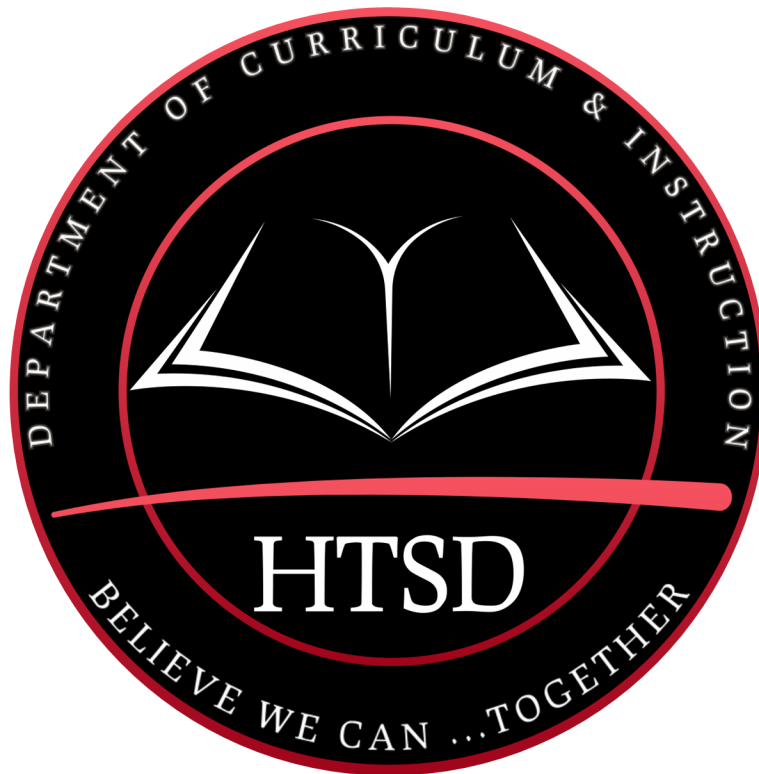


Hamilton Township School District



Multi-Tiered System of Supports Intervention and Referral Services (I&RS)

Program Structure Overview

Edited: July and October 2024

Edited: July 2025

Mission Statement

The mission of the Hamilton Township School District's Response to Intervention (RtI) Program is to proactively identify and support the diverse learning needs of our students. Through data-informed practices, we deliver targeted, tiered instruction and interventions in essential academic skills to close learning gaps and build the foundation for lifelong success.

Vision Statement

Supporting each student's growth by meeting their unique learning goals through personalized, evidence-based interventions.

District Intervention Staff

Our RtI team comprises dedicated educators who provide small-group and individualized support to help students achieve academic success. Interventionists work closely with classroom teachers to deliver Tier 2 and Tier 3 instruction in both English Language Arts (ELA) and Mathematics.

Hess School Basic Skills Interventionists

Grades 1–5 | Tier 2 and Tier 3 Support

- **Grade 1**
 - Cory Meisenhelter – ELA & Math
 - Clinton Richardson – ELA & Math
 - Tara Sutton – ELA & Math
 - Evan Panagiotidis – ELA & Math
 - **Grade 2**
 - Tara Thies – ELA & Math
 - Stephanie Berardis – ELA & Math
 - Amy Gold – ELA & Math
 - Kelly Getzke – ELA & Math
 - **Grade 3**
 - Paige Silvern – ELA & Math
 - Helen D'Agostino – ELA & Math
 - Melissa Olkowski – ELA & Math
 - **Grade 4**
 - Janeen Bonomo – ELA & Math
 - Jeff Kucera – ELA & Math
 - **Grade 5**
 - Christine Scarano – ELA & Math
-

