

# Response to Intervention Plan

**MJ Fletcher Elementary School**

PLEASE NOTE: THE CONTENTS OF THIS TEMPLATE DO NOT NECESSARILY REFLECT VIEWS OR OFFICIAL POLICIES OF THE NYS DEPARTMENT OF EDUCATION.

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**District Mission Statement Here**

The District Rtl Team for MJ Fletcher Elementary School is charged with the following responsibilities relative to Rtl:

The MJ Fletcher Elementary Rtl team will support the implementation of proven and promising practices within a response to intervention model by development of:

- an Rtl Tier descriptor that clearly defines each tier
- a system for determining fidelity to core instruction with routine implementation
- a universal screener (DIBELS) and progress monitoring system to evaluate how students are responding to interventions at each tier
- a menu of research-based instructional Interventions to target student needs
- a decision making cycle that provides a time frame for making decisions involving data collection and tier movement

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## SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI in MJ Fletcher Elementary School is to ensure that the learning and behavioral needs of all students are met.

### Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

### Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

*Minimum Requirements.* The Regents policy framework for RtI:

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means using scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided;
  - strategies for increasing the student's rate of learning; and
  - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the Rtl process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
  - types of interventions,
  - amount and nature of student performance data to be collected, and
  - the manner and frequency for progress monitoring.

*[8 NYCRR section 100.2(ii)]*

3. Requires each school district implementing an Rtl program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an Rtl program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an Rtl program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

In addition to the above Rtl requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- **If the student is determined to be making substandard progress in such areas of study,** instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An Rtl process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

## SECTION 2:

### RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

Rtl serves as a multi—tiered prevention framework/model with increasingly levels or tiers of instructional support. Within MJ Fletcher Elementary School, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's Rtl model. Further information for each tier follows the graphic.

## Tier 3 • Reading Specialist

### Small Group Instruction Phonics

- Grades K-2 Skills Strand Remediation Guide, daily, 60 minutes
- Grades 3 & 4 Accel, daily, 30 minutes

*Instruction in: Read Well. Orton-Gillingham. Build-Up Phonics*

### Small Group Instruction Comprehension (daily, 20-30 minutes)

*Instruction in: Read Well, Guided Reading, Tyner Small Group Reading Instruction*

## Tier 2

### Reading Specialist General Education Teacher

#### Small Group Differentiation

- Grades K-2 Skills Strand Differentiation, 60 minutes
- Grades 3 & 4 Accel, daily 30 minutes

*Instruction in:*

*Phonics: 95% Blueprint Lessons, Spiral-Up Phonics*

*Fluency: Blast Off to Reading, The Six Minute Solution, Reading A-Z Fluency Passages*

#### Small Group Instruction (2-3x a week, 15 minutes)

*Instruction in: Guided Reading*

## Tier 1

### General Education Teacher

#### Core Program = Curriculum Modules from EngageNY, daily

- K-2 Listening and Learning (60 minutes) and Skills Strand (60 minutes)
- 3 & 4 Modules (60 minutes)

#### Small Group Instruction (1-2x a week, 15 minutes), Literacy Stations

*Instruction in: Guided Reading, FCRR*

**Tier One** Tier One is considered the primary level of intervention at MJ Fletcher and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier 1 at MJ Fletcher in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K	Curriculum Modules from engageny <i>Core Knowledge</i>	Classroom Teacher	Daily	Listening and Learning Strand: 60 minutes	Classroom
				Skills Strand: 60 minutes	
1	Curriculum Modules from engageny <i>Core Knowledge</i>	Classroom Teacher	Daily	Listening and Learning Strand: 60 minutes	Classroom
				Skills Strand: 60 minutes	
2	Curriculum Modules from engageny <i>Core Knowledge</i>	Classroom Teacher	Daily	Listening and Learning Strand: 60 minutes	Classroom
				Skills Strand: 60 minutes	
3	Curriculum Modules from engageny Expeditionary Learning	Classroom Teacher	Daily	60 minutes	Classroom
4	Curriculum Modules from engageny Expeditionary Learning	Classroom Teacher	Daily	60 minutes	Classroom

## **Description of Core Program:**

### **Evidence-based:**

Information taken from **Core Knowledge** (<http://www.coreknowledge.org/>) (Grades Pre-K-2)

- The Skills Strand is based on an exhaustive review of reading research, with special emphasis on the findings of the National Reading Panel, Diane McGuinness, Marilyn Jager Adams, and Louisa Moats. The CKLA approach to teaching decoding in grades K-2 is based on three guiding principles:
  - 1) Phonics is a more effective way to teach decoding than “whole language” or whole word methods.
  - 2) Synthetic phonics, or linguistic phonics, in which instruction is oriented from sound to letter, is an especially powerful way to teach phonics.
  - 3) Repeated oral reading is a proven method of improving fluency.

