

Disposition*:

Bridgeport Elementary School
Response to Intervention (RTI) Plan**

Date _____

Student: _____ **Grade** _____ **Teacher** _____

Date of Birth _____ Parent _____ Phone _____

Referral by _____ Parent teacher conference Y N Date _____

Concern:

____ Excessive Absences ____ Reading Progress ____ Math progress ____ Writing Progress
____ Behavior ____ Potential Retention ____ Counseling

Available Background Information

- Retained at grade level? _____
- Previous LST date? _____
- Attendance issues? _____
- Woodcock Munoz scores (Circle)
 - CALP English ability 1 2 3 4 5
 - CALP Spanish ability 1 2 3 4 5
- WLPT scores _____

Current/Prior Interventions at a Glance

- Pre-1st grade placement
- Counseling
- Migrant/Bilingual: Year(s): _____
- Special Education services
 - Reading
 - Writing
 - Math
 - OT
 - SLP
- 2nd-dose reading (ReadWell)
- Read Naturally
- After-School program _____

>Reading

Kindergarten Dibels Benchmark 1 2 3 (Circle one)

Read Well Level _____ Fluency _____

Initial Sound Fluency (ISF) _____ Letter Naming Fluency (LNF) _____

Phoneme Sequential Fluency (PSF) _____ Nonsense Word Fluency (NWF) _____ Word Use Fluency (WUF) _____

First Grade Dibels Benchmark 1 2 3 (Circle one)

Read Well Level _____ Read Well Plus Level _____

Harcourt Level _____ Fluency _____ (Fall Winter Spring)

Letter Naming Fluency (LNF) _____ Phoneme Sequential Fluency (PSF) _____ Nonsense Word Fluency (NWF) _____ Word Use Fluency (WUF) _____ ORF _____

Second Grade Dibels Benchmark 1 2 3 (Circle one)

Oral Reading Fluency _____ Retell Fluency RF _____ Word Use Fluency (WUF) _____

Third Grade Dibels Benchmark 1 2 3 (Circle one)

Oral Reading Fluency _____ Retell Fluency RF _____ Word Use Fluency (WUF) _____

Fourth/Fifth Grade Fluency Level/Goal: _____ / _____ Star Test (GE) _____ AR Level (ZPD) _____

>Writing

Kindergarten: (Circle One) Pre Emergent Practicing

Zaner-Bloser grade level _____

Writing Skills (+,-,NA)

Prewriting _____

Elaborating _____

Clarifying _____

Editing _____

Proofreading _____

Presenting _____

>Math

Most Recent Report Card Grade/Effort _____ / _____

Math Facts; subject/Goal: _____ / _____

Assessment Information:

Date ___ / ___ / ___ WASL: Reading _____ Math _____ Writing _____ Science _____

*This page will be copied. Copies will be put in student's cumulative file. More details are kept in the LST binder in the principal's office.

Identify the area to be targeted for intervention. *That is, what is the referring teacher's cause for concern?*

(Check applicable bubbles)

<p>How we teach?</p>	<ul style="list-style-type: none"> <input type="radio"/> Direct Instruction <input type="radio"/> Inquiry-based instruction <input type="radio"/> <input type="radio"/> _____ _____
<p>What is being taught?</p>	<ul style="list-style-type: none"> <input type="radio"/> Bridges Math <input type="radio"/> Read Well <input type="radio"/> Harcourt <input type="radio"/> AR <input type="radio"/> Zaner-Bloser writing <input type="radio"/> _____ _____
<p>Environment where learning is to occur?</p>	<ul style="list-style-type: none"> <input type="radio"/> Small groups <input type="radio"/> Large groups <input type="radio"/> One-on-one <input type="radio"/> Pull-out <input type="radio"/> Independent work <input type="radio"/> Reading Switch <input type="radio"/> _____ _____
<p>Characteristics of the learner that directly relate to the area of concern? Attach applicable charts/data comparing this student to three other students.</p>	<ul style="list-style-type: none"> <input type="radio"/> Reading: significantly behind peers <input type="radio"/> Math: significantly behind peers <input type="radio"/> Behavior: significantly different than peers <input type="radio"/> Health issues <input type="radio"/> Adaptive skills: significantly lower than peers <input type="radio"/> _____ _____

Apply the “RIOT” approach across the above area(s) of concern to determine current levels of performance. This is done by collecting evidence and/or evaluating student performance by each of these four methods below. Plan on bringing applicable information to the LST meeting.

R eview <ul style="list-style-type: none"><input type="radio"/> Work Samples<input type="radio"/> Cumulative Folders<input type="radio"/> Health Records<input type="radio"/> DIBELS graphs	I nterview <ul style="list-style-type: none"><input type="radio"/> Teachers<input type="radio"/> Parents Describe previous communications w/parents <input type="radio"/> Student<input type="radio"/> Significant Others
O bserve <ul style="list-style-type: none"><input type="radio"/> Student-teacher<input type="radio"/> Student-peer	T est <ul style="list-style-type: none"><input type="radio"/> Curriculum based<input type="radio"/> Norm referenced<input type="radio"/> Criterion referenced<input type="radio"/> Rating Scales<input type="radio"/> Acculturation Quick Screen

Submit this form to the building principal after supplying the above information.

5. MONITORING OF PLAN:

How will this plan be monitored? And by who? And when?

	By Whom

Next Meeting (to evaluate this plan):

Date: _____ Location: _____ Time: _____

6. EVALUATE THE PLAN

Date: _____ Student's Name: _____

Make modifications and conclusions based on data analysis and the monitoring plan (evaluation procedure, schedule, and decision rule). Record conclusions made and why.

Intervention	Student's Response	Effective? (Y/N)

- A. Problem Solved- Student exits intervention plan and returns to core curriculum
- B. Continue the Intervention Plan
 - 1. Discontinue current intervention because goals have been met and develop a new intervention plan with new goals
 - 2. Revise the plan because goals have not been met
 - 3. Continue the plan because progress is evident although goals have not been met
- C. Problem not solved, consider referral for special education or 504 plan. Attach *Focus of Concern* cover page.

** Modified from documents originally developed by Wayne Callender.