Margaret Fischer Davis Elementary School Pleasant Grove ISD



Tier 3
Reading Intervention
Protocol and Procedures
2023-2024

How do we define Reading Intervention at Margaret Fischer Davis Elementary School?

Reading Intervention IS:

- intense remediation in foundational skills during the regular instructional day
- available for all students
- provided by highly trained staff
- targeted specifically to each student's areas of need
- focuses on foundational skills and knowledge that students should have mastered in prior years of school
- small in group size
- 5 days a week- 30 minutes daily for kindergarten and first grade
 45 minutes daily for second grade

Reading Intervention is NOT:

- a place for students to stay, long-term
- a label
- a "program"
- a punishment
- a road to special education

How does a student qualify for Reading Intervention services at Margaret Fischer Davis Elementary School?

Second Grade

August-September

Prior to beginning-of-the-year district testing, a student **must** meet one of the following criteria:

- The student scored "well-below" composite score on first grade, end-of-the-year, mClass testing
- The student scored "well-below" grade level on first grade, end-of-year, Star Renaissance testing
- The intervention team has met and requests services

October-December

Following beginning-of-the-year, district testing, a student may qualify if.

- The student scored "well-below" composite score on beginning-of-the-year, mClass testing
- The student scored "well-below" grade level on beginning-of- the-year, Star Renaissance testing
- The student has 1's or 2's in grade-level, reading priority standards for the first nine weeks
- The intervention team has met and requests services

January-May

Following middle-of-the-year, district testing, a student may qualify if:

- The student scored "well-below" composite score on middle-of-the-year, mClass testing
- The student scored "well-below" grade level on middle-of-the-year, Star Renaissance testing
- The student has 1's or 2's in grade-level, reading priority standards for the second or third nine weeks
- The intervention team has met and requests services
- ** Parents or guardians of the student will receive a notification email from an interventionist once a placement has been made.

First Grade

August-September

Prior to beginning-of-the-year, district testing, the student **must** meet one of the following criteria:

- The student scored "well-below" composite score on kindergarten, end-of-the-year, mClass testing
- The intervention team has met and requests services

October-December

Following beginning-of-the-year, district testing, a student may qualify if:

- The student scored "well-below" on composite score, beginning of the year, mClass testing
- The student has 1's or 2's in grade-level, reading priority standards for the first nine weeks
- The intervention team has met and requests services

January-May

Following middle-of-the-year, district testing, a student may qualify if:

- The student scored "well-below" composite score, on middle-of-the-year,
 mClass testing
- The student has 1's or 2's in grade-level, reading priority standards for the second or third nine weeks
- The student scored "well-below" grade level on middle-of-the-year, Star
 Renaissance testing
- The intervention team has met and requests services

^{**} Parents or guardians of the student will receive a notification email from an interventionist once a placement has been made.

<u>Kindergarten</u>

August-September

Prior to beginning-of-the-year district assessments, the student **must** meet the following criteria:

 not showing adequate progress with letter recognition, as determined by the intervention and kindergarten team

October-December

Following beginning-of-the-year district testing, a student may qualify if:

- The student scored "well-below" composite score, on beginning of the year,
 mClass testing
- The student has 1's or 2's in grade-level, reading priority standards for the first nine weeks
- The intervention team has met and requests services

January-May

Following middle-of-the-year, district testing, a student may qualify if:

- The student scored "well-below" composite score, on middle-of-the-year, mClass testing
- The student has 1's or 2's in grade-level, reading priority standards for the second or third nine weeks
- The intervention team has met and requests services

^{**} Parents or guardians of the student will receive a notification email from an interventionist once a placement has been made.

Name:	Grade:	Teacher:
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The intervention team	has met and requests servi	ces
Behavior Issues Y or N		
Attendance Issues Y or N		
Notes:		
will be receiving tier 3 re	ading intervention from one o	f the MFDES interventionists.
will be receiving tier 3 re from their homeroom teacher.	ading intervention during thei	r regularly scheduled tier 3 time
Date: Time:	Reading Interven	tion Team:

Name:		Grade:	Teacher:
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PM-1													
PM-2													

		Tier 3 (In-Cl	Tier 3 (In-Class) Documentation	ion	
Name:		Grade:		Teacher:	
Skill:					
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How is a student released from Reading Intervention Services at Margaret Fischer Davis Elementary School?

