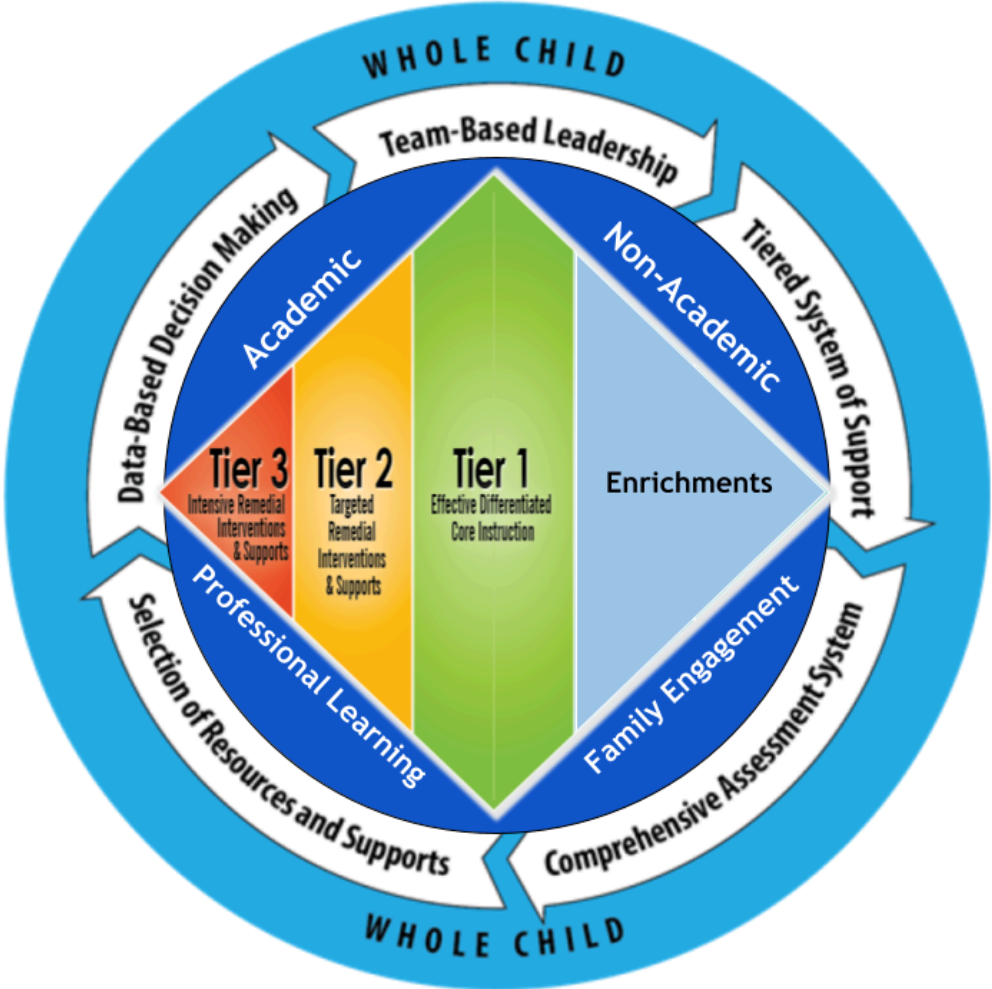


LARAMIE COUNTY SCHOOL DISTRICT 2



MTSS STAFF WORKBOOK

2025-26

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INTRODUCTION

Laramie County School District 2 utilizes a multi-tiered system of support (MTSS) to provide tiered instruction, interventions, and extensions to promote the academic success of all students. Through MTSS, students' academic, social, emotional, and behavioral struggles are identified early with universal screeners. Support is offered through tiered interventions determined through data-based decision-making and proactive implementation. Student outcomes are closely progress monitored to ensure growth. The MTSS approach is essential to creating a positive and successful learning experience for all Laramie 2 students.

PURPOSE OF WORKBOOK

This workbook serves as a training manual and a classroom resource to guide MTSS efforts throughout the district. District administration acknowledges student needs are often unique calling for flexibility in how buildings address them; however, providing this workbook communicates district processes and expectations to ensure equity through consistent foundations across the district. Most of all, MTSS timelines and resources are readily available in the workbook for certified and classified staff.

MTSS COMPONENTS DEFINED

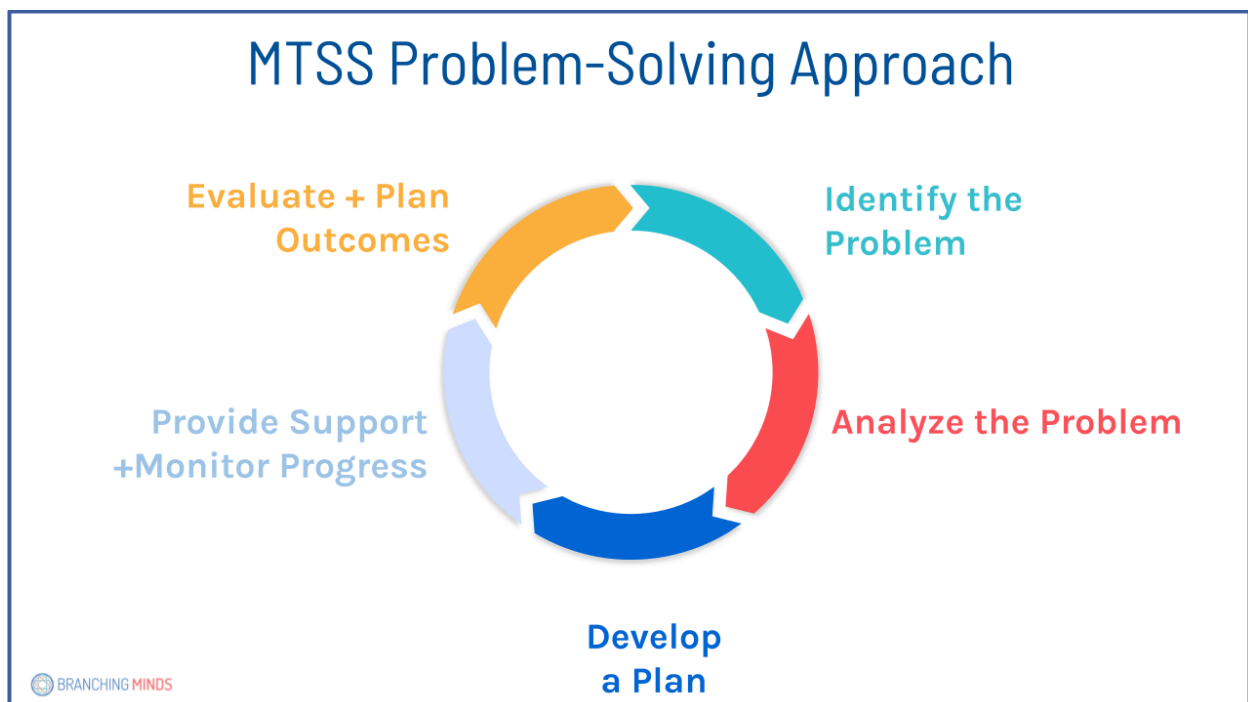
The MTSS framework at Laramie 2 is comprised of four essential components: screening, data-based decision-making, multi-level intervention, and progress monitoring. Each component plays an integral role in a cycle of improvement intended to maximize student achievement.