Information taken from **Expeditionary Learning** ([www.engageny.org](http://www.engageny.org)) (Grades 3-4)

- Meets requirements of the Tri-State Rubric
- The Common Core vision of what it means to be college and career ready as readers
- Research base on reading instruction
- Recognition that reading is a skill that demands ongoing practice to develop proficiency
- Understanding the importance of offering students a variety of texts and purposes for reading

### **Elements of core (five pillars):**

Explicit phonics instruction, direct reading instruction, guided reading strategies, phonemic awareness instruction, systematic, intervention strategies, and assessment tools comprise the core components.

**Differentiation strategies:** Differentiated reading instruction occurs within the instruction of the module as well as during Guided Reading. Students read and apply strategies at their instructional reading levels in a small group setting. Additional differentiated practice opportunities are provided for students through literacy stations.

**Check for fidelity:** Program fidelity is ensured through grade-specific pacing calendars, weekly PLC meetings, and principal walk-throughs.

**Considerations of Core Program for English Language Learners:** *Not applicable to this school.*

**Tier Two** Within MJ Fletcher Elementary School, Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process.

**Tier Two Supplemental Intervention**

Gr.	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	Phonological Awareness, Guided Reading	Classroom Teacher	3-5x a week	15-20 minutes	Classroom	6
	Skills Strand Differentiation	Reading Specialist	Daily	30-60 minutes	Specialist's Room	
1	Guided Reading	Classroom Teacher	3-5x a week	15-20 min.	Classroom	6
	Skills Strand Differentiation	Reading Specialist	Daily	30-60 minutes	Specialist's Room	
2	Guided Reading	Classroom Teacher	3-5x a week	20-30 minutes	Classroom	6
	Skills Strand Differentiation	Reading Specialist	Daily	30-60 minutes	Specialist's Room	
3	Guided Reading	Classroom Teacher	3-5x a week	30 minutes	Classroom	6
	Accel	Reading Specialist	Daily	30 minutes	Specialist's Room	
4	Guided Reading	Classroom Teacher	3-5x a week	30- 45 minutes	Classroom	6
	Accel	Reading Specialist	Daily	30 minutes	Specialist's Room	

Response to Intervention Plan

**Considerations of Tier 2 Intervention/Instruction:** Each student at tier 2 receives targeted skills instruction as determined district screeners (eg. DIBELS Next, PASI, PSI, Module assessments).

Program options available to students at this tier are based on student need(s). A Tier 2 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

**Tier Three** Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier 3 in MJ Fletcher Elementary School in terms of program options, interventionist, frequency, duration, location, and group size.

<b>Tier Three</b>						
<b>Gr.</b>	<b>Program Options</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>	<b>Group Size</b>
<b>K</b>	Skills Strand Differentiation	Reading Specialist	Daily	30-60 minutes	Classroom Specialist's Room	3-5
	Small Group Intervention			20-30 minutes		
<b>1</b>	Skills Strand Differentiation	Reading Specialist	Daily	30-60 minutes	Specialist's Room	3-5
	Small Group Intervention			20-30 minutes		
<b>2</b>	Skills Strand Differentiation	Reading Specialist	Daily	30-60 minutes	Specialist's Room	3-5
	Small Group Intervention			20-30 minutes		
<b>3</b>	Guided Reading	Reading Specialist	Daily	20-45 minutes	Specialist's Room	3-5
	Accel			30 minutes		
<b>4</b>	Guided Reading	Reading Specialist	Daily	20-45 minutes	Specialist's Room	3-5
	Accel			30 minutes		

**Considerations of Tier 3 Intervention/Instruction:** Students at tier 3 receive additional instruction with a reading specialist. Program options available to students at this tier are based on the student needs. Appendix B provides information on the nature of program options available at Tier 3 for each grade level.

**SECTION 3:**

**ASSESSMENT WITHIN an RTI FRAMEWORK**

An Rtl framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an Rtl process for different purposes.

**Screening**

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. Evidence of psychometric accuracy can be found at <https://dibels.org/dibels.html>.

