

# RtI STRATEGIES Minutes and Intervention Plan

# Tier 3

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

## 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.

<b>LEVEL OF PROGRESS</b>	<b>Based on the information discussed in this meeting, the RtI committee agrees to:</b>				
Acceptable Progress	Monitor (fill in dates below)	Modify Plan	DISMISS		
Slow Progress	*Modify Plan	*Change Intervention			
No Progress	*Modify Plan	*Change Intervention	Refer to 504	Refer to Special Education	

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

<b>Monitor Only:</b> Start Date: _____ End Date: _____
<b>Results of Data Collection:</b> Attendance Records: _____ Medications: _____ Office Referrals: _____ Current Programs: _____ Home Language Survey: _____ Health Inventory: V _____ H _____ Other info: _____

**Next Meeting Date:** \_\_\_\_\_

## **RtI Tier 3**

### ***Intensive Interventions - Problem Solving with Specialists***

Focus: Student has been supported on Tier 1 for 6-12 weeks and Tier 2 for a minimum of 6 weeks, but has not responded.

Members: Standing STRATEGIES committee

Parent

Student

Specialists are invited to the meeting to give input. Specialist may include but are not limited to:

504 representative	Instructional Specialist
Dyslexia representative	Nurse
Behavior Specialist	Counselor

Case manager for the student will complete STRATEGIES Minutes and Intervention Plan for Tier 3.

Determine likely reason for lack of progress:

- Skill Deficit ----- Has not developed the skill
- Performance Deficit-----Has skill, but chooses not to utilize it

Consider: Does the student have a documented disability and an educational need that may qualify for services under 504?

Intensify the intervention plan such as:

Very small group instruction (i.e. 4:1)

Intensive instruction, using interventions, for 30 minutes per day.

Strategies/Interventions cover all areas of reading and math

Progress is monitored at least 2 times per week

Documentation Needed:

Completed STRATEGIES Minutes and Intervention Plan from Step Two.

Any supporting data may be attached

- At the end of 6 weeks review Tier 2 documentation. 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) move to Tier 4.
- Students above the bottom 10 % at the campus/grade level will continue at Tier 3
- Students who no longer exhibit needs will be removed from the STRATEGIES