SCREENING

Laramie 2 utilizes Fastbridge and IXL as universal screeners administered to all K-6 students to identify students not meeting grade-level benchmarks in reading and mathematics. Students complete the assessments in the fall, winter, and spring. The fall data serves as a baseline and guides tiered support decisions. Winter data is used to check on student growth and spring data is used to determine end-of-year outcomes. Fastbridge subtests can be used as diagnostic tests to pinpoint skill deficiencies. IXL data offers insight into proficiency on state standards.

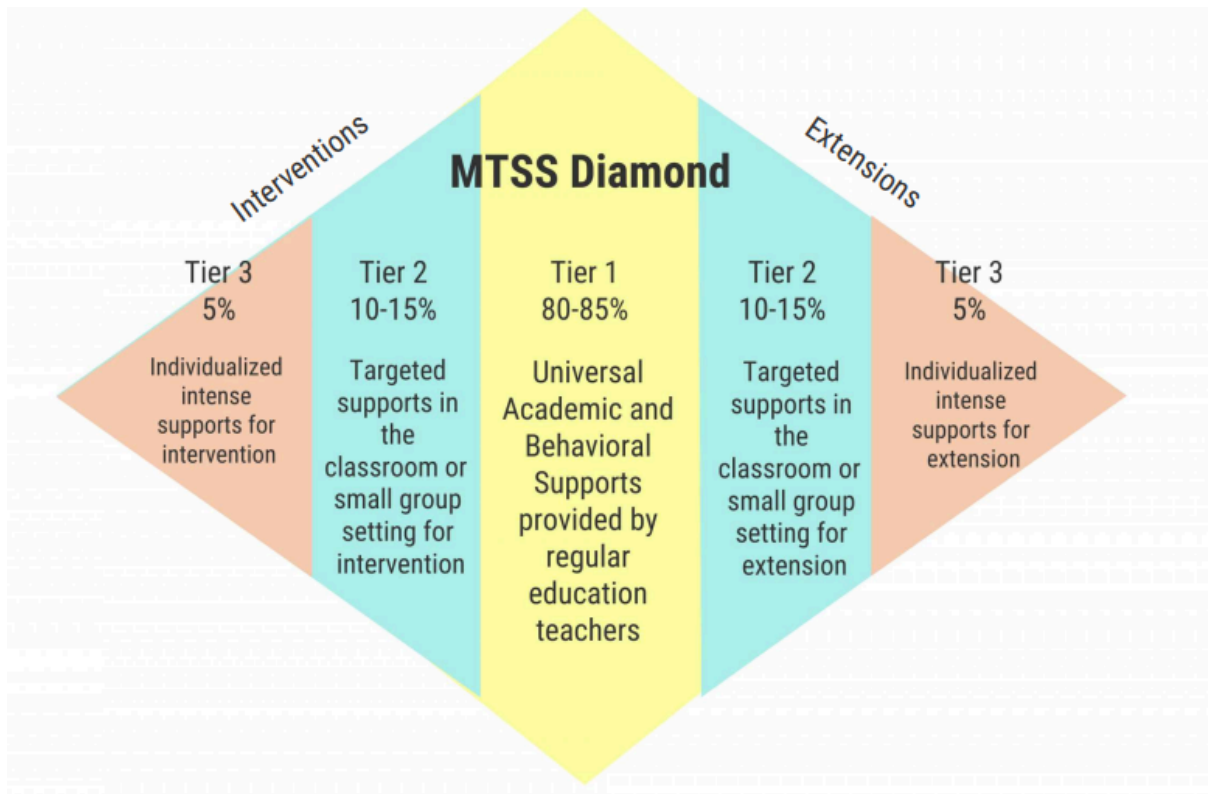
DATA-DRIVEN DECISION MAKING

Collaborative teams, consisting of classroom teachers, literacy coaches, and support staff, use a cyclic decision-making approach based on data to address student struggles. The team begins by examining universal screening and classroom data to determine if reading problems exist. Analysis of the reading issues often requires diagnostic assessments to pinpoint the root of the problem. The data is used to develop individualized plans outlining multi-tiered support details. The plan lists the reading goal, steps for fostering growth, how progress will be monitored, and the length of the support cycle. At the end of the cycle, progress is analyzed, the plan is adjusted, and the cycle is repeated if the reading goal is not met. The graphic below provides a visual representation of the decision-making approach.



MULTI-TIERED SUPPORT

Laramie 2 views multi-leveled support as a diamond with core instruction and support in the center, interventions on the left, and extensions on the right as illustrated below. In the diagram, you can see that support increases with intensity as placement moves away from Tier 1.