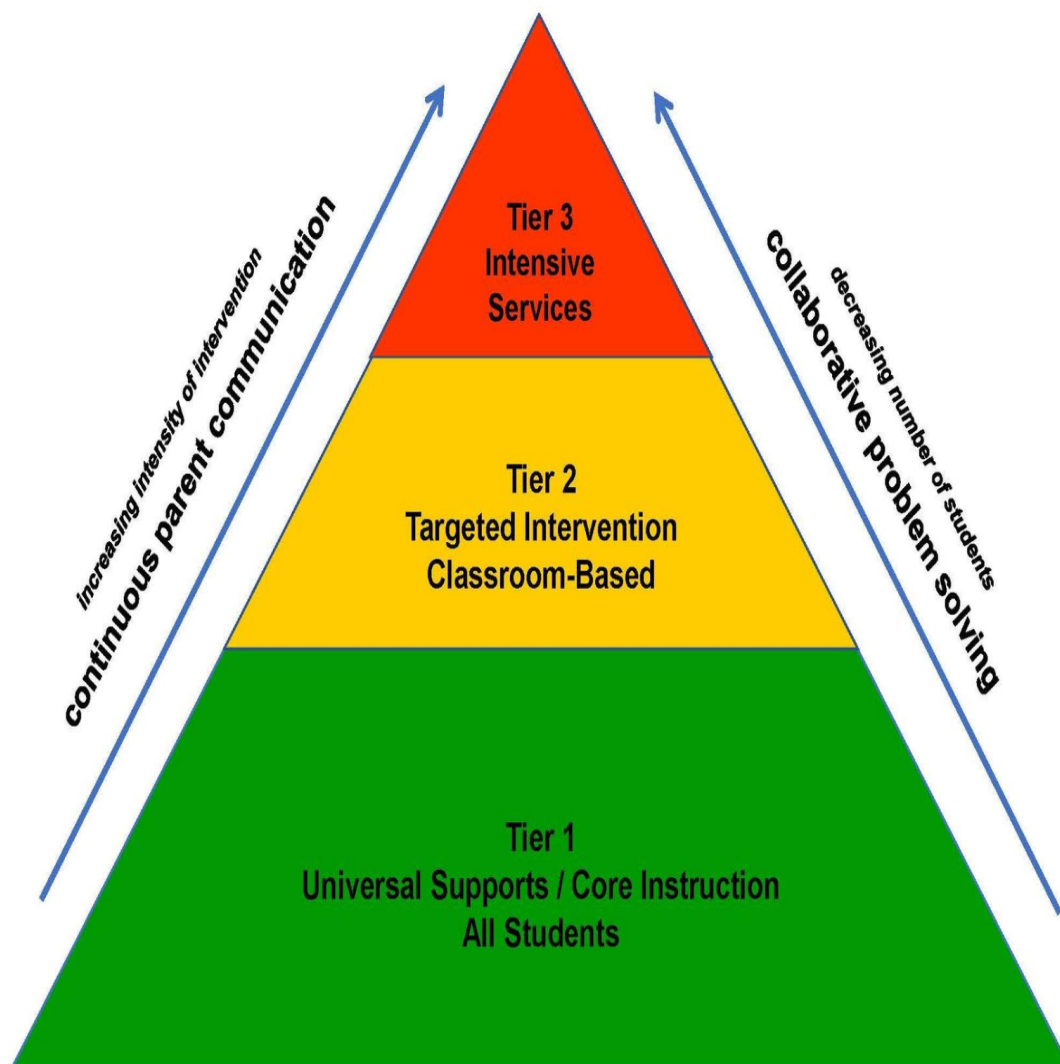
Davies School Basic Skills Interventionists

Grades 6–8 | Tier 2 and Tier 3 Support

- **Grade 6**
 - Christine Abbamondi – ELA
 - Jeff Gildiner – Math
- **Grade 7**
 - Brittany DiBouno – Math
 - William Bradley – ELA
- **Grade 8**
 - Tara Yard – ELA

Overview of the Tiered Intervention Model

Hamilton Township School District uses a **multi-tiered system of support (MTSS)** to meet the diverse academic needs of all students. The Triad Tier Model is a proactive approach designed to identify students at risk, provide targeted interventions, and consistently monitor their progress to ensure every learner has the opportunity to succeed.



