

*St. Martin Parish*  
*Response to Intervention Plan*

**2021-2022**



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## **APPENDIX A: RTI & SBLC PROGRESSION CHART**

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***CHILDREN***

***LEARN THINGS BY EXAMPLE***

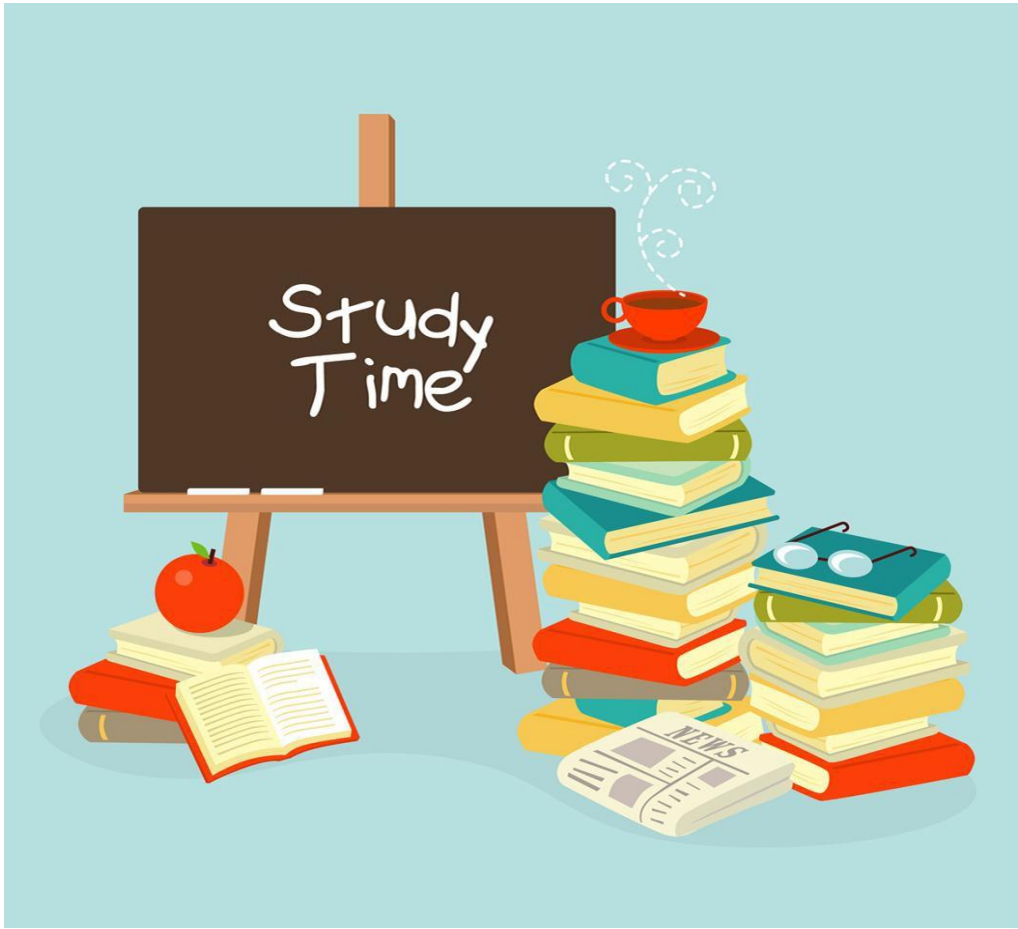
***THAT A THOUSAND WORDS***

***COULD NOT HELP THEM***

***UNDERSTAND.***

# *CHAPTER 1*

## **BACKGROUND AND OVERVIEW**



## **PROGRAM OVERVIEW AND INTRODUCTION:**

The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) 2004 required districts and schools to use research-based methods to improve teaching and learning. This led to the wide-spread use of a tiered system or remedial interventions for children who need additional help in learning known as Response to Intervention (RTI). The core aim of RTI is to provide support for at-risk students by removing barriers to learning (SDE, 2008).

RTI provides schools with an alternative approach to diagnosing specific learning disabilities, as well as behavioral difficulties (SEDL, October 2007). More importantly, RTI provides an avenue for special and general education staff to work together in ways that increase the accuracy of special education referrals and the number of students who are successful in the general education curriculum (Witt, 2006). RTI is not a pre-referral system, an individual teacher or classroom tool, a special education program, an added period of reading instruction, or a separate, stand-alone initiative (LDOE, June 2008).

The purpose of this document is to provide guidance to schools and district level personnel on the process of providing early intervening services to students in the areas of academics, behavioral, social, and emotional support through the RTI process. It is the intention of the St. Martin Parish School System to provide schools, students and parents with a structured process for identifying learning and/or behavioral difficulties and implementing approved interventions to help improve teaching and learning for all students.