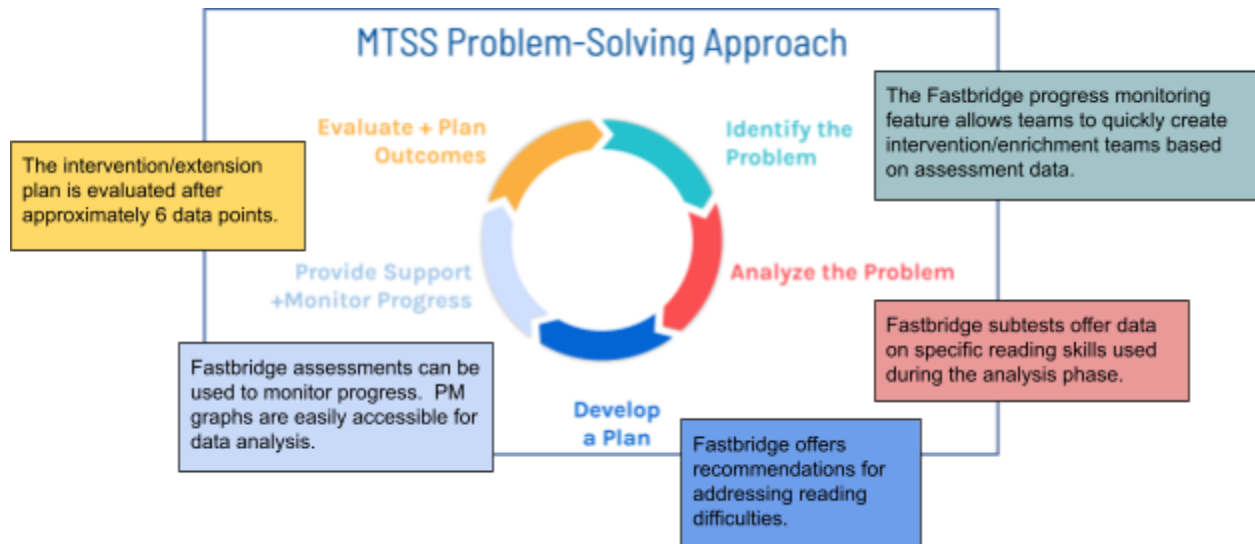


The following table provides additional details for each tier, including how students with IEPs or 504s are included.

Tier 1 <i>Core Interventions</i>	High-quality, core instruction is used with all students by the classroom teacher. This is the most important component because it has the potential to reach all students. The district goal is to have 80% or more of all students in Tier 1.	Students with IEP or 504 accommodations and modifications also receive tiered interventions and are progress monitored like general education students. IEP service time and goals continue to be provided and monitored by Special Education teachers.
Tier 2 <i>Targeted Interventions</i>	Students are organized by individual need into groups of 6 or less. Targeted interventions or extensions are implemented.	
Tier 3 <i>Intensive Interventions</i>	Students receive intensive interventions individually or in groups of 3 or less.	

PROGRESS MONITORING

Progress monitoring is the ongoing, frequent collection and use of formal data to assess students' performance, determine a student's rate of responsiveness to instruction or intervention, and evaluate the effectiveness of instruction and intervention. The Fastbridge progress monitoring feature offers teachers assessment options and efficiently tracks outcomes. The graphic below includes details for applying the decision-making process using Fastbridge features during progress monitoring cycles.



TEACHER GUIDANCE

The remainder of this workbook guides teachers and paraprofessionals in applying the MTSS process each month throughout the school year. Assessment and documentation deadlines, professional development modules led by Literacy Coaches, MTSS tasks, and links to resources associated with the tasks are organized by month to guide staff through the MTSS process over the school year.

AUGUST - SEPTEMBER

****Retakes on benchmarks tests and subtests are not allowed.**

Deadlines

- Quarter 1, End of Week 4 - Fastbridge Universal Screeners completed**

Professional Development

- [Getting Started with Fastbridge](#) (new teachers only)

MTSS Launch

- Meet with your district grade-level team to calibrate the administration of Fastbridge screeners.
- Use the *Universal Screening Schedule* and *List of Fastbridge Screeners* to create a schedule for administering the fall assessments
- Administer the fall assessments.

Resources for Tasks

- [Universal Screening Schedule](#)
- [List of Fastbridge Screeners](#)
- [FastBridge "How to" Screeners and Progress Monitoring](#)

SEPTEMBER

Deadlines

- Quarter 1, End of Week 5 - Create intervention plans based on Fastbridge data**
- September 30 - Family Report to all parents**

Professional Development

- Fastbridge Screening to Intervention (s2i) Report**
- Setting Up Progress Monitoring**

Tier I: Core Intervention

- Use the Whole Group screen of the Screening to Intervention Report to analyze the effectiveness of your core instruction.
- If less than 80% of your class meets benchmark, then apply the recommended plan or create one of your own for your students.
- Include a summary of the plan in your building PLC work record.

Tier II/III: Targeted or Intense Interventions

- Access the Screening to Intervention Report and group students by 'Plan.'
- Develop tier II / III intervention plans for the groups or individuals by reviewing the recommended Fastbridge plans or creating your own.
- Use the Individual Reading Plan Flowchart to determine which students need an IRP completed.
- Non-negotiable:** Use the Student's At-A-Glance Report and Individual Skills Reports to complete an Individual Reading Plan for each student not meeting benchmarks. **Complete a new IRP for all qualifying students, even those with a plan from the previous year.** Use information from former IRPs to guide intervention decisions.
- Set up Progress Monitoring in Fastbridge for Tier II or Tier III groups/individuals.

Parent Communication

- Share the Fastbridge Family Report with parents of all students.
- Contact each parent whose child is on an IRP – phone call or in person conversation – by October 15

Resources for Tasks

- [Screening to Intervention Report - Aggregate Whole Group Data](#)
- [Screening to Intervention Report - Individual Student Data](#)
- [Individual Reading Plan Flowchart](#)
- [Student At-A-Glance Report \(access in Fastbridge\)](#)
- [Individual Skills Reports \(one for each assessment in Fastbridge\)](#)
- [Individual Reading Plan Pages \(Link to Individual Reading Plan Template\)](#)
- [Family Report \(access in Fastbridge\)](#)
- [IRP Directives](#)
- [IRP Parent Cover Letter](#)

****Retakes on benchmark tests and subtests are not allowed.**

OCTOBER - NOVEMBER

Deadlines

- By October 15 - Contact each parent whose child is on an IRP via phone call or in person conversation**
- Fall Parent Teacher Conferences - Individual Reading Plans with cover letter to Parents**

Professional Development

- [Accessing Progress Monitoring](#)
- [FastBridge Progress Monitoring Guide](#)
- [FastBridge Progress Monitoring and IRP Data](#)
- [Standardized Testing Measures](#)

Tier II/III: Analyze Targeted or Intense Interventions

- Interpret progress monitoring graphs using the trend, goal, and projection lines.
- Use progress monitoring data and the Intervention Intensification Strategy Checklist to intensify or change intervention instruction when students are not making expected growth.
- Update Individual Reading Plans.

Parent Communication

- Contact each parent whose child is on an IRP – phone call or in person conversation – by October 15
- Present copies of Individual Reading Plans with cover letter to parents at fall parent teacher conferences.

Resources for Tasks

- [Important Features in the Progress Monitoring Graphs](#)
- [Analyzing PM Graphs](#)
- [Intervention Intensification Strategy Checklist](#)
- [IRP Parent Cover Letter](#)

NOVEMBER - DECEMBER

- Continue analyzing and adjusting Tier II/III interventions
- Update individual reading plans.

DECEMBER

Retakes on benchmarks tests and subtests are not allowed.

