



St. Martin Parish

Response to Intervention Plan

2009-2010



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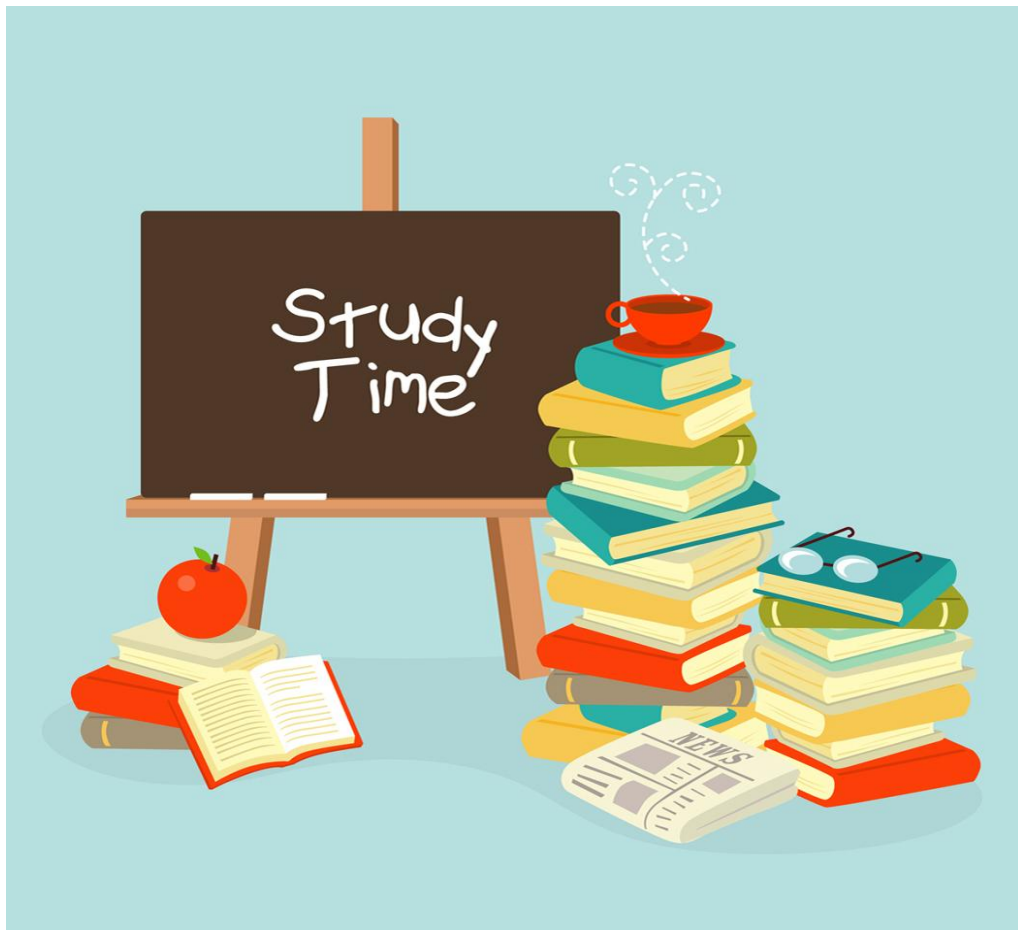
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CHAPTER 1