## CORE COMPONENTS OF THE RESPONSE TO INTERVENTION PROCESS

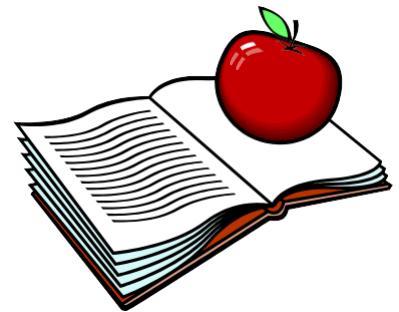
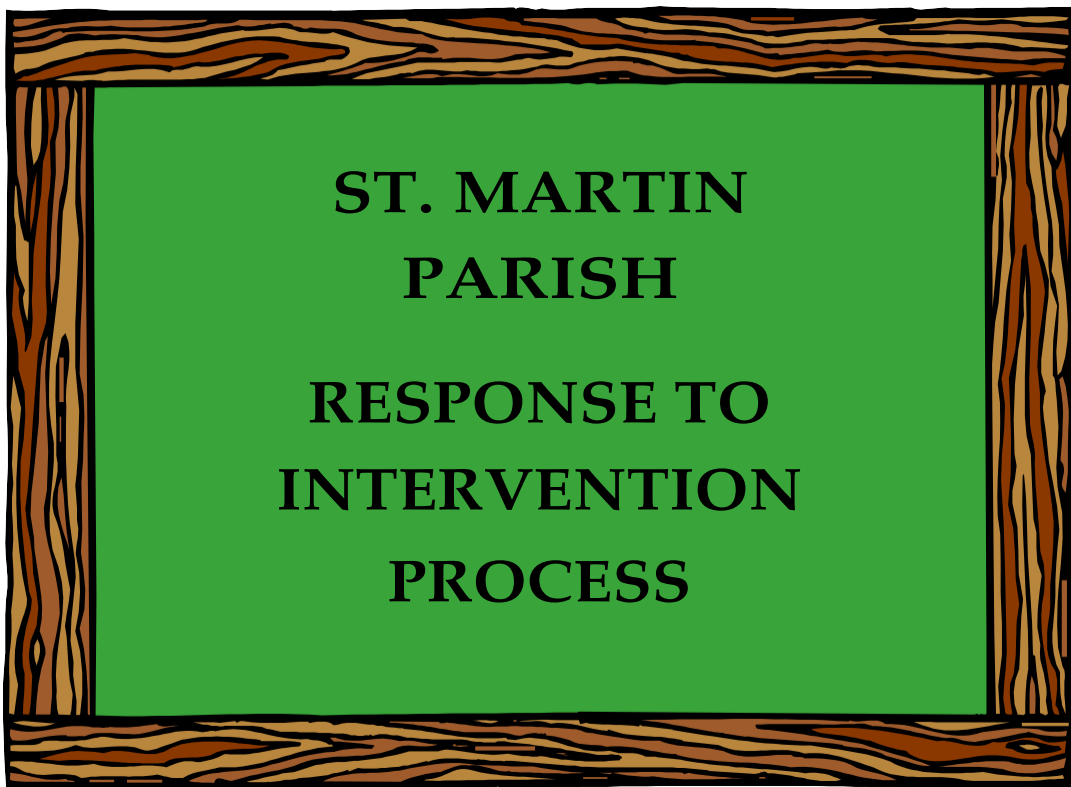
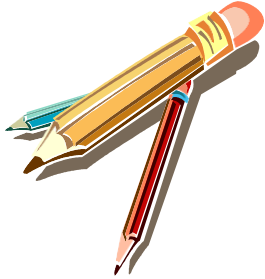
RTI is a tiered process consisting of six major components. (McCook, 2006)

- **School-Wide Screening (Universal Screening)** – students are assessed with reliable, valid, time-efficient measures of academic skills to identify those who are “at risk”
- **Identify the Problem** – pinpoint whether the problem is curriculum-based, student-based, or an issue of skill or performance
- **Establish Baseline Data** – utilize curriculum-based measurements to compare individual students to the universal screening
- **Develop Intervention Plan** – implement a plan of tiered interventions to address the student’s deficiencies. Plan must involve data collection and data analysis of student progress
- **Progress Monitoring** – develop a system for progress monitoring to measure the student’s performance at regular intervals and with a designated frequency and duration
- **Data-Based Decision Making** – assess student performance using data obtained during interventions to make informed instructional decisions

The St. Martin Parish Response to Intervention Model is a problem-solving model in which a problem-solving team (Response to Intervention Team or RTI Team) utilizes multiple forms of data to determine whether the problem is curriculum, instructional or student-centered. The RTI team identifies the specific problem, develops an intervention plan and monitors the implementation of student specific research-based interventions through the three-tiered approach of response to intervention for students determined to be at-risk.

The RTI process should be implemented with fidelity of implementation. Intervention fidelity must be monitored and examined at each tier by the RTI team. Students shall not progress through the tiers until the team has confirmed fidelity of implementation of core instruction, tiered interventions and documentation of each step in the adopted RTI process at each tier.

