

# Broward County Public Schools

## Tier 2 Individual Intervention Record – Academic

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Plan Date: \_\_\_\_\_

### **STEP 1: Problem Identification through data collection:**

Assessments used to define the problem in **Reading**. (Check all that apply)

BAT 1 / BAT 2

CELLA

CogAT (Cognitive Abilities Test)

Cool Tools: Informal Reading Assessments by Project Central

DAR

FAIR

FCAT

FORF

In-program assessments

IRI

Peabody Picture Vocabulary Test (PPVT-III)

Rigby

Rosner Test of Auditory Analysis

Running Records

Stanford Diagnostic Reading Test (SDRT)

Treasures / DIBELS Oral Reading Fluency

WADE

Yopp/Singer Test of Phoneme Segmentation

Other: \_\_\_\_\_

Assessments used to define the problem in **Math** (Check all that apply)

AGS: Math Level Indicator (MLI)

BAT 1 / BAT 2

CogAT (Cognitive Abilities Test)

EOY (end of year test)

FCAT

Go Math!

Pearson Assessments: Group Mathematic Assessment and Diagnostic Evaluation (G-Made)

Pearson Assessments: Key Math-3

Pro-Ed Publisher: Comprehensive Mathematical Ability Test (CMAT)

Pro-Ed Publisher: Test of Early Mathematical Ability (TEMA-3)

Pro-Ed Publisher: Test of Mathematical Ability (TOMA-2)

Publisher-made Diagnostic and Placement Tests

Stanford Diagnostic Mathematics Tests (SDMT)

Other: \_\_\_\_\_

Assessments used to define the problem in **Writing** (Check all that apply)

CELLA

FCAT Writes

In-house diagnostic prompts

In-program assessments

Other: \_\_\_\_\_

Interviews (Check all that apply)

Parent / guardian

Previous teacher(s)

Student

Observations

Student work samples (attach appropriate samples)

Criteria used to define the problem in the **Organization** category

Interviews

Parent / guardian

Previous teacher(s)

Student

Observations

Student work samples (attach appropriate samples)

## **STEP 2: Problem Analysis:**

Hypothesis: After reviewing assessments, data and criteria, what have you determined to be the area of primary difficulty in which you will target for intervention? (Choose one area of difficulty and then drop down click to the specific area you will target) \*If you choose reading above, check to make sure level 1 and 2 students are placed properly in intensive reading class before implementing additional interventions

Reading

Math

Writing

Organization

**STEP 3: Intervention Design:**

Choose Tier 2 Evidence-Based Intervention(s) to be implemented in addition to Tier 1

Links to Interventions

[http://beep.browardschools.com/ssoPortal/pdf/Reading\\_Resources/081309\\_200910K12CompReadPlan081209.pdf](http://beep.browardschools.com/ssoPortal/pdf/Reading_Resources/081309_200910K12CompReadPlan081209.pdf)

<http://www.broward.k12.fl.us/STUDENTSUPPORT/psychologicalservices/pdf/StrugglingMathHK12.pdf>

<http://www.interventioncentral.org/>

What progress monitoring tool will be used to document implementation / outcome?

**Choose one of the following assessments to monitor progress for reading.**

References:

Elementary Assessment Instruments

K-12 Comprehensive Reading Plan:

[http://beep.browardschools.com/ssoPortal/pdf/Reading\\_Resources/081309\\_200910K12CompReadPlan081209.pdf](http://beep.browardschools.com/ssoPortal/pdf/Reading_Resources/081309_200910K12CompReadPlan081209.pdf)

**Choose one of the following assessments to monitor progress for mathematics.**

**Choose one of the following assessments to monitor progress for writing.**

**Choose one of the following assessments to monitor progress for organizational skills**

Collect and graph baseline data. Use the same appropriate and objective measurement tool for each data point in the graph (e.g. number or percent of vocabulary test items correct; how many words correct per minute on equivalent forms of a fluency test; etc.)

Attach graphs to this printed Intervention plan ([links to graphs below](#))

<http://www.nces.ed.gov/nceskids/createagraph/>

[http://www.jimwrightonline.com/php/chartdog\\_2\\_0/chartdog.php](http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php)

[Individual Graph](#)

[Classroom Rtl Graph \(25 students\)](#)

**Goal:** Must be tied to student achievement

(Example #1: By \_\_\_\_, student will increase words read per minute from \_\_ to \_\_.)

(Example #2: By \_\_\_\_, student will utilize organizational skills targeted for completing class work resulting in at least one grade level increase.)

**STEP 4: Implementation:**

Frequency:

When will intervention be implemented?

Location:

Where will intervention be implemented?

Duration:

How long will intervention be implemented?

From Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Materials:

What materials are needed to implement the intervention?

When will the intervention be started? \_\_\_\_\_

Who will implement intervention?

Who will collect data / progress monitor?

How often will progress be monitored?

Who will inform student of the academic plan?

Name: \_\_\_\_\_ When? (By date) \_\_\_\_\_

Who will contact student's home?

Name: \_\_\_\_\_ When? (By date) \_\_\_\_\_

**STEP 5: Follow up:**

When will the CPS Team reconvene to discuss? Date: \_\_\_\_\_