Tier 1: Core Instruction (Universal Support)

Tier 1 is the foundation of our instructional model and includes **high-quality, evidence-based instruction** in reading and mathematics delivered to **all students** in the general education classroom.

Key Features:

- Preventive and proactive support
- Differentiated instruction aligned with NJ Student Learning Standards
- Hands-on, skill-based practice through the Math Workshop model
- Scientifically validated instructional methods
- Classroom teachers monitor student progress and adjust instruction accordingly
- Universal screening assessments are used to identify students who may need additional support
- First point of consideration for RtI referral when concerns arise

Focus: All students

Instruction: Core curriculum with differentiation

Setting: General education classroom

Assessment Tools: Universal screeners, progress monitoring, and outcome measures

Tier 2: Targeted Support (Supplemental Instruction)

Tier 2 offers **targeted, small-group instruction** for students who demonstrate academic challenges as identified through screening data. This level supplements Tier 1 instruction, aiming to quickly and effectively close skill gaps.

Key Features:

- Intervention delivered 2–5 days per week
- Small-group, teacher-led instruction (may include BSI support)
- Typically lasts 9–12 weeks, with repeated cycles as needed
- Frequent progress monitoring (bi-weekly recommended)
- Data is reviewed to determine whether students should return to Tier 1, continue Tier 2, or move to Tier 3

Focus: Students identified as at risk through screening

Instruction: Targeted and supplemental

Setting: General education classroom or alternate learning space

Assessment Tools: Diagnostic assessments and progress monitoring

Tier 3: Intensive Support (Individualized Intervention)

Tier 3 offers the most **intensive level of support** for students who have not shown sufficient progress in Tier 2 or who require more substantial intervention based on immediate need.

Key Features:

- Small-group or individual instruction is provided multiple times per week.
- Ongoing data collection and analysis to monitor effectiveness
- Intervention typically spans 9–12 weeks, followed by a review for next steps.
- May result in return to Tier 1 or 2, continued Tier 3 services, or a referral to the Child Study Team.

Focus: Students not responding to Tiers 1 and 2

Instruction: Intensive, individualized, and supplemental

Setting: General education setting with additional support

Assessment Tools: Frequent progress monitoring and diagnostic assessments

Program Elements Supporting All Tiers

Screening

Used to identify students who may be at risk of academic difficulty.

- **Who:** All students
- **When:** At multiple points during the year (fall, winter, spring)
- **Purpose:** Early identification for targeted support
- **Tools:** Valid, reliable brief assessments with predictive accuracy

Progress Monitoring

Assesses how well students respond to instruction and intervention.

- **Who:** Students identified as at risk
- **When:** Weekly, biweekly, or monthly
- **Purpose:** Track progress, adjust instruction, and inform decisions
- **Tools:** Brief, evidence-based assessments

Data-Based Decision Making

Decisions about student progress and instructional effectiveness are grounded in data at every level—district, school, grade, and individual student.

- **Practices include:**
 - Setting benchmarks for progress
 - Analyzing student growth
 - Reviewing curriculum effectiveness
 - Adjusting intervention plans as needed
-

This tiered framework allows us to meet students where they are and ensure they receive the right level of support at the right time. Our goal is to help all students build the foundational skills necessary for success in school and beyond.

Eligibility for Intervention Services

Students are identified for intervention services using multiple measures, including report card grades, classroom assessments, standardized test scores, and results from the NWEA MAP Growth Test in Reading and Math.

Additional consideration is given based on student enrollment and group size.

Students may qualify for support in reading, writing, math, or a combination of these areas.

Families will be notified through a parent information letter outlining services. A signed acknowledgment is required to confirm participation.

How Services Are Delivered

All students will continue to receive regular instruction in ELA and Math from their classroom teacher.

Students who need additional support will receive intervention services either from their classroom teacher or a supplemental support teacher. These services may take place within the classroom (push-in) or in a separate setting (pull-out).

