Teacher/Team Name(s):	**Smith/Challengers Team**	Initial Meeting Date:	**10/01/2015**
School Name:	**Sample Middle School**	Grade:	**6**

INITIAL TEACHER-BASED PROBLEM-SOLVING MEETING

☒ **Team reviewed Tier I data and recommends Tier II interventions.**

What baseline data tool is being used to group students? (EG: CBM, Formative/Summative/Standardized Assessment, etc.) IRLA

Problem Identification/Target Skill Instruction: <u>Mark</u> the area **and** <u>highlight</u> the specific supplemental instruction focus:

☒ Reading (Phonemic Awareness, Phonics, Fluency, <u>Vocabulary</u>, <u>Comprehension</u>)   ☐ Writing (Expression, Structure, Conventions, Content)

☐ Mathematics (Calculation, Application, Fluency)   ☐ Behavior (Social Skills, Executive Function, Emotion Regulation)

INTERVENTION GROUP DATA *(Confidential Information)*

	STUDENT NAME	PMP	ESE	504	ESOL	RETAINED	PERTINENT ADDITIONAL INFORMATION
1.	**Johnny Appleseed**	**R** **W** M S	Y/**N**	Y/**N**	Y/**N**	Y/**N**	
2.	**Pippi Longstocking**	**R** W M S	Y/**N**	**Y**/N	Y/**N**	**Y**/N	Pippi has a 504 plan and takes Adderall for her ADHD. Repeating 6th.
3.	**Tom Sawyer**	**R** W M S	**Y**/N	Y/**N**	Y/**N**	Y/**N**	Tom has difficulty following teacher directives and completing assignments & uses a check-in/check-out card. ESE: Speech
4.	**Hermione Granger**	R W M S	Y/**N**	Y/**N**	**Y**/N	Y/**N**	Hermione is frequently tardy to school. Hermione receives ESOL support (parents speak Spanish).
5.		R W M S	Y/N	Y/N	Y/N	Y/N	
6.		R W M S	Y/N	Y/N	Y/N	Y/N	

ACTION PLAN TIER II *(Refer to School Resource Map)*

Intervention & Material(s) Used	Frequency & Duration	Dates	Intervention Provider	Support for Provider	Progress Monitoring
Intervention: **Repeated instruction focused on word meaning** (vocabulary) Material: **IRLA Skill cards**	# of Minutes: **15** # of Days/Week: **3**	**Start: 10/02/15** **Review: 11/2/15**	A. Smith, Teacher	IRLA instruction for teachers by Learning Design Coach	Tool: Easy CBM Assessment Frequency: **Weekly** Person: Tammy Team-Leader
Intervention: **Main idea summarizing** (comprehension) Material: **Leveled readers**	# of Minutes: **30** # of Days/Week: **2**	**Start: 10/02/15** **Review: 11/2/15**	B. Jones	Instruction on Leveled readers for teacher by Learning Design Coach	Tool: **Easy CBM Assessment** Frequency: **Weekly** Person: **Tammy Team-Leader**
	# of Minutes: # of Days/Week:	**Start:** **Review:**			Tool: Frequency: Person:

PROGRESS MONITORING TARGET/GOAL FOR GROUP: 75% group average on EasyCBM assessments

LIST TEAM MEMBERS PRESENT: *A. Smith (Reading teacher), B. Jones (VE teacher), C. Miller (Lang. Arts), D. Baker (Math), E. Dennis (Social Studies), Tammy Team-Leader (Team Leader)*

DATE OF FOLLOW-UP PROBLEM-SOLVING MEETING: **11/09/2015**

Implement intervention and graph results prior to the Follow-Up meeting(s). Document follow-up meeting on page 2.

