

Five steps, in order. Each one has a page. Your district's tier definitions and timelines go in the table at the bottom; nothing on these pages asserts them.

STEP	WHAT HAPPENS	THE PAGE	WHERE
1 • Concern	A teacher notices a student is behind, writes what the student does or does not do in observable words, what the classroom has already tried, and attaches the data.	Student concern and referral form	Page 5
2 • Plan	The team or the interventionist picks an intervention from the menu and writes the goal in measurable words, the baseline, the target, the schedule, the group and the progress measure.	Intervention plan; the menu	Pages 6, 16
3 • Log	Every session gets a row the same day: date, minutes, skill, what was done, how the student responded. A group gets the weekly sheet with a present mark and minutes per day.	Session log; weekly group log	Pages 7, 8
4 • Monitor	The progress measure is given on its schedule, the score is written beside the aim line value for that week, the point goes on the graph, and a fidelity check confirms the plan happened as written.	Data sheet; graph; fidelity check	Pages 9, 10, 11
5 • Decide	At the data review the team reads the points against the line and writes one of four decisions with the reason in data terms. The tier record, the family and the caseload tracker are updated the same week.	Data review notes; tier record; family letter and log; caseload tracker	Pages 12, 13, 14, 15

What this file is not

Not a definition of the tiers, not a timeline, and not a rule for when a student moves between tiers or is referred on. Those belong to your district and go in the table below. Not a curriculum: the menu on page 16 is empty until your school fills it. This file is the working paper that shows what was done, how often, and what the numbers did.

The three habits the file assumes

- ☐ The goal on page 6 has a number in it, and the progress measure on page 9 is the same measure every time.
- ☐ The session row (page 7) or the group cell (page 8) is written the same day. Minutes are counted, not estimated.
- ☐ Every decision on pages 12 and 13 names the points it was read from. "Not making progress" is not a reason; "three of four points below the line" is.

Your district's tier definitions and timelines (write them here; every page below follows this table)

TIER	HOW OUR DISTRICT DEFINES IT (WHO DELIVERS, GROUP SIZE, MINUTES, DAYS)	HOW LONG BEFORE A REVIEW, AND HOW MANY DATA POINTS	WHO DECIDES A MOVE, AND ON WHAT FORM
Tier 1			
Tier 2			
Tier 3			
Moving between tiers			

One student, one intervention. The goal in measurable words, the schedule, the group, the progress measure, the baseline, the target and the review date, before the first session.

STUDENT

GRADE

PLAN WRITTEN BY

PLAN DATE

Goal, in measurable words

Frame: "Given _____ (the task and the measure), _____ will _____ (the skill) at _____ (the number: words a minute, problems correct, percent, days) by _____ (the review date)." A goal without a number cannot be graphed.

THE INTERVENTION**WRITE IT HERE**

Intervention (name it; from the menu on page 16)

Program, routine or set of lessons, in the words the menu uses

Delivered by

Name and role: teacher, interventionist, specialist, para

When (period / time of day)

The block it happens in, and where

How often

Days per week, and which days

Minutes per session

Planned; the session log (page 7) records actual

Group size

One, a pair, or the number in the group

Tier, as your district defines it (page 3)

And the date this tier started

Materials and what must happen every session

The items that go on the fidelity check (page 11)

PROGRESS MEASURE (NAME IT)

BASELINE (SCORE AND DATE)

TARGET (SCORE AND DATE)

MEASURED HOW OFTEN

AIM LINE: (TARGET – BASELINE) ÷ WEEKS = ____ PER WEEK

REVIEW DATE

FAMILY INFORMED ON / HOW (PAGE 14)

What the classroom keeps doing during the intervention (Tier 1 support that continues)

What would tell us it is working, and what would tell us to change it (write both now)

Intervention Session Log

One row per session, written the same day: date, minutes, the skill worked, what was done, how the student responded, initials. The minutes column is the one the review asks for.

STUDENT

INTERVENTION (FROM PAGE 6)

DELIVERED BY

MINUTES PLANNED PER SESSION

[illegible]

Student response, in a few words or a code

I did it independently · **P** did it with prompts · **M** modeled, then did it · **N** not yet, reteach · or a number from the lesson (words read, problems correct). A missed session gets a row too: the date, 0 minutes, and why. The minutes column is added at the bottom of every page and copied to the data review (page 12).

Minutes on this page: ____ of ____ planned · sessions held ____ · missed, and why

STUDENT	PROGRESS MEASURE (FROM PAGE 6)	BASELINE (SCORE / DATE)	TARGET (SCORE / DATE)
.....			