The table presented below provides descriptive information regarding the universal screening procedures used in MJ Fletcher Elementary.

Screening Tool(s):	DIBELS Next® Benchmark Assessments
Frequency of Administration:	3 x/year
Grades Screened:	K-4
Screening Administrator(s)	Classroom teachers, Reading specialists, Special Education Teachers
Location:	Classrooms

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
Kindergarten	FSF + LNF	FSF + LNF + NWF + PSF	LNF + NWF + PSF
First Grade	NWF + PSF	NWF + DORF	NWF + DORF
Second Grade	NWF + DORF	DORF	DORF
Third and Fourth Grades	DORF + Daze	DORF + Daze	DORF + Daze

Considerations For Screening or Benchmark Assessments for English Language Learners:  
Not applicable to this school.

### **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (3) provide information on the effectiveness of instruction and whether to modify the intervention, and (4) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

MJ Fletcher Elementary Fletcher uses the *DIBELS Next*® to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at MJ Fletcher Elementary School.

Response to Intervention Plan

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	3 times/ year	Every 3-4 weeks	Every 1-2 weeks
Administrator(s)	Classroom Teachers, Reading Specialists, Special Education Teachers	Classroom teacher, Interventionist	Interventionist
Location:	Classrooms	Classrooms	Interventionists' Classrooms

**Considerations For Progress Monitoring for English Language Learners:** Not applicable at this school.

**Additional Assessment: Diagnostic**

Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

**SECTION 4:  
DATA-BASED DECISION MAKING**

A key component of an Rtl framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an Rtl framework, MJ Fletcher School's two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Who Is At-Risk	
Primary Data Source:	<i>DIBELS Next®</i> , <i>NYS ELA Assessments Grades 3-4</i> , <i>Scholastic Reading Inventory® (2-4)</i> , <i>Fountas &amp; Pinnell Benchmark Literacy Assessment (K-1)</i>
Secondary Data Source:	<i>Phonological Awareness Screener for Intervention®</i> , <i>Phonics Screener for Intervention®</i> , <i>ELA Curriculum Module Assessments</i>
Purpose:	<ul style="list-style-type: none"> <li>Students who are at-risk have received a level 1 or 2 score on the NYS ELA, have been identified as below core on their DIBELS Next Assessments, and/or are 2 or more levels below grade level on their SRI or Benchmark Literacy Assessments.</li> <li>Strategic students will receive 30 minutes of targeted supplementary instruction per day. Intensive students will receive an additional 15-30 minutes beyond their strategic intervention.</li> <li>Effectiveness of Tier I instruction will be monitored through analysis of the <i>DIBELS® Effectiveness of Instruction Report</i> on the DIBELS Data Management System that is used by MJ Fletcher Elementary School.</li> </ul>
Who Is Involved?	Student data is analyzed at grade level PLC meetings. These PLC teams consist of Classroom Teachers, Reading Specialists, Special Education Teachers, and the building principal.
Frequency?	Decisions involving initial risk status are determined one week after each benchmark assessment at grade level PLC meetings.
Decision Options and Criteria:	Data used for these decisions includes: <ul style="list-style-type: none"> <li>DIBELS Next</li> <li>PASI/ PSI Screeners</li> <li>Running Records/ Lexile Levels</li> <li>Module Assessments</li> <li>Fry Sight Word Lists</li> </ul>
See Appendix C for a graphic illustration of decision rules related to Initial Risk Status	

### **Determining At-Risk Status**

To determine which students may be at-risk, MJ Fletcher Elementary uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

### **Determining Student Response to Intervention**

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. MJ Fletcher Elementary School makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the RtI Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention	
Primary Data Source:	<i>DIBELS Next® Progress Monitoring Assessments</i>
Secondary Data Source:	<i>Phonological Awareness Screener for Intervention®, Phonics Screener for Intervention® ELA Curriculum Module Assessments</i>
Purpose:	<ul style="list-style-type: none"><li>• Determine student's response to the intervention</li><li>• Determine if the student is closing the gap</li><li>• Determine the need for a lesser or more intensive intervention</li></ul>
Who's Involved?	Student data will be analyzed at grade level PLC meetings. These PLC teams consist of Classroom Teachers, Reading Specialists, Special Education Teachers, and the Building Principal.
Frequency per Tier?	Decisions involving changing the interventions are determined after a minimum of three data points are collected to indicate a need for a change based on the student's aim line.

