HOPE's Title Tier II Interventions and Supports

Tier II Reading Intervention Program Information

Reading

FastBridge Intervention **Skill Level: K-4   Skill Needed: Phonics, Phonemic Awareness, Fluency**
FastBridge offers reading intervention in the following skill areas of Concepts of Print, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These interventions were developed by a team led by Dr. Ted Christ at the University of Minnesota to help educators. The interventions are research-referenced and built from the available evidence for the most effective reading instruction practices. They are aligned with FastBridge assessments and the National Reading Panel's "big five" areas of reading. The interventions are designed to be used as whole-class (Tier 1) and small-group (Tier 2) instructional supports.

Equipped for Reading Success **Skill Level: K-12 Skill Needed: Phonemic Awareness and Fluent Word Recognition**
Equipped for Reading Success is a complete program for training phonemic awareness. It is a step-by-step and developmentally appropriate program designed to boost phoneme awareness, phonics, and instant word recognition. *Equipped with Reading Success* is 1) preventive in kindergarten and first grade, 2) provides remedial help for struggling readers, and 3) can accelerate the progress of students with reading disabilities, thus providing interventions for all tiers of RTI.

Decodeable texts **Skill Level: K-8 Skill Needed: Phonics, Phonemic Awareness, Fluency**
Decodable text is a type of text used in beginning reading instruction. Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships that have been taught to the new reader.

Word Warm-Ups **: Skill Level: Grades 3-8 Skill Needed: Phonics and Decoding**
Build mastery and automaticity in phonics, decoding, and word analysis with systematic phonics instruction and multiple opportunities for students to decode and encode words easily within Word Warm-ups Live. Audio-supported phonics and word analysis lessons allow for individualization and enable students to work independently. Students progress through three sequential levels, from reading consonant-vowel-consonant words like *bat*, to multi-syllabic words like *precautionary*.

ReadNaturally: **Skill Level: Grades 3–8 Skill Needed: Fluency**
Accelerate achievement and develop confident learners with the most powerful intervention program for striving readers. Utilizing the proven Read Naturally Strategy on a web-based platform, **Read Naturally Live** combines an intrinsically motivating system with the best evidence-based practices to deliver results fast. Trusted by educators and loved by students across the country.

*intervention is based on the FASTBridge recommended intervention

Tier II Reading Intervention: Process for Identifying Students after universal screening windows

Reading

1. Progress monitoring occurs for all students receiving Title services. Universal screening assessments will occur in the data cycle of fall, winter, and spring.

2. EarlyReading (K-1) FastBridge scores were categorized as some risk and high risk. FASTTrack Reading (2-10) FastBridge scores were categorized as some risk and high risk.

3. Identified students with some risk in phonics & fluency and vocabulary and comprehension.[1]
    a. **K:** Letter sound
    b. **1-5:** Recommended FASTBridge intervention plan: Phonics/Phonemic awareness and Vocabulary/Comprehension

4. Scholars receiving ELL services will receive Title services if they are 2.9-6.0. If there are not enough Title interventionists, a primary waitlist will be created.

5. A secondary waitlist will be created, looking at scholars who are at high risk, above a 2.8 WIDA level, and without an IEP.

6. When scholars exit services (Scholar meets benchmark 3 out of 4 times consecutively), Title will pull from a waitlist of students when appropriate.

Tier II Reading Intervention: Process for Referring New to HOPE Students outside of universal screening windows

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<u>**Reading**</u>

1. Classroom teacher gathers two weeks or more of data on students in ELA.
    a. **Model examples:** grade book data, progress monitoring data, K-2 Fundations assessment data, 3-5 Core Wonders Data
    b. **Non-model examples:** I feel like ....., The student does not focus......., number of absences

2. Classroom teacher to touch base on PLC weekly meeting with their respective Title Representative to review data together.

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Druacy Yang	druacyyang@hope-school.org	3
Colleen Lee	colleenlee@hope-school.org	4

3. The Title teachers will assess scholars, if needed:
    a. **K-1: EarlyReading with paper and pencil**
    b. **2-8: CBMReading screening passages with paper and pencil**

4. Changes will be made on a case-by-case basis by the administration and reading interventionist.

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[1] Some risk is synonymous for bubble. Bubble scholars are scholars whose score on some academic standard is right at the boundary between meeting a benchmark or falling below it.

Tier II Math Intervention Program Information

HOPE's tier II math intervention program is FastBridge. Fastbridge Math is a comprehensive pre-K through 5th grade math program. Fastbridge is the universal screener used at HOPE. All students will take some form of Fastbridge screener in the fall, winter, and spring. Students are selected to take part in tier II interventions based on their Fastbridge score and teacher recommendation. The interventionist will place students based on skill level and deficiencies and fill in gaps using Fastbridge interventions as well other materials that are proven to be successful. Students will be progress monitored on their skill once a week to track progress and alter interventions if necessary.

Math interventionist contact: K-5 Dan Bahnaman danbahnaman@hope-school.org, 6-11 Stephanie Clark stephanieclark@hope-school.or

Tier II Math Intervention: Process for Identifying Students at the Beginning of the Year

<u>Math</u>

1. Identified students whose Fastbridge scores were categorized as high risk and at risk.

2. For identified students, the Math interventionist reviews further Fastbridge testing data for students.
   a. Math Interventionist groups the scholars in the lower standard deviation.
   b. Math Interventionist reviews students' individual math strands
   c. Math Interventionist creates a spreadsheet with scholar groupings/times
   d. Math interventionist creates a data group on Fastbridge in order to progress monitor weekly. Interventionists select the most appropriate progress monitoring test that will give the students the most leverage in the tier I class.

3. Students without data: Math interventionist gives Fastbridge assessment (if still in the testing window) and follows step two to see if students should be placed in the intervention group. If a student enters the school outside of the testing window, interventionists will use classroom data and teacher recommendations to see if the student would be placed in an intervention group.

Tier II Math Intervention: Process for Referring Students During the Year

<u>Math</u>

1. Classroom teacher gathers two weeks or more of data on students in Math.
   a. **Model examples:** gradebook data, progress monitoring data, classroom assessments
   b. **Non-model examples:** I feel like…, The student does not focus…, number of absence

2. Classroom teacher to email the Math Interventionist to review data together.

3. The Math Title Coordinator will assess scholars, if needed.

4. Changes will be made on a case-by-case basis by the administration and math interventionist.