St. Martin Parish

Response to Intervention Plan

2024-2025

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CHILDREN

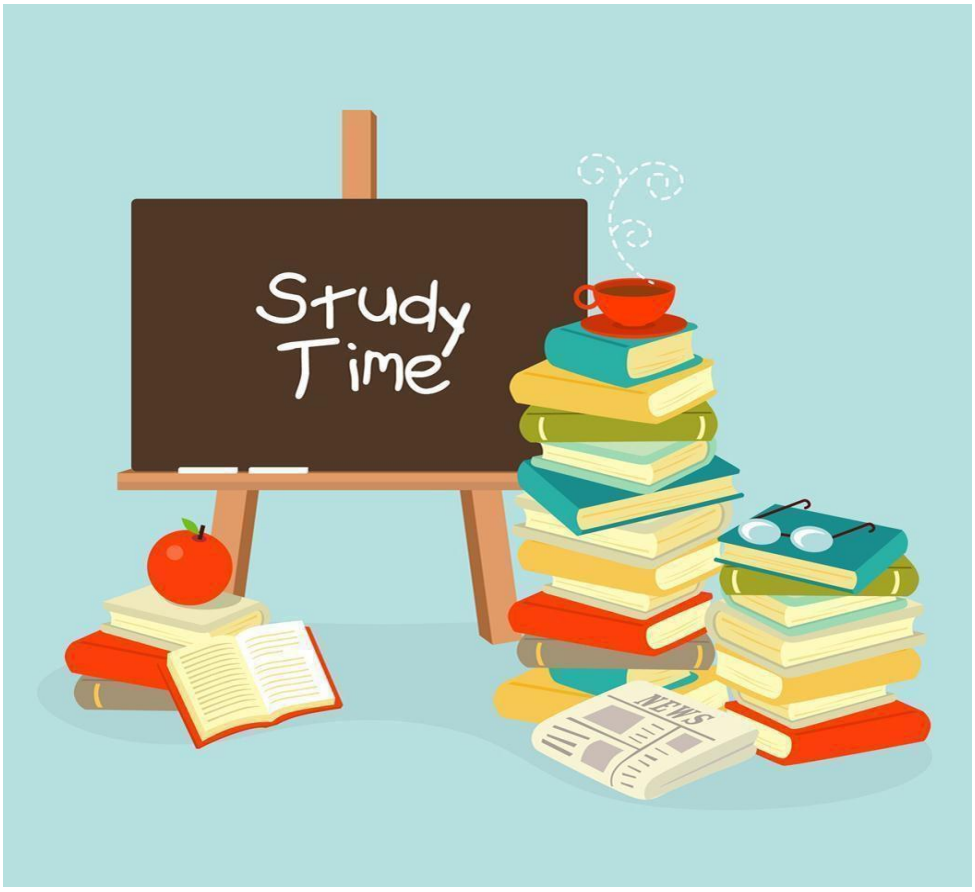
LEARN THINGS BY EXAMPLE

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 widespread 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 to increase the accuracy of special education referrals and the number of successful students 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).

This document provides guidance to schools and district-level personnel on the RTI process for providing early intervention services to students in the areas of academics, behavioral, social, and emotional support. The St. Martin Parish School System intends 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 using reliable, valid, and 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. The 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-tied approach of response to intervention for students determined to be at risk.

The RTI process should be implemented with fidelity. The RTI team must monitor and examine intervention fidelity at each tier. Students shall not progress through the tiers until the team has confirmed the 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

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 the 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 the team on Tier II and Tier III interventions
- Monitors implementation of tiered interventions
- Attends district-level RTI meetings
- Provide 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 therapists 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 the 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 the effectiveness of the program

RTI MEETING STRUCTURE

1. School-level RTI teams will meet monthly to review data and student progress. The 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 the program.

4. Principals provide a supportive environment for implementing the RTI process.

PRIMARY & ELEMENTARY SCHOOLS – RTI

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 Math; 4th- 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 utilize 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 needing academic and/or behavioral interventions using the criteria established by the school-wide universal screening committee.

6. Create classroom logs 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, or any others approved by the district).

7. Create RTI folders for each student (district-wide purple folders). During RTI school-level meetings, identify interventions for individual students.