# CHAPTER 2





# St. Martin Parish Response to Intervention Process

## RTI TEAM PERSONNEL

### 1. District RTI Team

- a. District Instructional Interventionist
- b. Curriculum and Instruction Supervisors – General and Special Education
- c. Educational Diagnosticians
- d. School Psychologists
- e. Social Workers
- f. Speech and Language Therapists and Pathologists
- g. Instructional Interventionists
- h. Child Welfare and Attendance Supervisor
- i. District PBIS Coordinator – Safe and Drug Free Schools Coordinator
- j. RTI Chairpersons

### 2. School Level RTI Core Teams

- a. Principal or designee – Primary, Elementary, & Middle School
- b. High Schools – Assistant Principal as chairperson along with literacy coach
- c. Counselors, Curriculum Coordinators, and/or Reading and Math Facilitators
- d. Supervisor Liaison
- e. District Instructional Interventionist
- f. RTI Chairperson
- g. Educational Diagnostician
- h. School Psychologist
- i. Speech and Language Therapist or Pathologist
- j. Social Worker
- k. School Nurse (Consultant)
- l. Instructional Interventionist
- m. General Education Teachers
- n. Special Education Teachers

## **ROLE OF PERSONNEL**

### **District Instructional Interventionist:**

- Organizes and plans agenda for district level trainings
- Works with school level RTI chairperson and staff to compile and analyze academic, attendance and behavioral data for schools
- Organizes and plans district level RTI professional development activities
- Monitors universal screening data
- Monitors fidelity of interventions at each tier
- Provides updates pertaining to RTI to Superintendent, Director of Federal Programs and Director of Curriculum and Instruction

### **RTI Chairperson (School Level):**

- Organizes meetings
- Works with SBLC team, Reading and Math Facilitators to track failures, attendance and behavior reports via jcampus
- Collaborates with SBLC team, Reading and Math Facilitators to generate progress reports, and analyze data
- Collaborates with other interventionists, i.e. part-time interventionists or tutors
- Tracks universal screening logs
- Collaborates with teachers on Tier I interventions
- Collaborates with team on Tier II and Tier III interventions
- Monitors implementation of tiered interventions
- Attends district level RTI meetings
- Provides reports to the District RTI Coordinator on program progress

### **Curriculum Supervisors:**

- Monitor fidelity of core instruction
- Collaborate with instructional interventionists and RTI Chairpersons on core level instruction

**School Psychologists:**

- Assist with universal screenings
- Assist RTI Chairpersons and SBLC Chairpersons with data analysis and intervention fidelity

**Social Workers:**

- Assist RTI Chairpersons and SBLC Teams with analysis of behavior and PBIS data and interventions
- Assist schools with parental contacts

**Educational Diagnosticians:**

- Assist with universal screenings
- Assist RTI Chairpersons and SBLC Chairpersons with data analysis and intervention fidelity

**Nurses:**

- Serve as consultant to RTI and SBLC teams

**Instructional Interventionists:**

- Universal screening
- Benchmark testing
- Progress monitoring
- Data analysis
- Tiered instructional interventions
- Collaborates with classroom teachers
- Collaborates with RTI Chairpersons and SBLC Chairpersons

**Principal/Assistant Principal:**

- Ensures fidelity of implementation of core curriculum and interventions
- Monitors timelines

**General Education Teachers:**

- Differentiate instruction
- Provide research-based core instructional strategies and interventions
- Provide small group interventions over and beyond core instruction

**School Level Tutors:**

- Implement Tier II and Tier III interventions as prescribed by the RTI Chairperson and RTI team

**RTI Team Responsibilities:**

- Monthly meetings (team will meet as mandated once per month but also on an as needed basis)
- Data analysis
- Assign interventions
- Prepare intervention plans for students in the RTI process

## STEPS FOR DISTRICT IMPLEMENTATION

1. Identify responsibilities of district instructional interventionist, district team, school level coordinator and school level team – job descriptions and process guidelines
2. Develop *St. Martin Parish Response to Intervention Plan: Guidelines for Implementation*
3. Provide professional development for the following personnel:
  - district personnel
  - RTI chairpersons
  - school administrators
  - educational diagnosticians
  - school psychologists
  - speech and language therapist and pathologists
  - instructional interventionists
  - general and special education teachers
  - a. **Initial Phase**
    - i. What is RTI?
    - ii. *St. Martin Parish Response to Intervention Plan: Guidelines and Implementation*
  - b. **Implementation Phase – Part I (Essential Elements of RTI)**
    - i. Universal screenings
    - ii. Interventions and accommodations
    - iii. Progress monitoring and charting
    - iv. Analysis of academic/behavioral data

- v. Using data to identify appropriate interventions

**c. Implementation Phase – Part II (Fidelity of Core Instruction)**

- i. Best Practices in Core Areas/Research-based Instructional Practices
- ii. Differentiated instruction – PD
- iii. Data-driven instruction
- iv. Formative assessments

**d. Follow-up Phase - Evaluation of Growth**

- i. District level RTI Team to review data to evaluate program effectiveness – PLC type structure
  - ii. Review of growth measures with school level RTI teams
4. Monitor implementation process through district RTI team meetings. Provide reports for Superintendent, Director of Curriculum and Instruction & Director of Federal Programs
5. Yearly internal program evaluation to determine effectiveness of program

## **RTI MEETING STRUCTURE**

1. School level RTI teams will meet monthly to review data and student progress.  
Meeting agenda must include a review of student work and decisions concerning interventions and tier placement.
2. Principals work with curriculum coordinators, reading and math facilitators, and/or guidance counselors, to develop a plan for providing interventions at all three tiers for students in need.
3. Principals meet with staff to build capacity for program.
4. Principals provide supportive environment for implementation of RTI process.

