

Woodland Park School District

K-8 Basic Skills Instruction

Support Manual



Woodland Park Basic Skills Instruction Program

The Woodland Park Schools Basic Skills Instruction (BSI) Program offers academic support and assistance for first through eighth-grade students who are deemed “at-risk” in the core contents of Language Arts Literacy and Mathematics. Kindergarten identification begins in January. Instruction is provided through either a pull-out small group session or push in through the student’s assigned class time. Multiple criteria and teacher/parent referrals are used to determine when it is appropriate for identified students to be in a pull-out individual/small group setting or when students can be better served in the classroom with push-in support.

Basic Skills Instruction Program Teacher Responsibility

The BSI Program will provide each grade level with a Basic Skills Instructor, known as the BSI teacher, for both the ELA and Mathematics classroom. The role of the BSI teacher is to maintain the responsibility of planning daily instruction in the classroom or in a small group format. More so, the BSI teacher will take the responsibility of:

- Conducting and/or assisting in administering formal/informal assessment such as DIBELS, Teachers’ College Reading Assessment and/or Fountas and Pinnell, i-READY Math Diagnostic Assessment, and LinkIt! for both ELA and math.
- Developing a collaborative teaching environment that supports open communication resulting in a strong and productive working relationship with the classroom teacher.
- Collaborating regularly with the classroom teacher to plan appropriate instructional interventions for identified students in need and sharing student progress.
- Completing individualized bi-weekly logs outlining skills and strategies that will be utilized to assist with student achievement in order to track the growth and development of each BSI student.
- Administering assessments to progress monitor students’ growth and development in identified areas.
- Assisting administration in analyzing data results and teacher referrals to identify students in need of academic intervention or who are eligible to exit the program.
- Participating in Parent/Teacher conferences and I&RS meetings when appropriate.

Woodland Park Basic Skills Instruction Referral Plan

All BSI referrals should be submitted in writing by the recommending teacher. District forms are available for BSI recommendation in the District Wide Shared Drive in Google Suite. Completed BSI referral forms are sent to the Office of Curriculum and Instruction for consideration, after the building Principal provides his/her approval. **Please note that a request does not indicate automatic entrance to the program.** Once data is reviewed, eligibility is then determined. Permission letters are then sent to the parent/guardian from the Curriculum and Instruction Office.

The BSI recommendations are evaluated by both the Principal and the Director of Curriculum and Instruction. Criteria used to determine eligibility in either ELA or mathematics is noted below.

Mathematics Criteria	ELA Criteria
<ul style="list-style-type: none"> ● Teacher Referrals ● LinkIt! Math Benchmarks A, B, and C ● NJSLA/Start Strong Statewide Assessment Grades 3-8 ● iREADY Diagnostic Assessments <ul style="list-style-type: none"> ○ Fall, Winter, Spring ● Middle School M.P. Grades/Domain Scoring ● K-5 Trimester Scoring 	<ul style="list-style-type: none"> ● Teacher Referrals ● LinkIt! Language Arts Benchmarks ● DIBELS 8th Edition Grades K-8 ● NJSLA/Start Strong Statewide Assessments Grades 3-8 ● Fountas and Pinnell and/or Teachers College Reading Assessments ● Report Cards