8. Communicate results with parents/guardians

9. Progress Monitoring
    a. Tier 1 Differentiated Instruction once/month classroom teacher
    b. Tier 2 Strategic intervention every 2 weeks
    c. Tier 3 Intensive Intervention every 2 weeks.

10. The core team meets at least once monthly (it may meet more often as needed). Prepare an agenda with the names of at-risk students (see classroom log sheets) for discussing individual student performance and progress at the assigned tier level. Progress monitoring data should be reviewed at each meeting. The team brings student folders to the meetings to monitor the teacher/interventionist's documentation of differentiated instruction, research-based instructional strategies, and interventions at each tier.

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

MIDDLE SCHOOLS – RTI PROCESS

Gr. 5-8

1. District selects a 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. The 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 a 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. The Focus of RTI at the middle school level is differentiated instruction. Strategic and intensive interventions will include using computer-assisted instructional programs such as iREADY, READ 180, System 44, 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 once/month classroom teacher

    b. Tier 2 Strategic intervention every 2 weeks

    c. Tier 3 Intensive Intervention every 2 weeks.

10. The core team meets a minimum of once per month (may meet more often as needed).

    Prepare an agenda with the names of at-risk students (see classroom log sheets) for discussion of individual student performance and progress at the tier level assigned. Progress monitoring data should be reviewed at each meeting. The team brings student folders to meetings to monitor teacher documentation of differentiated instruction, research-based instructional strategies, and interventions at each tier.

11. The process continues until the 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 schedules to include time for strategic (45 minutes daily) and intensive (90 minutes daily) intervention courses.

2. Universal screenings of targeted students in ELA and Math. Screening instruments (READ 180 or iREADY Reading and iREADY Math) are used to determine tiers and the appropriate program for intervention. 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 a 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 9th and 10th-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 a classroom/advisory log of all students identified as needing 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 the use of programs

such as 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 areas.

7. Create RTI folders for each student. Identify interventions for individual students.

8. Communicate results with parents/guardians

9. Progress monitoring: (Begin with 9th and 10th 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 is monitored 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 the Read 180 reading comprehension course title and/or math course title.
    c. Tier 3 – Intensive – progress monitoring 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. The core team meets at least once per month (it may meet more often as needed).

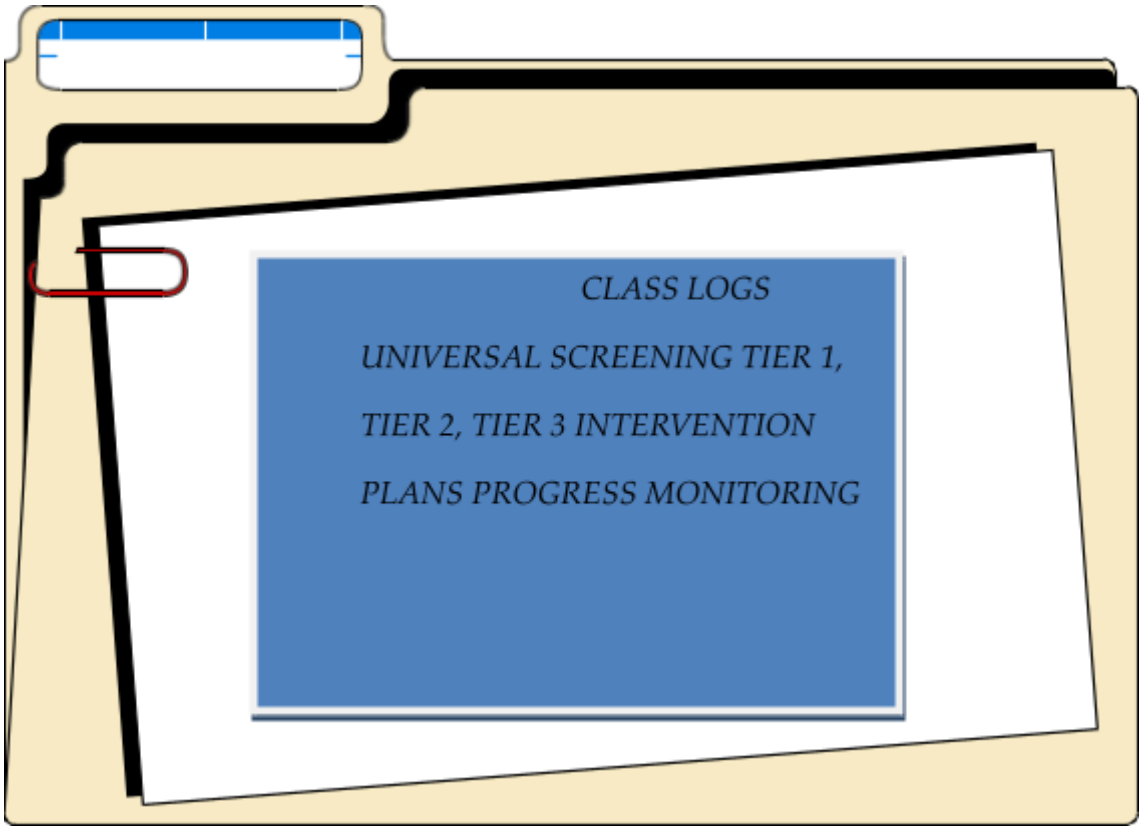
    Prepare an agenda with the names of at-risk students (see classroom/advisory log sheets) for discussion of individual student performance and progress at the assigned tier level. Progress monitoring data should be reviewed at each meeting. The team brings student folders to the meeting to monitor teacher 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. The process continues until the student shows gains, interventions are changed, or

