

# Tier 3 Intensive Instructional Support Plan (IISP)

## Standard-Based – Elementary

Student Name: _____		<input type="checkbox"/> EL <input type="checkbox"/> Speech <input type="checkbox"/> SpEd <input type="checkbox"/> Wearing Glasses <input type="checkbox"/> 504 Plan <input type="checkbox"/> Other
Grade/Homeroom/Section: _____		
Retained:   Y   N   _____   Language: _____		
Current year absences: _____   Current year tardies: _____   Period cuts: _____ Medical Concerns: _____		
<b>LEARNING PREFERENCE</b>		
<input type="checkbox"/> Visual Preference <input type="checkbox"/> Auditory Preference <input type="checkbox"/> Tactile Preference <input type="checkbox"/> Kinesthetic Preference		
<b>READING: Area of Concern</b>	<b>MATHEMATICS: Area of Concern</b>	
<input type="checkbox"/> Phonics <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Fact Fluency <input type="checkbox"/> Application: Concepts & Procedures <input type="checkbox"/> Algebraic Concepts <input type="checkbox"/> Computational Fluency <input type="checkbox"/> Word Problem Solving <input type="checkbox"/> Vocabulary Development	
<b>READING: Standard</b>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Foundational Skills:</b></p> <input type="checkbox"/> Book Handling (<b>K</b>)  <input type="checkbox"/> Print Concepts (<b>K,1</b>)  <input type="checkbox"/> Phonological Awareness (<b>K,1</b>)  <input type="checkbox"/> Phonics &amp; Word Recognition  <input type="checkbox"/> Fluency <p><b>Reading Informational Text:</b></p> <input type="checkbox"/> Craft &amp; Structure – Point of View  <input type="checkbox"/> Craft &amp; Structure – Text Structure  <input type="checkbox"/> Craft &amp; Structure – Vocabulary  <input type="checkbox"/> Integration of Knowledge &amp; Ideas – Evaluating Arguments  <input type="checkbox"/> Integration of Knowledge &amp; Ideas – Diverse Media  <input type="checkbox"/> Integration of Knowledge &amp; Ideas – Sources of Information  <input type="checkbox"/> Integration of Knowledge &amp; Ideas – Text Analysis  <input type="checkbox"/> Key Ideas &amp; Details – Literary Elements  <input type="checkbox"/> Key Ideas &amp; Details – Text Analysis  <input type="checkbox"/> Key Ideas &amp; Details – Theme  <input type="checkbox"/> Range of Reading  <input type="checkbox"/> Vocabulary Acquisition &amp; Use  <input type="checkbox"/> Vocabulary Acquisition &amp; Use – Strategies <p><b>Reading Literature:</b></p> <input type="checkbox"/> Craft &amp; Structure – Point of View  <input type="checkbox"/> Craft &amp; Structure – Text Structure  <input type="checkbox"/> Craft &amp; Structure – Vocabulary  <input type="checkbox"/> Integration of Knowledge &amp; Ideas – Sources of Information  <input type="checkbox"/> Integration of Knowledge &amp; Ideas – Text Analysis  <input type="checkbox"/> Key Ideas &amp; Details – Literary Elements  <input type="checkbox"/> Key Ideas &amp; Details – Text Analysis  <input type="checkbox"/> Key Ideas &amp; Details – Theme  <input type="checkbox"/> Range of Reading </div> <div style="width: 48%;"> <p><b>Writing:</b></p> <input type="checkbox"/> Conduct Research  <input type="checkbox"/> Credibility, Reliability, Validity of Sources  <input type="checkbox"/> Informative/Explanatory  <input type="checkbox"/> Informative/Explanatory – Content  <input type="checkbox"/> Informative/Explanatory – Conventions of Language  <input type="checkbox"/> Informative/Explanatory – Focus  <input type="checkbox"/> Informative/Explanatory  <input type="checkbox"/> Narrative – Focus  <input type="checkbox"/> Narrative – Organization  <input type="checkbox"/> Narrative – Style  <input type="checkbox"/> Opinion/Argument  <input type="checkbox"/> Opinion/Argument – Content  <input type="checkbox"/> Opinion/Argument – Conventions of Language  <input type="checkbox"/> Opinion/Argument – Organization  <input type="checkbox"/> Opinion/Argument – Style  <input type="checkbox"/> Opinion/Argument – Focus  <input type="checkbox"/> Production/Distribution of Writing Process  <input type="checkbox"/> Range of Writing  <input type="checkbox"/> Response to Literature  <input type="checkbox"/> Technology / Publication </div> </div>		