	Tier 1	Tier 2	Tier 3
	If student falls below Core after benchmark assessments and/or three consecutive below Core Progress Monitoring scores.	If a student is not on target to meet benchmark after three progress monitoring assessments, as indicated by his/her aimline, adjustments to the intervention need to be made.	If a student is not on target to meet benchmark after three progress monitoring assessments, as indicated by his/her aimline, adjustments to the intervention need to be made and student needs to be brought to PLC and/or CST committee.
Decision Options and Criteria:	Data used for these decisions includes: <ul style="list-style-type: none"> <li>• DIBELS Next</li> <li>• PASI/ PSI Screeners</li> <li>• Running Records/ Lexile Levels</li> <li>• Module Assessments</li> <li>• Fry Sight Word Lists</li> </ul>		
See Appendix D for a graphic illustration of decision rules related to Determining Student Response to Intervention			

### LD Determination

Effective on and after July 1, 2012, a school district must have an Rtl process in places as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading. Appendix E includes an SED approved form that is used for LD documentation purposes.

## SECTION 5:

### PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the RtI process selected the school district.

MJ Fletcher provides on-going professional development through in-building training at PLC meetings, faculty meetings, and after-school sessions with the building literacy coach. In addition, the staff has opportunities to attend district-wide professional development offerings and mandated in-service trainings.

## SECTION 6:

### PARENT NOTIFICATION

At MJ Fletcher Elementary School, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents by October 15, that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student’s rate of learning
- Their right to request an evaluation for special education programs and/or services

**Considerations For Parents Whose Native Language is Not English:** Not applicable in this school.

# APPENDIX

**A. Tier 2 Instructional Menu**

**B. Tier 3 Instructional Menu**

**C. Decision Rules for Determining Initial Risk Status**

**D. Decision Rules for Determining Student Response to Intervention**

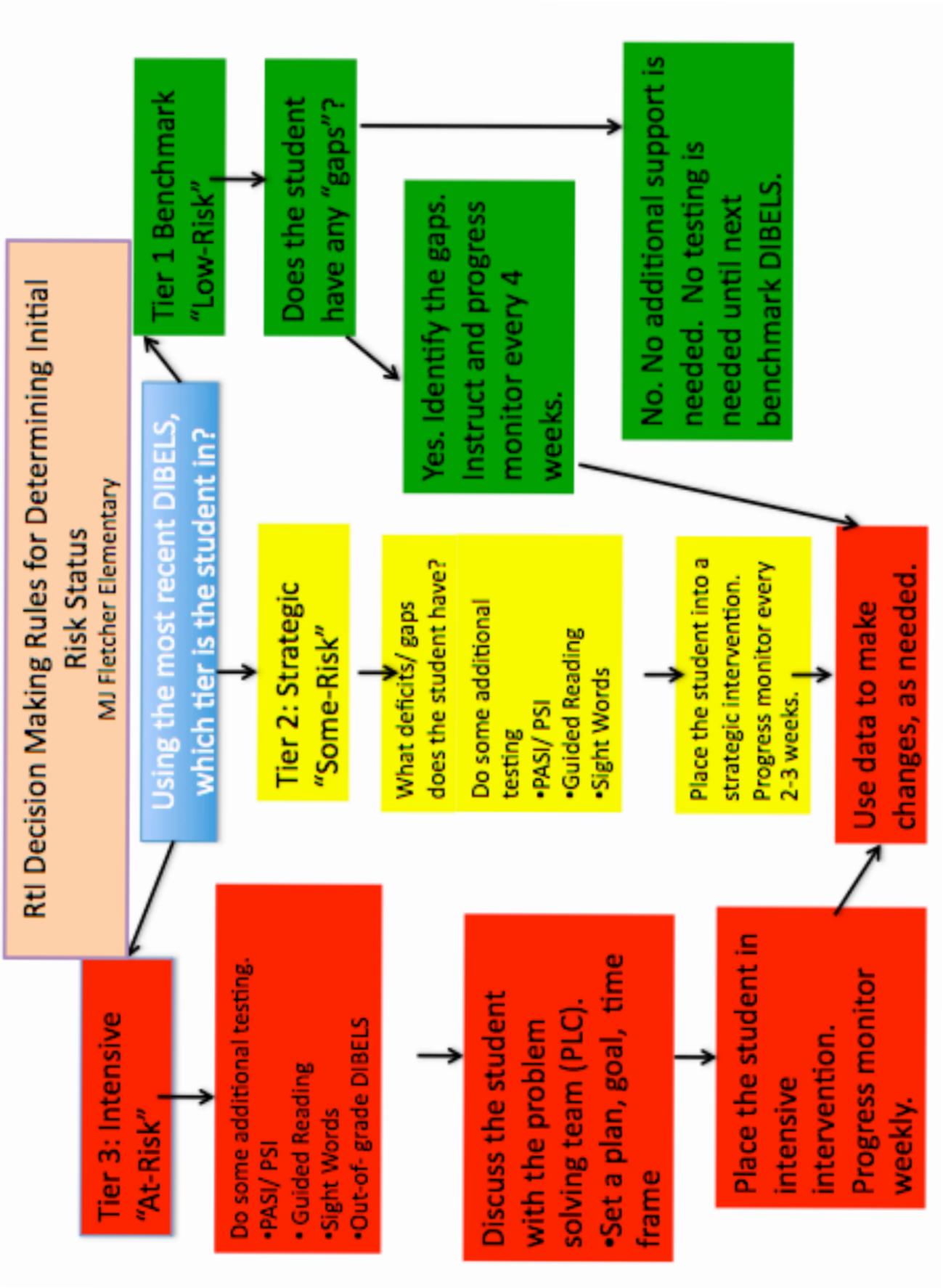
**E. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability**