Instruction will be tailored to address each student's specific areas of need, as identified by classroom performance and assessment data. Teachers will communicate directly with interventionists to ensure services are targeted and effective.

Instructional Resources

Intervention instruction will be tailored to the strengths and needs of each student.

Specialized instructional materials will be used to target skill development. These may include resources such as SAVVAS SuccessMaker, Project Read, and Bridges Math Intervention Kits, along with our approved Reading and Math curricula.

The district will continue to research and provide professional development to support the use of new, high-quality instructional materials.

Scheduling and Communication

Time is set aside for regular communication between classroom teachers and intervention staff to coordinate services.

Intervention schedules will be created and adjusted each semester based on student performance and need, following completion of all screening assessments.

Timelines will be maintained for implementing interventions and monitoring student progress.

Criteria for Intervention/Basic Skills Support

Students are identified for additional support using district-wide screening tools and benchmark assessments. Criteria by grade level are outlined below:

English Language Arts (Reading) Criteria

- **Grade 1 and 2:** NWEA MAP Growth percentile; DIBELS
- **Grades 3–8:** NWEA MAP Growth percentile; School-based screening tools

Mathematics Criteria

- **Grade 1:** NWEA MAP Growth percentile; Bridges Volume 1 Placement Interview
- **Grades 2–8:** NWEA MAP Growth percentile; School-based screening tools

I&RS / Intervention and Basic Skills Instruction (BSI) Process

Data Used for Placement:

- **English Language Arts (ELA):**
 - MAP Growth Overall Percentile
 - RIT Score for Foundational Skills
 - DIBELS
 - Spelling Inventory (Words Their Way)
 - BAS Reading Level

 - **Mathematics:**
 - MAP Growth Overall Percentile
 - RIT Score for Numbers & Operations
 - Fact Fluency
 - Computational Skills
-

Annual Timeline for Intervention & BSI Services

Summer:

Students identified during the end-of-year (June) review are placed into intervention or BSI groups by the BSI Coordinator and Curriculum Office based on data.

September:

New students are given time to acclimate to the school environment.

MAP testing is administered to all students in the last two weeks of September.

If a teacher has concerns about a new student, they may begin the BSI referral process.

RtI Referral Process:

1. **Initiate Referral:**

The classroom or subject-area teacher completes the Tier 1 Checklist in LinkIt. All relevant teachers contribute their input.
2. **Initial Meeting:**

The referring teacher meets with the Co-Teaching Interventionist or Instructional Coach to review student data and concerns.
3. **Intervention Period:**

The teacher implements targeted daily interventions and collects data over 4–6 weeks.

4. **Review Meeting:**

The Interventionist or Coach meets with the VP and BSI Coordinator to analyze progress and outcomes.

5. **Next Steps:**

- If appropriate, the student will be screened for BSI services.
 - If not, the Interventionist/Coach will continue to support the teacher with classroom strategies.
 - The BSI Coordinator will email the official referral to the homeroom teacher for submission, if needed.
-

October–January:

Teachers may continue to submit referrals following the process above for students not currently receiving BSI, including those new to the district.

January:

- All students complete the benchmark assessment, MAP.
- The BSI Coordinator and interventionists review MAP data, identifying students scoring in the 24th percentile or below.
- Students are reviewed for Tier 2 eligibility based on a scoring matrix.
- Teachers are asked to provide additional feedback for any newly identified or potentially exiting students.
- Final placements are made, and new intervention groups begin in early February.

February–May:

Teachers continue to monitor students and may initiate new referrals following the same process.

May–June:

All students complete the benchmark assessments again. This data informs placements for the upcoming school year.

June:

The BSI Coordinator analyzes final RtI data. Students scoring in the 24th percentile or below are reviewed for possible inclusion in services for the following school year.

Entrance Criteria are flexible due to the number of students and staffing levels.

