

Intervention Programs

Response to Intervention

LALPA will implement Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions.

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on internal benchmark assessments receive supplemental instruction for 6- 8 weeks during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system [such as curriculum-based measurement](#). At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier2: Targeted Interventions

Targeted Interventions are provided during the school day two to three days a week for 45 minutes. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, providing instruction or intervention. These services and interventions are provided by an intervention specialist in small-group settings at the Learning Lab in addition to instruction in the general curriculum. The intervention specialist uses programs such as Lexia and ST Math to monitor student progress and customize curriculum based on the needs of students. In the early grades (kindergarten through 3rd), interventions are in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions through the SST process as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Intensive Interventions will be provided during the school day four to five times per week at the Learning Lab. The intervention specialist will provide systematic and explicit instruction that includes modeling and direct teaching using multiple examples. The intervention specialist will use programs like Achieve 3000 and ST Math to monitor student progress and customize lessons. Students who do not achieve the desired level of progress in

response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Student Assistance Program/ Student Success Team

LA Primary Leadership Academy utilizes two student support structures to maximize student success across all grade levels.

1. The Student Assistance Program (SAP), under the leadership of the Director of Student Support Services, is a learning support umbrella structure that brings together all support service providers at a school site to develop and monitor programs and resources that enhance prevention and intervention efforts, contributing to student success. The SAP focuses on referred students and coordinates available programs and services to promote student academic success. In addition, school-wide issues are identified and addressed.
2. The Student Success Team (SST) is a problem-solving structure that assists students, families and teachers in seeking positive solutions and coordinating resources to maximize student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions.

Asset -based Model: The SST always starts with a discussion of a student's strengths/assets, and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family, and health. Participants are encouraged to collaboratively brainstorm solutions to address areas of concern.

Service Coordination: An action plan of interventions and supports designed to address the student's needs is developed and team members are assigned responsibility for each action item.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improves student learning, and provides focused, positive support to teachers, families and students.

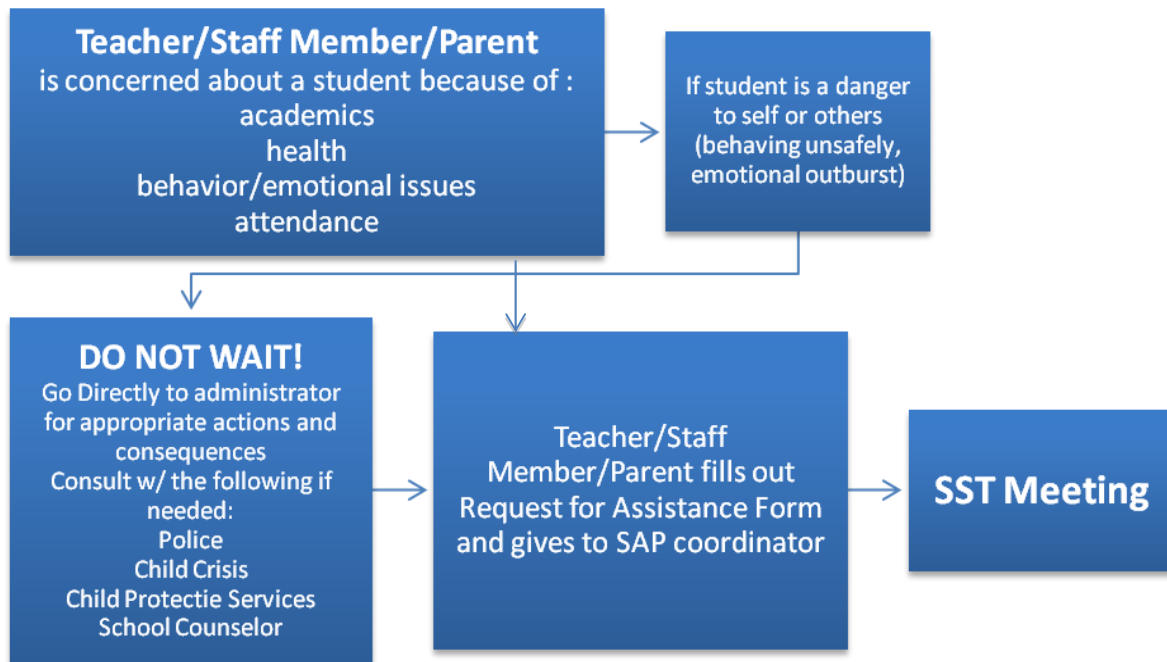
The SST can help students who are facing significant concerns related to:

- academics
- attendance problems
- behavioral/emotional issues

- consideration for Special Education eligibility
- health issues (including substance use/abuse)
- retention
- social adjustment

Student Success Team

Flow Chart



Who is on the SST?

- Parent/guardian is always invited
- Students participate as appropriate
- Administrator (Principal, Assistant Principal of Pupil Services, Dean)
- Classroom Teacher(s)
- Learning Support Professional
- On-site resource/support staff
- Parent Liaison
- Resource Specialist - RSP Teacher
- School Counselor
- School Psychologist