## **PRIMARY & ELEMENTARY SCHOOLS – RTI PROCESS (K-4)**

1. District selects universal screening/benchmarking committees for each school.  
Principals will select school level personnel to assist with screening/benchmark testing.
2. Universal Screening of students in ELA and Math and data sources for attendance and discipline.
  - a. **Academic**- PK- Brigance; K-3 Dibels/iREADY; 4<sup>th</sup>- iREADY MATH/READING
  - b. **Attendance**- jcampus (Student Information System)
  - c. **Behavioral**- Discipline referrals- PBIS data and/or jcampus (Student Information System)

3. Students will be benchmarked two (2) times per year with DSC or three (3) times per year with DIBELS and/or iREADY universal screening instruments. The same team will provide screening each time. Math benchmarks utilizes iREADY.
4. Collect, analyze, and review all attendance, academic and behavioral data from school-wide screenings and jcampus reports for all students in the classroom to determine the levels of proficiency for each student.
5. Identify students in need of academic and/or behavioral interventions using the criteria established by the school-wide universal screening committee.
6. Create classroom log of all students identified in need of Tier-1 universal interventions, Tier-2 strategic interventions or Tier-3 intensive interventions based on universal screeners (iREADY, LEAP 360, Read 180, System 44, SFA tutoring, any others approved by district).
7. Create RTI folders for each student- (district wide purple folders). Identify interventions for individual students during RTI school level meetings.
8. Communicate results with parents/guardians
9. Progress monitoring:
  - a. Tier 1 – differentiated instruction by classroom teacher every four (4) weeks
  - b. Tier 2 – Strategic – every two (2) weeks
  - c. Tier 3 – Intensive – every two (2) weeks
10. Core team meets a minimum of once per month (may meet more often as needed).  
Prepare agenda with names of at-risk students (see classroom log sheets) for discussion of individual student performance and progress at tier level assigned.



Progress monitoring data should be reviewed at each meeting. Team brings student folders to meeting to monitor teacher documentation of differentiated instruction, research-based instructional strategies, and interventions at each tier.

11. Process continues until student shows gains, interventions are changed or a referral to SBLC for an evaluation

## **MIDDLE SCHOOLS – RTI PROCESS**

1. District selects screening committee. Principals will select school level personnel to assist with the screening/benchmarking process
2. Universal screenings of students in ELA and math. Screening instruments include:
  - a. **Academic** – Grades 5-8 Benchmark Assessments, **iREADY- MATH AND READING (ALL REG.ED AND SPED)**
  - b. **Attendance** – jcampus (Student Information System)
  - c. **Behavioral** – Discipline referrals, PBIS data and/or jcampus (Student Information System)
3. Students will be benchmarked three (3) times per year with universal screening instruments. Same team will provide screening each time.
4. Collect, analyze, and review all attendance, academic and behavioral data from school-wide screenings and jcampus reports for all students in the classroom to determine the levels of proficiency for each student.
5. Identify students in need of academic and/or behavioral interventions using the criteria established by the school-wide universal screening committee
6. Create classroom log of all students identified in need of Tier-1 universal interventions, Tier-2 strategic interventions or Tier-3 intensive interventions based

on universal screenings. Focus of RTI at middle school level is differentiated instruction. Strategic and intensive interventions will include use of computer assisted instructional programs such as iREADY, READ 180, System 44, Phonics for Reading and any other district approved program for 20-30 minutes at a frequency of three to five times per week.

7. Create RTI folders for each student. Identify interventions for individual students.
8. Communicate results with parents/guardians
9. Progress monitoring:
  - a. Tier 1 – Differentiated instruction by classroom teacher every four (4) weeks
  - b. Tier 2 – Strategic – every two (2) weeks
  - c. Tier 3 – Intensive – every two (2) weeks
10. Core team meets a minimum of once per month (may meet more often as needed).

Prepare agenda with names of at-risk students (see classroom log sheets) for discussion of individual student performance and progress at tier level assigned. Progress monitoring data should be reviewed at each meeting. Team brings student folders to meeting to monitor teacher documentation of differentiated instruction, research-based instructional strategies and interventions at each tier.
11. Process continues until student shows gains, interventions are changed or a referral to SBLC for an evaluation

## HIGH SCHOOLS – RTI PROCESS

### \*\* Suggested process for high schools

1. Principals and counselors organize master schedule to include time for strategic (45 minutes daily) and intensive (90 minutes daily) of intervention courses
2. Universal screenings of targeted students in ELA and Math. Screening instruments (READ 180 or iREADY Reading and iREADY Math) used to determine tiers and the appropriate program to use for intervention purposes. Screening instruments include:
  - a. **Academic** – iREADY/READ 180 or any other district approved for ELA and Math
  - b. **Attendance** – jcampus (Student Information System)
  - c. **Behavioral** – Discipline Referrals, PBIS data and jcampus (Student Information System)
3. Targeted students in grades 9 and 10 will be benchmarked three (3) times per year with universal screening instruments. Benchmarking will be conducted through computer assisted program. Universal screenings will need to be organized through the principal and counselors.
4. Collect, analyze, and review all attendance, academic and behavioral data from school-wide screenings, high stakes testing data and jcampus reports for all 9<sup>th</sup> and 10<sup>th</sup> grade students in the classroom to determine the levels of proficiency for each student.
5. Identify students in need of academic and/or behavioral interventions using all available data
6. Create classroom/advisory log of all students identified in need of Tier-1 universal interventions, Tier-2 strategic interventions or Tier-3 intensive interventions based

on universal screenings. Focus of RTI at the high school level is differentiated instruction. Strategic and intensive interventions may include use of programs such as: Skills Tutor, iREADY, Read 180, System 44, etc. and/or 45 minutes of strategic and 90 minutes of intensive instruction through double dosing of instruction in weak area.