## Tier 2 Instructional Menu

<b>Grade</b>	<b>Program</b>	<b>Time</b>	<b>Component</b>	<b>Assessment</b>
K-4	Guided Reading	15-45 minutes	Comprehension, Fluency, Phonics, Vocabulary	Running Records
K-4	FCRR Student Center Activities	15-20 minutes	Phonological Awareness/ Phonics/ Fluency	PASI/PSI Screener, DIBELS
K	95% PASI Kit	15-20 minutes	Phonological Awareness	PASI Screener
1-4	95% Blueprint Lessons	30 minutes	Phonics, Fluency	PSI Screener
2-4	Reading A-Z Leveled Fluency Passages	30 minutes	Fluency	DIBELS DORF
3-4	Spiral-Up Lessons	30 minutes	Phonics, Fluency	PSI Screener
3-4	Blast-Off to Reading	30 minutes	Fluency	DIBELS DORF
3-4	The Six Minute Solution	30 minutes	Fluency	DIBELS DORF

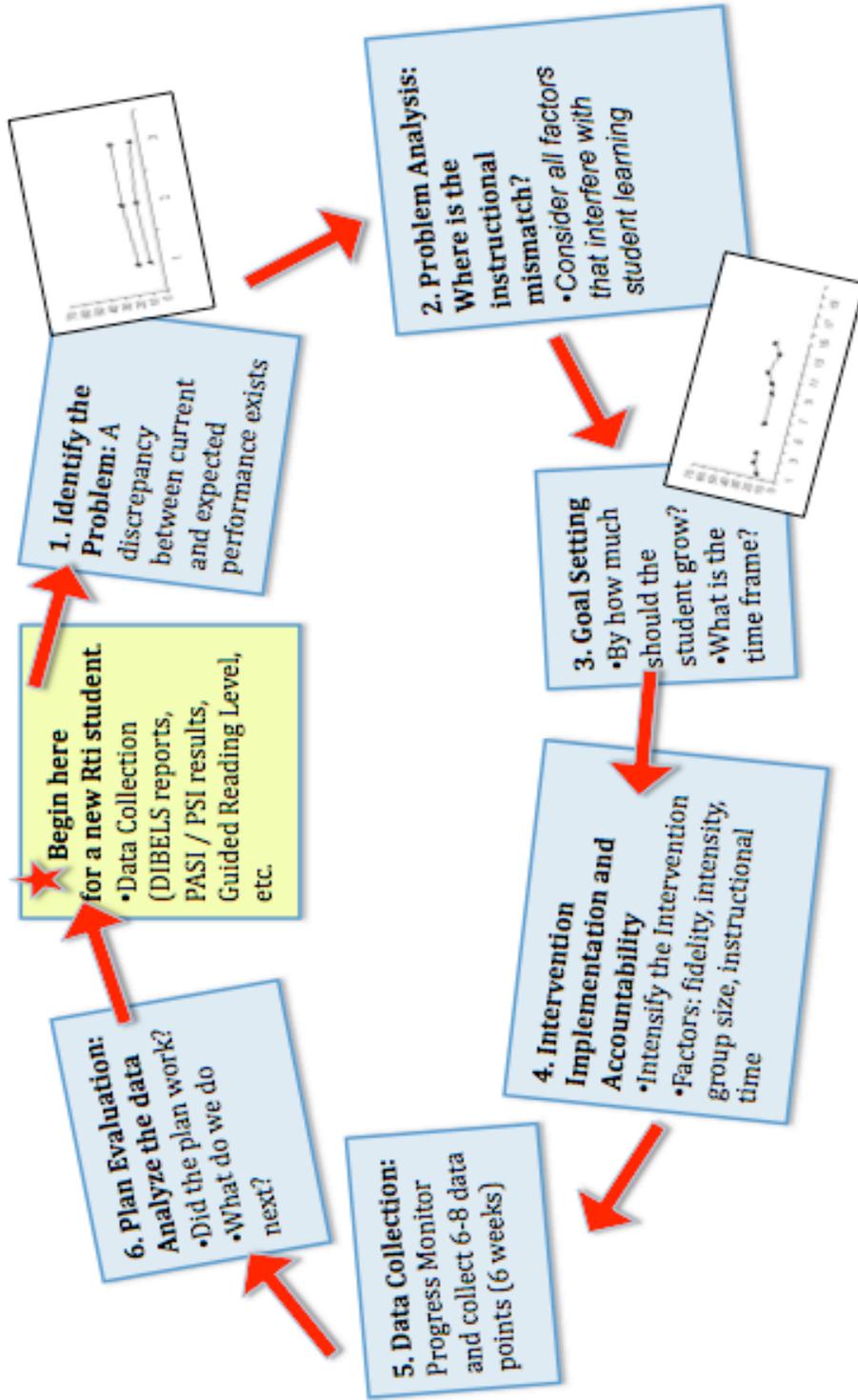
### Tier 3 Instructional Menu

<b>Grade</b>	<b>Program</b>	<b>Time</b>	<b>Component</b>	<b>Assessment</b>
K-4	Read Well	20-30 minutes	Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension	Read Well Unit Assessments
K-4	Tyner Small Group Reading Instruction	20-30 minutes	Phonics, Fluency, Vocabulary	Running Records
K-4	Guided Reading	20-45 minutes	Comprehension, Fluency, Phonics, Vocabulary	Running Records
K-4	Orton-Gillingham	20-30 minutes	Phonics, Fluency	PSI Screener