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

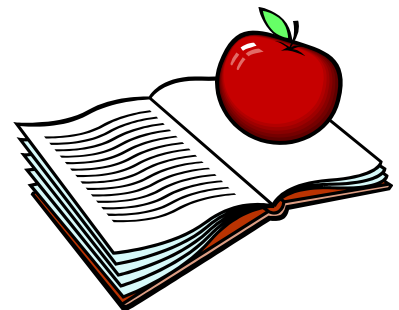
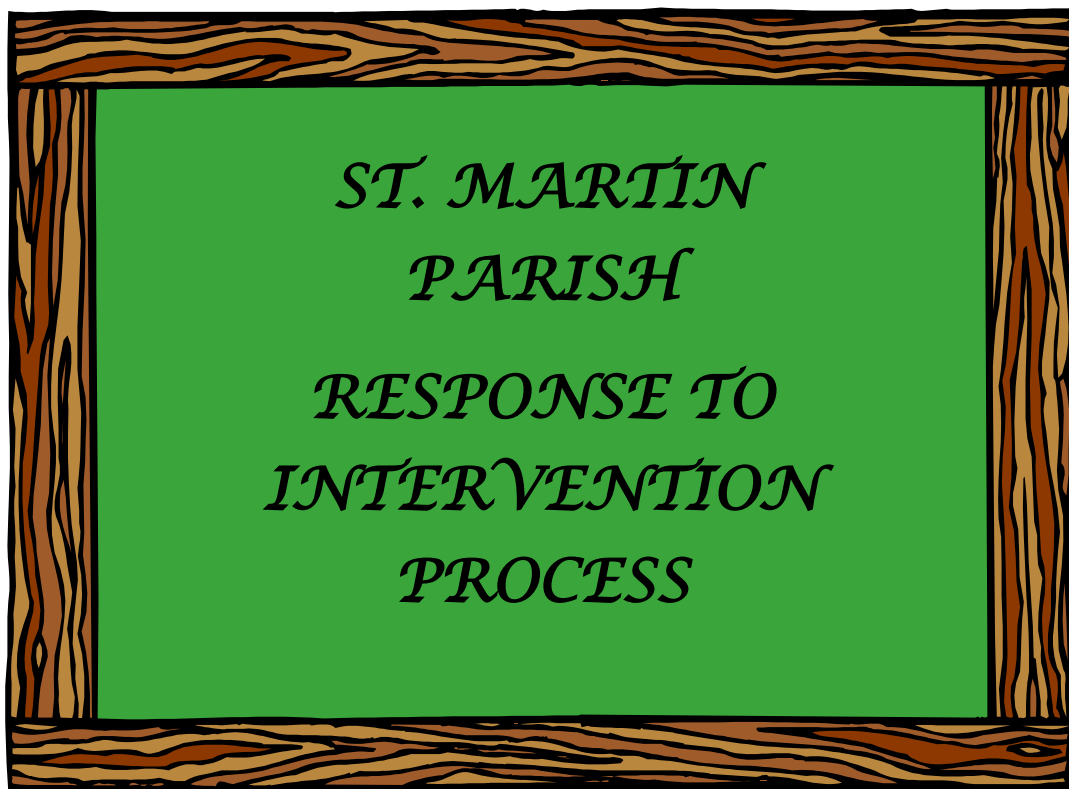
RTI is a tiered process consisting of six major components. (McCook, 2006)

- **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 RTI Coordinator
- 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 PBS Coordinator – Safe and Drug Free Schools Coordinator
- j. RTI Literacy Coaches/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 Liason
- e. District RTI Coordinator
- f. RTI Coach/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 RTI Coordinator:

- Organizes and plans agenda for monthly district level meetings
- Works with school level RTI coaches 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
- Prepares quarterly reports for Superintendent, Director of Federal Programs and Director of Curriculum and Instruction

RTI Coach (School Level):

- Organizes monthly meetings
- Works with Guidance Counselors, Curriculum Coordinators, and/or Reading and Math Facilitators to track failures, attendance and behavior reports via JPAMS
- Collaborates with Guidance Counselors, Curriculum Coordinators, and/or 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
- Provides interventions for students in Tiers II and III
- Monitors implementation of tiered interventions
- Attends monthly district level RTI meetings
- Provides quarterly reports to the District RTI Coordinator on program progress

Curriculum Supervisors:

- Monitor fidelity of core instruction

- Collaborate with instructional interventionists and RTI Coaches on core level instruction

School Psychologists:

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

Social Workers:

- Assist RTI Coaches and SBLC Teams with analysis of behavior and PBS data and interventions
- Assist schools with parental contacts

Educational Diagnosticians:

- Assist with universal screenings
- Assist RTI Coaches 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 Coaches 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 Coach 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 coordinator, district team, school level coordinator and school level team – job descriptions and process guidelines
2. Hire personnel for RTI process for district and school level
3. Develop *St. Martin Parish Response to Intervention Plan: Guidelines for Implementation*
4. Provide professional development for the following personnel:
 - district personnel
 - literacy coaches/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 360
- 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

5. Monitor implementation process through monthly district RTI team meetings.

Submit quarterly reports to Superintendent, Director of Curriculum and Instruction & Director of Federal Programs