FOLLOW-UP TEACHER-BASED PROBLEM-SOLVING MEETING	DATE: 11/09/15

Attach graphed group intervention results for Action Plan (use the INTERVENTION GROUP #s on page 1 to identify students on graph)

FIDELITY

Did the intervention(s) occur at the frequency and duration planned for at least 4 weeks? ☒Yes ☐No Explain: The intervention occured as planned [*2 students made progress >75% on PM tools (78%, 91%), but 2 students (50% of the group) did not (41%, 62%)]*

Did the intervention not occur for any of the students in the group as planned?
1. ☐Absent ☐Tardy ☐Behavior ☐Schedule conflict ☐_____
2. ☐Absent ☐Tardy ☐Behavior ☐Schedule conflict ☐_____
3. ☐Absent ☐Tardy ☒Behavior ☐Schedule conflict ☐Frqt ISS, OSS, Detentn
4. ☐Absent ☒Tardy ☐Behavior ☐Schedule conflict ☐Arrives 25 min late daily
5. ☐Absent ☐Tardy ☐Behavior ☐Schedule conflict ☐_____
6. ☐Absent ☐Tardy ☐Behavior ☐Schedule conflict ☐_____

RESPONSE TO INTERVENTION

Data Source being used to make decisions: ___Easy CBM Assessments___

Does progress-monitoring data show that ≥ 75% of the group are making progress (refer to Decision-Making tree)?

☐ ☺ If GROUP RESPONSE is **GOOD** (e.g.: the gap is closing for ≥75% of group):

List names of any outlying students not progressing: _____
   ☐Continue intervention without modification
   ☐Modify intervention's frequency, duration, or intensity
   ☐Fade out intervention

☒ ☹ If GROUP RESPONSE is **QUESTIONABLE** or **POOR** (EG: <75% of group is improving, or is improving but at slow rate): only 50%

List names of outlying students not progressing: _H. Granger (tardy), **T. Sawyer** (bhvr @ & out of group)_
   ☐Consider increasing the duration of intervention   ☐Consider increasing intensity of intervention
   ☐Modify frequency of intervention   ☐Continue intervention without modification
   ☐Fade out intervention   ☐Consider diagnostic assessment: _____
   ☐Consider re-defining the problem at Teacher-Based Problem-Solving (TBIT)
   ☒Consider referral to support staff (identify staff member/role): _H. Granger referred to social worker_
   ☐Consider referral to School-Based Problem-Solving Team
   ☒Other: _delay group time to later in day (H. Granger's tardiness), begin using established Check-In/Check-Out card in group intervention (Tom)_

REVISED ACTION PLAN TIER II *(Refer to School Resource Map)*

INTERVENTION/ACTION STEPS	FREQUENCY & DURATION	DATES	INTERVENTION PROVIDER	SUPPORT FOR PROVIDER	PROGRESS MONITORING
Continue current interventions for all 4 students in group	# of Minutes: same 15 # of Days/Week: same 3	Start: 11/10/15 Review: 12/10/15	Teachers A. Smith & B. Jones	n/a	Tool: Same EasyCBM Assessment Frequency: Weekly Person: T. Team-Leader
Delay Group intervention time 25 minutes later so **Hermione** will be present for the Repeated Instruction on Word Meaning	# of Minutes: same 15 # of Days/Week: same 3	Start: 11/10/15 Review: 12/10/15	Teacher A. Smith	n/a	Tool: Same EasyCBM Assessment Frequency: **Weekly** Person: Ta**mmy Team-Leader**
For **Tom**: Intervention providers to begin using daily behavior card (check-in/check-out) during both intervention groups	# of Minutes: same 15 # of Days/Week: same 3	Start: 11/10/15 Review: 12/10/15	Teachers A. Smith & B. Jones	Behavior specialist to teach intervention providers how to use Tom's behavior card	Tool: **Daily behavior card score** Frequency: **Weekly** Person: **Marcy Mentor** (behavior)

PROGRESS MONITORING GOAL FOR GROUP:	75% average on EasyCBM assessments

LIST TEAM MEMBERS PRESENT: *A. Smith (Reading teacher), B. Jones (VE teacher), C. Miller (Lang. Arts), D. Baker (Math), Tammy Team-Leader (Team Leader), M. Mentor (Check-in/Check-out Mentor)*

Attachments Needed

√ Graph depicting the intervention results of the group, including dates and benchmarks

√ Parent contacts documenting that parent was informed of the student's current performance, the expected level of performance, and the targeted interventions intended to close the gap.

DATE OF FOLLOW-UP PROBLEM-SOLVING MEETING: **12/10/2015**

Sample

Attachments Needed

√ Graph depicting the intervention results of the group, including dates and benchmarks

√ Parent contacts documenting that parent was informed of the student's current performance, the expected level of performance, and the targeted interventions intended to close the gap.