a referral to SBLC for an evaluation. **Forty-five or ninety (90) minute intervention courses or locally initiated electives designed to provide students with additional minutes of intervention and instruction in areas of need.

CHAPTER 3

INITIAL REFERRALS



TIER I

FOCUS	For ALL students in class
PROGRAM	Research-Based Curricula and Instructional Strategies Differentiated Instruction
GROUPING	Flexible grouping within the classroom to meet student needs. Small groups with focus on targeted skills
DURATION of INTERVENTIONS	15-20 minutes of targeted small group instruction/intervention **TWO INTERVENTIONS PER TIER**
ASSESSMENT	Universal screening/benchmark assessments three (3) times per year
PROGRESS MONITORING	Every 4 weeks
INTERVENTIONIST	Core instruction conducted by the classroom teacher
SETTING	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.
- The team identifies student weaknesses/behavior (At-Risk Students). For students in Tier I, an intervention plan is developed. The plan is to be implemented by the core classroom teacher.
- The principal, curriculum coordinators, counselors, and/or reading and math facilitators monitor at-risk Tier I students weekly through JCAMPUS for academics, attendance, and behavior reports.
- Classroom teachers provide differentiated instruction and interventions for at-risk students. Implementation of intervention plans.
- All students will be benchmarked three times per year using DIBELS, iREADY, or any district-approved beginning, middle, and end (DSC beginning, middle, and end).
- The classroom teacher monitors progress 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.
- The school-level RTI team meets to discuss student performance after each scheduled progress monitoring assessment. The team uses data points to determine the next steps in the intervention process.

TIER II

FOCUS	For students identified with skill deficiencies and have not been successful in Tier I
PROGRAM	Instructional and/or computer-assisted programs, strategies, and procedures used to support or enhance targeted, strategic instruction/interventions
GROUPING	Homogeneous small group instruction: small groups of students of the same ability levels
DURATION of INTERVENTIONS	Suggested time frame: 20-30 minutes per day, for 3-4 days/wk, in addition to core instruction (frequency /duration of intervention to be determined by the RTI team based on each individual student) **TWO INTERVENTIONS PER TIER**
ASSESSMENT	Universal screening/benchmark assessments three (3) times/ yr.
PROGRESS MONITORING	Progress monitoring every two (2) weeks on targeted skills
INTERVENTIONIST	School-level RTI coaches/interventionists, tutor/classroom teacher
SETTING	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 revises 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 jcampus 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.
- The classroom teacher, RTI coach, interventionist, and/or designee will monitor progress once every two (2) weeks using iREADY, READ 180, System 44, or any other district-approved progress monitoring tool.
- The classroom teacher, RTI Chairperson/interventionist, or designee will record data points from progress monitoring
- The school-level RTI team meets to discuss student performance after each scheduled progress monitoring assessment. The team uses data points to determine the next steps in the 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

