

# **Delanco Township School District Basic Skills Program Guide**



**Revised: 9/12/2016**  
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# Delanco Township Public School District

## Basic Skills Program Guide

### Table of Contents

[Introduction](#)

#### **Program Eligibility Procedures**

[Basic Skills Entrance Procedures](#)

[BSIP Eligibility Criteria](#)

#### **BSIP/Chapter 1 Instruction**

[Program Services](#)

[Program Curriculum](#)

[Wilson](#)

[Math Services](#)

[Record Keeping](#)

[Parent Communication](#)

[Wilson](#)

[Math Services](#)

[Dyslexia Screening](#)

[Response to Intervention \(RTI\) Plan](#)

[Intervention and Referral Services \(I&RS\)](#)

[Child Study Team](#)

[Exiting Basic Skills during the School Year](#)

#### **Forms and Letters**

[Basic Skills Entrance Letter](#)

[Basic Skill Exit Letter](#)

[Fountas and Pinnell Instructional Level Expectations for Reading Chart](#)

[Pacing Chart for Progress Monitoring based on F&P Reading Expectations](#)

[Important Terms to Know](#)

## **Introduction**

The Delanco Township Basic Skills Instruction Program is an intervention program mandated by the New Jersey Legislature in amendments to the 1975 "Public School Education Act". The law provides that funds will be allotted to districts for intervention of students who fall below the State Minimum Standards in the Basic Skills areas. In addition, this program contains Title I component, providing additional Federal funds for basic skills instruction.

The State Department of Education, through county offices, is authorized to monitor the use of Basic Skills Instruction Program and Title I funds. Therefore, numerous aspects of the Delanco Township Basic Skills Instruction Program must be documented for this monitoring process.

The purpose of this handbook is twofold. First, it should make the Delanco Township Basic Skills Instruction Program procedures clear to all district personnel and provide a point of reference when questions arise. Secondly, this handbook contains the forms necessary for the required documentation.

Note: All Basic Skills Instruction Program forms, letters, and procedures contained in this program guide may be modified as needed to accommodate potential changes in state mandates and district practices.

## Basic Skills Eligibility Procedures

### Purpose:

To assess the reading, writing, and math levels and behaviors of students. Information derived from this assessment will:

- Determine reading, writing, and math level and eligibility for BSI services
- Determine level of service to be provided

### Testing Times:

Fall	Winter	Spring
<b><u>ELA:</u></b> <ul style="list-style-type: none"><li>• STAR Reading</li><li>• F&amp;P Benchmark</li><li>• Narrative Writing Benchmark</li></ul>	<b><u>ELA:</u></b> <ul style="list-style-type: none"><li>• STAR Reading</li><li>• F&amp;P Benchmark</li><li>• Narrative Writing Benchmark</li></ul>	<b><u>ELA:</u></b> <ul style="list-style-type: none"><li>• STAR Reading</li><li>• F&amp;P Benchmark</li><li>• Narrative Writing Benchmark</li></ul>
<b><u>Math:</u></b> <ul style="list-style-type: none"><li>• STAR Math</li><li>• Math Benchmark</li></ul>	<b><u>Math:</u></b> <ul style="list-style-type: none"><li>• STAR Math</li><li>• Math Benchmark</li></ul>	<b><u>Math:</u></b> <ul style="list-style-type: none"><li>• STAR Math</li><li>• Math Benchmark</li></ul>

Students receive intensive instruction for minimum of 12-20 weeks.

Students being recommended for eligibility should be referred to I&RS by homeroom teacher.