Intervention Resources

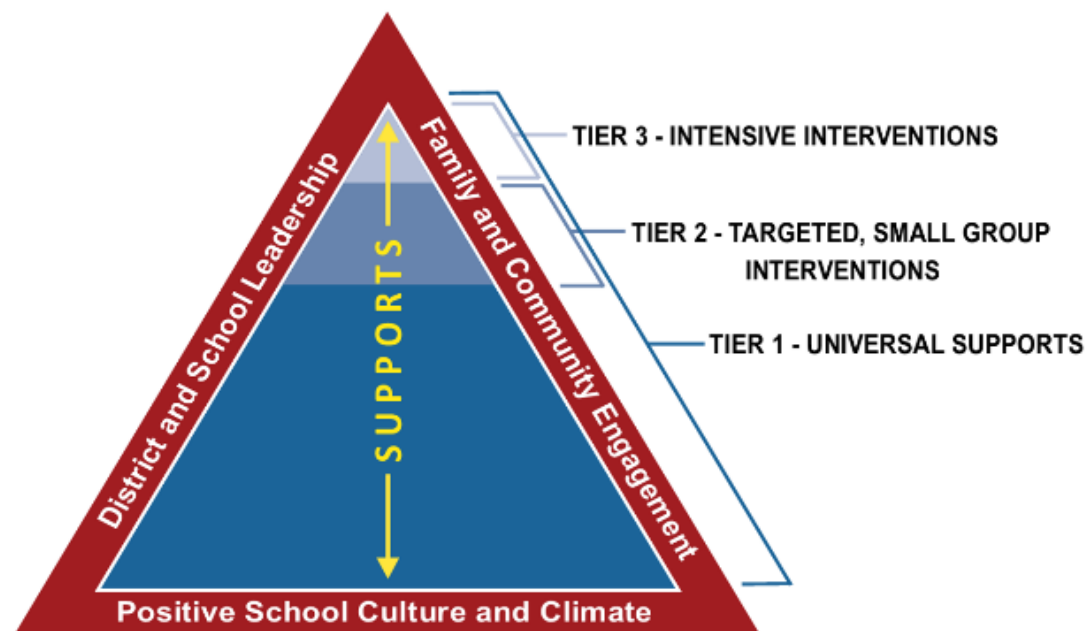
Mathematics	Language Arts
<ul style="list-style-type: none"> ● My Learning Path provided through iREADY ● Hands-on/virtual manipulatives ● Prerequisite lessons provided through iREADY/READY Classroom ● IXL 	<ul style="list-style-type: none"> ● Fountas and Pinnell Leveled Literacy Intervention Kits ● Foundations - Skill focused lesson template ● Max Scholar - Max Phonics, Max Reading, Max Words ● DIBELS 8th Edition ● iREADY

Identification of Students for Tiered Basic Skills Intervention

TIER 1: refers to high-quality core instruction and addresses the needs of most students. All students in Tier 1 are screened in literacy and mathematics three times per year. Results are used to identify students who are on track, and those at risk.

TIER 2: includes the core instruction provided in Tier 1 and supplemental supports and interventions that may be delivered in small-group instruction, delivered in either the general classroom during flexible grouping or centers or during an additional period. Limited, but targeted support is provided to remediate academic skill deficits.

TIER 3: includes the practices described in Tiers 1 and 2 and is characterized by an increase in the length of time, duration or frequency of the intervention targeted to a student who is not making adequate progress with Tier 2 supports—Tier 3 includes all of the elements of Tiers 1 and 2.



Criteria Identification of Students for ELA

Language Arts BSI Indicators		
Criteria for K-4	Criteria for 5-8	Expectations
<p><u>Tier 1</u></p> <p>Students in grades K-4 performing on or above grade-level benchmarks for all measures of DIBELS 8th and Fountas and Pinnell.</p>	<p>Students in grades 5-8 perform on or above grade level on TC reading assessments and are meeting or exceeding expectations on the statewide assessment.</p>	<p>Classroom teacher(s) should continue to differentiate through skill-specific instruction, guided reading, and strategy groups using classroom level data (i.e. mastery assessments, permanent products, etc). and monitor student progress within the classroom.</p>
<p><u>Tier 2</u></p> <p>Kindergarten - 4th Grade: Meets <u>two</u> of the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yellow Range (Some Risk) or Red Range (At Risk) in DIBELS 8th universal screener- [see chart below] <input type="checkbox"/> Reading Level- [see chart below] <input type="checkbox"/> LinkIt! (Grades 2-4)- students who fall in the yellow <input type="checkbox"/> Teacher Recommendation 	<p>Grades 5-8th: Meets <u>two</u> of the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NJSLA statewide assessment- approaching or below expectations Grade 5-8 <input type="checkbox"/> Reading Level- [see chart below] <input type="checkbox"/> LinkIt!- students who fall in the yellow <input type="checkbox"/> Teacher Recommendation 	<p>Students will receive tier 2 support (push-in or pull-out) from BSI teachers and/or classroom teachers three times per week in small groups with similar skill needs identified through diagnostic assessments. In kindergarten, address skill needs during core small group instruction. Progress monitoring will be used to determine intervention decisions (i.e. discontinued intervention, continue tier II or receive tier III.).</p>
<p><u>Tier 3</u></p> <p>Kindergarten - 4th Grade: Meets <u>three</u> of the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Red Range (At Risk) in DIBELS 8th universal screener- [see chart below] <input type="checkbox"/> Reading Level- [see chart below] <input type="checkbox"/> LinkIt! (Grades 2-4)- students who fall in the red <input type="checkbox"/> Teacher Recommendation 	<p>Grades 5-8th: Meets <u>three</u> of the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NJSLA statewide assessment- approaching or below expectations Grade 5-8 <input type="checkbox"/> Reading Level- [see chart below] <input type="checkbox"/> LinkIt!- students who fall in the red <input type="checkbox"/> Teacher Recommendation <p style="text-align: center;">OR</p> <p>Students not responding to appropriately implemented Tier II interventions as revealed through progress monitoring assessments.</p>	<p>Students will receive tier 2 support (pull-out) from BSI teachers and/or classroom teachers four to five times per week in small groups with similar skill needs identified through diagnostic assessments. In kindergarten, address skill needs during core small group instruction. Progress monitoring will be used to determine intervention decisions (i.e. discontinued intervention, continue tier II or receive tier III.)</p>

