

**Week 2 Date:**

Monday, February 20, 2017

Second grade student

**Target Skill**

Increase fluency from 60 wpm to 80 wpm, Increase Istation reading comprehension from 217 to 230.

**Program**

one-on-one teacher time, guided reading, Istation, STRIDE,

**Strategies**

alphabet chart, alphabet cards on wall, spelling list, work stations, fluency folder,

**Frequency**

How many times a week and for how many minutes per day?

3 times a week for 30 minutes each

**Provider**

[REDACTED]

**Setting**

classroom

**Progress**

This week, [REDACTED] scored a 62% on his spelling test. He was given two opportunities and scored the same both times. [REDACTED] is reading at a much higher level than he is spelling. I am noticing dyslexia tendencies in his spelling. In guided reading, [REDACTED] is struggling with blending his words. He is guessing what the word is based off of the initial sound. I have to give him several reminders and prompts to sound out each phoneme in the word. This week, [REDACTED] was given two running records. Both were over level G books (his current Station level). He scored a 91% on the first running record and a 92% on the second. Both scores are in the instructional level showing that a G is accurate for his current reading level.

**Week 2 Date:**

Monday, September 19, 2016

Fifth grade student

**Target Skill**

● will add and subtract with regrouping 8 out of 10 times evidenced by weekly assessments. ● will read 70 words a minute on his independent reading level 8 out of 10 times as evidenced through weekly assessments ● will learn two new stems a week, and apply the meaning by creating new words using the newly learned stems 8 out of 10 times as evidenced through weekly assessments.

**Program**

Istation, stride, small group, 1:1 with teacher

**Strategies**

● is practicing adding and subtracting with regrouping - ● uses a tens frame and a place value chart

Guided Reading, Fluency Passages from FCCR, and word ●

**Frequency**

How many times a week and for how many minutes per day?

5 times per week for 30 minutes reading

5 times per week for 30 minutes math

**Provider**

●

**Setting**

Small Group, Computer

**Progress**

math - This week the student demonstrated a 60% accuracy on his quick check on Friday. The student is attempting to carry and borrow, however has miscalculations when doing so.

Reading- The student is able to apply long vowel spelling patterns when reading from a word list 7 out of 12 times (timed one minute reads)

**Week 6 Date:**  
Friday, November 11, 2016

# R+I for Behavior

## Target Skill

I will not push, touch others, or throw things. I will listen to corrections and not get upset when I am asked to follow directions. I will not fight with others, physically or verbally.

## Program

No Response

## Strategies

behavior chart/menu

## Frequency

How many times a week and for how many minutes per day?  
All day for the entire week.

## Provider

[REDACTED]

## Setting

[REDACTED]

## Progress

Monday: [REDACTED] was absent

Tuesday: Reached all behavior goals

Wednesday: [REDACTED] took another student's money and spent it at the Book Fair. After discovering what she had done, she was taken to the Book Fair to return the items she had purchased and retrieve the money. She was not cooperative, but finally did this. After returning to the classroom she became very agitated. She kicked her chair and threw her backpack. [REDACTED] was unable to calm her down and get her to leave the classroom. [REDACTED] was called and the two administrators carried her...kicking to the office. Her mother was called and came in for a conference.

Thursday: [REDACTED] gave [REDACTED] a new Behavior Chart. This includes a menu in which [REDACTED] is rewarded each day that she gets a teacher's initial in each class. On Friday, she will be allowed to attend the Fun Friday party to reward a good week .

Friday: Met all behavior goals in each class and was rewarded with attending FUN FRIDAY.

Thursday:

Breakfast Morning Work



A+

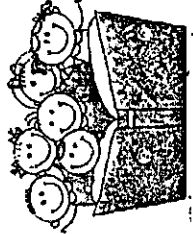
Phonics



Writing

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 a b c d e f g h i j k l m n o p q r s t u v w x y z  
 1 2 3 4 5 6 7 8 9 10

Reading



P.E.



9/11

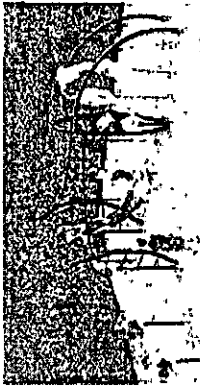
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Learning  
 back in  
 the  
 handwriting

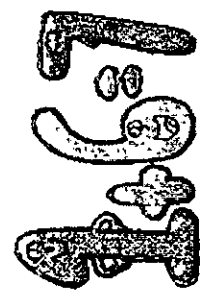
5

This morning I earned \_\_\_\_\_ stamps. 5 or 6 stamps = menu

Work Stations Lunch/Recess



Math



Science/SS



Book Time



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all day  
 on floor  
 w/ volunteers  
 not fishing  
 in group

4

This afternoon I earned \_\_\_\_\_ stamps. 4 or 5 stamps = menu

# Behavior Chart

Bad day. Walk during recess tomorrow.

	Arguing	Interruptive	Attention	
<u>1/25</u>				
Math	✓	✓	✓	
SS				
PE	X	—		
Reading	X	X	X	
<u>1/26</u>				
Math	✓	✓	✓	☺
SS	✓	✓	✓	☺
Music	✓	✓	✓	☺
Reading	✓	✓	✓	☺
<u>1/27</u>				
Math	✓	✓	✓	☺
SS	✓	✓	✓	☺
Library	X	X	X	☹
Reading	✓	✓	✓	☺
<u>1/30</u>				
Math	X	✓	X	☹
Science	✓	✓	✓	☺
PE	✓	✓	✓	☺
Reading	✓	✓	✓	☺
<u>1/31</u>				
Math	X	X	X	☹
PE	✓	✓	✓	☺
Reading	✓	✓	✓	☺

☺ Great day!

Laying on the floor in the library.

During math: refusing to do mult. facts  
Afternoon was better

Horrible morning. Refused to do homework that he did not do the night before. Finally did it and the afternoon was much better.

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

Week	Mon	Tues	Wed	Thurs	Friday
2/13	G1	G1	G1	G1	G1
-	G2	G2	G2	G2	G2
2/17	G3	G3	G3	G3	G3

Notes:

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Goals:

1. Will use respectful speech with all school personnel within 3 prompts.
2. Will follow directions of school personnel within 3 prompts.
3. Will treat other students with respect within 3 prompts.

Points:

- 2 – Follows directive the first time a prompt is given
- 1 – Follows directive the 2<sup>nd</sup> or 3<sup>rd</sup> time a prompt is given
- 0 – Does not follow directive within 3 prompts

## Guidelines for Implementation of RTI

1. Determine reinforcers for appropriate student behavior
  - a. Points sheet
  - b. Snacks (Takis, rice crispy treats)
  - c. Student helper
  - d. Quiet (special) place in class to work
2. Begin reinforcing the student at regular intervals for the 3 target behaviors.
  - a. Reward success quickly and regularly
    - i. Daily, if needed
3. Give student reinforcement for partial appropriate behavior
4. Record progress monitoring daily
  - a. If \_\_\_\_\_ does not volunteer the folder, ask for it
  - b. If \_\_\_\_\_ does not have the folder, record it on paper & give it to him to put in his folder.
  - c. If \_\_\_\_\_ is unable to keep up with his folder, each teacher will keep a log and email it to me at the end of the week.
5. Implement the progress monitoring daily for 20 school days.
  - a. Keep track of in-class rewards, calls home for good behavior, etc.

\_\_\_\_\_

\_\_\_\_\_