<input type="checkbox"/> Vocabulary Acquisition & Use <input type="checkbox"/> Vocabulary Acquisition & Use – Strategies				

Major Reading Grades (ex: report card, tests, progress reports)

1st --4 weeks			2nd--4 weeks			3rd--4weeks			Reading Average:
Date	Description	Grade	Date	Description	Grade	Date	Description	Grade	Grade as of: _____

MATHEMATICS: Standard	
<p><b>Numbers &amp; Operations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Counting &amp; Cardinality</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know number names &amp; write/recite the count sequence (K)</li> <li><input type="checkbox"/> Apply ono-to-one correspondence to count the number of objects (K)</li> <li><input type="checkbox"/> Apply the concept of magnitude to compare numbers &amp; quantities (K)</li> </ul> </li> <li><input type="checkbox"/> <u>Base Ten</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use place value to compose &amp; decompose numbers within 19 (K)</li> <li><input type="checkbox"/> Extend the counting sequence to read &amp; write numerals to represent objects (1)</li> <li><input type="checkbox"/> Use place-value concepts to represent amounts of 10s &amp; 1s and to compare 2-digit numbers (1)</li> <li><input type="checkbox"/> Use place-value concepts to represent amounts of 10s &amp; 1s and to compare 3-digit numbers (2)</li> </ul> </li> <li><input type="checkbox"/> Use place-value concepts to read, write &amp; skip count to 1000 (2)</li> <li><input type="checkbox"/> Use place-value understanding &amp; properties of operations to add/subtract within 1000 (2)</li> <li><input type="checkbox"/> Apply place-value understanding &amp; properties of operations to perform multi-digit arithmetic (3)</li> <li><input type="checkbox"/> Apply place-value concepts to show an understanding of multi-digit whole numbers (4)</li> <li><input type="checkbox"/> Use place-value understanding &amp; properties of operations to perform multi-digit arithmetic (4)</li> <li><input type="checkbox"/> Apply place-value concepts to show an understanding of operations &amp; rounding as they pertain to whole numbers &amp; decimals (5)</li> <li><input type="checkbox"/> Extend an understanding of operations with whole</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify &amp; describe two and three dimensional shapes (K)</li> <li><input type="checkbox"/> Analyze, compare, create and compose two &amp; three dimensional shapes (K)</li> <li><input type="checkbox"/> Compose &amp; distinguish between two &amp; three dimensional shapes based on their attributes (1)</li> <li><input type="checkbox"/> Use the understanding of fractions to partition shapes into halves &amp; quarters (1)</li> <li><input type="checkbox"/> Analyze and draw two &amp; three dimensional shapes having specified attributes (2)</li> <li><input type="checkbox"/> Use the understanding of fraction to partition shapes into halves, quarters &amp; thirds (2)</li> <li><input type="checkbox"/> Identify, compare and classify shapes &amp; their attributes (3)</li> <li><input type="checkbox"/> Use the understanding of fraction to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole (3)</li> <li><input type="checkbox"/> Draw lines &amp; angles and identify these in two dimensional figures (4)</li> <li><input type="checkbox"/> Classify two dimensional figures by properties of their lines and angles (4)</li> <li><input type="checkbox"/> Recognize symmetric shapes &amp; draw lines of symmetry (4)</li> <li><input type="checkbox"/> Graph points in the first quadrant on the coordinate plane &amp; be able to interpret these points (5)</li> <li><input type="checkbox"/> Classify two dimensional figures into categories based on an understanding of their properties (5)</li> </ul> <p><b>Data &amp; Probability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe &amp; compare attributes of length, area, weight and capacity of everyday objects (K)</li> <li><input type="checkbox"/> Classify objects &amp; count the number of objects in each category (K)</li> </ul>

