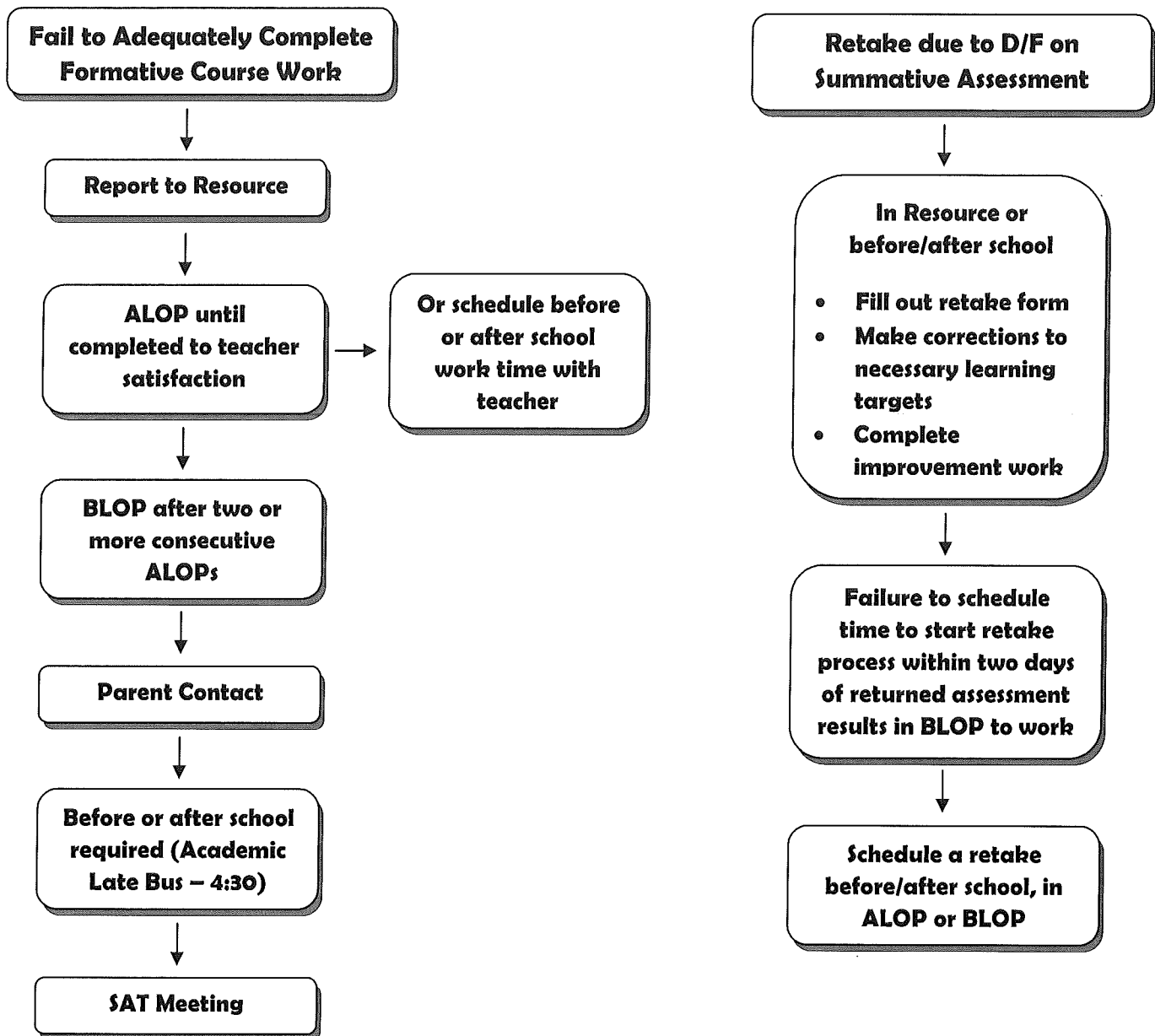


# Social Studies Department

## RTI Academic Interventions

### Universal Expectations

- The summative assessment cannot be taken until formatives are completed to teacher satisfaction
  - If a student is not prepared to take the summative the day it is given in class, he/she needs to schedule to complete it before/after school or in ALOP.
- Students with a D/F in the course are expected to automatically report to social studies resource unless requested by another teacher until grade improves to a C or better.