Criteria Identification of Students for Mathematics

Mathematics BSI Indicators		
Criteria K-5	Criteria 6-8	Expectations
<p><u>Tier 1</u></p> <p>Kindergarten - 5th Grade: Students in grades K-5 performing on or above grade-level benchmarks for all measures of iREADY Diagnostic, LinkIt! benchmark assessments, and statewide assessments.</p>	<p>Grades 6-8th: Students in grades 6-8 performing on or above grade level on iREADY Diagnostic, LinkIt! benchmark assessments, and statewide assessments and are meeting or exceeding expectations on the statewide assessment.</p>	<p>Classroom teacher(s) will continue to differentiate through skill-specific instruction, guided math practices, and strategy groups using classroom level data (i.e. mastery assessments, comprehension checks, etc). and monitor student progress within the classroom.</p>
<p><u>Tier 2</u></p> <p>[see charts on page 9 for category references]</p> <p>Kindergarten - 5th Grade: Student meets two of the following criteria: <input type="checkbox"/> NJSLA/Statewide Assessments (Gr. 2-5): Partially Met or Did not Meet <input type="checkbox"/> iREADY Diagnostic Fall, Winter, and Spring Assessments: Yellow Level <input type="checkbox"/> LinkIt! (Grades 2-5 only): Fall in the Approaching or Partially Meeting category <input type="checkbox"/> Trimester scoring many 2s and few 3s <input type="checkbox"/> Comprehension checks/unit assessments (Grades K-1 only) below 65% passing.</p>	<p>Grades 6-8th: Student meets two of the following criteria: <input type="checkbox"/> NJSLA/Statewide assessment: Partially Met or Did not Meet category <input type="checkbox"/> iREADY Diagnostic Fall, Winter, and Spring Assessments: Yellow Level (One Grade Level Below) <input type="checkbox"/> LinkIt!: Fall in the Approaching or Partially Meeting category <input type="checkbox"/> Marking Period scoring per domain receives 2s and few 3s (Grades- 65 or lower) <input type="checkbox"/> Marking Period Grades: 65% or lower</p>	<p>Kindergarten - 5th Grade Students receive tier 2 support (push-in or pull-out) from BSI teachers at least three times per week in small groups with similar skill needs identified through iREADY prerequisite skills. Progress monitoring will be used to determine intervention decisions.</p> <p>Grades 6-8th: Students will receive tier 2 support (push-in only) from BSI teachers and/or classroom teachers at least three times per week in small groups with similar skill needs identified through iREADY prerequisite skills. Progress monitoring will be used to determine intervention decisions.</p>
<p><u>Tier 3</u></p> <p>[see charts on page 9 for category references]</p> <p>Kindergarten - 5th Grade: Student meets three of the following criteria: <input type="checkbox"/> NJSLA/Statewide Assessments (Gr. 2-5): Partially Met or Did not Meet <input type="checkbox"/> iREADY Diagnostic Fall, Winter, and Spring Assessments: Red Level (Two Grades Level Below), Red with Stripes (Three or More Grade Levels Below) <input type="checkbox"/> LinkIt! (Grades 2-5 only): Fall in the Not Meeting and/or Partially Meeting category <input type="checkbox"/> Trimester scoring receives more 1s and few 2s <input type="checkbox"/> Comprehension checks/unit assessments (Grades K-1 only) below 65% passing.</p>	<p>Grades 6-8th: Student meets three of the following criteria: <input type="checkbox"/> NJSLA/Statewide Assessments: Partially Met or Did not Meet category <input type="checkbox"/> iREADY Diagnostic Fall, Winter, and Spring Assessments: Red Level (Two Grades Level Below), Red with Stripes (Three or more grade levels Below) <input type="checkbox"/> LinkIt!: Fall in the Not Meeting/ Partially Meeting <input type="checkbox"/> Marking Period scoring per domain receives 1s and few 2s (grades 65 or lower) <input type="checkbox"/> Marking Period Grades: 65% or lower OR Students not responding to appropriately implemented Tier II interventions as revealed through progress monitoring assessments.</p>	<p>Kindergarten - 5th Grade Students will receive tier 2 support (pull-out) from BSI teachers and increase frequency to four to five times per week in small groups with similar skill needs identified through iREADY prerequisite skills. Progress monitoring will be used to determine intervention decisions.</p> <p>Grades 6-8th: Students will receive tier 2 support (push-in only) from BSI teachers and/or classroom teachers four to five times per week in small groups with similar skill needs identified through diagnostic assessments (see <i>Diagnostic Inventory & Intervention</i> Guidelines doc). Progress monitoring will be used to determine intervention decisions.</p>

