SCHOOL INTERVENTION TEAM / STUDENT INTERVENTION PROGRAM INTERVENTION PLAN

*Rev. 09/10 ULLOM ES 512*

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| **STUDENT NAME:** | **DATE:** |
| **STUDENT NUMBER:** | **BIRTHDATE:** |
| **TEACHER/ROOM:** | **STUDENT AGE:** |
| **CASE MANAGER: Colbrook** | **SCHOOL:** |
| **ELP:** | **GRADE/TRACK:** |

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| --- | --- | --- | --- | --- | --- |
| **Intervention Plan**  **# (circle one)** | **1** | **2** | **3** | **4** | **5** |
| **To-From Dates** | **?? - ??** |  |  |  |  |

**BASELINE/TARGET CONCERN(S):** (For the concerns, describe the degree of discrepancy between the demands of the educational setting and the pupil’s performance. Must be specific/observable/measurable.)

Student reads # words correctly with # errors per minute on third grade AIMSweb passages. At the Fall benchmark, same age peers are reading 87 words per minute with 98% accuracy. The academic demands of the third grade classroom are far above Student’s skill level, as s/he is unable to independently read and/or complete assignments.

**INTERVENTION GOAL(S):** (Identify curricular and/or behavioral tasks to be accomplished. Include data regarding

where the student should be performing for his/her grade level, adequate/acceptable progress and rate of learning for this student. Must be specific/observable/measurable.)

Based on an ambitious rate of improvement, in # weeks of intervention, Student will read # words correctly in one minute with less than 2 errors.

**INTERVENTION PLAN SUMMARY:** (Based upon examination of the student’s characteristics as a learner, the instruction provided and the curricular tasks to be accomplished identify targeted scientific, research-based interventions designed to improve the student’s level of performance and increase rate of learning. Reading interventions should address phonemic awareness; phonics; fluency; comprehension and vocabulary as applicable. Specify responsible persons.)

FOR COWLEY’S DI KIDS:

Student will meet with the special education teacher every school day for instruction in phonics and reading decodable text. Instruction will include systematic explicit instruction in phonics patterns and sign-sound relationships, including vowel patterns and decoding strategies. The intervention will consist of blending practice, word sorting, dictation, and repeated readings. This intervention will be IN ADDITION TO core reading instruction during which the classroom teacher will meet with Student every day for small group instruction.

FOR CARTER’S DI KIDS:

Student will meet with the special education teacher every school day for instruction in phonics and reading connected text. Instruction will include systematic explicit instruction in phonics patterns and sign-sound relationships, including syllable patterns and multisyllabic decoding strategies. The intervention will consist of blending practice, word sorting, dictation, and repeated readings. This intervention will be IN ADDITION TO core reading instruction during which the classroom teacher will meet with Student every day for small group instruction.

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| --- | --- |
| Number of instructional sessions per week: | Number of minutes per each instructional session: |
| 5 | 30 |

**INTERVENTION TIME REQUIRED TO MEET GOAL(S):**

**OTHER FACTORS:** (Identify relevant learner characteristics, necessary resources, materials, setting, sequencing of intervention steps, and parent participation as applicable. Specify responsible persons.)

The intervention will take place in a special education classroom during a schoolwide differentiated instruction time. Materials needed are the SIPPS (Systematic Instruction in Phonics, Phonemic Awareness and Sight Words) program materials, as well as student journals and white boards. Pertinent learner information includes: ???

**HOW WILL PROGRESS BE MEASURED?** (Include frequency of data collection, the strategies to be used to summarize data, the criteria to be used to evaluate the effectiveness of the intervention, and the schedule for evaluating the effectiveness of the intervention. Attach specific assessment if possible.)

Progress will be measured weekly using randomly selected AIMSweb RCBM third grade passages.

**OUTCOME: TC=Target Concern: Date of Decision:**

**\_\_\_**TC resolved (SIP terminated) **\_\_\_**TC being resolved (SIP continued) **\_\_\_**TC unresolved (explain)

Explain.