AIM LINE: ____ PER WEEK	MEASURED HOW OFTEN, BY WHOM	SAME MEASURE EVERY TIME (Y / N)
.....		

[illegible]

Aim line per week = (target – baseline) ÷ the number of weeks to the review date. Week 1 value = baseline + one week's worth; week 2 = baseline + two; and so on. Write it in the column before the score is known. Above or below is then a fact in the row, and the graph (page 10) is a copying job. A change of form or of who gave the measure goes in the notes with the date.

Progress Graph

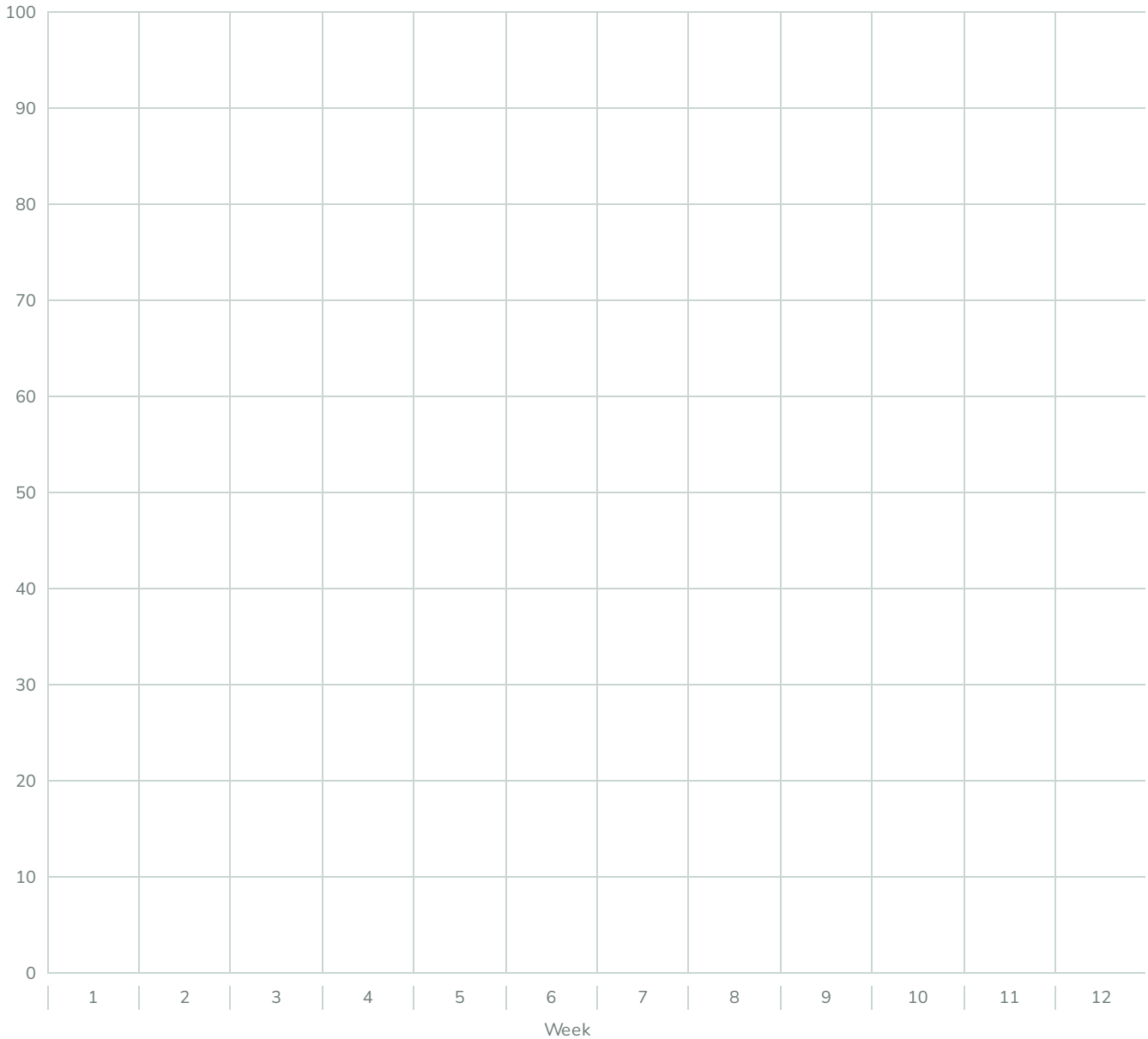
Plot the data sheet. Draw the aim line from the baseline to the target first; every point after that is either above it or below it, and the team can see which.