Charles Olbon Elementary School Language Arts Reading Levels Chart

Kindergarten

	Trimester 1	Trimester 2	Trimester 3
DIBELS	LNF-0-24 PSF-0-11 NWF-CLS-0-9	NWF-WRC-0 WRF-0	LNF-0-36 PSF-0-31 NWF-CLS-0-25
		NWF-WRC-0-3 WRF-0-4	<i>See End of Year DIBELS 8th Edition Cut-Scores to determine entrance/exit.</i>
F&P	none	A	B

1st Grade

	Trimester 1	Trimester 2	Trimester 3
DIBELS	LNF-0-50 PSF-0-38 NWF-CLS-0-41 NWF-WRC-0-7	WRF-0-14 ORF-0-20 ORF-ACC-0-66	LNF-0-59 PSF-0-42 NWF-CLS-0-53 NWF-WRC-0-9
		WRF-0-16 ORF-0-34 ORF-ACC-0-86	<i>See End of Year DIBELS 8th Edition Cut-Scores to determine entrance/exit.</i>
F&P	C	E	G

2nd Grade

	Trimester 1	Trimester 2	Trimester 3
DIBELS	NWF-CLS-0-54 NWF-WRC-0-14 WRF-0-29	ORF-0-50 ORF-ACC-0-91	NWF-CLS-0-63 NWF-WRC-0-22 WRF-0-36
		ORF-0-72 ORF-ACC-0-96	<i>See End of Year DIBELS 8th Edition Cut-Scores to determine entrance/exit.</i>
F&P	G	I	J

Beatrice Gilmore Elementary School Reading Levels Chart

3rd Grade

	Trimester 1		Trimester 2		Trimester 3
DIBELS	NWF-CLS-0-80 NWF-WRC-0-23 WRF-0-46	ORF-0-76 ORF-ACC-0-97 MAZE-0-8.5	NWF-CLS-0-103 NWF-WRC-0-29 WRF-0-52	ORF-0-104 ORF-ACC-0-97 MAZE-0-13.5	<i>See End of Year DIBELS 8th Edition Cut-Scores to determine entrance/exit.</i>
NJSLA score					1 or 2
F&P	K		L		M

4th Grade

	Trimester 1		Trimester 2		Trimester 3
DIBELS	ORF-0-86 ORF-ACC-0-98 MAZE-0-13.5		ORF-0-120 ORF-ACC-0-98 MAZE-0-15		<i>See End of Year DIBELS 8th Edition Cut-Scores to determine entrance/exit.</i>
NJSLA score	1 or 2				
F&P	O		P		Q

5th Grade

	Beginning	Middle	End
DIBELS	ORF- ORF-ACC- MAZE-	ORF- ORF-ACC- MAZE-	ORF- ORF-ACC- MAZE-
NJSLA score	1 or 2		
TC	Q	R	S