6. Yearly internal program evaluation to determine effectiveness of program

7. Yearly program evaluation by outside evaluator to improve program design and implementation.

RTI MEETING STRUCTURE

1. District RTI Coordinator develops schedule of meetings for 2009-2010 school year.
Meetings will be held once per month to evaluate data and review implementation of process
2. District RTI Coordinator will submit quarterly report to Superintendent, Director of Federal Programs and Director of Curriculum. Report must include methods and levels of progress made by each school
3. 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
4. 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.
5. Principals meets with staff to build capacity for program
6. Principals provide supportive environment for implantation of RTI process

PRIMARY & ELEMENTARY SCHOOLS – RTI PROCESS

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** – Grades K–3: DIBELS or DRA for ELA, Scantron Benchmark Assessment for grade 3
 - b. **Attendance** – JPAMS Student Information System
 - c. **Behavioral** – Discipline referrals, PBS data and/or JPAMS Student Information System
3. Students will be benchmarked two (2) times per year with DRA or three (3) times per year with DIBELS 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 JPAMS 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

7. Create RTI folders for each student. 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
 - b. Tier 2 – Strategic – every three (3) weeks
 - c. Tier 3 – Intensive – every three (3) 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 occurs

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. Screening instruments include:
 - a. **Academic** – Grades 4-8 Scantron Benchmark Assessments, AimsWeb for ELA
 - b. **Attendance** – JPAMS Student Information System
 - c. **Behavioral** – Discipline referrals, PBS data and/or JPAMS 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 JPAMS 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. Main focus of RTI at middle school level is differentiated instruction. Strategic and intensive interventions will include use of computer assisted instructional programs such as Classworks, PLATO Learning Environment,

SkillsTutor, NetTrekker, etc. 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
 - b. Tier 2 – Strategic – every three (3) weeks
 - c. Tier 3 – Intensive – every three (3) 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 occurs

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 using PLATO Learning Environment Test Packs. Screening instruments used to determine tiers and the appropriate program to use for intervention purposes. Screening instruments include:
 - a. **Academic** – Plato Test Packs for ELA and math
 - b. **Attendance** – JPAMS Student Information System
 - c. **Behavioral** – Discipline Referrals, PBS data and JPAMS 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. Due to the 4 x 4 schedule, universal screening 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 JPAMS 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 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. Main focus of RTI at the high school level is differentiated instruction. Strategic and intensive interventions may include use of programs such as Plato Learning Environment, SkillsTutor, NetTrekker, 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 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 monitor weekly through computer-based programs. Students needing strategic instruction in reading or math are scheduled into support courses (Skinny) to receive 45 minutes of interventions daily using differentiated instruction and computer assisted instruction through PLATO Learning Environment's 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 PLATO Learning Environment's 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.

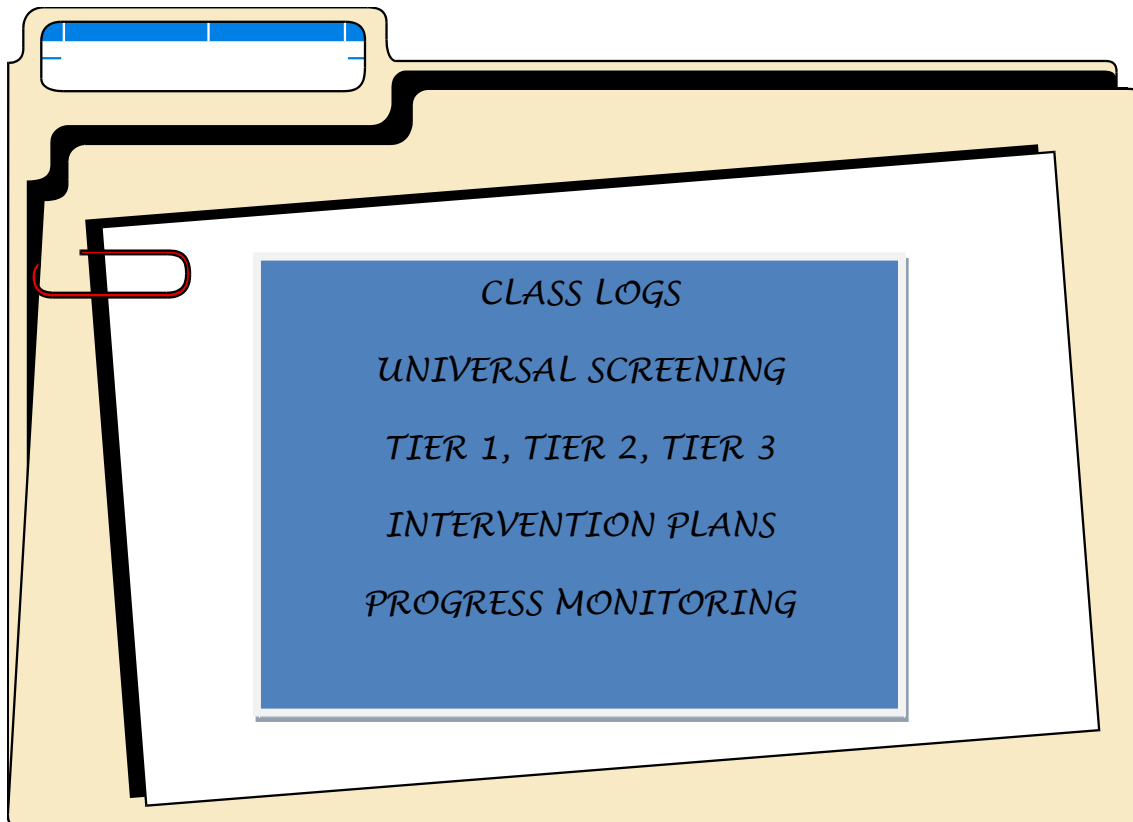
Progress monitoring data should be reviewed at each meeting. Team brings student folders to meeting to monitor teacher documentation of differentiated instruction, research-based instructional strategies and student progress with interventions at each tier. Students remain in intensive and strategic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

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

**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

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
ASSESSMENT	Universal screening/benchmark assessments at the beginning,
PROGRESS MONITORING	Every three (3) 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
- 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 two (2) times per year using DRA or 3 times per year using DIBELS, AimsWeb or Plato; beginning and end (DRA), beginning, middle and end (DIBELS, AimsWeb, or Plato)
- Classroom teacher progress monitors every three (3) 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

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 same ability levels
DURATION of INTERVENTIONS	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)
ASSESSMENT	Universal screening/benchmark assessments two (2) or three (3) times per year
PROGRESS MONITORING	Progress monitoring every three (3) weeks on targeted skills
INTERVENTIONIST	School level RTI coach/interventionists, tutor or 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 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 two (2) or three (3) times per year; beginning, middle and end
- Classroom teacher or RTI coach/interventionist and/or designee will progress monitor once every three (3) weeks using 1-5 minute curriculum-based measurements or curriculum-based assessments/probes.
- Classroom teacher, RTI coach/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

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 same ability levels
DURATION of INTERVENTIONS	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)
ASSESSMENT	Universal screening/benchmark assessments three (3) times per year
PROGRESS MONITORING	Progress monitoring every three (3) weeks on targeted skills
INTERVENTIONIST	School level RTI coach/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 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 coach/interventionist, tutor or designee progress monitors every three weeks using 1-5 minute curriculum-based measurements or curriculum-based assessments/probes
- RTI coach/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

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:

- PBS Incentives
- 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:

- Scotts Foresman “My Sidewalk Intervention Kit:
- Project Read (multisensory approaches)
- DIBELS Instruction Book “I’ve Been Dibel’d, Now What”?
- Word Ladders
- Word Sorts

- Syllaboards
- Circling word parts (prefix/suffix)
- Computer (online games or software)

Fluency:

- Project Read
- Repeated readings
- Recorded Books
- 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)
- Daily writing

Comprehension:

- Project Read
- Content Literacy Strategies
- 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

Mathematics:

- Calendar Math
- 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
- Triumph Math Interventions Kits (McGraw-Hill)

Computer Programs:

- Orchard
- Plato Learning Environment (Jr. Highs and High Schools)
- Skills Tutor
- ClassWorks
- FastForward

General Interventions Strategies/Best Practices:

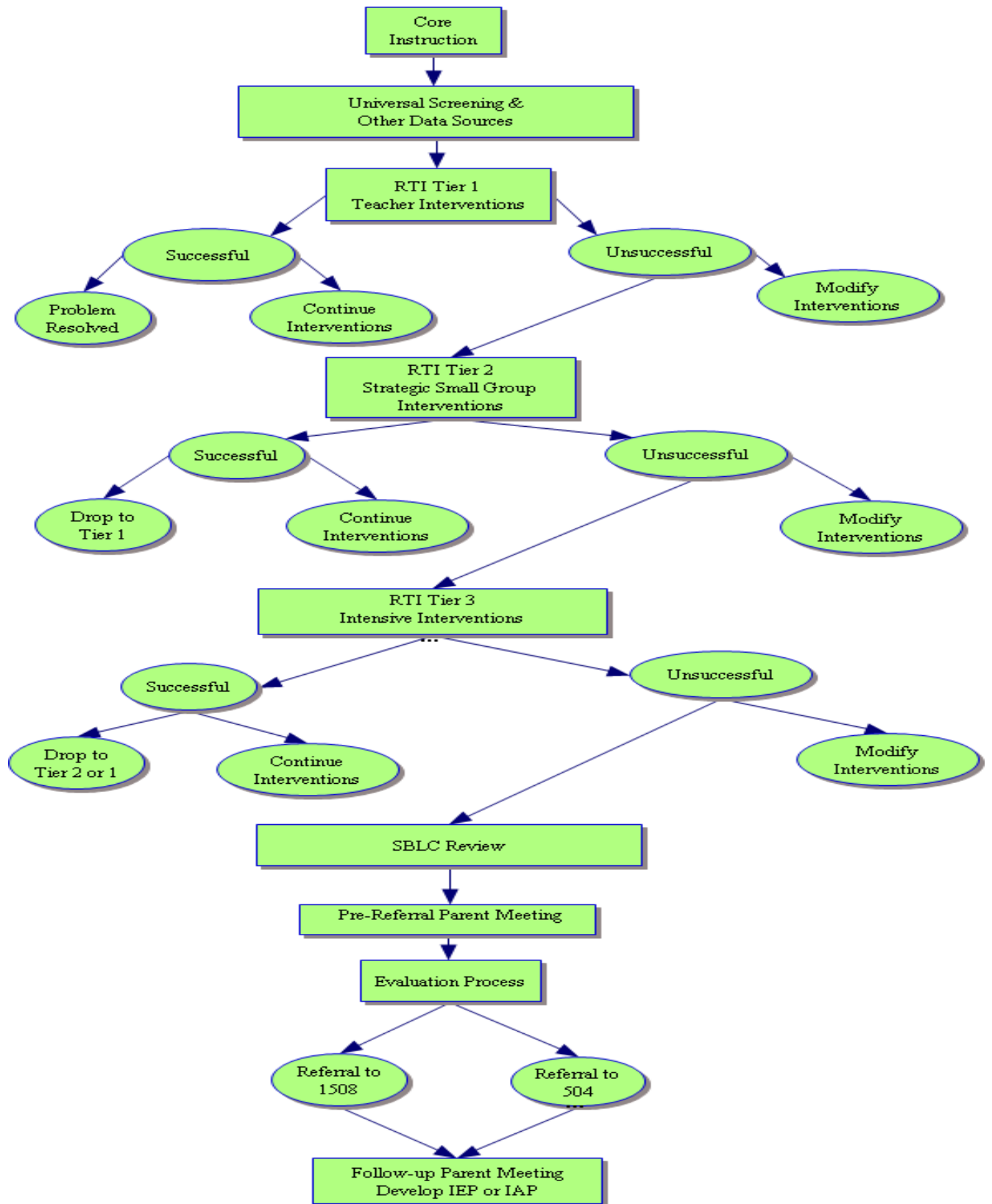
- More frequent opportunities for review
- Cooperative Learning
- Peer assistance for note taking/assignment keeping
- Split Page Note Taking
- Photocopied teacher notes/student notes
- Individualized tutoring
- Focus frame, sliding mask, bookmark
- Flashcards
- Journal writing
- Peer buddy
- Parental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

Web Resources:

www.interventioncentral.org

www.rtitools.com

Appendix A: RTI and SBLC Progression Chart



Appendix B: Sample Forms

This section is currently under construction. Forms are being developed by the school level RTI Coaches to ensure site specific documentation of interventions.