## Basic Skills Reading Eligibility Criteria

Grade Level	Entrance Criteria	Recommendation	Exiting Criteria
<p><b>Kindergarten</b></p> <p>*BSI services begin in November</p>	<ul style="list-style-type: none"> <li>● Data collected by K teachers (first 12 weeks)</li> <li>● Teacher recommendation (form with data)</li> <li>● Fountas &amp; Pinnell Benchmark Assessment Reading Level</li> <li>● STAR Assessment</li> <li>● Benchmark Assessment (Math)</li> <li>● Writing Benchmark</li> </ul>	<p>Kindergarten Teacher</p>	<ul style="list-style-type: none"> <li>● F&amp;P instructional reading level (on-grade level)</li> <li>● STAR Score</li> <li>● Teacher Observation</li> <li>● Report Card Grades</li> <li>● I&amp;RS Meeting</li> </ul>
<p><b>1<sup>st</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>● Data collected by Teachers</li> <li>● Teacher recommendation (form with data)</li> <li>● Fountas &amp; Pinnell Benchmark Assessment Reading Level</li> <li>● STAR Assessment</li> <li>● Benchmark Assessment (Math)</li> <li>● Writing Benchmark</li> </ul>	<p>Kindergarten or First Grade teacher recommendation</p>	<ul style="list-style-type: none"> <li>● F&amp;P instructional reading level (on-grade level)</li> <li>● STAR Score</li> <li>● Teacher Observation</li> <li>● Report Card Grades</li> <li>● I&amp;RS Meeting</li> </ul>
<p><b>2<sup>nd</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>● Data collected by Teachers</li> <li>● Teacher recommendation (form with data)</li> <li>● Fountas &amp; Pinnell Benchmark Assessment Reading Level</li> <li>● STAR Assessment</li> <li>● Benchmark Assessment (Math)</li> <li>● Writing Benchmark</li> </ul>	<p>First or Second Grade teacher recommendation</p>	<ul style="list-style-type: none"> <li>● F&amp;P instructional reading level (on-grade level)</li> <li>● STAR Score</li> <li>● Teacher Observation</li> <li>● Report Card Grades</li> <li>● I&amp;RS Meeting</li> </ul>
<p><b>3<sup>rd</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>● Data collected by Teachers</li> <li>● Teacher recommendation (form with data)</li> <li>● Fountas &amp; Pinnell Benchmark Assessment Reading Level</li> <li>● STAR Assessment</li> <li>● Benchmark Assessment (Math)</li> <li>● Writing Benchmark</li> <li>● Parcc Data</li> </ul>	<p>Second or Third Grade teacher recommendation</p>	<ul style="list-style-type: none"> <li>● F&amp;P instructional reading level (on-grade level)</li> <li>● MAP RIT Score</li> <li>● Teacher Observation</li> <li>● Report Card Grades</li> <li>● I&amp;RS Meeting</li> </ul>

<p><b>4<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>● Data collected by Teachers</li> <li>● Teacher recommendation (form with data)</li> <li>● Fountas &amp; Pinnell Benchmark Assessment Reading Level</li> <li>● STAR Assessment</li> <li>● Benchmark Assessment (Math)</li> <li>● Writing Benchmark</li> <li>● Parcc Data</li> </ul>	<p>Third or Fourth Grade teacher recommendation</p>	<ul style="list-style-type: none"> <li>● F&amp;P instructional reading level (on-grade level)</li> <li>● STAR Score</li> <li>● Teacher Observation</li> <li>● Report Card Grades</li> <li>● I&amp;RS Meeting</li> </ul>
<p><b>5<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>● Data collected by Teachers</li> <li>● Teacher recommendation (form with data)</li> <li>● Fountas &amp; Pinnell Benchmark Assessment Reading Level</li> <li>● STAR Assessment</li> <li>● Benchmark Assessment (Math)</li> <li>● Writing Benchmark</li> <li>● Parcc Data</li> </ul>	<p>Fourth or Fifth Grade teacher recommendation</p>	<ul style="list-style-type: none"> <li>● F&amp;P instructional reading level (on-grade level)</li> <li>● STAR Score</li> <li>● Teacher Observation</li> <li>● Report Card Grades</li> <li>● I&amp;RS Meeting</li> </ul>

- Students scoring below appropriate benchmarks on multiple measures will be eligible for Basic Skills services.

## Delanco Township Basic Skills Program Services

<b>Grade</b>	<b>Subject</b>	<b>Method</b>	<b>Frequency</b>	<b>Duration</b>
<b>K-1st Grade</b>	ELA	Pull-out	4-5x a week	40 minutes
	Math	Push-in	3-4x a week	40 minutes
<b>2nd-3rd Grade</b>	ELA	Pull-out	4-5x a week	40 minutes
	Math	Push-in	3-4x a week	40 minutes
<b>4th-5th Grade</b>	ELA	Pull-out	4-5x a week	40 minutes
	Math	Push-in	3-4x a week	40 minutes

## **Delanco Township Basic Skills Reading Program Curriculum**

Basic Skills Reading Program staff members design lessons for Basic Skills students based on information from the following sources:

- District Approved Curriculum
- Scientific-Research Based Curriculum - Fountas & Pinnell Leveled Literacy Intervention, Wilson Reading System and Wilson Foundations
- New Jersey Student Learning Standards
- District Assessments/State and Standardized Assessments
- BSIP staff modifications/accommodations

## **Fountas and Pinnell Leveled Literacy Intervention Curriculum**

LLI is a small group, supplementary intervention designed for students struggling in literacy. The goal of LLI is to bring students to grade level achievement in reading. Through this curriculum and fidelity of its implementation, students will be supported in their reading, writing, and knowledge of language and words.