# Social Studies Department

## RTI Academic Interventions – Tracking Sheet

**Student Name:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Tri:** \_\_\_\_\_

Support	Intervention	Date	Outcome
<input type="checkbox"/> Resource <input type="checkbox"/> Before/after school <input type="checkbox"/> ALOP <input type="checkbox"/> BLOP <input type="checkbox"/> Re-take <input type="checkbox"/> Parent Contact <input type="checkbox"/> Academic Late Bus <input type="checkbox"/> SAT meeting <input type="checkbox"/> Seminar <input type="checkbox"/> Morning check-in	<input type="checkbox"/> Improvement work <input type="checkbox"/> Outline <input type="checkbox"/> Rewrite essay <input type="checkbox"/> Re-read/highlight/annotate <input type="checkbox"/> Extra small group instruction <input type="checkbox"/> Sequencing activity <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Whiteboard review <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> Complete study guide <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Review using similar test questions		

Support	Intervention	Date	Outcome
<input type="checkbox"/> Resource <input type="checkbox"/> Before/after school <input type="checkbox"/> ALOP <input type="checkbox"/> BLOP <input type="checkbox"/> Re-take <input type="checkbox"/> Parent Contact <input type="checkbox"/> Academic Late Bus <input type="checkbox"/> SAT meeting <input type="checkbox"/> Seminar <input type="checkbox"/> Morning check-in	<input type="checkbox"/> Improvement work <input type="checkbox"/> Outline <input type="checkbox"/> Rewrite essay <input type="checkbox"/> Re-read/highlight/annotate <input type="checkbox"/> Extra small group instruction <input type="checkbox"/> Sequencing activity <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Whiteboard review <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> Complete study guide <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Review using similar test questions		

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# Stanley Boyd

## Mathematics Department

### RTI CHART

Student Academic Progress within the Classroom

#### **All students receive: ( Tier I )**

- Quality in-class differentiated instruction
- Curriculum materials based on current research and best practices
- Opportunities to show mastery of learning targets
- Chance for retakes

#### **Intermediate Support for Struggling Students: (Tier II )**

**Student Name:** \_\_\_\_\_

**Notes:**

Date

- \_\_\_\_ Requested for Resource
- \_\_\_\_ Extra work time in assigned A-LOP
- \_\_\_\_ Test corrections and improvement problems  
for retakes
- \_\_\_\_ Parent contact
- \_\_\_\_ Before or after school help

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#### **Intense support for students at high risk for retention: (Tier III )**

- \_\_\_\_ Before or after school help (one on one)
- \_\_\_\_ Lunch intervention with Accelerated Math program
- \_\_\_\_ SAT Meeting
- \_\_\_\_ Math Extensions class

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# Stanley-Boyd Mathematics Department

## Pyramid of Interventions

Tier III

5%

***Intense Support for students at high risk for retention***  
***All Tier I and II strategies PLUS:***

- ~Before and after school help – one on one assistance
- ~Lunch intervention with Accelerated Math program
- ~Resource – one on one assistance
- ~Math Extensions class

Tier II

15%

***Intermediate Support for struggling students***  
***All Tier I Strategies PLUS:***

- ~Test retakes – test corrections and improvement problems
- ~Resource – small group re-teaching
- ~Extra work time in A-LOP
- ~Before and after school help
- ~Extension problems

Tier I

80%

***Instructional strategies provided for all students***

- ~Quality instruction
- ~Curriculum materials based on current research and best practices
- ~Data based placement in classes
- ~In-class differentiated instruction
- ~Parent contact

