



Allegheny County Schools Student Academic and Behavior Intervention Plan

Student Information	Name:		Grade:	DOB:	Teacher:	Attendance %	Tardy %	Hearing:	Vision:
Standardized Assessment Data Summary	Reading:	Math:	Science:	Social Studies:		CTE:	CogAt:	Other:	
iStation Assessment Data Summary	Overall Reading:	LC:	PA:	LK:		AD:	WA:	RC:	TF:
iReady Reading	Overall Placement:	PA:	PH:	HFW:		VOC:	LIT:	INFO:	
iReady Math	Overall Placement:	NO:	ALG:	MS:		GEO:			
Services Received	Speech		Tutoring		Individualized Instruction		Physical Therapy		Occupational Therapy
Services Received	LEP Services		Community Services		Counseling		Small Group Instruction		Other:
Academic/Behavioral Strengths									
Academic/Behavioral Concerns									
Problem Statement (Definition & Problem Hypothesis)									

Differentiated Core (Tier I)

Targeted Area:				Core Intervention:			
Implementation Date:				Data Collection Frequency (daily, every other day, weekly):			
Baseline Data:				Measurable Goal:			
PM Data:	PM Data:	PM Data:	PM Data:	PM Data:	PM Data:	PM Data:	PM Data:

Targeted Area:				Core Intervention:			
Implementation Date:				Data Collection Frequency (daily, every other day, weekly):			
Baseline Data:				Measurable Goal:			
PM Data:	PM Data:	PM Data:	PM Data:	PM Data:	PM Data:	PM Data:	PM Data:

PLC Decision:		Team Members:	Date:
	Student has met Measurable Goal		
	Continue Intervention, Student Making Progress Toward Measurable Goal		
	Adjust and/or Add Core Interventions, Student Progress Toward Measurable Goal Limited		
	Add Supplemental Interventions, Student Not Progressing Toward Measurable Goal, Refer to SST		

On Grade Level Progress Monitoring		On Grade Level Progress Monitoring	
PM Data:	PM Data:	PM Data:	PM Data:

PLC Decision:		Team Members:	Date:
	Continue Supplemental Interventions Student has met Measurable Goal		
	Continue Supplemental Interventions Student Making Progress Toward Measurable Goal		
	Adjust and/or Add Core & Supplemental Interventions Student Progress Toward Measurable Goal Limited		
	Add Intensive Interventions, Student Not Progressing Toward Measurable Goal, Refer to Student Success Team		

Team Decision:		Team Members:	Date:
	Continue Core and Supplemental Interventions Student has met Measurable Goal		
	Continue Interventions Student Making Progress Toward Measurable Goal		
	Adjust and/or Add Core, Supplemental, & Intensive Interventions Student Progress Toward Measurable Goal Limited		
	Refer for Further Evaluation Student Not Making Progress Toward Measurable Goal, Refer to EC		

EC Data Mapping (Tier IV)

CRITERION 1:

The student was provided with learning experiences and instruction appropriate for the child's age or state approved grade level standards. This includes appropriate instruction and scientific research-based intervention in reading, including the essential components of reading instruction as defined in Section 1208(3) of the ESEA (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension) and/or appropriate instruction and scientific research-based intervention in math.

REQUIREMENT:	EVIDENCE TO SUPPORT REQUIREMENT:				
A) Percentage of students¹ in the same grade² as the referred student meeting the proficiency benchmark in the most recent universal data³ available on all students	Grade level:	Measure:	Target:	% Meeting Target:	Date:
B) Effective implementation of core instructional practices provided to the student:	<p>The child was provided:</p> <p>1) <i>appropriate instruction in regular education settings; (Summarize)</i></p> <p>2) <i>delivered by qualified personnel; (Summarize)</i></p>				

¹ For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of peers who are from the same language and/or cultural background

² This may include comparison to other groups such as culturally and linguistically similar peers, classroom, school, and/or other comparison groups (such as culturally and linguistically similar peers, classroom and/or school). These data must be relevant to the area(s) of concern (e.g., reading, math, writing, listening, oral language).

³ Universal screening includes administering measures or collecting other data to allow broad generalizations to be made regarding the future performance and outcomes of all students at individual and group level (e.g. classroom, grade, school, district). The purpose is to give district and school teams a broad view of the overall health of instruction for all students as well as to identify those students requiring more intensive intervention and enrichment.

ASSURANCE THAT THE STUDENT HAS HAD ACCESS TO INSTRUCTION AND INTERVENTION:					
C) Student attendance: (Current academic year)	Total # of student absences: _____ Total # of school days: _____ Percentage of days absent: _____ Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N				
	Additional attendance data: Academic year: _____ Total # of student absences: _____ Total # of school days: _____ Percentage of days absent: _____ Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N				
D) Scientific research-based Interventions which align to the academic area(s) of concern (e.g. critical components of reading, math, writing, listening comprehension, oral expression, etc.)	Intervention(s) delivered:	Frequency ⁴ :	Intensity (altered variables to intensify intervention):	Duration ⁵ :	Group Size:

<p>E) Evidence of intervention delivery by qualified personnel. Instructor was equipped with training, coaching and sufficient materials.</p>					
<p>F) Evidence that the intervention was delivered to the student for the planned number of sessions and allotted time.</p>	<p>Total # of days that the intervention was provided: _____</p> <p>Total # of days that student was present for the full allotted time of intervention: _____</p> <p>Was the student absent greater than 10% of the total days of intervention provided? Y N</p>				
<p>G) Percentage of students⁶ in the same interventions as the referred student yielding successful response to the intervention:</p>	<p>Grade level of monitoring:</p>	<p>Measure:</p>	<p>Proficiency Standard:</p>	<p>%Proficient⁷:</p>	<p>Date:</p>
<p>H) Student attendance, specific to intervention delivery:</p>	<p>Total # of days that student was absent from intervention: _____</p> <p>Total # of days that the intervention was provided: _____</p> <p>Was the student absent (absences would also include tardies, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total days of intervention provided? Y N</p>				
<p>⁴ Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results</p>					
<p>⁵ Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results</p>					
<p>⁶ For students from cultural and/or linguistic minority populations, consider whether to compare this student's performance with that of peers who are from the same language and/or cultural background</p>					
<p>⁷ The recommended data decision rule for intervention effectiveness is that 75-80% of students within an intervention group should be responding positively to that intervention. (MTSS livebinder /media/get/MTUwMzcxMDg=)</p>					