

HOPE Community Academy Title Tier II Interventions and Supports

Tier II Reading Intervention Program Information

Reading

FastBridge Intervention Skill Level: K-5 Skill Needed: Phonics, Phonemic Awareness, Fluency, and Comprehension

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.

Decodable 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.

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, **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.

REWARDS: Skill level: Grades 4-6

REWARDS is a research-validated, specialized reading program designed for intermediate students in grades 4, 5, and 6. It is an intensive course that teaches students a flexible strategy for decoding grade-level, multisyllabic words, increases their oral and silent reading rate (fluency), expands their knowledge of general academic and domain-specific vocabulary, and allows students to gain confidence in their reading ability. Using the gradual release strategy (I do, We do, You do), students

gain competency in decoding, fluency, and vocabulary through systematic application of explicit instruction.

UFLI: Skill Level: Primary grades or as an intervention tool for struggling readers at any grade level

A comprehensive, explicit, and systematic program designed to equip students with the essential foundational skills for proficient reading. Built around a thoughtfully crafted scope and sequence, the program ensures that students develop each skill in a logical progression and learn to apply them with confidence and automaticity.

Tier II Reading Intervention: Process for Identifying Students to receive Title Services after universal screening windows

Reading

1. Universal screening assessments for all students occur in the fall, winter, and spring.*
2. The Title Team looks at EarlyReading (K-1) and FASTTrack Reading (2-5) FastBridge scores for students who are categorized as some risk and high risk.
3. Students are first identified with some risk in the following categories:
 - a. **K:** Fall - Onset sounds
Winter - Letter sounds
 - b. **1:** Fall - Letter sounds or Word segmenting
Winter - Word segmenting or Nonsense words
 - c. **2-5:** Phonics & Fluency (Primary Focus) or General Reading Only
4. Students who have an EL score below a 2.8 or who are receiving SPED services for reading would not receive Title Services.
5. Students are placed in groups according to needs. If there are not enough Title interventionists, a primary waitlist will be created.
6. Students who have an EL level of 2.8 or above and are receiving ELL services may also receive Title services if there isn't a conflict in all the support schedules.
7. A secondary waitlist will be created, looking at students who are at high risk, above a 2.8 EL level, and without an IEP.
8. Progress monitoring occurs for all students receiving Title services.

9. Students will exit Title services when they meet the benchmark 3 out of 4 times consecutively.
10. As students exit, Title will pull from a waitlist of students when appropriate.

**intervention is based on the FASTBridge recommended intervention*

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

Reading

1. The classroom teacher gathers two weeks or more of data on students in ELA.
 - a. **Model examples:** grade book data, progress monitoring data, K-2 Foundations 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.

Sierra Robinson	sierrarobinson@hope-school.org	Coordinator
Dan Bahnaman	danbahnaman@hope-school.org	K
Emily Webster	emilywebster@hope-school.org	1
Renee Petersen	reneepetersen@hope-school.org	2
Druacy Yang	druacyyang@hope-school.org	3
Colleen Lee	colleenlee@hope-school.org	4
Rebecca Dickson	rebeccadickson@hope-school.org	5

3. The Title coordinator 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 title coordinator.

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.org

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

Math

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

Math

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.