

Tier One Action Plan

The Convener records the proceedings of the Instructional Team Meeting following the Child Study Protocol and using the prompts below. The Plan is stored in the child's cumulative file and updated as needed.

Student: Egypt G.

Teacher: Rachel W.

Current Grade: 2

Date: 1.27.2020

Date of birth: 9/05/2012

Age: 7y5mo

The Concern (Identify):

Academic - focuses on socialization over work, reading at a 1G reading level, reads some CVC words, some ability to read short/long vowels, guesses instead of reading,

Social - uses playful aggression

Emotional - confidence level, grandma passed away at the beginning of the year (emotional and academic support)

The Problem (Define target challenge in specific, observable, measurable terms): Egypt is not yet reading at grade level - he reads at a mid-kindergarten reading level (2 years below grade level).

The Goal (Describe realistic goal in specific, observable, measurable terms): Egypt will know 20 new sight words at flash speed by 2/24/2020

Possible Interventions (Record selected interventions as actions below):

- Share his word work to another child in the classroom
- Identify sight words in word study tower lessons as he practices independently and make note of them
- Pokemon story with SW
- Pokemon and star wars early readers
- SW basketball game (Shelby's)
- SW catching game / SW football throw game
- SW matching game with pokemon characters / SW memory
- Put target words everywhere - at home, in cubby, etc.
- Explicit instruction on how to use initial sound, etc., to predict sight words
- Graph the number of sight words read daily / track # of sight words
- OG red word work with sight words / more full OG lesson cycle
- Read sight word ring to Landy daily
- Sight word distance / memory game with friends or teacher
- Frequent lessons, short duration, high + reinforcement
- Take turns reading with an adult
- Daily practice with preferred student
- Check in times throughout the day to review the day's sight words
- 3 period lessons with sight words, keeping them short and sweet

Indicators of Progress (How you will monitor the student(s) progress toward the goal): Sight word tracking sheet, graphs produced by Egypt

Action Plan

Today's Date	Action What will be done with/for student or group? e.g., intervention, service, instruction	Responsible Person Name and Position	Timeline		Progress Monitoring Evidence the action was successful or not
			Start Date	Monitor Dates	
1.27.20	OG lessons - red word work, etc.	Rachel W.	1.28.20	2.24.20	
1.27.20	Sports / pokemon activities (Rachel W.) Story (Max)	Rachel W. / Max	1.28.20	2.24.20	

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1.27.20	Visual tracker - graph his progress and mark on the sheet	Rachel W. / Egypt	1.28.2 0	2.24.2 0	
1.27.20	Practice times: <ul style="list-style-type: none"> ● with mom at home ● with Max in the afternoon ● with a peer in the morning 	Mom/ Max/ Peer	1.28.2 0	2.24.2 0	
1.27.20	Three period lessons with sight words	Allison	1.28.2 0	2.24.2 0	

Progress Monitoring: (Did the student meet the objective?)

Date the appropriate responses:

Objective met, continue interventions

Objective met, increase objective to

Some progress, continue intervention and monitor

No progress or deterioration, refer to TIER Two

Information Gathering

This form documents additional information necessary to better understand a child's challenges. Information gathered here assists the Instructional Team in discerning the root cause of difficulties and supports the successful implementation of an Action Plan.

Activity Requested <i>informal screening, observation, telephone call, record review, etc.</i>	Responsible Person <i>name and position</i>	Timeline <i>date information is due to team</i>	Results <i>the findings as related to problem solving</i>	Recommendations to Team <i>what the responsible person suggests for further team action —if applicable</i>
Assess Egypt's reading comprehension	Rachel	2-3-2020		
Assess Egypt's current sight word abilities	Allison	1-31-2020		