- numbers to perform operations including decimals (5)
- ☐ Fractions
- ☐ Explore & develop an understanding of fractions as numbers (3)
  - ☐ Extend the understanding of fraction to show equivalence & ordering (4)
  - ☐ Build fractions from previous understandings of operations on whole numbers (4)
- ☐ Connect decimal notation to fractions, and compare decimal fractions (4)
- ☐ Use the understanding of equivalency to add & subtract fractions (5)
  - ☐ Apply/extend previous understandings of multiplication & division to multiply & divide fractions (5)

### Algebraic Concepts: Operations/Thinking

- ☐ Extend the concepts of putting together and taking apart to add/subtract within 10 (**K**)
  - ☐ Represent & solve problems involving addition & subtraction within 20 (**1**)
  - ☐ Understand & apply properties of operations & the relationship between addition & subtraction (**1**)
  - ☐ Represent & solve problems involving addition & subtraction within 100 (**2**)
  - ☐ Use mental strategies to add/subtract within 20 (**2**) ☐
- Work with equal groups of objects to gain foundations for multiplication (**2**)
- ☐ Represent & solve problems involving multiplication & division (**3**)
  - ☐ Understand properties of multiplication and the relationship between multiplication & division (**3**)

**MATHEMATICS: Standard - Continued**

## Data Analysis & Probability - Continued

- ☐ Demonstrate multiplication & division fluency (3)
- ☐ Solve problems involving the four operations, identify & explain patterns in arithmetic (3)
- ☐ Represent & solve problems involving the four operations (4)
- ☐ Develop and/or apply number theory concepts to find factors & multiples (4)
- ☐ Generate & analyze patterns using one rule (4)
- ☐ Interpret & evaluate numerical expressions using order of operations (5)
- ☐ Analyze patterns & relationships using two rules (5)
- ☐ Solve problems using conversions within a given measurement system (5)
- ☐ Represent & interpret data using appropriate scale (5)
- ☐ Solve problems involving computation of fractions using information provided in a line plot (5)
- ☐ Apply concepts of volume to solve problems & relate volume to multiplication and addition (5)

## Major Math Grades (ex: report card, tests, progress reports)

Major Math Grades (On Report Card, test) progress reports									
1st --4 weeks			2nd--4 weeks			3rd--4weeks			Math Average:
Date	Description	Grade	Date	Description	Grade	Date	Description	Grade	Grade as of: _____


