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“Touching the Future Trough Teaching”

Student:

Grade:

Intervention Plan:

Entry Date:

The student will be receiving a research based intervention plan based on the student’s screening data. The intervention program is research based and will be taught with fidelity following the guidelines of TEA and the adopted intervention program. The student will be receiving mastery checks throughout the intervention program and the progress will be shared with the student’s legal guardian. Also, the student will receive Special Education or 504 accommodations as needed during the student’s educational process.

The program will focus on the skill areas listed below.

___ Phonological Awareness is the broad ability to perceive and identify sounds of spoken language. Rhyming words or counting the number of syllables in a name are two examples.

___ Phonemic Awareness is the specific ability to manipulate sound patterns within words.

___ Sound-Symbol Recognition is the ability to automatically and efficiently connect letters and their associated sound.

___ Letter Knowledge is the ability to automatically and efficiently identify and write letters.

___ Rapid Naming is the ability to efficiently retrieve names for visually presented stimuli, such as colors, objects, letters, and numerical.

___ Spelling is the ability to correctly write the letters in a given word.

___ Listening Comprehension is the ability to understand what is being said orally.

___ Reading Rate is the speed at which words are read (Grade 1 and 2 only).

___ Reading Accuracy is the ability to comprehend what is being read during the reading process.

To address the predictors or “red flags” marked above, your child will be receiving RTI intervention.

As the student’s educational team, we would like to discuss the student’s screeners. Please contact _____ (student’s reading teacher) at 409-698-2413, extension 1 to schedule a parent conference.

Respectfully yours,

Tammy Gilbert