K	95% PASI Kit	15-20 minutes	Phonological Awareness	PASI Screener
K-2	Skills Strand Remediation Guide	30-60 minutes	Phonological Awareness, Phonics	Module Assessments
3-4	Build-Up Phonics	20-30 minutes	Phonics, Fluency	PASI Screener



# RtI Cycle for Decision Making

## MJ Fletcher Elementary



Fletcher Elementary School - 2013-2014 - Initial Referral Form for Child Study Team

Date: \_\_\_\_\_

Student: _____ Grade: _____ Referral Date: _____ Present Services: IEP ___ 504 ___ OT/PT _____ SG Rdg. ___ Speech ___ Counseling ___ Other: _____	Classroom Teacher: _____ Parent/Guardian: _____ Communication with home thus far: _____ _____ _____ _____
--	--

**Primary Concern/Reason for Referral:**

Reading \_\_\_ Math \_\_\_ Behavioral \_\_\_ Emotional \_\_\_ Medical \_\_\_ Attendance \_\_\_ Other: \_\_\_\_\_

Do behavior/attendance/medical needs negatively impact learning on a regular basis? If yes, circle which.

**Students Strengths, Talents, Interests**


**Description of Concerns with Information on Factors that Influence the Student's Performance**


In what settings/situations does the difficulty occur **MOST** often?

In what settings/situations does the difficulty occur **LEAST** often?