What was your method of baseline data collection to indicate the needed for this Tier 3 Intensive Plan?	<input type="checkbox"/> direct observation <input type="checkbox"/> curriculum measurement <input type="checkbox"/> universal screening <input type="checkbox"/> reading level assessment <input type="checkbox"/> math level assessment <input type="checkbox"/> standardized assessment <input type="checkbox"/> other:	
Average skill level (baseline) of the selected standard(s) for this group.	<input type="checkbox"/> Below Basic <input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced As of (date): _____	
How much time is needed to work on the standard(s)? <input type="checkbox"/> 8-weeks <input type="checkbox"/> 10-weeks <input type="checkbox"/> 12-weeks <input type="checkbox"/> other: _____		
What instructional strategies will you use to support the selected standard(s) for this student?  <b>AND</b>	<div> <input type="checkbox"/> Direct Instruction  <input type="checkbox"/> Activate Prior Knowledge  <input type="checkbox"/> Small Group/Guided Practice  <input type="checkbox"/> Errorless Teaching  <input type="checkbox"/> Text Annotation (Highlighting)  <input type="checkbox"/> Concept Mapping  <input type="checkbox"/> Modeling  <input type="checkbox"/> Student Question Generation  <input type="checkbox"/> Peer Assessment w/Criteria  <input type="checkbox"/> Project-Based Learning  <input type="checkbox"/> Graphic Organizers  <input type="checkbox"/> Structured Peer-Assistance  <input type="checkbox"/> Question-Answer Relationship  <input type="checkbox"/> Flashcards   <input type="checkbox"/> Visual Learning  <input type="checkbox"/> Jigsaw  <input type="checkbox"/> Organizational Tools  <input type="checkbox"/> Shortened Assignments  <input type="checkbox"/> Conferencing  <input type="checkbox"/> Debating  <input type="checkbox"/> Math Tutoring   <input type="checkbox"/> Note Booking/Journaling  <input type="checkbox"/> Classroom Discussion  <input type="checkbox"/> Study Partner  <input type="checkbox"/> Story Sequence Building  <input type="checkbox"/> Scaffolding  <input type="checkbox"/> Student Goal Setting  <input type="checkbox"/> Other: _____         </div> <div> <input type="checkbox"/> Think-Pair-Share   <input type="checkbox"/> Think-Aloud   <input type="checkbox"/> Use of Mentor(s)  <input type="checkbox"/> Partner Reading  <input type="checkbox"/> Summarizing  <input type="checkbox"/> Drill &amp; Practice   <input type="checkbox"/> Check Understanding Often   <input type="checkbox"/> Study Group   <input type="checkbox"/> Guided Reading  <input type="checkbox"/> Reading Tutoring   <input type="checkbox"/> Other:         </div>	
	<b>READING</b>	<b>MATHEMATICS</b>
What "Program" (Tier 3) will you use to support the selected standard(s), <b><u>must use a "Program" or "Direct Instruction" as part of the intervention process.</u></b> <u>Refer to the Approved Intervention</u>	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Corrective Reading <input type="checkbox"/> ReadyGen/adaptive <input type="checkbox"/> Reading Mastery <input type="checkbox"/> Lexia Reading <input type="checkbox"/> i-Ready <input type="checkbox"/> NewsELA/EPIC <input type="checkbox"/> ANet <input type="checkbox"/> Other: _____	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> i-Ready <input type="checkbox"/> Corrective Math <input type="checkbox"/> Envisions/adaptive <input type="checkbox"/> ANET reteach lessons <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Zearn <input type="checkbox"/> Other: _____
How often will the student be receiving the "Program" (Tier 3)? Increased from Tier 2. (Increase in duration and Frequency)	____ mins./day   ____ x week	mins./day   ____ x week
Personnel Support: Who will be added as a Specialist for		

Tier 3 Support?	_____	_____
Intensive Intervention Practices: (Must provide evidence of increase in Intensive Intervention Practices)	<div><input type="checkbox"/> Reduce group size</div> <div><input type="checkbox"/> Create homogeneous group</div> <div><input type="checkbox"/> Change instructional setting</div> <div><input type="checkbox"/> Provide extended instruction</div> <div><input type="checkbox"/> Increase Progress Monitoring</div> <div><input type="checkbox"/> Increase amount of review/repetitions</div> <div><input type="checkbox"/> Increase opportunities to response (8-12)</div>	<div><input type="checkbox"/> Sequence learning in small chunks</div> <div><input type="checkbox"/> Utilize visual aids</div> <div><input type="checkbox"/> Use same language across disciplines</div> <div><input type="checkbox"/> Provide Errorless Instruction</div> <div><input type="checkbox"/> Provide Scaffolding (more “We Do”)</div> <div><input type="checkbox"/> Change Instructional Focus</div> <div><input type="checkbox"/> Provide Direct Error Correction</div>
Frequency of Progress Monitoring (PM) Typical PM for Tier 2 – 8-12 weeks	<div><input type="checkbox"/> every other day   <input type="checkbox"/> weekly   <input type="checkbox"/> other: _____</div> <div>note: _____</div>	

Progress Monitor on Performance and Movement Tracker