FOCUS	For students identified with significant deficiencies and have not been successful in Tier II
PROGRAM	Instructional and computer-assisted programs, strategies, and procedures used to support or enhance targeted, intensive, individualized (prescriptive) instruction/interventions
GROUPING	Individualized (Prescriptive) Instruction: 1-2 students of the same ability levels
DURATION of INTERVENTIONS	Suggested time frame: 30-60 minutes per day, for (4-5) days per week in addition to core instruction (frequency and duration of interventions will be determined by the RTI team based on each individual student) **TWO INTERVENTIONS PER TIER**
ASSESSMENT	Universal screening/benchmark assessments three (3) times per year
PROGRESS MONITORING	Progress monitoring every two (2) weeks on targeted skills
INTERVENTIONIST	School-level RTI interventionists or tutor
SETTING	Pull-out sessions within or outside of the classroom

Implementation of Tier III

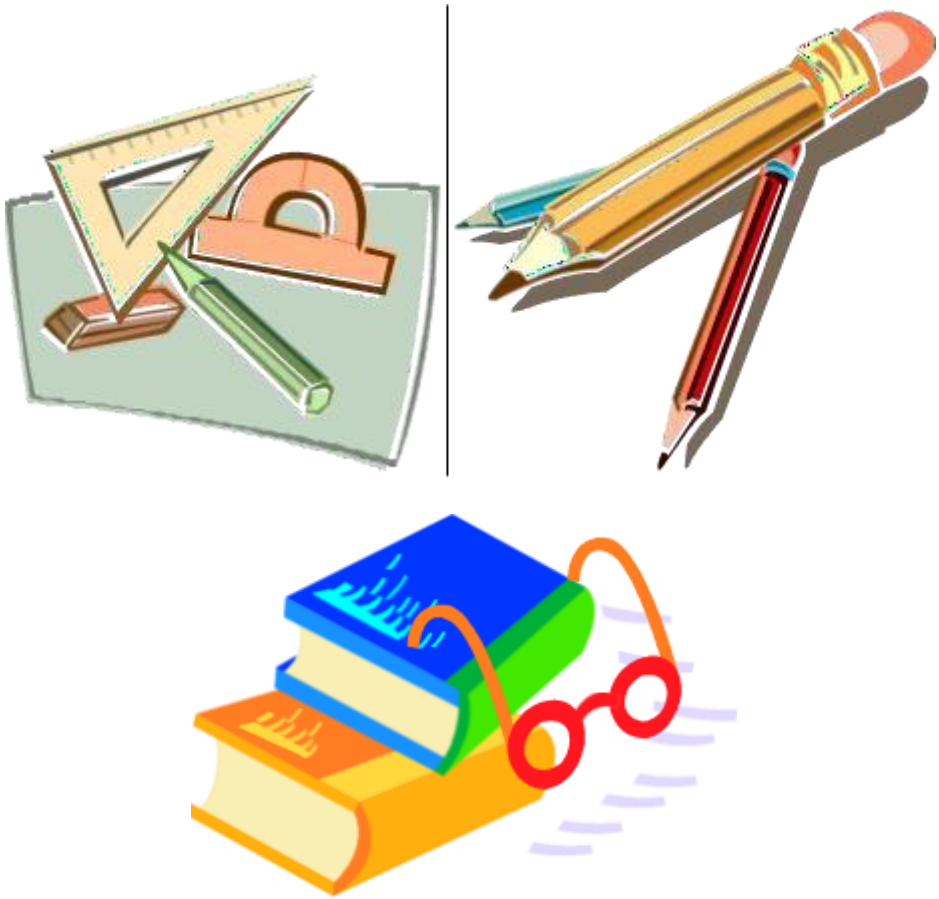
- Students who have not been successful in Tier II after targeted, strategic small group interventions
- Team reviews data from Tier II interventions and revise intervention plan for more intensive interventions in Tier III
- Principal, curriculum coordinators, counselors, or reading and/or math facilitators monitor at-risk students in Tier III weekly through jcampus for academics, attendance, and behavior reports
- Interventionist provides intensive, individualized (prescriptive) interventions for at-risk students. Implementation of intervention plans
- Students will be benchmarked three (3) times per year, beginning, middle and end
- RTI interventionists, tutors, or designees monitor progress 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.
- The school-level RTI team meets to discuss student performance after each scheduled progress monitoring assessment. The team uses data points to determine the next steps in the 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 with difficulties reaching state and national standards in various academic areas.

