

## Individual Intervention Plan Tier III

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

*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.*

<b>Intervention(s)</b>	<b>Interventionist</b>	<b>Monitoring Tool</b>	<b>Start Date</b>	<b>End Date</b>
1) <i>Soar to Success</i>	<i>Reading Specialist</i>	<i>DIBELS</i>	<i>01/07/13</i>	<i>02/22/13</i>
<i>Grouping: 4/1</i>	<i>Frequency: 5 days per week</i>	<i>Time: 35</i>		
		<i>Frequency: Weekly</i>		
		<i>Monitor: Paraprofessional</i>		
2) <i>Read 180</i>	<i>Reading Specialist</i>	<i>DIBELS</i>	<i>01/07/13</i>	<i>02/22/13</i>
<i>Grouping: 4/1</i>	<i>Frequency: 5 days per week</i>	<i>Time: 10</i>		
		<i>Frequency: Weekly</i>		
		<i>Monitor: Paraprofessional</i>		

**02/15/2013**

**RTI Progress Monitoring Meeting**

Progress Monitoring Tool	Grade	Date Administered	Rate of Improvement:		
			Benchmark	Goal	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*

**03/11/2013**

**RTI Progress Monitoring Meeting**

Progress Monitoring Tool	Grade	Date Administered	Rate of Improvement:		
			Benchmark	Goal	Student

DIBELS	None	02/19/2013	77.5	71	74
DIBELS	None	02/22/2013	80	74	72
DIBELS	None	03/01/2013	82.5	77	77
DIBELS	None	03/04/2013	85	80	79
DIBELS	None	03/08/2013	87.5	83	82

Decision Notes Participants  
*Continue Plan*

**04/12/2013 RTI Progress Monitoring Meeting**

Progress Monitoring Tool	Grade	Date Administered	Rate of Improvement:		
			Benchmark	Goal	Student
DIBELS	None	03/15/2013	90	86	87
DIBELS	None	03/22/2013	92.5	89	90
DIBELS	None	03/29/2013	95	91	93
DIBELS	None	04/05/2013	97.5	94	97

Decision Notes Participants  
*Continue Plan*

**05/24/2013 RTI Progress Monitoring Meeting**

Progress Monitoring Tool	Grade	Date Administered	Rate of Improvement:		
			Benchmark	Goal	Student
DIBELS	None	04/12/2013	100	97	100
DIBELS	None	04/19/2013	102.5	100	103
DIBELS	None	04/26/2013	105	103	106
DIBELS	None	05/03/2013	107.5	106	110
DIBELS	None	05/10/2013	110	109	113
DIBELS	None	05/17/2013	112.5	113	117

Decision Notes Participants