STUDENT

PROGRESS MEASURE (FROM PAGE 6)

BASELINE → TARGET (THE AIM LINE)

SCORE ON THE PROGRESS MEASURE (WORDS A MINUTE, PROBLEMS CORRECT, PERCENT — LABEL IT)



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

DECIDE Data Review Meeting Notes

One row per student discussed: the data reviewed, one of four decisions, the reason in data terms, and the next review date. Written during the meeting, not after.

MEETING DATE

TEAM PRESENT

FACILITATOR / NOTE TAKER

STUDENT	TIER	DATA REVIEWED (MEASURE, LATEST POINTS, MINUTES LOGGED, FIDELITY)	DECISION (CONTINUE / INTENSIFY / FADE / REFER)	REASON, IN DATA TERMS	NEXT REVIEW

The four decisions

Continue: points are at or above the line; nothing changes until the review date. **Intensify:** points below the line with the plan delivered as written; more minutes, more days, a smaller group, or a different intervention from the menu. **Fade:** the target is met; fewer sessions, then a check in the classroom. **Refer:** the team hands the student to the next step your district defines (page 3); this file does not say what that step is.

Actions from this meeting: what, who, by when

NEXT MEETING DATE

NOTES SENT TO (FAMILIES VIA PAGE 14, CASE MANAGER, ADMIN)

EXAMPLE

A Plan, Six Sessions and Four Data Points, Filled In

Lila is invented, and so is every number. Notice that the decision at the bottom was read off the data sheet and the session log, not remembered at the meeting.

Intervention plan (page 6) — Lila, third grade, reading, Tier 2 as her district defines it (invented)

Goal: Given a grade-level passage, Lila will read 70 words correct a minute with three or fewer errors by the 11/3 review.
Baseline: 38 words correct a minute, median of three passages, 9/8. **Target:** 70 by 11/3, 8 weeks. **Aim line:** $(70 - 38) \div 8 = 4$ words a week. **Intervention (menu):** repeated reading with error correction, group of three, Tuesday to Thursday, 20 minutes, with Ms. R, the reading interventionist. **Progress measure:** a one-minute grade-level passage every Friday, given by Ms. R.

Session log (page 7), the first two weeks

DATE	MIN	SKILL / PASSAGE	ACTIVITY	STUDENT RESPONSE	INIT.
9/9	20	Repeated reading, passage 3A	Cold read, three rereads, error correction	P: needed the word list first	MR
9/10	20	Repeated reading, passage 3A	Cold read, three rereads, error correction	P: fewer errors on the third read	MR
9/11	15	Repeated reading, passage 3B	Fire drill; cold read and two rereads only	P: two rereads	MR
9/16	20	Repeated reading, passage 3B	Cold read, three rereads, error correction	I: third read with no errors	MR
9/17	20	Repeated reading, passage 3C	Cold read, three rereads, phrase practice	P: stopped at commas after the model	MR
9/18	20	Repeated reading, passage 3C	Cold read, three rereads, error correction	I: third read with one error	MR

Minutes on this page: $20 + 20 + 15 + 20 + 20 + 20 = 115$ of 120 planned (6 sessions at 20), $115 \div 120 = 0.958$, written as **96 percent**. The one short session was a fire drill, written on the row.

Progress data sheet (page 9), four Fridays

DATE	WK	SCORE	AIM LINE	ABOVE / BELOW
9/8	0	38	38	baseline
9/12	1	41	42	below, by 1
9/19	2	44	46	below, by 2
9/26	3	47	50	below, by 3
10/3	4	45	54	below, by 9

Aim line values written before each score: $38 + 4 \times 1 = 42$, $38 + 4 \times 2 = 46$, $38 + 4 \times 3 = 50$, $38 + 4 \times 4 = 54$. Scores 41, 44, 47, 45: all four below the line, and the last one fell.

Data review (page 12), 10/6, and the tier record (page 13)

The team's own rule, written on page 3 in September: four points in a row below the aim line is a decision, not a longer wait. The fidelity check on 9/25 was 10 of 10, and the log shows 115 of 120 minutes, so the plan happened as written. **Decision: intensify.** Same intervention and the same measure; five days a week instead of three, 25 minutes instead of 20, a pair instead of a group of three. Tier stays at 2. Next review 10/31 with four more points. **Reason, in data terms:** four points, 41 to 45, all below an aim line of 4 a week; 96 percent of planned minutes delivered. Family called 10/6, logged on page 14.

Every number in the decision is in a cell above it. Nothing here says why Lila reads at that rate; it says what was done and what the score did.