7. Create RTI folders for each student. Identify interventions for individual students.
8. Communicate results with parents/guardians
9. Progress monitoring: (Begin with 9<sup>th</sup> and 10<sup>th</sup> grade students)
  - a. Tier 1 – differentiated instruction by classroom teacher. Classroom-Based Measurements/Classroom-Based Assessments will be used as tools for progress monitoring.
  - b. Tier 2 – Strategic – progress monitor weekly through computer-based programs. Students needing strategic instruction in reading or math are scheduled into support courses to receive 45 minutes of interventions daily using differentiated instruction and computer assisted instruction through Read 180 reading comprehension course title and/or math course title.
  - c. Tier 3 – Intensive – progress monitor weekly through computer-based programs. Students are scheduled into full block support courses for reading or math to receive 90 minutes of interventions daily using Read 180 reading comprehension course title and/or math course title
10. Core team meets a minimum of once per month (may meet more often as needed).  
Prepare agenda with names of at-risk students (see classroom/advisory log sheets) for discussion of individual student performance and progress at tier level assigned.  
Progress monitoring data should be reviewed at each meeting. Team brings

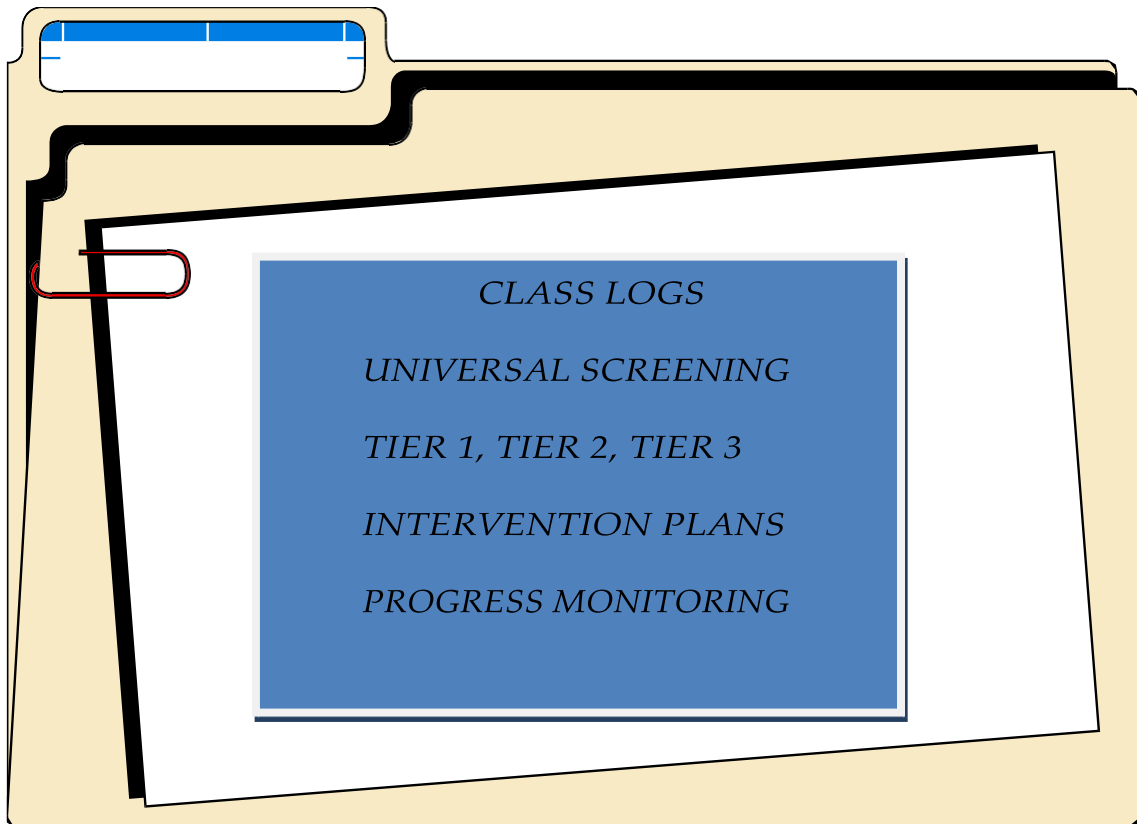
student folders to meeting to monitor teacher documentation of differentiated instruction, research-based instructional strategies and student progress with interventions at each tier. Students remain in intensive and strategic support courses for the entire semester.

11. Process continues until student shows gains, interventions are changed or a referral to SBLC for an evaluation

\*\*Forty-five and/or ninety (90) minute interventions courses ---are locally initiated electives designed to provide students with additional minutes of intervention and instruction in areas of need.