Deadlines

Professional Development

None

Tier I: Core Intervention

- Administer winter screeners.
- Analyze whole group data.
- Create a Tier I Intervention Plan, if needed.
- Track plan in building PLC work record

Tier II/III: Analyze Targeted or Intense Interventions

- Interpret progress monitoring graphs using the trend, goal, and projection lines.
- Use progress monitoring data and the Intervention Intensification Strategy Checklist to intensify or change intervention instruction when students are not making expected growth.
- Create or update individual reading plans.

Parent Communication

- Share new Individual Reading Plans with parents.
- Celebrate students who exit Tier II / III with students and parents.
- Share the Fastbridge Family Report with parents of all students.

Resources for Tasks

- [Intervention Intensification Strategy Checklist](#)

- Family Report (access in Fastbridge)**
- IRP Directives**
- FastBridge "How to" Screeners and Progress Monitoring**

JANUARY - MARCH

Deadlines

- End of January**
 - New Individual Reading Plans to parents**
 - Celebrate students who exit tier II/III with students and parents**
 - Family Report to all parents**

- March 1 - Updated Individual Reading Plans to parents**

Professional Development

None

Tier II/III: Analyze Targeted or Intense Interventions

- Continue analyzing and adjusting Tier II/III interventions.
- Update Individual Reading Plans for students.

Parent Communication

- Present updated copies of Individual Reading Plans to parents.

APRIL - MAY

Retakes on benchmarks tests and subtests are not allowed.

Deadlines

- By May 15....**
 - End-of-year Individual Reading Plans to parents (print 1st page)**
 - Family Report to all parents**
 - Inform next year's teachers about students on an IRP**

- By Last Day of School, give to principal for Cumulative Folders....**
 - End-of-Year original Individual Reading Plan (print entire IRP)**

- Student At-A-Glance Report for each student with an Individual Reading Plan**
- Click green plus signs on the left side to show more data**
- Family Report for all students**

Professional Development

None

Tier I: Core Intervention

- Administer spring screeners.
- Analyze whole group data.
- Reflect on Tier I Intervention Plan progress.

Tier II/III: Analyze Targeted or Intense Interventions

- Continue analyzing and adjusting Tier II/III interventions.

Individual Reading Plan (IRP)

- Update Individual Reading Plans for students.
 - Update all FastBridge and WY-TOPP benchmark data
 - Update progress monitoring
 - Include Jumpstart recommendation, if applicable
 - Update parent communication log

Parent Communication

- Share copies of end-of-year individual reading plans with parents.
- Share Family Report with all parents.

Cumulative Files

- Submit the following to your building principal:
 - End-of-Year original Individual Reading Plans
 - Student-At-A-Glance Report for each student with an Individual Reading Plan
 - Family Report for each student

UNIVERSAL SCREENING SCHEDULE

Fall Assessment Windows	
Fastbridge Reading	August 20 - September 19, 2025 Kindergarten thru Grade 6
Fastbridge Math	August 20 - September 19, 2025 Kindergarten thru Grade 2
IXL Math	August 20 - September 19, 2025 Grades 3-6
WYTOPP Interim <i>Optional</i>	September 9 - October 3, 2025 Grades 3-6
Winter Assessment Windows	
Fastbridge Reading	November 24 - December 18, 2025 Kindergarten thru Grade 6
Fastbridge Math	November 24 - December 18, 2025 Kindergarten thru Grade 2
IXL Math	November 24 - December 18, 2025 Grades 3-6
WYTOPP Interim <i>Recommended</i>	January 13 - February 6, 2026 ELA: Grades 3-6 Math: Grades 3-10 Science: 4, 8, 10 Writing: Grades 5, 7, 9
Spring Assessment Windows	

Fall Assessment Windows

WYTOPP Summative
Required

April 14 - May 8, 2026
ELA: Grades 3-10
Writing: Grades 5, 7, 9
Math: Grades 3-10
Science: Grades 4, 8, 10

Fastbridge Reading

April 13 - May 15, 2026
Kindergarten thru Grade 6

Fastbridge Math

April 13 - May 15, 2026
Kindergarten thru Grade 2

IXL Math

April 13 - May 15, 2026
Grades 3-6

List of Fastbridge Screeners

Updated April 15, 2024

Reading

*** Retakes on benchmarks tests and subtests are not allowed.

Grades	Fall	Winter	Spring
KB		earlyReading English <ul style="list-style-type: none"> teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Concepts of Print Onset Sounds Letter Names 	earlyReading English <ul style="list-style-type: none"> teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Onset Sounds Letter Names Letter Sounds
K	earlyReading English <ul style="list-style-type: none"> 5 minutes / learner teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Concepts of Print Onset Sounds Letter Names Letter Sounds Options for Tier 2/3: <ul style="list-style-type: none"> Oral Language Concepts of Print Word Rhyming Word Blending 	earlyReading English <ul style="list-style-type: none"> 5 minutes / learner teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Onset Sounds Letter Sounds Word Blending Decodable Words* Options for Tier 2/3: <ul style="list-style-type: none"> Oral Language Concepts of Print Letter Names Word Rhyming Word Segmenting** Nonsense Words** ** Needed for Composite Score in addition to required subtests	earlyReading English <ul style="list-style-type: none"> 5 minutes / learner teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Onset Sounds Word Blending Decodable Words Sight Words - 50 Options for Tier 2/3: <ul style="list-style-type: none"> Oral Language Concepts of Print Letter Names ** Onset Sounds Word Rhyming Word Segmenting ** Nonsense Words ** ** Needed for Composite Score in addition to required subtests
1	earlyReading English <ul style="list-style-type: none"> 5 minutes / learner teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Word Segmenting Nonsense Words Sight Words - 150 Sentence Reading Options for Tier 2/3: <ul style="list-style-type: none"> Refer to Kindergarten 	earlyReading English <ul style="list-style-type: none"> 5 minutes / learner teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Word Segmenting Nonsense Words Sight Words - 150 CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner teacher-administered CBM 	earlyReading English <ul style="list-style-type: none"> 5 minutes / learner teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> Word Segmenting Nonsense Words Sight Words - 150 CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner teacher-administered CBM