Grade 1 Cut Scores for Intervention/BSI Services

ELA	NWEA Overall Score		DIBELS: Letter Name		DIBELS: Phonics Fluency		DIBELS: Sight Words Fluency	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
K Spring (E)	0-13%	14-24%	0-34	35-41	0-59	60-73	0-5	6-9
Winter (M)	0-13%	14-24%	0-50	51-56	0-73	74-93	0-13	14-16
Spring (E)	0-13%	14-24%	0-52	53-58	0-80	81-98	0-16	17-24
Math	NWEA Overall Score		Number & Operations		Computational Skills		Fact Fluency	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
K Spring (E)	0-13%	14-24%	0-139	140-148	0-19	20-39	0-19	20-39
Winter (M)	0-13%	14-24%	0-147	148-154	0-39	40-59	0-39	40-59
Spring (E)	0-13%	14-24%	0-153	154-160	0-59	60-79	0-59	60-79

Grade 2 Cut Scores for Intervention/BSI Services

ELA	NWEA Overall Score		DIBELS: Phonics Fluency		DIBELS: Sight Words Fluency		BAS Independent Reading Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-53	54-67	0-22	23-35	A-E	F & G
Spring	0-13%	14-24%	0-53	54-75	0-26	27-42	A-G	H & I
Math	NWEA Overall Score		Number & Operations		Computational Skills		Fact Fluency	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-161	162-169	0-39	40-59	0-39	40-59
Spring	0-13%	14-24%	0-168	169-175	0-59	60-79	0-59	60-79

Grade 3 Cut Scores for Intervention/BSI Services

ELA	NWEA Overall Score		DIBELS: Phonics Fluency		DIBELS: Sight Words Fluency		BAS Independent Reading Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-77	78-93	0-39	40-49	A-I	J & K
Spring	0-13%	14-24%	0-79	80-104	0-46	47-54	A-J	K & L
Math	NWEA Overall Score		Number & Operations		Computational Skills		Fact Fluency	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-174	175-182	0-39	40-59	0-39	40-59
Spring	0-13%	14-24%	0-181	182-188	0-59	60-79	0-59	60-79

Grade 4 Cut Scores for Intervention/BSI Services

ELA	NWEA Overall Score		DIBELS: Oral Reading		BAS Independent Reading Level		Elementary Spelling Inventory: Feature Points	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-97	98-120	A-L	M & N	0-29	30-36
Spring	0-13%	14-24%	0-98	99-124	A-M	N & O	0-36	37-41
Math	NWEA Overall Score		Number & Operations		Computational Skills		Fact Fluency	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-184	185-192	0-39	40-59	0-39	40-59
Spring	0-13%	14-24%	0-191	192-200	0-59	60-79	0-59	60-79

Grade 5 Cut Scores for Intervention/BSI Services

ELA	NWEA Overall Score		DIBELS: Oral Reading		BAS Independent Reading Level		Elementary Spelling Inventory: Feature Points	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-107	108-121	A-O	P & Q	0-41	42-46
Spring	0-13%	14-24%	0-123	124-136	A-P	Q & R	0-46	47-55
Math	NWEA Overall Score		Number & Operations		Computational Skills		Fact Fluency	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	0-13%	14-24%	0-193	194-202	0-39	40-59	0-39	40-59
Spring	0-13%	14-24%	0-201	202-209	0-59	60-79	0-59	60-79

Grade 6 Cut Scores for Intervention/BSI Services

ELA	NWEA Overall Score		Informational Text: Key Ideas and Details		DIBELS: Oral Reading		SuccessMaker Grade Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	1-13%	14-24%	1-200	201-205	0-116	117-132	3.0-4.0	4.1-4.9
Spring	1-13%	14-24%	1-204	205-208	0-124	125-140	3.0-4.0	4.1-4.9
Math	NWEA Overall Score		Real and Complex Numbers		Operations and Algebraic Thinking		SuccessMaker Grade Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	1-13%	14-24%	1-203	204-210	1-203	204-210	3.0-4.0	4.1-4.9
Spring	1-13%	14-24%	1-210	211-217	1-210	211-217	3.0-4.0	4.1-4.9