All students

August-September

All students who are placed in a Reading Intervention group during August and September, will remain until after beginning-of-the-year, district testing has ceased. Once testing is complete, they will be placed under the previous guidelines stated on pages 3-5 of this document.

October-December

Once placed, intervention will be targeted to the specific deficit(s) of each child. The student will receive explicit instruction on each skill and will be monitored every 2-3 weeks, using the mClass progress monitoring system. Once the student has reached benchmark status on the targeted skill, two consecutive times, the interventionist will conference with the homeroom teacher. If adequate progress has been made within the classroom, and both teacher and interventionist agree, the student may be released at that time. (Please see the attached release forms for further details.)

January-May

Students who have not been released from intervention prior to January, will be re-evaluated and continue intervention based on middle-of-the-year testing results, once groups continue.

The student will receive explicit instruction on each skill and will be monitored every 2-3 weeks, using the mClass progress monitoring system. Once the student has reached benchmark status on the targeted skill, two consecutive times, the interventionist will conference with the homeroom teacher. If adequate progress has been made within the classroom, and both teacher and interventionist agree, the student may be released at that time. (Please see the attached release forms for further details.)

Margaret Fischer Davis Elementary School Tier 3 Reading Intervention Release Form Kindergarten

	has met the follow	ing criteria and is being
released from tier 3 read	ling intervention. This is effective on	
	Criteria for Release	
Met benominimum of one time.	chmark on the following skills during mCLASS pro	ogress monitoring a
	erventionist has conferenced with the homerooming released from tier 3 reading intervention at this	
NOTES:		
	Interventionist	 Date
	Homeroom Teacher	Date

Margaret Fischer Davis Elementary School Tier 3 Reading Intervention Release Form 1st Grade

	has met the follow	ring criteria and is being
released from tier 3 read	ling intervention. This is effective on	·
	<u>Criteria for Release</u>	
Met beno	chmark on the following skills during mCLASS pro	ogress monitoring, two
	erventionist has conferenced with the homeroom ng released from tier 3 reading intervention at thi	
NOTES:		
	Interventionist	 Date
	Homeroom Teacher	 Date

Margaret Fischer Davis Elementary School Tier 3 Reading Intervention Release Form 2nd Grade

	has met the following	owing criteria and is being
released from tier 3 read	ding intervention. This is effective on	
	Criteria for Release	
Met benconsecutive times:	chmark on the following skills during mCLASS	progress monitoring, two
	erventionist has conferenced with the homeroo ing released from tier 3 reading intervention at	
This stumonitoring.	udent has shown sufficient growth on Star Rena	aissance progress
NOTES:		
	Interventionist	Date
	Homeroom Teacher	 Date

Date
Parent Notification of Intervention Support
Dear Parent/Guardian of,
We are committed to providing the extra support needed for your child to be successful in Reading during the 2022-2023 school year. Our campus has a dedicated block of time for intervention and enrichment during the school day. This block of time is outside of core classroom instruction, lunch, recess, and activity time.
Based on information reviewed by our intervention team, we feel your child would benefit from additional time and targeted support during the school day. Your child will be provided intervention on specific literacy skills during this time.
Your child qualifies for intervention due to one or more of the following reasons:
Student scored "Well Below" on the mClass Reading ScreenerStudent was identified as receiving "Insufficient progress- 1" or "Approaching- 2" in reading (phonics and fluency) standards on the report cardStudent scored "Well Below" grade level on the Star Renaissance Reading Assessment
Your child will receive intervention:
with the classroom teacher during the scheduled intervention time
with the reading interventionist during the scheduled intervention time
You will receive a letter of notification upon dismissal from intervention.
Thank you for your support in helping us ensure high levels of learning for all students.
If you have any questions or concerns regarding this notification, please contact Natalie Reeves, Campus Principal.

Date
Parent Notification of Mastery in Tier 3 Intervention
Dear Parent/Guardian of,
I am pleased to inform you that your child,, no longer needs literacy intervention services at this time.
As we continue to monitor all of our students throughout the year, your child will be given access to any intervention needed to ensure they are successful. You will be notified at that time.
If you have any questions or concerns, please contact Natalie Reeves, Campus Principal.