***School-wide structures and processes***

Student Assistance Team Meetings

# Stanley Boyd English RTI Chart

## Student Academic Progress within the Classroom

### All students receive: ( Tier I )

- Time in Class for Assignments/Labs/Quizzes/Test
- Chance for Retakes (before/after school)
- Opportunity to show mastery of required task
- Extended time in class to finish

### Struggling Student receives: (Tier II )

**Student Name:** \_\_\_\_\_

**Notes:**

Date

- \_\_\_ Request for Resource
- \_\_\_ Request for English Interventions
- \_\_\_ Request for Resource (Second time)
- \_\_\_ ALOP for makeup work
- \_\_\_ Modified assignment if issue is academic
- \_\_\_ BLOP for makeup work
- \_\_\_ Parent contact to set up before/after school

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### Failing Student receives: (Tier III )

- \_\_\_ Parent Contact/Academic Late Bus
- \_\_\_ ALOP/BLOP
- \_\_\_ SAT Meeting

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# Stanley Boyd

## SCIENCE DEPARTMENT

### RTI CHART

Student Academic Progress within the Classroom

#### All students receive: ( Tier I )

- Time in Class for Assignments/Labs/Quizzes/Test
- Chance for Retakes
- Opportunity to show mastery of required task
- Extended time in class to finish

#### Struggling Student receives: (Tier II )

Student Name: \_\_\_\_\_

Notes:

Date

Remediation on Specific Learning Target

- \_\_\_\_\_ One on one time before/after school
- \_\_\_\_\_ Small group review during resource/lunch
- \_\_\_\_\_ Request at Resource
- \_\_\_\_\_ ALOP for makeup work
- \_\_\_\_\_ Parent Notification

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#### Failing Student receives: (Tier III )

- \_\_\_\_\_ Parent Contact/Academic Late Bus
- \_\_\_\_\_ ALOP
- \_\_\_\_\_ SAT Meeting
- \_\_\_\_\_ Student Tutor
- \_\_\_\_\_ Referral for Remediation (math/Reading)

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# Stanley-Boyd

## MUSIC

### RTI CHART

#### Student Academic Progress within the Classroom

#### All students receive: ( Tier I )

- Time in Rehearsal for development
- Small group and/or 1-on-1 instructional time
- Opportunity to show mastery of required task
- Opportunities for intervention and enrichment

#### Struggling Student receives: (Tier II )

**Student Name:** \_\_\_\_\_

**Notes:**

Date

- \_\_\_ Chance to show improvement of required task
- \_\_\_ One on one time before/after school
- \_\_\_ Time at Nutrition Break
- \_\_\_ Request at Resource
- \_\_\_ Call to parent
- \_\_\_ Academic Late Bus

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#### Failing Student receives: (Tier III )

- \_\_\_ Parent Contact/Academic Late Bus
- \_\_\_ BLOP
- \_\_\_ SAT Meeting
- \_\_\_ Removal from ensemble

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# Stanley Boyd

## CTE DEPARTMENT

### RTI CHART

Student Academic Progress within the Classroom

#### **All students receive: ( Tier I )**

- Time in Class for Assignments/Labs/Quizzes/Test
- Chance for Retakes
- Opportunity to show mastery of required task
- Extended time in class to finish

#### **Struggling Student receives: (Tier II )**

**Student Name:** \_\_\_\_\_

**Notes:**

Date

- \_\_\_ Chance to show improvement of required task
- \_\_\_ One on one time before/after school
- \_\_\_ Time at Nutrition Break
- \_\_\_ Request at Resource
- \_\_\_ ALOP for makeup work
- \_\_\_ Call to parent
- \_\_\_ Academic Late Bus

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#### **Failing Student receives: (Tier III )**

- \_\_\_ Parent Contact/Academic Late Bus
- \_\_\_ ALOP/BLOP
- \_\_\_ SAT Meeting

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