

Student Information <input type="checkbox"/> ELA-S <input type="checkbox"/> ELL <input type="checkbox"/> Special Education/504 <input type="checkbox"/> Gifted and Talented	STUDENT (legal name) <u>Marquise</u>	STUDENT NUMBER _____	DOB _____
GRADE <u>8</u> SCHOOL _____		CONTACT TEACHER _____	
DATE <u>Oct. 8, 2008</u>			

Area(s) of Focus (attach assessment summary for DRA2, DPS Benchmark, CELA, CBLA, SRI) <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Other <input type="checkbox"/> English Language Development	SMART Goal Statement(s) for Intervention 1 <u>Marquise will increase DRA2 independent reading level from Level 24 to Level 40 by May 2009 (date).</u> <u>He will improve his Oral Reading Fluency score from 55 wpm in Fall 2008 to 100 wpm according to the Aimsweb Spring screening 2009.</u>	SMART Goal Statement(s) for Intervention 2 (if revised) _____ will increase DRA2 independent reading level from Level _____ to Level _____ by _____ (date).
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Student will	Teachers will	Interventions (see page 2)
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<input checked="" type="checkbox"/> Set reading goals with teacher <input checked="" type="checkbox"/> Practice teacher-demonstrated reading strategies <input type="checkbox"/> Develop and monitor own progress using rubrics <input checked="" type="checkbox"/> Contribute to class discussion and activities <input checked="" type="checkbox"/> Ask teacher for help and support <input checked="" type="checkbox"/> Read daily (<u>10 pages per</u> day) using strategies learned in class <input checked="" type="checkbox"/> Share school progress with parents <input checked="" type="checkbox"/> Other: <u>tell parent main idea of what is read at home</u> <input type="checkbox"/> Other: _____	Resources <input checked="" type="checkbox"/> Provide reading materials that match student's independent and instructional levels <input checked="" type="checkbox"/> Offer significant time for student to read materials at independent level, including self-selected reading <input checked="" type="checkbox"/> Supplement textbooks and other grade-level resources with materials at a variety of reading levels <input type="checkbox"/> Provide technology support (research and publishing) Targeted Instruction: Through modeling and guided practice in whole group, small group, and one-to-one instruction, provide targeted instruction in: <input type="checkbox"/> Concepts of print <input type="checkbox"/> Phonemic awareness (rhyming, segmenting, blending) <input type="checkbox"/> Phonics, decoding, and word analysis <input checked="" type="checkbox"/> Oral language and vocabulary development <input checked="" type="checkbox"/> Oral reading fluency <input checked="" type="checkbox"/> Phrasing and expression <input checked="" type="checkbox"/> Monitoring and self-correcting <input type="checkbox"/> Problem solving unknown words; using sight words <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Retelling: sequence of events <input checked="" type="checkbox"/> Retelling: story elements and main idea and supporting details <input type="checkbox"/> Retelling: using vocabulary from reading <input checked="" type="checkbox"/> Responding: making connections and reflecting <input type="checkbox"/> ELL support in L ₁ when appropriate and through sheltered instruction in L ₂ Progress Monitoring and Ongoing Assessment <input checked="" type="checkbox"/> Use and analyze ongoing formal and informal assessments (e.g., DRA2, DIBELS, running records, CBMs) <input checked="" type="checkbox"/> Support student in setting goals <input type="checkbox"/> Collaborate with student to develop rubrics <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Extra small group instruction targeting area of focus: _____ <input checked="" type="checkbox"/> Tutoring (peer and teacher): _____ <input type="checkbox"/> Mentoring: _____ <input checked="" type="checkbox"/> After-school literacy program: _____ <input type="checkbox"/> Intervention resources or programs: _____ _____ <input type="checkbox"/> Other: _____
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Parents/Guardians will	Reading-Related Assessment Accommodations
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<input checked="" type="checkbox"/> Support student's schoolwork and homework <input checked="" type="checkbox"/> Discuss and ask questions <input checked="" type="checkbox"/> Set aside time and place for reading <input checked="" type="checkbox"/> Ensure student attends school daily and on time <input checked="" type="checkbox"/> Stay in contact with teachers (e.g., attend parent/teacher conferences, contact teachers when questions arise) <input checked="" type="checkbox"/> Listen to student read or retell stories <input checked="" type="checkbox"/> Monitor home reading regularly (<u>5 days per week, 1 page per day</u>) <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Extended time (<u>X</u> R; <u>X</u> W; <u>X</u> M; ___ S) <input type="checkbox"/> Teacher-read directions (___ R; ___ W; ___ M; ___ S) <input checked="" type="checkbox"/> Oral presentation (<u>X</u> W; <u>X</u> M; ___ S) <input type="checkbox"/> Oral translation (___ W; ___ M; ___ S)
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Parent/Guardian Signature _____ Date _____ Parent/Guardian Signature _____ Date _____	Teacher Signature _____ Date _____ Administrator Signature _____ Date _____ Teacher Signature _____ Date _____ Administrator Signature _____ Date _____
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Discontinue ILP. Student is reading on grade level (as evidenced by an Individual Reading Inventory and a body of evidence). Date _____

**BODY OF EVIDENCE
RESPONSE TO INTERVENTION**

STUDENT (legal name) Marquise

Identify Student’s Strengths
*Strong interest in sports and technology
 Gets along well with peers*

Identify Most Significant Concern
*Reading fluency and comprehension:
 DRA level 24 in beginning 4th grade
 Aimsweb MAZE score of 5 in Fall 2008
 Aimsweb Oral Reading Fluency score of 55 in Fall 2008
 Unsatisfactory Grade 3 CSAP Reading and Writing*

Identify Contributing Factors for this Area of Concern (e.g., attendance, health, language, mobility)
*New student to our school; changes schools almost yearly
 Attendance issues at times
 Lack of fluency impacts comprehension*

INTERVENTION 1

WHAT WILL WE TRY?

Intervention Plan (include who, what, when, where, frequency, duration)
*Classwide implementation of Six Minute Solutions for Fluency including writing a weekly summary piece five times per week
 Double-dose of Guided Reading with intervention paraprofessional using Benchmark materials and weekly lesson plans
 After school tutoring in reading three times per week for 45 minutes each*

Progress-Monitoring Plan
*Bi-monthly ORF probe from Aimsweb
 Comprehension assessments from Benchmark materials
 Rubric scored summaries*

Discontinue intervention—adequate progress
 Continue intervention
 Revise intervention

WHAT DID WE FIND OUT?

Progress-Monitoring Data (e.g., DRA2, Word Analysis, DIBELS, Aimsweb, running records, CBMs) (attach documentation)

Date/Data: _____ Date/Data: _____
 Date/Data: _____ Date/Data: _____
 Date/Data: _____ Date/Data: _____

Additional Comments

INTERVENTION 2

WHAT WILL WE TRY?

Intervention Plan (include who, what, when, where, frequency, duration)

Progress-Monitoring Plan

Discontinue intervention—adequate progress
 Continue intervention
 Revise intervention

WHAT DID WE FIND OUT?

Progress-Monitoring Data (e.g., DRA2, Word Analysis, DIBELS, Aimsweb, running records, CBMs) (attach documentation)

Date/Data: _____ Date/Data: _____
 Date/Data: _____ Date/Data: _____
 Date/Data: _____ Date/Data: _____

Additional Comments