

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.

## Kindergarten

### *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: \_\_\_\_\_

MFDES Tier 3 Reading Intervention Qualifying Review MOY

**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 and 2's in grade-level, reading priority standards (phonics and fluency) for the second or third nine weeks and/or has not mastered the appropriate letters.

\_\_\_\_\_ The intervention team has met and requests services

Behavior Issues Y or N

Attendance Issues Y or N

Notes:

\_\_\_\_\_ will be receiving tier 3 reading intervention from one of the MFDES interventionists.

\_\_\_\_\_ will be receiving tier 3 reading intervention during their regularly scheduled tier 3 time from their homeroom teacher.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Reading Intervention Team: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

MFDES Tier 3 Reading Intervention Qualifying Review MOY

***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 and 2's in grade-level, reading priority standards (phonics and fluency) 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

Behavior Issues Y or N

Attendance Issues Y or N

Notes:

\_\_\_\_\_ will be receiving tier 3 reading intervention from one of the MFDES interventionists.

\_\_\_\_\_ will be receiving tier 3 reading intervention during their regularly scheduled tier 3 time from their homeroom teacher.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Reading Intervention Team: \_\_\_\_\_









### Tier 3 (In-Class) Documentation

Name:	Grade:	Teacher:
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<b>Skill:</b>					
Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Progress Monitored on: Results:					

<b>Skill:</b>					
Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Progress Monitored on: Results:					



## MFDES Intervention Documentation Sheet

Name:	Grade:	Teacher:
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<b>Skill:</b>					
Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Progress Monitored on:			Results:		

<b>Skill:</b>					
Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Progress Monitored on:			Results:		

## 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 following criteria and is being released from tier 3 reading intervention. This is effective on \_\_\_\_\_.

**Criteria for Release**

\_\_\_\_\_ Met benchmark on the following skills during mCLASS progress monitoring a minimum of one time.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The interventionist has conferenced with the homeroom teacher and both agree on the student being released from tier 3 reading intervention at this time.

NOTES:

\_\_\_\_\_  
Interventionist Date

\_\_\_\_\_  
Homeroom Teacher Date

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

\_\_\_\_\_ has met the following criteria and is being released from tier 3 reading intervention. This is effective on \_\_\_\_\_.

**Criteria for Release**

\_\_\_\_\_ Met benchmark on the following skills during mCLASS progress monitoring, two consecutive times:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The interventionist has conferenced with the homeroom teacher and both agree on the student being released from tier 3 reading intervention at this time.

NOTES:

\_\_\_\_\_  
Interventionist Date

\_\_\_\_\_  
Homeroom Teacher Date

**Margaret Fischer Davis Elementary School**

**Tier 3 Reading Intervention Release Form**

**2nd Grade**

\_\_\_\_\_ has met the following criteria and is being released from tier 3 reading intervention. This is effective on \_\_\_\_\_.

**Criteria for Release**

\_\_\_\_\_ Met benchmark on the following skills during mCLASS progress monitoring, two consecutive times:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The interventionist has conferenced with the homeroom teacher and both agree on the student being released from tier 3 reading intervention at this time.

\_\_\_\_\_ This student has shown sufficient growth on Star Renaissance progress monitoring.

NOTES:

\_\_\_\_\_  
Interventionist Date

\_\_\_\_\_  
Homeroom Teacher Date





# MARGARET FISCHER DAVIS

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## ELEMENTARY SCHOOL

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 Screener
- \_\_\_\_\_ Student was identified as receiving "Insufficient progress- 1" or "Approaching- 2" in reading (phonics and fluency) standards on the report card
- \_\_\_\_\_ Student 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.



# MARGARET FISCHER DAVIS

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## ELEMENTARY SCHOOL

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.