Memorial Middle School Reading Levels Chart

6th Grade

	Beginning	Middle	End
DIBELS	ORF- MAZE- ORF-ACC-	ORF- MAZE- ORF-ACC-	ORF- MAZE- ORF-ACC-
NJSLA score	1 or 2		
TC	S	T	U

7th Grade

	Beginning	Middle	End
DIBELS	ORF- MAZE- ORF-ACC-	ORF- MAZE- ORF-ACC-	ORF- MAZE- ORF-ACC-
NJSLA score	1 or 2		
TC	U	V	W

8th Grade

	Beginning	Middle	End
DIBELS	ORF- MAZE- ORF-ACC-	ORF- MAZE- ORF-ACC-	ORF- MAZE- ORF-ACC-
NJSLA score	1 or 2		
TC	W	X	

Mathematics Assessment Performance Band Groupings

iREADY Groupings

K-8 Groups					
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below

LinkIt! Groupings

2-8 Groups	Red Group	Orange Group	Yellow Group	Brown Group	Light Green Group	Dark Green Group
	Not Meeting	Partially Meeting	Approaching	Bubble	Meeting	Exceeding

Standards Based Report Cards

K-8th	Not Meeting Expectations (1s)	Approaching Grade Level (2s)	Meets Grade Level (3s)	Exceeds Grade Level (4s)
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NJSLA State Testing

2nd-8th	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
	(650-699)	(700-724)	(725-749)	(750-789)	(790-850)



Woodland Park School District Basic Skills Instruction Program

Language Arts Referral Form Example

Student's Name: _____

Referring Teacher: _____

Please briefly state the student's specific academic issues and the strategies you have already tried with the student to address them.

Please provide the following data on the student's performance:

DIBELS 8th Universal Screener Range (K-4): _____ Date of Assessment: _____

Most Recent Independent Reading Score (K-8): _____ Date of Assessment: _____

F&P or TC Assessment Independent Level: _____ Date of Assessment: _____

Most Recent Language Arts Grade: _____ M.P./Trimester: _____

Anecdotal Notes – please attach a copy of your notes for this student. In addition, please send a writing sample and samples of any other work you feel shows where the student struggles the most. Please send all documents to Mrs. Triglia.

Referring Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

To be completed by the BSI Coordinator:

Action Taken: _____ Date: _____

Student is placed in BSI Program and Parent Letter Sent Home _____ Date: _____

Student is placed on the Watch List _____ Date: _____



Woodland Park School District Basic Skills Instruction Program

Mathematics Referral Form Example

Student's Name: _____

Referring Teacher: _____

Briefly describe the specific academic issues and the instructional strategies practiced in the classroom:

K-5th Teachers: Please provide the following data in this section on the student's performance and a copy of the Math assessment(s) in which you have concerns.

iREADY Diagnostic Assessment Tier: _____

Assessment (Fall/Winter/Spring): _____

LinkIt!! Benchmark Assessment Tier: _____

Assessment (Forms A, B, or C): _____

Standards Based Reporting (K-5): _____

Trimester (1, 2, or 3): _____

Comprehension Checks/Unit Assessments (K-1): _____

Identify the Domain (Circle all that Apply): Numbers in Base Ten / Numbers and Operations: Fractions / Operations & Algebraic Thinking / Measurement and Data / Counting and Cardinality

6-8th Teachers: Please provide the following data in this section on the student's performance and a copy of the Math assessment(s) in which you have concerns.

iREADY Diagnostic Assessment Tier: _____

Assessment (Fall/Winter/Spring): _____

LinkIt!! Benchmark Assessment Tier: _____

Assessment (Forms A, B, or C): _____

Standards Based Reporting (Mostly 1, 2, 3, or 4s): _____

M.P. Grades (in order): _____

Identify the Domain (Circle all that Apply): Numbers & Operations / Expressions & Equations / Geometry / Statistics & Probability

Anecdotal Notes – please attach a copy of your notes for this student. In addition, please send assessment samples and samples of any other work (i.e. PER MATH DOMAIN) you feel shows where the student struggles the most. Please send all documents to Mrs. Triglia.

Referring Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

To be completed by the BSI Coordinator:

Action Taken: _____

Date: _____

Student is placed in BSI Program and Parent Letter Sent Home _____

Date: _____

Student is placed on the Watch List _____

Date: _____