# *CHAPTER 3*

## *INITIAL REFERRALS*



## TIER I

<b>FOCUS</b>	For ALL students in class
<b>PROGRAM</b>	Research-Based Curricula and Instructional Strategies Differentiated Instruction
<b>GROUPING</b>	Flexible grouping within the classroom to meet student needs. Small groups with focus on targeted skills
<b>DURATION of INTERVENTIONS</b>	15-20 minutes of targeted small group instruction/intervention <b>TWO INTERVENTIONS PER TIER</b>
<b>ASSESSMENT</b>	Universal screening/benchmark assessments three (3) times per year
<b>PROGRESS MONITORING</b>	Every <u>four (4)</u> weeks
<b>INTERVENTIONIST</b>	Core instruction conducted by the classroom teacher
<b>SETTING</b>	General Education Classroom

## Implementation of Tier I

- Students identified by parents, administrators, and teachers. Data sources may include universal screening instruments, attendance and projected failure reports, progress reports and discipline referrals.
- Team identifies student weakness/behavior (At-Risk Students). Intervention plan developed for students in Tier I. Plan to be implemented by the core classroom teacher.
- Principal, curriculum coordinators, counselors, and/or reading and math facilitators monitor at-risk students in Tier I weekly through JGRADEBOOK for academics, attendance and behavior reports.
- Classroom teacher provides differentiated instruction and interventions for at-risk students. Implementation of intervention plans.
- All students will be benchmarked three (3) times per year using DIBELS, iREADY, or any district approved; beginning, middle, and end (DSC beginning, middle, and end).
- Classroom teacher progress monitors every four (4) weeks using 1-5-minute curriculum-based measurements or curriculum-based assessments/probes.
- Classroom teacher or designee records data points from progress monitoring
- School level RTI team meets to discuss student performance after each scheduled progress monitoring assessment. Team uses data points to determine next steps in intervention process



## TIER II

<b>FOCUS</b>	For students identified with skill deficiencies and have not been successful in Tier I
<b>PROGRAM</b>	Instructional and/or computer assisted programs, strategies and procedures used to support or enhance targeted, strategic instruction/interventions
<b>GROUPING</b>	Homogeneous small group instruction: small groups of students of same ability levels
<b>DURATION of INTERVENTIONS</b>	Suggested time frame: 20-30 minutes per day, for three to four days per week in addition to core instruction (frequency and duration of intervention to be determined by the RTI team based on each individual student) <b><u>TWO INTERVENTIONS PER TIER</u></b>
<b>ASSESSMENT</b>	Universal screening/benchmark assessments three (3) times per year
<b>PROGRESS MONITORING</b>	Progress monitoring every two (2) weeks on targeted skills
<b>INTERVENTIONIST</b>	School level RTI coach/interventionists, tutor or classroom teacher
<b>SETTING</b>	Pull-out sessions within or outside of the classroom

## Implementation of Tier II

- Students who have not been successful in Tier I after implementation of targeted interventions
- Team reviews data from Tier I interventions and revise intervention plan for more strategic interventions in Tier II
- Principal, curriculum coordinators, counselors, or reading and/or math facilitators monitor at-risk students in Tier II weekly through JGRADEBOOK for academics, attendance and behavior reports
- Interventionist provides strategic, small group interventions for at-risk students. Implementation of intervention plans
- Students will be benchmarked three (3) times per year, beginning, middle and end.
- Classroom teacher or RTI coach/interventionist and/or designee will progress monitor once every two (2) weeks using iREADY, READ 180, System 44 or any other district approved progress monitoring tool.
- Classroom teacher, RTI Chairperson/interventionist or designee will record data points from progress monitoring
- School level RTI team meets to discuss student performance after each scheduled progress monitoring assessment. Team uses data points to determine next steps in intervention process
- If a student does not show progress, the intervention may be changed provided the fidelity of core instruction and interventions have been maintained
- Note: Interventions must continue in core classroom instruction throughout the process

(Invite Pupil Appraisal when moving a student from Tier 2 to Tier 3 and prior to discussing a possible 1508 evaluation with a parent.)

\*\*\*If a student has 2 or more suspensions and/or a pattern of behavior, he/she must have an FBA/BIP.

### TIER III

<b>FOCUS</b>	For students identified with significant deficiencies and have not been successful in Tier II
<b>PROGRAM</b>	Instructional and computer assisted programs, strategies and procedures used to support or enhance targeted, intensive, individualized (prescriptive) instruction/interventions
<b>GROUPING</b>	Individualized (Prescriptive) Instruction: 1-2 students of same ability levels
<b>DURATION of INTERVENTIONS</b>	Suggested time frame: 30-60 minutes per day, for five (5) days per week in addition to core instruction (frequency and duration of interventions will be determined by the RTI team based on each individual students) <b>TWO INTERVENTIONS PER TIER</b>
<b>ASSESSMENT</b>	Universal screening/benchmark assessments three (3) times per year
<b>PROGRESS MONITORING</b>	Progress monitoring every <u>two (2) weeks</u> on targeted skills
<b>INTERVENTIONIST</b>	School level RTI interventionists or tutor
<b>SETTING</b>	Pull-out sessions within or outside of the classroom

## Implementation of Tier III

- Students who have not been successful in Tier II after targeted, strategic small group interventions
- Team reviews data from Tier II interventions and revise intervention plan for more intensive interventions in Tier III
- Principal, curriculum coordinators, counselors, or reading and/or math facilitators monitor at-risk students in Tier III weekly through JGRADEBOOK for academics, attendance and behavior reports
- Interventionist provides intensive, individualized (prescriptive) interventions for at- risk students. Implementation of intervention plans
- Students will be benchmarked two (2) or three (3) times per year, beginning, middle and end
- RTI interventionist, tutor or designee progress monitors every ~~two~~ weeks using iREADY, READ 180, System 44, or any other district approved progress monitoring tool.
- RTI interventionist, tutor or designee records data points from progress monitoring
- School level RTI team meets to discuss student performance after each scheduled progress monitoring assessment. Team uses data points to determine next steps in intervention process
- If a student does not show progress, the intervention may be changed provided the fidelity of core instruction and interventions have been maintained
- Students not showing progress in Tier III shall be referred to SBLC for further evaluative measures
- Note: Interventions must continue in core classroom instruction throughout the process

(Invite Pupil Appraisal when changing the intervention in Tier 3 and prior to discussing a possible 1508 evaluation with a parent.)