	assessments	Options for Tier 2/3: <ul style="list-style-type: none"> Refer to Kinder assessments Sentence Reading 	Options for Tier 2/3: <ul style="list-style-type: none"> Refer to Kinder assessments Sentence Reading
2	Nonsense Words CBMreading with COMP <ul style="list-style-type: none"> 5 minutes / learner Teacher-administered CBM AUTOreading <ul style="list-style-type: none"> Approximately 30 min. Required for WDE reporting aReading** Needed for composite score Options for Tier 2/3: Refer to Kindergarten, 1st, and 2nd assessments	Nonsense Words CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner Teacher-administered CBM AUTOreading <ul style="list-style-type: none"> Approximately 30 min. Required for WDE reporting aReading** Needed for composite score Options for Tier 2/3: Refer to Kindergarten, 1st, and 2nd assessments	Nonsense Words CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner Teacher-administered CBM AUTOreading <ul style="list-style-type: none"> Approximately 30 min. Required for WDE reporting aReading** Needed for composite score Options for Tier 2/3: Refer to Kindergarten, 1st, and 2nd assessments
3	CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner teacher-administered CBM AUTOreading <ul style="list-style-type: none"> Approximately 30 min. Required for WDE reporting Options for Tier 1/2/3: <ul style="list-style-type: none"> aReading <ul style="list-style-type: none"> 30 minutes / class computer-adaptive test Needed for composite score Refer to Kindergarten, 1st, and 2nd assessments 	CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner teacher-administered CBM AUTOreading <ul style="list-style-type: none"> Approximately 30 min. Required for WDE reporting Options for Tier 1/2/3: <ul style="list-style-type: none"> aReading <ul style="list-style-type: none"> 30 minutes / class computer-adaptive test Needed for composite score Refer to Kindergarten, 1st, and 2nd assessments 	CBMreading with COMP <ul style="list-style-type: none"> 10 minutes / learner teacher-administered CBM AUTOreading <ul style="list-style-type: none"> Approximately 30 min. Required for WDE reporting Options for Tier 1/2/3: <ul style="list-style-type: none"> aReading <ul style="list-style-type: none"> 30 minutes / class computer-adaptive test Needed for composite score Refer to Kindergarten, 1st, and 2nd assessments

4 - 6	AUTOreading (not for IRP Identification) aReading <ul style="list-style-type: none"> • 30 minutes / class • computer-adaptive test 	AUTOreading (not for IRP Identification) aReading <ul style="list-style-type: none"> • 30 minutes / class • computer-adaptive test 	AUTOreading (not for IRP Identification) aReading <ul style="list-style-type: none"> • 30 minutes / class • computer-adaptive test
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List of Fastbridge Screeners

Updated Aug 29, 2023

Math

Retakes on benchmarks tests and subtests are not allowed.

Grade	Fall	Winter	Spring
KB		earlyMath <ul style="list-style-type: none"> • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Subitizing • Counting Objects • Numeral Identification 	earlyMath <ul style="list-style-type: none"> • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Counting Objects • Numeral Identification • Number Sequence
Kinder	earlyMath <ul style="list-style-type: none"> • 5 minutes / learner • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Match Quantity • Number Sequence • Numeral Identification 	earlyMath <ul style="list-style-type: none"> • 5 minutes / learner • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Decomposing • Number Sequence • Numeral Identification 	earlyMath <ul style="list-style-type: none"> • 5 minutes / learner • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Decomposing • Number Sequence • Numeral Identification
1	earlyMath <ul style="list-style-type: none"> • 5 minutes / learner • teacher-administered CBM Required Subtests <ul style="list-style-type: none"> • Decomposing • Number Sequence • Numeral Identification 	earlyMath <ul style="list-style-type: none"> • 5 minutes / learner • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Decomposing • Number Sequence • Place Value 	earlyMath <ul style="list-style-type: none"> • 5 minutes / learner • teacher-administered CBM Required Subtests: <ul style="list-style-type: none"> • Decomposing • Place Value • Story Problems

<p>2</p>	<p>CBMmath Automaticity</p> <ul style="list-style-type: none"> measures automaticity with computation <p>aMath</p> <ul style="list-style-type: none"> computer-adaptive tests <p>Both assessments are computer based 35 minutes for both assessments</p>	<p>CBMmath Automaticity</p> <ul style="list-style-type: none"> measures automaticity with computation <p>aMath</p> <ul style="list-style-type: none"> computer-adaptive tests <p>Both assessments are computer based 35 minutes for both assessments</p>	<p>CBMmath Automaticity</p> <ul style="list-style-type: none"> measures automaticity with computation <p>aMath</p> <ul style="list-style-type: none"> computer-adaptive tests <p>Both assessments are computer based 35 minutes for both assessments</p>
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Screening to Intervention Report - Whole Group Data

Important Features in the Screening to Intervention Report (s2i) Aggregate Whole Group Data

The screenshot displays the 'Whole Group Instruction' section of the s2i report. It includes a header with 'Whole Group Instruction' and 'Small Group Instruction'. Below the header, there are two main columns: 'Whole Group Instruction' and 'Small Group Instruction'. The 'Whole Group Instruction' column shows a dropdown menu for 'INTERVAL' set to 'Fall: 09/11/2020 - 10/13/2020', a 'Screening period' dropdown, and a 'Students On Track: Met Low Risk Benchmark' section. This section contains three circular progress indicators: 'earlyReading English - Word Segmenting *' (89% / 62/70), 'AUTOREADING PHONICS & FLUENCY' (71% / 49/69), and 'aReading GENERAL READING' (37% / 26/70). The 'Small Group Instruction' column shows a 'Grade-Wide Recommendation' box with the text '4.3: Vocabulary & Comprehension' and a 'Next Steps' section with three bullet points. A 'Go to plan' button is located below the recommendation box. Annotations with red lines point to various elements: 'Percentage and # of students on track' points to the 89% indicator; 'Screening period (e.g., fall, winter, and spring dates)' points to the interval dropdown; 'Whole Group Instruction Plan Name and #' points to the 'Whole Group Instruction' header; and 'Hyperlink to access the Whole Group Instruction Plan' points to the 'Go to plan' button.

Percentage and # of students on track

Screening period (e.g., fall, winter, and spring dates)

Whole Group Instruction Plan Name and #

Hyperlink to access the Whole Group Instruction Plan

Whole Group Instruction

Small Group Instruction

INTERVAL: Fall: 09/11/2020 - 10/13/2020

Screening period

Students On Track: Met Low Risk Benchmark

89% 62/70

71% 49/69

37% 26/70

earlyReading English - Word Segmenting *
PHONIC AWARENESS

AUTOREADING
PHONICS & FLUENCY

aReading
GENERAL READING

Grade-Wide Recommendation

4.3: Vocabulary & Comprehension
Build skills identified in this plan during whole group instruction

Go to plan

Next Steps

- Grade Wide recommendation is determined by the needs of most students in the class
- Examine Grade-Wide recommended plan and interventions to adjust group instruction
- Review plans for individual students to inform small group and individual instruction

Name of screening assessment used to create score
*Note that aReading is used in grades 2 and up to predict Word Segmenting score for phonemic awareness

Screening to Intervention Report - Individual Student Data

Important Features in the Screening to Intervention Report (s2i) Individual Student Data

<input type="checkbox"/> Student Name	<input type="checkbox"/> Phonemic Awareness *	<input type="checkbox"/> Phonics & Fluency	<input type="checkbox"/> General Reading	<input type="checkbox"/> Read. Program	<input type="checkbox"/> Plan	<input type="checkbox"/> Intervention	<input type="checkbox"/> Progress Monitoring
<input type="checkbox"/> Flores, Edna	!! <28	203	!! 443	BR	1.1: Phonemic Awareness & Phonics	Word Mix-up	CBMreading !!
<input type="checkbox"/> Larson, Oliver	!! <28	202	!! 384	NA	1.1: Phonemic Awareness & Phonics	Word Mix-up	CBMreading ?
<input type="checkbox"/> Peterson, Linda	!! <28	152	!! 376	NA	1.1: Phonemic Awareness & Phonics	Word Mix-up	CBMreading ?

