**RTI2** **Team Notes**

**Student Intervention Plan**

**Student:**   **Teacher: Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: Meeting Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Initial Meeting/Intervention Plan □ Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

□ Phonological Awareness □ Phonics □ Math Calculation □ Math Reasoning □ High Achievement

□ Reading Fluency□ ReadingComprehension □ Vocabulary □ Attention/Behavior □ Speech/Language □ Written Expression

**Data-Based Decision**

□ Tier 1 with ongoing assessment in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ Tier 2 with required Progress Monitoring in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Tier 3 with required Progress Monitoring in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ Referral to next level of support with parent/guardian present

□ Continue SPED intervention with Progress Monitoring in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Research Based Intervention to be Used | Skill Area\* | Who Does it | How Often | Time/Days |
| A |  |  |  |  |
| B |  |  |  |  |
| C |  |  |  |  |

\*Intervention must be linked to skill deficit area

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_