Grade 7 Cut Scores for Intervention/BSI Services								
ELA	NWEA Overall Score		Informational Text: Key Ideas and Details		DIBELS: Oral Reading		SuccessMaker Grade Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	1-13%	14-24%	1-205	206-209	0-120	121-135	4.0-5.0	5.1-5.9
Spring	1-13%	14-24%	1-209	210-213	0-126	127-140	4.0-5.0	5.1-5.9
Math	NWEA Overall Score		Real and Complex Numbers		Operations and Algebraic Thinking		SuccessMaker Grade Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	1-13%	14-24%	1-211	212-216	1-211	212-216	4.0-5.0	5.1-5.9
Spring	1-13%	14-24%	1-215	216-220	1-215	216-220	4.0-5.0	5.1-5.9

Grade 8 Cut Scores for Intervention/BSI Services								
ELA	NWEA Overall Score		Informational Text: Key Ideas and Details		DIBELS: Oral Reading		SuccessMaker Grade Level	
	4 pts	2 pt	2 pts	1 pt.	2 pts	1 pt	2 pts	1 pt
Winter	1-13%	14-24%	1-209	210-213	0-115	116-130	5.0-6.0	6.1-6.9
Spring	1-13%	14-24%	1-212	213-216	0-120	121-134	5.0-6.0	6.1-6.9
Math	NWEA Overall Score		Real and Complex Numbers		Operations and Algebraic Thinking		SuccessMaker Grade Level	
	4 pts	2 pt	2 pts	1 pt	2 pts	1 pt	2 pts	1 pt
Winter	1-13%	14-24%	1-213	214-218	1-213	214-218	5.0-6.0	6.1-6.9
Spring	1-13%	14-24%	1-218	219-222	1-218	219-222	5.0-6.0	6.1-6.9

Intervention and Referral Services (I & RS)

	I & RS
Student Population	All students who have academic, behavioral, or medical concerns.
Referral Process	- Teacher creates a Tier 1 checklist for the student in Intervention Manager in Linkit ☐ Document ongoing parent communication in Genesis ☐ Document interventions for at least 6-8 weeks - If concerns continue, the homeroom teacher creates an RFA (Request for Assistance) In Intervention Manager in Linkit ☐ Document parent communication in Genesis regarding Request for Assistance
Support Team	<u>I&RS Coordinators:</u> L. Hackney (3,4,5) & G. Elliott (1,2) <u>Guidance:</u> L. Hackney (5th) L. Nolan (4th) M. McClain (3rd) H. Harper (2nd) S. Leonelli (1st) <u>Assistant Principals:</u> K. Jones- 1st, 2nd, 3rd K. Kelchner- 3rd, 4th, 5th <u>CST member:</u> J. Crawford, A. Disque <u>Humanities Coach:</u> T. Welsey <u>STEM Coach:</u> K. Ciambrone <u>Student Support Coordinators:</u> Gr. 1- K. King Gr. 2- E. Manser Gr. 3- K. King Gr. 4-5- A. Fortune
Interventions	<u>Tier 1 students</u>- the homeroom teacher implements the interventions Academic: supported by Co-Teaching Interventionist/ Instructional Coach Behavior: supported by SSC/Guidance <u>Tier 2/3 BSI students</u>- Tier 2/3 BSI teacher implements the interventions and contacts the VP and BSI Coordinator with any concerns

Davies
Intervention and Referral Services (I & RS)