Sort alphabetically by student name

Sort by score

Sort by plan #

Click "+" to open additional columns

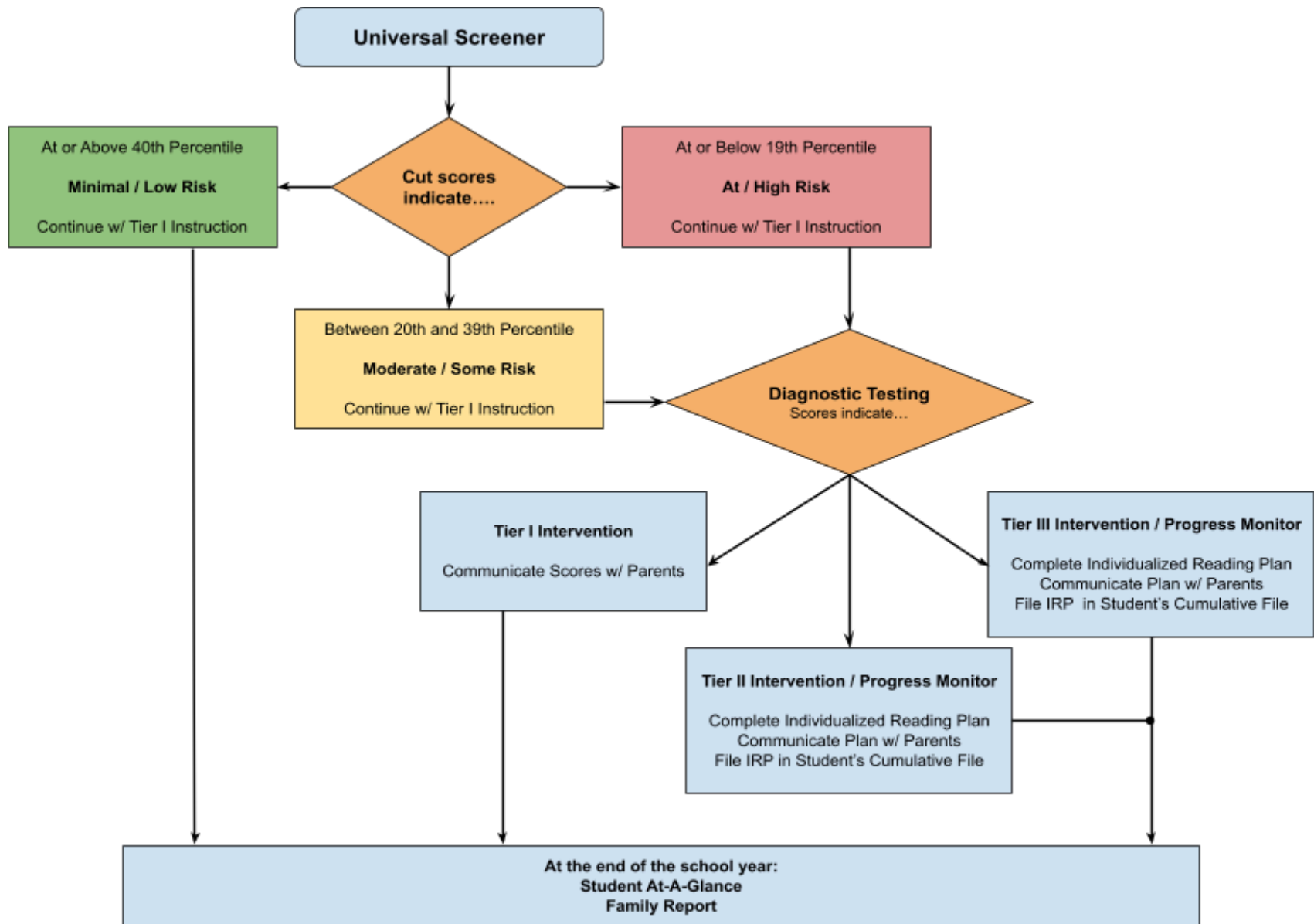
Exclamation points next to score indicate some (!) or high (!!) risk benchmark categories

Hyperlinks connect to plan details

Recommended interventions FastBridge interventions (click to see multiple options)

Recommended progress monitoring measures

Individual Reading Plan Flowchart



LCSD#2 Individual Reading Plan

Student Name:	Teacher:	Grade:
Parent/Guardian:		Phone:

Section A: Data

Determination of the students specific reading skill deficiencies identified by screening and diagnostic assessment data. (Screening identifies skill deficits. Diagnostic data provides detailed information about those skills deficits that can be used to group students and inform instruction)

Screeners

Measure	Skill	1 st Screening	2 nd Screening	3 rd Screening
early Reading Composite Score (K-1)	Phonics/Phonemic Aw			
Letter Naming Fluency (K)	Letter Recognition			
Letter Sound Fluency (K)	Sound Recognition			
Onset Sound Fluency (K)	Phonemic Awareness			
Word Segmenting Fluency (K-1)	Phonemic Awareness			
Nonsense Word Fluency (K-1)	Phonics			
Sight Words (K-1)	Fluency			
Sentence Reading (1)	Fluency			
CBM: Oral Reading Fluency: WCPM (1-3)	Fluency			
CBM: Oral Reading Fluency: Retell (1-3)	Comprehension			
CBM: Oral Reading Fluency: Questions (1-3)	Comprehension			
aReading (2-3 optional / 4-6 required)	Comprehension			
AUTOREading (2-3 required / 4-6 optional)	Fluency			
PAST	Phonemic Awareness			
Spelling Inventory	Phonics			

3-6 WYTOPP

Third	Fourth	Fifth	Sixth

Attendance

	K	First	Second	Third	Fourth	Fifth	Sixth
Absent							
Tardies							

Notes (include applicable retention information):

Section B: Tier One Reading

The evidence-based core curriculum and intervention teacher(s) will use to provide reading instruction and intervention support.

