

Student Information <input type="checkbox"/> ELA-S <input checked="" type="checkbox"/> ELL <input type="checkbox"/> Special Education/504 <input type="checkbox"/> Gifted and Talented	STUDENT (legal name) <u>Maria Romero</u>	STUDENT NUMBER _____	DOB _____
GRADE <u>5</u>		SCHOOL _____	
CONTACT TEACHER _____		DATE <u>Oct. 7, 2008</u>	

Area(s) of Focus (attach assessment summary for DRA2, DPS Benchmark, CELA, CBLA, SRI) <input checked="" type="checkbox"/> Comprehension _____ Fluency _____ <input type="checkbox"/> Phonics _____ Vocabulary _____ <input type="checkbox"/> Phonemic Awareness _____ Other _____ <input checked="" type="checkbox"/> English Language Development	SMART Goal Statement(s) for Intervention 1 <u>Maria will increase DRA2 independent reading level from Level 28 to Level 38 by January 14, 2009 (date).</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)
<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 type="checkbox"/> Contribute to class discussion and activities <input type="checkbox"/> Ask teacher for help and support <input checked="" type="checkbox"/> Read daily (<u>30</u> minutes/day) using strategies learned in class <input type="checkbox"/> Share school progress with parents <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <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 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 type="checkbox"/> Oral language and vocabulary development <input type="checkbox"/> Oral reading fluency <input type="checkbox"/> Phrasing and expression <input 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 type="checkbox"/> Retelling: story elements and main idea and supporting details <input type="checkbox"/> Retelling: using vocabulary from reading <input type="checkbox"/> Responding: making connections and reflecting <input checked="" type="checkbox"/> ELL support in L ₁ when appropriate and through sheltered instruction in L ₂	<input checked="" type="checkbox"/> Extra small group instruction targeting area of focus: _____ <input 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: _____

Parents/Guardians will		Reading-Related Assessment Accommodations
<input type="checkbox"/> Support student's schoolwork and homework <input type="checkbox"/> Discuss and ask questions <input type="checkbox"/> Set aside time and place for reading <input checked="" type="checkbox"/> Ensure student attends school daily and on time <input type="checkbox"/> Stay in contact with teachers (e.g., attend parent/teacher conferences, contact teachers when questions arise) <input type="checkbox"/> Listen to student read or retell stories <input checked="" type="checkbox"/> Monitor home reading regularly (<u>20-30</u> minutes/day) <input type="checkbox"/> Other: _____	<input type="checkbox"/> 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 checked="" type="checkbox"/> Collaborate with student to develop rubrics <input type="checkbox"/> Other: _____	<hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> Extended time (<input checked="" type="checkbox"/> R; <input checked="" type="checkbox"/> W; <input checked="" type="checkbox"/> M; <input checked="" type="checkbox"/> S) <input type="checkbox"/> Teacher-read directions (___ R; ___ W; ___ M; ___ S) <input checked="" type="checkbox"/> Oral presentation (___ W; <input checked="" type="checkbox"/> M; <input checked="" type="checkbox"/> S) <input type="checkbox"/> Oral translation (___ W; ___ M; ___ S)
_____ Parent/Guardian Signature	_____ Parent/Guardian Signature	_____ Teacher Signature
_____ Parent/Guardian Signature	_____ Parent/Guardian Signature	_____ Administrator Signature
_____ Parent/Guardian Signature	_____ Parent/Guardian Signature	_____ Teacher Signature
_____ Parent/Guardian Signature	_____ Parent/Guardian Signature	_____ Administrator Signature

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) <u>Maria Romero</u>		
Identify Student’s Strengths <i>Outstanding independent work habits</i> <i>Highly motivated</i>	Identify Most Significant Concern <i>Difficulty comprehending because of English</i> <i>Language Development issues</i>	Identify Contributing Factors for this Area of Concern (e.g., attendance, health, language, mobility) <i>ELD issues</i>
INTERVENTION 1	<p style="text-align:center;">WHAT WILL WE TRY?</p> <p>Intervention Plan (include who, what, when, where, frequency, duration) <i>Daily 60-minute reading group instruction during flooding of literacy block with interventionist; emphasis on building vocabulary, concepts, and sentence structures in English</i> <i>Ongoing consult with ELD teacher</i> <i>After-school reading program twice a week for 1/2 hr.</i></p> <p>Progress-Monitoring Plan <i>Anecdotal notes from weekly individual reading conferences, with focus on comprehension; Benchmark Education Comprehension Assessments done every two weeks; written responses twice a week with rubric</i></p> <p> <input type="checkbox"/> Discontinue intervention—adequate progress <input type="checkbox"/> Continue intervention <input type="checkbox"/> Revise intervention </p>	<p style="text-align:center;">WHAT DID WE FIND OUT?</p> <p>Progress-Monitoring Data (e.g., DRA2, Word Analysis, DIBELS, Aimsweb, running records, CBMs) (attach documentation)</p> <p>Date/Data: _____ Date/Data: _____ Date/Data: _____ Date/Data: _____ Date/Data: _____ Date/Data: _____</p> <p>Additional Comments</p>
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