	I & RS
Student Population	All students in Tier 1 & ELL who have academic concerns
Referral Process	- Any staff member completes the I&RS Concerns Form for any medical, academic, or other concerns that might be hindering a students' learning. - Teacher creates a Tier 1 checklist for the student in Intervention Manager in Linkit ☐ Document ongoing parent communication in Genesis ☐ Document interventions for at least 6-8 weeks - If concerns continue, the homeroom teacher creates an RFA (Request for Assistance) In Intervention Manager in Linkit ☐ Document parent communication in Genesis regarding Request for Assistance
Support Team	<u>I&RS Coordinators</u> B. DiBuono and B. Holdren <u>Grade Level Chairs</u> Gr. 6- R. Fifer Gr. 7- J. Radice, B. Holdren Gr. 8- Peck, Hayden <u>Assistant Principal</u> M. Diorio I. Brown I. Levine <u>Guidance Counselors</u> S. Calderon B. Rosario A. Brown, <u>Child Study Team Members</u> L. Crenny L. Peterson R. Donnelly M. Singh
Interventions	<u>Academic Tier 1 Checklist Interventions</u> Implemented by the referring teacher teacher, supported by the assigned team member

I & RS - Intervention and Referral Services
N.J.A.C 6A:16-8.1,8.2
New Jersey Tiered System of Supports

"NJTSS is a framework of supports and interventions to improve student achievement, based on the core components of Multi-Tiered Systems of Support and the three-tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement, NJTSS builds upon Intervention and Referral Services (I&RS) and provides schools with a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students.

Intervention Plan Guidelines

Within an MTSS framework, *Intervention and Referral Services (I&RS)* are typically part of Tier 2, which provides targeted, small-group, or individualized interventions for students who require more support than those provided in Tier 1 (general classroom instruction). An Intervention Plan developed through I&RS is designed to address the unique academic, behavioral, or social-emotional needs of a student. Below is a step-by-step guide to creating and implementing an effective intervention plan:

1. Student Identification & Data Collection

- Identify the student needing additional support.
 - Gather relevant academic, behavioral, attendance, and social-emotional data to understand the student's current needs.
-

2. Referral & Team Formation

- The referring staff member initiates the process using the appropriate school-based referral form or platform.
 - An *Intervention & Referral Team (IRT)* is assembled. This typically includes teachers, support staff, administrators, counselors, specialists, and the student's parent/guardian.
-

3. Define the Concern & Set Goals

- Clearly state the academic, behavioral, or social-emotional concern.
 - Establish SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) tailored to the student's needs.
-

4. Baseline Assessment

- Conduct initial assessments to determine the student's current performance levels.
 - Use these data points to guide the selection of interventions.
-

5. Select Interventions

- Choose evidence-based interventions directly aligned with the student's identified areas of need.
 - Interventions may focus on skill-building in academics, behavior regulation, executive functioning, or emotional well-being.
-

6. Develop the Implementation Plan

- Outline how and when the interventions will take place (e.g., frequency, duration, setting).

- Assign roles and responsibilities to team members.
 - Set timelines for review and determine any additional support or resources needed.
-

7. Monitor Progress

- Create a progress monitoring schedule with clear checkpoints.
 - Use reliable assessment tools and regular data collection to track student improvement.
-

8. Ensure Ongoing Communication

- Develop a communication plan to keep all stakeholders informed, including teachers, interventionists, administrators, and parents.
 - Use scheduled updates and shared documentation to promote collaboration.
-

9. Review & Adjust

- Hold regular team meetings (typically every 4–6 weeks) to review the student's progress.
 - Adjust the plan based on progress monitoring data and input from the team. Interventions may be intensified, faded out, or revised.
-

10. Plan for Next Steps

- Define success criteria for exiting the intervention plan and transitioning the student back to Tier 1 supports.
 - If minimal progress is made, consider referring the student for more intensive Tier 3 supports or additional evaluations.
-

11. Document the Entire Process

- Keep comprehensive records, including:
 - Request for Assistance (Linkit)
 - Baseline and ongoing assessment results
 - Meeting notes
 - Interventions used
 - Adjustments made
 - Outcomes
 - Ensure all documentation complies with district procedures and data privacy guidelines.
-

Reminder: A successful intervention plan is collaborative, data-informed, and flexible. The ultimate goal is to help each student succeed by continuously responding to their evolving needs with effective support.