Evidence-Based Program:	Frequency:
Teacher Implementing Instruction:	Minutes/Day:

<p>Does the core reading program provide:</p> <p><input type="checkbox"/> Guidance about explicit Instruction?</p> <p><input type="checkbox"/> A clear scope and sequence?</p> <p><input type="checkbox"/> Pacing guides?</p> <p><input type="checkbox"/> Sufficient initial and distributed practice materials?</p> <p><input type="checkbox"/> Research data demonstrating that the program is valid and reliable?</p>	<p>Indicate the areas addressed by the core reading program:</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Phonics</p> <p><input type="checkbox"/> Fluency</p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Comprehension</p>
Additional Supplemental Materials or Programs:	

Section C: Tier Two and Tier Three Reading

The evidence-based intervention curriculum teacher(s) will use to provide reading instruction and intervention support.

Evidence-Based Program(s) Used:
Teacher(s) Implementing Instruction:
Specific Teacher Training:
Target deficit areas addressed by the intervention(s): <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension

Section D: Intervention Effectiveness Review

Intervention Cycle 1

Evidence-based Intervention:	Frequency:
------------------------------	------------

Start Date:	Review Date:
-------------	--------------

How will progress be monitored?

<input type="checkbox"/> Adequate Progress was made; intervention was/is successful in meeting student's needs. <input type="checkbox"/> continue with current programming. <input type="checkbox"/> student is no longer in need of an individualized plan.	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping <input type="checkbox"/> Recommend Referral?	<input type="checkbox"/> Student is in the referral process. <input type="checkbox"/> Student now has an IEP; see that document for further information on intervention and progress.
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Additional Notes:

Intervention Cycle 2

Evidence-based Intervention:	Frequency:
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Start Date:	Review Date:
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How will progress be monitored?

<input type="checkbox"/> Adequate Progress was made; intervention was/is successful in meeting student's needs. <input type="checkbox"/> continue with current programming. <input type="checkbox"/> student is no longer in need of an individualized plan.	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping <input type="checkbox"/> Recommend Referral?	<input type="checkbox"/> Student is in the referral process. <input type="checkbox"/> Student now has an IEP; see that document for further information on intervention and progress.
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Additional Notes:

Intervention Cycle 3

Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
<input type="checkbox"/> Adequate Progress was made; intervention was/is successful in meeting student's needs. <input type="checkbox"/> continue with current programming. <input type="checkbox"/> student is no longer in need of an individualized plan.	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping <input type="checkbox"/> Recommend Referral?	<input type="checkbox"/> Student is in the referral process. <input type="checkbox"/> Student now has an IEP; see that document for further information on intervention and progress.

Additional Notes:

Intervention Cycle 4

Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
<input type="checkbox"/> Adequate Progress was made; intervention was/is successful in meeting student's needs. <input type="checkbox"/> continue with current programming. <input type="checkbox"/> student is no longer in need of an individualized plan.	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping <input type="checkbox"/> Recommend Referral?	<input type="checkbox"/> Student is in the referral process. <input type="checkbox"/> Student now has an IEP; see that document for further information on intervention and progress.

Additional Notes:

Intervention Cycle 5

Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
<input type="checkbox"/> Adequate Progress was made; intervention was/is successful in meeting student's needs. <input type="checkbox"/> continue with current programming. <input type="checkbox"/> student is no longer in need of an individualized plan.	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping <input type="checkbox"/> Recommend Referral?	<input type="checkbox"/> Student is in the referral process. <input type="checkbox"/> Student now has an IEP; see that document for further information on intervention and progress.

Additional Notes:

Intervention Cycle 6

Evidence-based Intervention:		Frequency:	
Start Date:		Review Date:	
How will progress be monitored?			
<input type="checkbox"/> Adequate Progress was made; intervention was/is successful in meeting student's needs. <input type="checkbox"/> continue with current programming. <input type="checkbox"/> student is no longer in need of an individualized plan.	<input type="checkbox"/> Adequate progress was not made; intervention was somewhat successful in meeting students' needs. Programming will continue with slight adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping	<input type="checkbox"/> Adequate progress was not made; intervention was not successful in meeting students' needs. Programming will continue with significant adjustments to: <input type="checkbox"/> programming <input type="checkbox"/> intensity <input type="checkbox"/> grouping <input type="checkbox"/> Recommend Referral?	<input type="checkbox"/> Student is in the referral process. <input type="checkbox"/> Student now has an IEP; see that document for further information on intervention and progress.

Additional Notes:

End of September

Notes:

- Parent was contacted on
- In Person Dojo Email Phone Call Other_____
- Parent was provided a copy of student's IRP.
- Parent was provided FastBridge Family report

Additional Communication:

End of January

Notes:

- Parent was contacted on
- In Person Dojo Email Phone Call Other_____
- Parent was provided a copy of student's IRP
- Parent was provided FastBridge Family report

Additional Communication:

End of March

Notes:

- Parent was contacted on
- In Person Dojo Email Phone Call Other_____
- Parent was provided a copy of student's IRP.

Additional Communication:

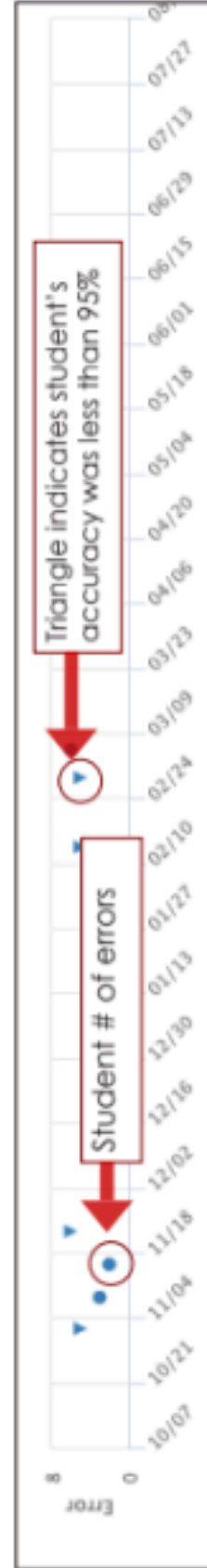
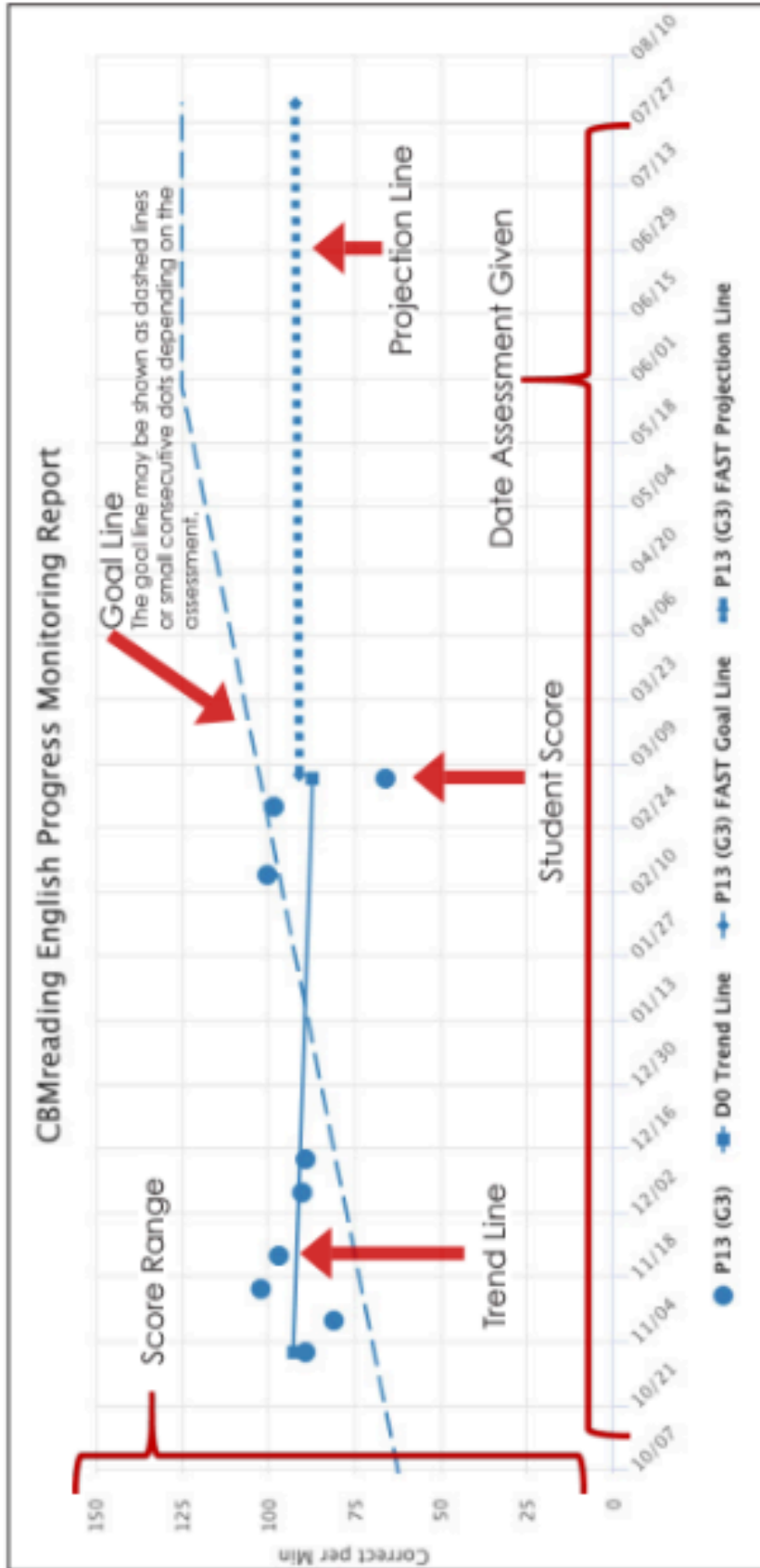
End of School Year

- Parent was contacted on
- In Person Dojo Email Phone Call Other_____
- Parent was provided a copy of student's IRP.
- Parent was provided FastBridge Family report

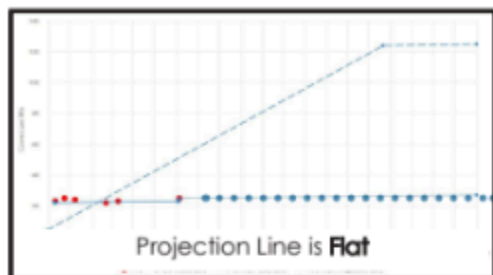
Additional Communication:

Important Features in the Progress Monitoring Graphs

Important Features in the Progress Monitoring Reports



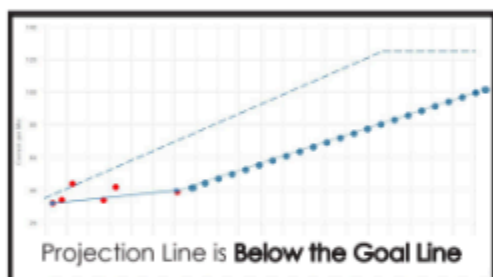
Analyzing Progress Monitoring Graphs



Give a **diagnostic** assessment to pinpoint the skill need.

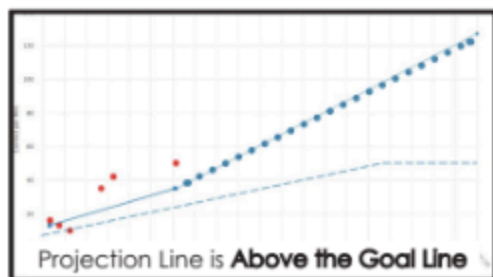
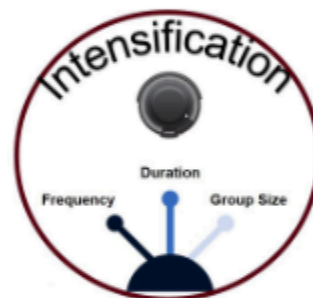


Implement a **new intervention** targeted on the pinpointed skill(s).



Intensify your instruction without changing the intervention:

- Increase the frequency and/or duration of sessions.
- Decrease the group size.



- Continue your instruction to ensure growth is stable.
- Determine exit criteria for supplemental intervention.
- After exiting, consider progress monitoring monthly to ensure progress is maintained.

Intervention Intensification Strategy Checklist

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■



Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

Dosage

Increase opportunities for practice and corrective feedback.

- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.
- _____

Alignment

- Increase instructional time for the target skill.*
- Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- Focus on discrete skill instruction within the target skill.
- _____

Attention to Transfer

- Align instructional routines and language with core instruction and the environment.
- Preteach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.
- _____

Comprehensiveness or Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- When introducing a concept, provide worked examples and show the steps in writing.
- Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.