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

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)
- 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)
- Sonday System

- Phonics for Reading

Fluency:

- Project Read
- Repeated readings
- Recorded Books
- Online read aloud
- Paired readings
- Echo readings
- Word/phrase/sentence fluency (phrasing and chunking)
- Sight word fluency
- Error Correction and Word Drill Techniques (www.interventioncentral.org)
- Daily writing
- Reading Center
- Read 180
- Learning Ally

Comprehension:

- Content Literacy Strategies
- Project Read
- iREADY
- Vocabulary Cartoons
- Alphie's Alley
- LA Paper Pass Online
- Paraphrase/summarize answers before writing
- Highlight keywords/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)

Web Resources:

www.interventioncentral.org

www.rtitools.com

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

www.fcrr.org

RtI Academic Flow Chart

Universal Screening for All Students 3 Times Per Year

Elementary (K – 4)	Middle School (5th – 8th)	High School (9th)
DIBELS (K-3) / Maze Comprehension (3 & 4)	Maze Comprehension	Maze Comprehension
Math Fluency (1st – 4th)	Math Fluency	Math Fluency
STAR Reading/Math/Early Literacy	STAR Reading/Math	STAR Reading/Math

SBLC reviews data from above screenings to determine which students meet grade level benchmark standards and makes instructional recommendations.

*****Tiers 2 and 3 Interventions are *in addition to* Tier 1-Core Instruction*****

Tier 1: All Students (Daily)
Research-based core instructional program

Satisfactory Performance

- Continue with Core Program

- Universal screening of all students
- Curriculum adjustments for whole class instruction
- When student demonstrates weakness, classroom teacher will consult with school-based intervention coordinator to start Tier 1 in-class, research -based strategies with documentation of interventions and progress

Tier 2: 8 Weeks Minimum
Strategic Interventions (30 min., 3-4 times / week)
Supplemental / Targeted Instruction
(Individual / Small Group)

- Written parent notification required
- Scientific research-based intervention
- Progress monitor every week and graph results
- Review progress every 4 weeks (4 data points) to make adjustments if needed

Student making progress after 4 weeks (4 data points)

- Continue Tier 2
- Return to Tier 1 if student is at benchmark and grade level

Student not making progress after4 weeks (4 or more data points below instructional level aim line)

- Consult with school-based intervention coordinator to modify and continue intervention
- Review progress every 4 weeks (4 data points)
- If student begins to make progress , continue Tier 2
- ***Refer to Intervention Team*** for Tier 3 if 4 or more data points below student's instructional level aim line over the course of 8 weeks (minimum 8 data points total for Tier 2)

Student making progress after 4 weeks (4 data points)

- Continue Tier 3 or return to Tier 2

Tier 3: 8 Weeks Minimum
Intensive (60 min., 5 times / week)
Explicit, systematic, research-based instruction
*Individual / very small group (maximum 3 students)

- Written parent permission required
- Individual case manager assigned to student
- Progress monitor every week and graph results
- Intervention Team reviews progress every 4 weeks (4 data points)

Student not making progress (4 or more data points are below the student's instructional level aim line) after 4 weeks (4 data points)

- Modify and continue intervention
- Review progress every 4 weeks (4 data points)
- If student begins to make progress , continue Tier 3
- ***Refer to Sp. Ed. Referral Team*** for evaluation consideration if 4 or more data points are below the student's instructional level aim line over the course of 8 weeks (minimum 8 data points total for Tier 3)

Appendix B: Sample Forms:

RTI Parent Notification Letter RTI

Progress Monitoring Report RTI Progress

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

St. Martin Parish School Board: Tier I (GRAPH ON BACK)

School: _____

Student _____ Grade_____ Age _____ **Teacher _____ Date of Initial Concern _____**

ELA Total: _____ - Level ____
_____Phonological Awareness
_____ Phonics
_____ High Frequency
_____Vocabulary
_____Comprehension
_____ Literature
_____Informational

