

RtI STRATEGIES Minutes and Intervention Plan

Tier 1

Student		Grade	Teacher	District/Campus	
Area of Concern: (circle top 1-2 areas of concern) READING: Phonemic Awareness, Phonics, Oral Reading Fluency, Vocabulary Development, Comprehension Strategies MATH: Computation, Application, Problem Solving			Detailed Issues in Area of Concern:		
Goal:					
Intervention(s):	Measure Used	Start Date	End Date	How Often	Who

PROGRESS MONITORING Results

<i>Baseline</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>

Chart Progress Monitoring Results (after intervention)

<i>Baseline</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>

DECISION MAKING CONCLUSION

Circle student's Level of Progress and the choice in that row that indicates what the RtI committee wants to do next.

LEVEL OF PROGRESS	Based on the information discussed in this meeting, the RtI committee agrees to:		
Acceptable Progress	Monitor (fill in dates below)	Modify Plan	DISMISS
Slow Progress	*Modify Plan	*Change Intervention	
No Progress	*Modify Plan	*Change Intervention	Refer to Tier 2

*If plan is modified, attach additional "Intervention Plan-Academic" form with new plan

Monitor Only: Start Date: End Date:

Additional info:

Next Meeting Date:

RtI Tier 1

Universal Interventions within regular classroom

Members:

Required: Teacher(s), Parent(s), & a third party

Suggested: Student, Lead teacher or Dept. head or Counselor-Administrator

Teacher clearly defines concerns and expectations in measurable terms.

OR

Teacher assists parent in clearly defining concerns.

Develop a written plan of action with parent and student input.

Plan may include:

~Curriculum standards

~Behavioral Expectations

~Activities specifically designed for concern

~Resources for home

Interventions are done within the classroom framework.

Scientific research principles are used.

Variety of grouping formats is used.

Documentation needed: Parent Teacher Conference Form completed at meeting.

Implement Plan for 4 consecutive weeks.

At the end of 4 weeks, move to Second Step if student has consistently scored in the bottom 10% of a grade level at the campus on district diagnostic tests such as the DRA, CBA's, TPRI, etc. (for behavior – look at discipline referrals, classroom observations, etc).

Students who have responded to Step 1 interventions will continue at Step 1