tier 3 may take part in individual lessons or continue to work in small groups of 3-5 students. They may need to spend time outside the regular classroom for remedial classes. Generally, these students need help mastering the most basic foundational knowledge and skills required for the course. The activities and work which make up each tier look different depending on the school, class, and student needs. Regardless of these factors, each level requires teachers to use proven teaching methods and to track the progress of struggling students to decide whether they need to move up or down to another tier.

From Center for Student Achievement Solutions

Criteria for identification of students for Language Arts Intervention: K-2

Criteria	Place/ Maintain in Tier 3	Place/ Maintain in Tier 2	Place on monitoring list	Exit from Intervention
● Qualifies for Tier 2 AND ● has an Intensive indicator in **four** or more categories	X			
All students with **three** of the following: ● Lexile score is 3 reading levels below current reading level (OR Kindergarten/1st - 1 level movement from 1st administered test to next administered test) ● Dibels Intensive rating ● Teacher Recommendation with work samples ● iReady Universal Screener not meeting ● Grades: 1 or 2 most or all of ELA standards on report card ● Student enrolled in ESL program		X		
All students with **three** of the following: ● Lexile score is on or above current levels below ● Teacher Recommendation with work samples ● iReady Universal Screener approaching ● Grades: Student has 3 on most or all of ELA standards on report card ● Dibels Intensive rating ● Student exited from ESL program			X	X

In all cases, classroom teacher will differentiate instruction within the classroom to support needs of the student

Criteria for identification of students for Language Arts Intervention: 3-8

Criteria	Place/ Maintain in Tier 3	Place/ Maintain in Tier 2	Place on monitoring list	Exit from Intervention
For grade 3: ● Qualifies for Tier 2 AND ● has an Intensive indicator in 4 or more categories	X			
For 3-8: All students with **four** of the following: ● Lexile score below ● iReady Universal screener- not meeting ● Teacher Recommendation with work samples ● NJSLA-ELA: score is in the "Did Not Meet Expectations" range or "Partially Met Expectations" ● Grades: C- or lower ● Linkit : Score below 40% ● Student enrolled in ESL program	X			
All students with **three** of the following: ● Lexile score below ● Teacher Recommendation with work samples ● iReady Universal screener- not meeting ● NJSLA- ELA: score is in the "Did Not Meet Expectations" range or "Partially Met Expectations" ● Grades: C- or lower ● Student enrolled in ESL program		X		
All students with **three** of the following: ● Lexile score is on or above current levels below ● Teacher Recommendation with work samples ● iReady Universal Screener approaching ● Grades: C or higher in ELA ● NJSLA-ELA: score is in the "Met Expectations" range or "Exceeded Expectations"			X	X (after 3 successful months of monitoring)

In all cases, classroom teacher will differentiate instruction within the classroom to support needs of the student

Criteria for identification of students for Math Intervention: K-2

Criteria	Place/ Maintain in Tier 2	Place on monitoring list	Exit from Intervention
All students with **three** of the following: ● Teacher Recommendation with work samples ● Grades: 1 or 2 most or all of math standards on report card ● iReady Universal screener- not meeting ● Linkit Test Below 60%	X		
All students with **three** of the following: ● Teacher Recommendation with work samples ● Grades: 3 or 4 on most or all of math standards on report card ● iReady Universal screener- approaching ● Linkit test score falls in the Average to High Average range		X	X

In all cases, classroom teacher will differentiate instruction within the classroom to support needs of the student

Criteria for identification of students for Math Intervention: 3-8

Criteria	Place/ Maintain in Tier 2	Place on monitoring list	Exit from Intervention
All students with **three** of the following: ● Teacher Recommendation with work samples ● NJSLA-Math: score is in the "Did Not Meet Expectations" range or "Partially Met Expectations" ● Grades: C- or lower in mathematics ● iReady Universal screener- not meeting ● Linkit Test Below 60%	X		
All students with **three** of the following: ● Teacher Recommendation with work samples ● NJSLA-Math: score is in the "Exceeded Expectations" range or "Met Expectations" ● Grades: C or higher in mathematic ● iReady Universal screener- approaching ● Linkit Test Below 60%		X	X

In all cases, classroom teacher will differentiate instruction within the classroom to support needs of the student

Progress Monitoring

STUDENT:_____ Grade:_____ Teacher:_____

DIBELS BOY	DIBELS MOY	DIBELS EOY	LinkIt! Fall	LinkIt! Winter	LinkIt! Spring	i-Ready Fall	i-ReadyWinter	i-Ready Spring
Assessments/Progress Monitoring								
Additional Notes								

Intervention Activity Log

Directions: Please fill this out each week for the students in your class.

Teacher's:	Subject:	Date:	Grade:	Class:

Students/Groups	Standard	Skills	Strategy	Strategy	Assessment

Materials/Procedures:

Accommodations:

Students/Groups	Standard	Skills	Strategy	Strategy	Assessment

Materials/Procedures:

Accommodations: