



Eligibility & Exit Criteria

Intervention Cycles

Benchmark assessments are administered to all students in grades K-5 every 6-8 weeks. Results of these benchmark assessments are used to determine eligibility for Tier 2 and/or Tier 3 instructional services. Students receiving tiered instruction are progress monitored at least every two weeks to ensure academic success. Reading interventionists meet every two weeks to assess the needs of their students.

Intervention Programs

Tier II Programs (supplemental)

Head Sprout is used for students in grades k-2 for reading fundamentals skills such as phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension.

Lexia is used for students in grades 3-5. The computer software program provides personalized learning on fundamental literacy skills for students.

My Sidewalks accelerates reading by emphasizing on deep meaning of vocabulary and concepts; and highly specified instruction.

Dream Box is an online software provider that focuses on mathematics education starting at grade K through grade 5.

Tier III Programs (intensive)

The Box of Facts programs are aids to assist students to develop mathematics thinking strategies.

Add+vantage Math Recovery programs identify and overcome core problems when young students struggle to learn and apply even the simplest numerical concepts.

Project READ is used for our students in grades K-3 who struggle with decoding skills. Students learn the 26 letters and 44 sounds of our language through a visual, kinesthetic, auditory and tactile approach.

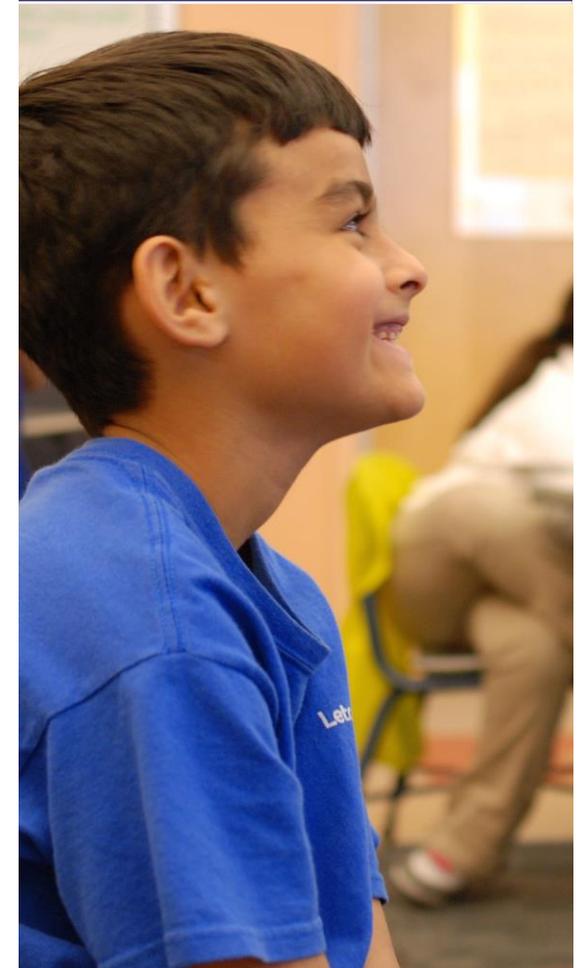
Linguistics is a decoding and encoding program for older students (4th-12th grade) who are struggling readers.

Early Reading Intervention (ERI) is a phonological program used for our students in grades K and 1.

Great Leaps is a fluency program used for students to increase their automaticity and fluency skills.

Alfred S.
Letourneau

Response to Intervention
(RtI)



Our Vision

Alfred S. Letourneau Elementary School is a K-5 institution unique in its mission. With an emphasis on progressive educational practices and intensive language development, Letourneau students thrive in an intellectually rigorous environment with high expectations delivered by dedicated teachers that love what they do.



What is Response to Intervention (RtI)?

High-quality instruction and universal screening of all children are the hallmarks for Response to Intervention (RtI). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, paraprofessionals and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The following essential components are implemented with fidelity and in a rigorous manner to ensure academic success:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Benchmark assessments and progress monitoring provide information about a student's learning rate and level of achievement, both

individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is **monitored frequently and recorded onto Form E** to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. **Tier 1** instruction includes a differentiation plan that is recorded onto *Form A* and used to accommodate the needs of all learners during the literacy block. **Tier 2** complements and supplements core instruction. **Tier 3** includes intensive intervention programs for students 1-2 years behind grade level and is typically provided outside of the literacy block. Tier 2 & Tier 3 interventions are recorded on *Form E*.
- *Parent involvement.* Parents are called by the classroom teacher and provided information about their child's progress, the instruction and intervention when entering into a Tier 2 and/or 3 intervention program. Parents and teachers work in partnership to develop a plan using *Forms B & C* to ensure student success!