**Attempted Interventions:**

Intervention	Dates Began-Ended	Person(s) Responsible	Outcome/Addtl. Information

\*Please attach necessary charts/data (Ex. Reading Tracking Sheet or Behavior Checklist)

**Student Intervention Record: CST Meeting  
MJ Fletcher Elementary**

<b>Date:</b> _____ <b>Student:</b> _____ <b>Grade:</b> _____ <b>Teacher:</b> _____		<b>1: Identify the problem (circle)</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Behavior</li> </ul>
<b>2 Analyze the problem:</b> <ul style="list-style-type: none"> <li>• <i>Where is the instructional mismatch?</i></li> <li>• <i>What gaps does the student have?</i> <ul style="list-style-type: none"> <li>○ <i>What data supports this?</i></li> </ul> </li> <li>• Attendance</li> <li>• Counseling</li> <li>• Medical concerns</li> <li>• Parent involvement</li> <li>• Before/ After school</li> </ul>	<i>Comments:</i>	
<b>3. Measureable Goal for the next 6 weeks:</b>	<i>Barriers/ Concerns:</i>	
<b>4. Intervention:</b> <ul style="list-style-type: none"> <li>○ <i>Who is responsible for intervention?</i></li> <li>○ <i>Who collects the data?</i></li> <li>○ <i>Time/ Frequency</i></li> <li>○ <i>Group Size</i></li> <li>○ <i>When will it begin?</i></li> </ul>	<i>Comments:</i>	
<b>Step 5: Collect the data:</b> <i>What data will be collected? (Dibels, checklist)</i>	<i>How often will the data be collected? (circle)</i> <ul style="list-style-type: none"> <li>• twice a week</li> <li>• weekly</li> <li>• bi-weekly</li> </ul>	
<b>Revisit date (6 weeks from now):</b>		

**Student Intervention Record: CST Meeting**  
**MJ Fletcher Elementary**

**Follow-up Meeting (Date):** \_\_\_\_\_

**6: Analyze the Data**

- Tier**
- Intensive
  - Strategic
  - Benchmark

- Progress**
- Below Target
  - Near Target
  - Above Target

*Comments:*

*Was the intervention done with fidelity?*  
*If not, why not?*  
 attendance  attention  behavior

- 7. Data Based Decision**
- Keep Current Intervention (A)
  - Keep Current Intervention and Change Goal (A)
  - Modify Current Intervention (A)
  - Intervention Change (A)
  - Bring Student to CST (B)

*Comments:*

**A) Continue With Interventions (step 4)**

- *Who is responsible for intervention?*
- *Who collects the data?*
- *Time/ Frequency*
- *Group Size*
- *When will it begin?*

*Comments:*

**B) Schedule a CSE Meeting**

*\*May require additional screening by school psychologist*

*Data needed for CSE meeting:*

**8. Revisit date (6 weeks from now) or CSE meeting Date:**

**Interventions and times based on specific student needs and IEP Goals**

- Read Well
- Orton-Gillingham
- Remediation Guide
- Guided Reading

**Tier 4**

**Skills Strand Differentiation** (daily, 60 minutes)

- Remediation Guide

**Intervention with a Reading Specialist** (daily, 15-30 minutes)

- Read Well, 95% Group PASI Kit, Tyner Small Group Reading Instruction, Guided Reading

**Guided Reading with Teacher** (3-4 x a week, 15-20 minutes)

**Tier 3**

**Skills Strand Differentiation** (daily, 60 minutes)

**Small group reading instruction with teacher** (2-3x a week, 15-20 minutes)

- Guided Reading, 95% Group PASI Kit, FCRR

**Tier 2**

**CORE PROGRAM= Curriculum Modules from engageny**

- Listening and Learning (daily, 60 minutes)
  - Skills Strand (daily, 60 minutes)
- Small Group Instruction** (1-2x a week, 15 minutes)

- Guided Reading, FCRR

**Tier 1**

Tier 4

**Interventions and times based on specific student needs and IEP Goals**

- Read Well
- Orton-Gillingham
- Guided Reading

Tier 3

**ACCEL** (daily, 30 minutes)

- Read Well
- Orton-Gillingham
- Build-Up Phonics

**Small Group Intervention with a Reading Specialist** (daily, 20-30 minutes)

- Read Well, Tynar Small Group Reading Instruction, Guided Reading

**Guided Reading with Teacher** (3-4 x a week, 20 minutes)

Tier 2

**ACCEL** (daily, 30 minutes)

Phonics

- 95% Blueprint Lessons
- Spiral-Up Phonics

Fluency

- Blast Off to Reading
- The Six- Minute Solution
- Reading A-Z Leveled Fluency Passages

**GRAIR**- Guided Reading with Teacher (2-3x a week ,20 minutes)

Tier 1

**CORE PROGRAM**= Curriculum Modules from engageny (60 minutes)

**GRAIR**- independent reading (daily, 20 minutes) , checking in with teacher (1-2x a week, 20 minutes)