\*\*\*If a student has 2 or more suspensions and/or a pattern of behavior, he/she must have an FBA/BIP.

# *CHAPTER 4*

## *APPROVED INTERVENTIONS*



## **Response to Intervention**

### **Individual Intervention Strategies**

**Accommodations** – changes or adjustments to the classroom instruction or behavior to ensure students have equal access to the curriculum and opportunities to be successful.

**Interventions** – employing educational and behavioral strategies to provide support services to students who are having difficulties reaching state and national standards in various academic areas.

Intervention strategies can be used at all tiers depending on intensity, frequency and duration of implementation and integration into instruction. The strategies listed below may be used as interventions for academics, behavior or attendance if applicable.

Some strategies listed below may sometimes be used as accommodations. However, when used in the RTI process, they must be integrated as interventions.

#### ***Writing:***

- 4 Square Writing
- 6 + 1 Trait Writing
- Vocabulary Cartoons
- Use of computers for written work
- Compositions and written work dictated into a tape recorder

#### ***Learning Styles:***

- Recorded Books/Recorded Stories (Auditory)
- Videotaped lessons (Auditory)
- Dry Erase/Slate Boards (Tactile)
- Manipulatives (Tactile)
- Promethean or SMART Interactive Board Lessons (Visual)
- Graphic organizers (Visual)
- Colored overlays (Visual)

- Manipulatives/Hands-on Activities (Kinesthetic, Tactile)
- Physical Movement (Kinesthetic)

***Motivation/Behavior:***

- PBIS Incentives
- Check/In- Check/out
- Mentor Pass
- Second Step
- General positive reinforcement – verbal praise, rewards, home/school notes and/or phone calls
- Preferential seating
- Contracts
- Behavior/Incentive Chart
- Self-monitoring of inappropriate behaviors
- School counseling
- Parent phone calls from student
- Time
- Break assignments into smaller tasks
- Allow extended time to complete assignments
- Frequent breaks
- Replacement items (Ex. Stress ball)
- The Power of “I” – Failure is not an Option

***Phonics/Spelling:***

- Recent district adopted textbook
- iREADY
- Project Read (multisensory approaches)

- Phonics for Reding
- Fast Forward
- Sondag System
- 95 Percent Group
- Learning Ally
- DIBELS Instruction Book “I’ve Been Dibel’d, Now What”?
- Word Ladders
- Word Sorts
- Syllaboard
- Circling word parts (prefix/suffix)
- Computer (online games or software)
- Sondag System

***Fluency:***

- Project Read
- Repeated readings
- Recorded Books
- Phonics for Reding
- 95 Percent Group
- Learning Ally
- Online read alouds
- Paired readings
- Echo readings
- Word/phrase/sentence fluency (phrasing and chunking)
- Sight word fluency



- Error Correction and Word Drill Techniques ([www.interventioncentral.org](http://www.interventioncentral.org))
- Daily writing
- Reading Center
- Read 180

***Comprehension:***

- Project Read
- Content Literacy Strategies
- iREADY
- Learning Ally
- Vocabulary Cartoons
- Alphie's Alley
- LA Paper Pass Online
- Paraphrase/summarize answers before writing
- Highlight key words/important information

- Sticky notes for summarizing or coding symbols
- Visualization
- Graphic Organizers
- Foldables
- Think Aloud
- Cloze Instruction
- Retelling
- Read 180

***Mathematics:***

- Calendar Math
- iREADY
- LA Paper Pass Online
- Manipulatives
- Number lines
- Calculator usage to clarify answers
- Reduce the number of problems required
- Math journal of work to refer back to sample problems
- Highlight changes in operational signs
- Color Strips
- Color Coded Math

***Computer Programs:***

- iREADY
- Plato Learning Environment (Jr. Highs)
- Skills Tutor

- Math Facts Fluency (Skills Tutor)
- Fast Forward
- E20/20
- Louisiana Pass
- Read 180
- System 44

***General Interventions Strategies/Best Practices:***

- More frequent opportunities for review
- Cooperative Learning
- Peer assistance for note taking/assignment keeping
- Split Page Note Taking
- Photocopied teacher notes/student notes
- Individualized tutoring
- Focus frame, sliding mask, bookmark
- Flashcards
- Journal writing
- Peer buddy
- Parental assistance
- Study Skills/Organization – ([www.interventioncentral.org](http://www.interventioncentral.org))

***Web Resources:***

[www.interventioncentral.org](http://www.interventioncentral.org)