### **Components of K-2 Curriculum**

- Includes fiction, non-fiction, and various genres
- Reread: helps aid and build fluency
- Sight Words: practiced daily
- Word Work: How words work, how to efficiently decode words
- New Book: A new book at the student's current reading level, explicit instruction of reading strategies (decoding, comprehension, fluency)
- Discussion: comprehension conversations about the text before, during, and after reading
- Writing: students write to develop a deeper meaning of the text (not writing for craft)
- Take Home Book: students take home books read after each lesson to build fluency and comprehension, crucial to aid progress
- Running records are given to a different student every other lesson

### **Components of 3-5 Curriculum**

- Includes fiction, non-fiction, and various genres
- Reread: helps aid and build fluency
- Word Work: strategies to efficiently decode words and use word parts to determine meaning
- New Book: Explicit instruction of a reading strategy (comprehension, vocabulary, fluency focus)
- Discussion and Comprehension Focus: instruction on comprehension strategies



- Writing: Writing about what was read to expand understanding of text (not writing for craft)
- Running Records are given to a different student every other lesson

## **LLI Record Keeping**

A progress log is completed to organize and track running record/benchmark data for each student. Daily anecdotal notes are recorded and maintained for every LLI lesson. The progress log and anecdotal notes are used to complete progress reports and report cards. Both the progress log and anecdotal notes are also used to communicate information with teachers, parents, and the I&RS committee. Benchmark assessments, running records, progress reports, and I&RS forms are filed in individual student folders. At the conclusion of the school year, a copy of individual student's progress reports will be filed in their cumulative folders.

## **Parent Communication**

- Entrance/Exit Letter to Parents
- Teachers available at Back to School Night
- Scheduled Conferences at conference time and as needed
- Progress Reports
- Marking period online newsletters
- [chazyynski@delanco.com](mailto:chazyynski@delanco.com)
- [mdeaner@delanco.com](mailto:mdeaner@delanco.com)

## **Wilson Reading Program**

The Wilson Reading System is a research-based reading and writing program for students in grades 3 and up. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The basic purpose of the Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Throughout the program, a ten part lesson plan, designed to be very interactive between teacher and student, is followed.

Students will be assessed using the Wilson Assessment for Decoding and Encoding (WADE). The WADE provides a nationally standardized, diagnostic instrument designed specifically to assess Word Identification, Spelling, and Sound-Symbol Knowledge.

## **Foundations**

Foundations® is a multisensory and systematic Phonics, Spelling, and Handwriting Program for students in grades K-2. The core elements of Foundations are: Letter Formation, Phonological and Phonemic Awareness, Sound Mastery, Phonics, Word Study, and Advanced Word Study, Irregular Word Instruction, Vocabulary, Fluency, Comprehension Strategies, and Written Composition (Spelling and Handwriting). Foundations actively engages students in learning through the use of multisensory techniques. It provides multiple opportunities for skills practice and application to build mastery.

## **Mathematics Services**

### **BSIP Math in Grades K-2**

- Strategic and explicit teaching in order to meet individual needs
- Utilize supplemental materials to enhance student learning
- Build upon Foundational skills; basic facts, automaticity, and number sense.
- BSI Progress Reports will be utilized to communicate student progress

### **BSIP Math in Grades 3-5**

- Support various aspects of Delanco's math curriculum; mini-lesson, conferring, and strategy groups
- Strategic and explicit teaching in order to meet individual needs
- Assist students with PARCC preparation; mathematical practices, modeling, and explaining
- Utilize flexible grouping to support collaborative opportunities and partnerships
- BSI Progress Reports will be utilized to communicate student progress

## **Dyslexia Screening**

In 2013, the NJ State Legislature passed three new dyslexia related laws that took effect during the 2014-2015 school year. Specifically, P.L.2013, c.210, requires that each school district screen students who have exhibited one or more potential indicators of dyslexia or other reading disabilities, no later than the student's completion of the first semester of second grade or in the event a new student enters the district without documentation of previous screening.

If a student's screening reveals indicators of dyslexia, they may receive small-group, specialized instruction or in-class accommodations to target specific areas of concern. Student groups and instructional programs will be determined by the number of students in need of services and the availability of staff.

