

2/8/22 PST

Benchmark Data		
	Fall	Winter
IRLA	RTM	2Y
NWEA MAP	140 (10th percentile)	146 (7th percentile)
iReady	351 (18th percentile)	391 (47th percentile)

Supports	
Academic	Social Emotional
<p>Groot (Tier 1)</p> <p>Frequency & Duration:</p> <ul style="list-style-type: none"> Daily five days a week, 15 minutes <p>Group Size:</p> <ul style="list-style-type: none"> 1-1 <p>Resources:</p> <ul style="list-style-type: none"> Yellow books from IRLA <p>Strategies/Learning Focus:</p> <ul style="list-style-type: none"> Copying from a board Letter naming/letter sounds with LSM cards <p>Can Do:</p> <ul style="list-style-type: none"> Strong pencil grip, letter formation strong, 1-1 correspondence, writes alphabet to Ff 	<p>Behaviors:</p> <ul style="list-style-type: none"> Refusals, avoidance, defiance, Noticing that behaviors are improving <p>What works?</p> <ul style="list-style-type: none"> ABC Song Lots of encouragement Celebrating growth ARC Bookshelf <p>What doesn't work?</p> <ul style="list-style-type: none"> Tried work for board, was unsuccessful
<p>3/15 Check In</p> <p>Student received grade-level core instruction. Yes</p> <p>Student was provided differentiated core instruction based on formal and informal assessment. Yes</p> <p>Assessment data was collected and reviewed three times per year. Yes No</p>	

The general education core curriculum succeeded in bringing a high percentage of students to mastery.

Yes

What's working well at Tier 1?

- Going to the office with folder. (Goal: Try to rely less on singing the song to know the letter name/sound.)
- Cheryl has been unable to pull him to read extra (model good reading).
- Needs all classroom assessment translated.

ELL- Leable (Tier 2)

Frequency & Duration:

- 9-9:30
- M, T, TH, F

Group Size:

- One to one

Resources:

- Jan Richardson Sight Words Levels A&B
- Tried Lalilo & Imagine Learning but creates frustration

Strategies/Learning Focus:

- Letter sounds/names every day with LSM cards
- Making words & locating them in context and writing them in a sentence.

Can Do:

Behaviors:

- Refusals, avoidance, defiance,
- Noticing that behaviors are improving

What works?

- ABC Song
- Lots of encouragement
- Celebrating growth
- ARC Bookshelf

What doesn't work?

- Tried work for board, was unsuccessful

3/15 Check In

Student was provided small group (3-7 students), research-based intervention in areas of need as identified by assessment data (universal screening and benchmark testing).

Yes

Student's progress toward identified goals was monitored at least monthly and instruction as adjusted accordingly.

Yes No

Intervention frequency, duration, and content is documented and available for review.

Yes

Student was provided research-based intervention program in areas of need, in a small group setting, as identified by assessment data.

Yes No

What's going well in Tier 2

I see Ismael for 30 minutes every day except Wednesdays and push into his class for writing 30 minutes every day except Wednesdays. I just assessed Ismael and he knows the following now:

-He only knew a few Level A Jan Richardson words and now he knows 19 words from Levels A, B, and C/24 words from 1G. He makes these words, writes them individually, and writes sentences with them. We are working on sounding out words and chunking words that are unfamiliar.

-He now knows the sounds and letters for all of the letters of the Alphabet except for q, l, w, v, y, g, f, t...he knows the sounds for l, g, f, and t but couldn't name the letters.

-He is able to write his first name correctly, but not his last name. We are working on this also.

-He is able to identify all his numbers 1-100 in random order. He also can add and subtract single digits mentally with ease.

-He needs translation of math word problems and directions for clarification. For example, when I asked him in English what numbers come before and after a number, he couldn't tell me...BUT when I asked him in Spanish, he could.

-He is currently reading Cooking with Cat by Dr. Seuss (0.6 level) and after practicing it for four days, he can almost read it independently. He is learning to use picture clues in order to figure out unfamiliar words. He also points to his words as he reads, which he wasn't doing consistently before.

-He is easily able to understand that a sentence needs to begin with a capital letter and end with a punctuation mark. He is still continuing to work on proofreading sentences he has written to see if they make sense or not. His handwriting is very legible, with spacing, and without reversals or writing letters on top of each other. He also is transitioning from using jumbo pencils and jumbo crayons to regular sized ones.

-He continues to THRIVE when tangible All Stars are used for him to purchase items in my treasure box.

Reading Improvement-Fernandez (Tier 3)

Frequency & Duration:

- 15 lessons total, not been as consistent as intended,
- 15 minutes

Group Size:

- 1-1

Resources:

- Leveled books

Behaviors:

- Refusals, avoidance, defiance

What works?

- Higher interest books
- Writing about himself

What doesn't work?

<p>Strategies/Learning Focus:</p> <ul style="list-style-type: none"> ● One to one correspondence ● Phonemic awareness ● Vocabulary ● Writing <p>Can Do:</p> <ul style="list-style-type: none"> ● Notice some self monitoring- once learned pattern he self correctedwe/l ● Knows pattern in simple A books ● Directionality 	
<p>3/15 Check In</p> <p>Intervention frequency, duration, and content is documented and available for review. Yes</p> <p>Student was provided research-based intervention program in areas of need, in a small group setting, as identified by assessment data. Yes</p> <p>At least one round of Tier III (8-12 weeks) was provided and at least 6 data points using program-specific measures were collected. No</p> <p>What's going well at Tier 3?</p> <ul style="list-style-type: none"> - Good at using resources/charts when he gets stuck. - Glasses seem to be making a huge difference. He has a really high script. - 10 more lessons since last meeting. - Now self correcting and chunking out words. Using meaning when reading, but needs to keep working on getting ready for the beginning sound. - Inconsistently crossing checking between meaning and visual. - Will add in stars to encourage less refusals (borrowed from Kim). 	

Follow Up Date

3/15 **4/18**

Questions to Consider:

How do parents feel about their child using their first language (Spanish)?

Contacts for free glasses?? Prescription is here!

Next Steps:

- All Tiers of support will work on collective, foundational, instructional strategies
- Reading Improvement with Joseph 4 days a week consistently
- Daily IRLA lessons 1-1 with Groot in classroom
- Go to office twice a day to read a yellow book, practice sounds in folder, and have book read to him. Times: 9:30 or 10 AND 1:00
- Cheryl will pop in at least once a day to repeat above process
- Kim vs Abby and what does that support look like as far as EL need?
- Put social emotional intervention on hold and see if academic support helps improve confidence, buy in, and motivation. Continue to reinforce social emotional with PBIS points, celebrations, and encouragement.

Collective Foundational Instructional Strategies to Work On

- ~~Following the pattern in books~~
- ~~1-1 correspondence~~
- Get mouth ready for letter sound (letter sound motion)
- Writing (first sound)
- Power words grouped by phonics skill
- Support Visual Meaning: Does it look right? What would you expect to see?

To Do:

- ~~Erica or Amanda make letter name/sound folder~~
- ~~Erica contact Sharon about glasses~~
- ~~Erica email office about times to go down and read~~
- ~~Erica or Amanda train office, Jenn, Cheryl, how to use folder~~
- Jenn, Kim, Joseph meet to discuss learning focus