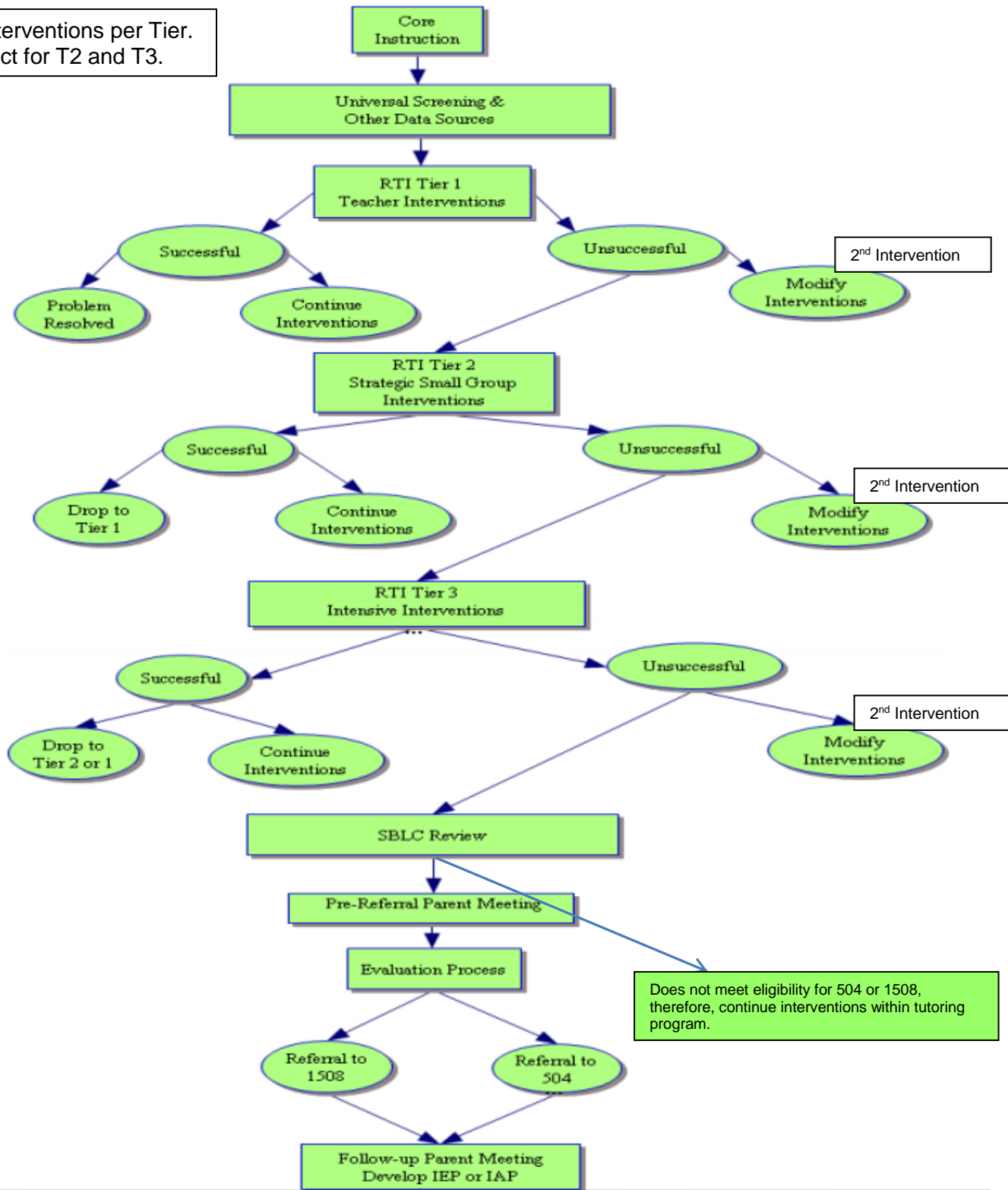
[www.rtitools.com](http://www.rtitools.com)

<https://cainc.i-ready.com/>

[www.fcrr.org](http://www.fcrr.org)

# Appendix A: RTI and SBLC Progression Chart

Must have 2 interventions per Tier.  
Parental contact for T2 and T3.



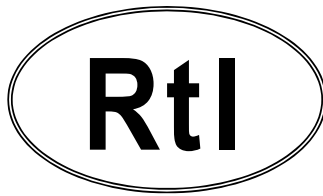
## *Appendix B: Sample Forms*

*RTI Parent Notification Letter*

*RTI Progress Monitoring Report*

*RTI Progress Charting Form*





**St. Martin Parish School Board**  
Tier 1 - Classroom Intervention  
**Parent Notification**

**Date:** \_\_\_\_\_

**Dear Parent or Guardian of:** \_\_\_\_\_

This letter is to let you know that your child, \_\_\_\_\_, is having trouble in \_\_\_\_\_.  
I am going to spend a little extra time trying to help him/her during class time. This means that he/she will work with me within a small group or one-one in the classroom. At this time, your child's grade is \_\_\_\_\_ in \_\_\_\_\_.

**I will provide the following intervention(s):**

\_\_\_\_\_  
\_\_\_\_\_

**At home you could help by:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I feel that by working together as a team your child can achieve success by being positive, responsible, respectful and practicing safety.

**Sincerely,**

\_\_\_\_\_  
**Classroom Teacher**

\_\_\_\_\_  
**Parent Acknowledgement**

**Names of Committee Members**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