Dyslexia is a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words. Also called specific reading disability, dyslexia is a common learning disability in children. Dyslexia can show symptoms in children or adults having normal intelligence. Different students can be affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in their head, decoding, word recognition, pronouncing words when reading aloud, and understanding what one reads.

### **Screening Process:**

**Tier One-** Universal Screening Checklist by Grade Level

**Tier Two-** DIBELS (Grade K-5)

**Tier Three-** Wilson Assessment for Decoding and Encoding, WADE, (Grade K-5)

## Delanco Township Basic Skills Program- RTI

Response to Intervention is a multi tier approach to early identification and support of students who are struggling to meet academic and/or behavioral goals. RTI models follow similar formats even though they vary from school to school. The RTI model is broken up into three tiers. The three tiered model will serve to prevent and correct learning difficulties by utilizing effective strategies throughout the tiers and thus reducing the number of students referred to Special Education. The three tiers can be characterized as follows:

### Tier 1

- instruction takes place in general education classroom with general education teacher
- is for all students and is taught using the core programs for each content area as determined by the district
- differentiating strategies will be implemented by the general education teacher for students who are *slightly* behind benchmark levels

### Tier 2

- instruction takes place in general classroom or functions as a pull-out program
- is for students who fail to meet benchmark standards
- instruction is in addition to tier 1 instruction, occurring 3-5 per week depending on students needs/level, lasting 30-45 minutes per session
- consists of small flexible groups of students with similar needs/abilities, occasionally one to one
- performance is monitored for an established number of weeks and reviewed for further action

### Tier 3

- instruction typically takes place outside of the general education classroom
- is for students who fall significantly below benchmark levels
- instruction is intensive and highly strategic
- consists of small groups of students
- longer term intervention by specialist teachers

The Delanco Basic Skills Program provides a Tier 2 level of intervention. Small groups of students with like needs and abilities are pulled out for reading intervention. The Basic Skills Program uses the Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Intervention to monitor and support struggling readers. The Benchmark Assessment System is used to identify students who need reading intervention and the level of intervention required. Teachers conduct regularly scheduled ongoing running records as part of LLI to monitor student progress. After an established number of weeks, 12-20 weeks, student progress will be reviewed for further action.

## **Intervention & Referral Services**

Students who qualify for Basic Skills will be referred to the Intervention and Referral Services team.

### **Child Study Team Referral**

Students who do not demonstrate progress toward grade level benchmarks and continue to fall further behind may be referred for further evaluation by the Child Study Team as decided upon the Intervention and Referral Services team. Students that are receiving Basic Skills services and qualify for Special Education Services will be released from the Basic Skills Program.

### **Exiting Basic Skills During the School Year**

The purpose of the Basic Skills Program at all grade levels is to help students perform better in the regular classroom. The procedure for exiting the program is as follows:

- A student has met and maintained on grade level expectations determined by data collected from multiple measures.
  - Students who meet this goal will undergo a period of transition. During this transition period, the frequency of reading lessons will decrease over a determined period of time based the individual student.

# Fountas and Pinnell Instructional Level Expectations for Reading Chart

**Fountas & Pinnell**

## INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
<b>Grade K</b>		C+	D+	E+
		B	C	D
		A	B	C
				Below C
<b>Grade 1</b>	E+	G+	I+	K+
	D/E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
<b>Grade 2</b>	K+	L+	M+	N+
	J/K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
<b>Grade 3</b>	N+	O+	P+	Q+
	M/N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
<b>Grade 4</b>	Q+	R+	S+	T+
	P/Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
<b>Grade 5</b>	T+	U+	V+	W+
	S/T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
<b>Grade 6</b>	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
<b>Grade 7</b>	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
<b>Grade 8</b>	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

### KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:  
Needs Short-Term Intervention

Does Not Meet Expectations:  
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

## Important Terms to Know

**Benchmark:** a specified level of student performance that is expected of students at a particular grade level. A student's progress is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

**Core Reading Program:** any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

**Fidelity of Implementation:** refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

**Intervention:** a change in instructing a student in the area of learning or behavioral difficulty to try to improve performance and achieve adequate progress.

**Progress Monitoring:** a scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

**Response to Intervention:** school wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

**Running Records:** a quick way to assess a student's reading progress by systematically evaluating a student's oral reading behaviors and comprehension of a text

**Scientific, researched-based instruction:** involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.