Individual Intervention Plan Tier III

Stu	dent Ide	ntification	Information	

Student Last Name: <i>Presentation</i>	Date of Initiation: 01/07/2013 Grade at Initiation: 3rd
First Name/Middle Name: <i>Peggy</i> ,	Current Grade: <i>3rd</i> Current School Year: <i>12-13</i>
Address: 1521 9th St., Highland, IL 62249	Case Coordinator:
Gender: <i>F</i> Birthdate: 04/22/2004	Home School: Presentation Elementary School
Ethnicity: White	Resident District:
Home Phone: 618-654-6960	Work Phone: 888-437-9326
Parent/Guardian: Paul and Patty Presentation	
Address: 1521 9th St Highland, IL 62249	Language/Mode of Communication (Student) English
Other Parent/Guardian:	Language/Mode of Communication (Parent): English
Address: ,	

Focus / Skill: Fluency

Problem Identification: WHAT IS THE DIFFERENCE BETWEEN STUDENT'S CURRENT LEVEL OF PERFORMANCE AND EXPECTED/BENCHMARK LEVEL?

WHAT IS THE DIFFERENCE BETWEEN PEERS' CURRENT LEVEL OF PERFORMANCE AND EXPECTED/BENCHMARK LEVEL?

WHAT IS THE DIFFERENCE BETWEEN STUDENT'S CURRENT LEVEL OF PERFORMANCE AND PEER CURRENT LEVEL OF PERFORMANCE?

*IN ORDER FOR STUDENT TO BE CONSIDERED FOR TIER III, A SIGNIFICANT GAP SHOULD EXIST BETWEEN BENCHMARK AND STUDENT -AND- PEERS AND STUDENT. IF THERE IS A GAP BETWEEN BENCHMARK AND PEERS, NEED TO EXAMINE CURRICULUM.

Example: Peggy's fluency rate is 55 wpm, which is below the twentieth percentile for 3rd grade. Peggy's peers average 95 wpm, which is slightly above the fiftieth percentile.

Problem Analysis / Contibuting Factors: WHY IS THERE A DIFFERENCE BETWEEN CURRENT AND BENCHMARK LEVELS? **USE HYPOTHESIS/PREDICTION STATEMENT.

Example: Peggy's inability to recognize sight words negatively affects her reading accuracy, which slows her reading speed and leads to decreased fluency. By increasing the percentage of accuracy by which Peggy recognizes sight words, her fluency will improve.

Contributing Factors: Peggy is very shy and becomes easily embarrassed when asked to practice sight words and reading passages in front of other students.

Student Observation and Date: MAY INCLUDE CLASSROOM OBSERVATIONS (WHOLE AND SMALL GROUP), AS WELL AS FORMAL OBSERVATIONS/ASSESSMENTS

11/15- whole class: Peggy struggled with a science assignment when she could not read the question aloud. Once the question was read to her, Peggy was more at ease with the task at hand

12/10- small group: Peggy did not want to participate in small reading groups because she was embarrassed after not being able to keep up with the other students.

Strengths: LIST SKILLS WITH WHICH THE STUDENT EXCELS

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Peggy is highly motivated to learn and works hard to improve her wpm score each week.

Hypothesis: WHAT ARE SOME POTENTIAL REASONS THE STUDENT IS NOT MEETING EXPECTATIONS?

Example: Peggy's inability to recognize high-frequency words negatively affects her reading speed and accuracy, decreasing her overall fluency.

Goal:

GOAL MUST BE MEASURABLE, OBSERVABLE, AND RECORDABLE.

Example: Peggy will increase her reading fluency by reading 110 wpm with 90% accuracy by the end of the school year.

Accommodations:

LIST ANY ADAPTIONS OR ADJUSTMENTS THAT WILL BE MADE TO ASSIST THE STUDENT IN **MEETING THEIR GOAL.**

Example: Peggy may use 10 minutes of extra time in all classes to complete written work. When given time to work in class, she may excuse herself to the reading room where she may read aloud and seek the help of the Reading Specialist. Peggy may also complete work with the help of her "common words" book.

Interventi	ion(s)	Interventio	onist	Monitoring Tool	<u>Start Date</u>	End Date
1) Soar to Succe	255	Reading Speci	alist	DIBELS Frequency: Weekly	01/07/13	02/22/13
Grouping: 4/1	Frequency: week	5 days per	Time: 35	Monitor: Paraprofessional		
2) Read 180		Reading Speci	alist	DIBELS Frequency: Weekly	01/07/13	02/22/13
Grouping: 4/1	Frequency: week	5 days per	<i>Time:</i> 10	Monitor: Paraprofessional		
02/15/2013		RTI Progr	ess Monitor	ing Meeting		

RTI Progress Monitoring Meeting

0_1_01_0_0					Rate of Improvement:			
Progress Monitoring To	ol Grade	Date Administered	Benchmark	Ġoal	Student			
DIBELS	None	01/11/2013	65	56	55			
DIBELS	None	01/18/2013	67.5	59	60			
DIBELS	None	01/25/2013	70	62	66			
DIBELS	None	02/01/2013	72.5	65	70			
DIBELS	None	02/15/2013	75	68	76			
Decision	Notes		Participants					
Continue Plan								
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Progress Monitoring To	ol Grade	Date Administered	Benchmark	Goal	Student			

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