MATH Total: _____ - Level ____
_____ Numbers and Operations
_____ Algebra and Algebraic Thinking
_____Measurement and Data
_____Geometry

iREADY	Window 1	Window 2	Window 3
ELA			
MATH			

DIBELS	Fall	Winter	Spring
Composite			

STATE ASSESSMENT	GRADES:	1ST	2ND	3RD	4TH
ELA-	ELA				
MATH-	MATH				

Research-Based Intervention One:_____

Research-Based Intervention Two:_____

Intervention 1:				Intervention 2 (or Continued with Int. 1 data):			
			Start Date:				Start Date:
			Score/Level:				Score/Level:
Data Points	Date	Score/Level	End Date:	Data Points	Date	Score/Level	End Date:
Data Pt #1			Score/Level:	Data Pt #4			Score/Level:
Data Pt #2				Data Pt #5			
Data Pt #3				Data Pt #6			

*(** If using Iready, progress monitoring logs must be charted and attached to each Tier log.)*

RTI Committee Notes: (Parent notification letter at Tier 1 and Parent meeting at Tier 2 and 3 is required and must be documented below.)

Date	Reason for Contact	Parent/Guardian Contact was made with	Method of Contact

St. Martin Parish School Board: Tier II

School: _____

Student _____ Grade_____ Age _____ Teacher _____ Date of Initial Concern _____

ELA Total: _____ - Level ____
_____ Phonological Awareness
_____ Phonics
_____ High Frequency
_____Vocabulary
_____Comprehension
_____ Literature
_____Informational

MATH Total: _____ - Level ____
_____ Numbers and Operations
_____ Algebra and Algebraic Thinking
_____Measurement and Data
_____Geometry

iREADY	Window 1	Window 2	Window 3
ELA			
MATH			

DIBELS	Fall	Winter	Spring
Composite			

STATE ASSESSMENT	GRADES:	1ST	2ND	3RD	4TH
ELA-	ELA				
MATH-	MATH				

Research-Based Intervention One:_____

Research-Based Intervention Two:_____

Intervention 1:				Intervention 2 (or Continued with Int. 1 data):			
			Start Date:				Start Date:
			Score/Level:				Score/Level:
Data Points	Date	Score/Level	End Date:	Data Points	Date	Score/Level	End Date:
Data Pt #1			Score/Level:	Data Pt #4			Score/Level:
Data Pt #2				Data Pt #5			
Data Pt #3				Data Pt #6			

*(** If using Iready, progress monitoring logs must be charted and attached to each Tier log.)*

RTI Committee Notes: (Parent notification letter at Tier 1 and Parent meeting at Tier 2 and 3 is required and must be documented below.)

Date	Reason for Contact	Parent/Guardian Contact was made with	Method of Contact

St. Martin Parish School Board: Tier III

School: _____

Student _____ Grade_____ Age _____ Teacher _____ Date of Initial Concern _____

ELA Total: _____ - Level ____
_____ Phonological Awareness
_____ Phonics
_____ High Frequency
_____Vocabulary
_____Comprehension
____ Literature
_____Informational

MATH Total: _____ - Level ____
_____ Numbers and Operations
_____ Algebra and Algebraic Thinking
_____Measurement and Data
_____Geometry

iREADY	Window 1	Window 2	Window 3
ELA			
MATH			

DIBELS	Fall	Winter	Spring
Composite			

STATE ASSESSMENT	GRADES:	1ST	2ND	3RD	4TH
ELA-	ELA				
MATH-	MATH				

Research-Based Intervention One:_____

Research-Based Intervention Two:_____

Intervention 1:				Intervention 2 (or Continued with Int. 1 data):			
			Start Date:				Start Date:
			Score/Level:				Score/Level:
Data Points	Date	Score/Level	End Date:	Data Points	Date	Score/Level	End Date:
Data Pt #1			Score/Level:	Data Pt #4			Score/Level:
Data Pt #2				Data Pt #5			
Data Pt #3				Data Pt #6			

*(** If using Iready, progress monitoring logs must be charted and attached to each Tier log.)*

RTI Committee Notes: (Parent notification letter at Tier 1 and Parent meeting at Tier 2 and 3 is required and must be documented below.)

Date	Reason for Contact	Parent/Guardian Contact was made with	Method of Contact