

Documentation for RSA Intervention Past 3rd Grade



2023-2024

Student:		District:	
Grade Level:	4 5	School:	
Date:		Teacher:	
Parent/Guardian:		Principal:	

Students promoted to 4th grade through a good-cause exemption or a unanimous decision by the Student Reading Proficiency Team (SRPT) shall be provided intensive reading instruction that includes specialized diagnostic information and specific reading strategies for each student until the student meets grade-level targets in reading. The school district shall assist schools and teachers to implement reading strategies for the promoted students that research has shown to be successful in improving reading among low-performing readers. *70 O.S. § 1210.508C(M)*

The purpose of this document is to define a plan that will enable the student to acquire the appropriate grade level reading skills and communicate this plan and the student’s progress to the student’s family.

**Universal Screening Assessment
Approved by the Oklahoma State Board of Education**

The student took the following universal screening assessment:

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Acadience | <input type="checkbox"/> Exact Path | <input type="checkbox"/> MAP Growth |
| <input type="checkbox"/> aimswebPlus | <input type="checkbox"/> FastBridge | <input type="checkbox"/> MAP Reading Fluency |
| <input type="checkbox"/> Amira | <input type="checkbox"/> i-Ready Diagnostic | <input type="checkbox"/> mClass DIBELS 8 th Edition |
| | <input type="checkbox"/> Istation | <input type="checkbox"/> STAR Early Learning Suite |

Student screening assessment scores for this year are below:

Timeframe	Date	Grade-Level Target (established by publisher)	Student Score	Percentile
Beginning of Year				
Middle of Year				
End of Year				

Additional assessment(s) used for informal diagnostic purposes:

An intensive intervention plan will be implemented for this student with the goal of improving his/her reading skills in the area(s) of:

- | | |
|---|--|
| <input type="checkbox"/> Phonemic awareness | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Phonics | <input type="checkbox"/> Comprehension |
| <input type="checkbox"/> Reading Fluency | |

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Based on the data, the student will receive supports at the following level of intensity:

- Tier 1 + Differentiation: (targeted instruction based on the needs of the student)
- Tier 2: Supplemental Instruction (required time in addition to core instruction as fits the needs of the student; 15-30 minutes of reading intervention recommended)
- Tier 3: Intensive Intervention (required time in addition to core instruction as fits the needs of the student; 45-60 minutes of reading intervention strongly recommended)

The student will receive collaborative services through: (check all that apply)

- Title 1 Special Education (IDEA) English Language Learner/Title III

Description of Supplemental or Remedial Reading Services and Supports

The intervention plan shall align with the Oklahoma Academic Standards. In addition to reading instruction to address on-grade-level standards using research-based curriculum resources, the student will receive the following instructional supports:

Instructional Support	Frequency	Duration
<input type="checkbox"/> Additional in-school instructional time	_____ x/week	Minutes: _____
<input type="checkbox"/> After school tutoring	_____ x/week	Minutes: _____
<input type="checkbox"/> Before school tutoring	_____ x/week	Minutes: _____
<input type="checkbox"/> Saturday school	_____ x/week	Minutes: _____
<input type="checkbox"/> Summer school	_____ x/week	Minutes: _____

Evidence-based program(s) that will be used to remediate the identified area of reading deficiency:

Plan for monitoring student progress:

Name of assessment: _____ Frequency of monitoring: Weekly
 Every other week
 Monthly
 Other: _____

Any additional proposed supplemental instructional services and supports that will be provided to the student which are designed to remediate the identified area of reading deficiency:

Strategies to be used at home to help the student succeed in reading proficiency:

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Student demonstrated on-grade-level reading ability through a state-approved screening instrument and no longer requires intensive intervention under the Reading Sufficiency Act.

Screening Assessment	Grade-Level Target (40 th percentile at the time of year assessment was given)	Student Score	Date Target Met

Signatures below indicate that this intervention plan has been reviewed and agreed upon.

	Initial Conference	Follow-up Conference (optional)
Conference Date:		
Parent/Guardian:		
Current Teacher:		
Other: (position/title)		
Other: (position/title)		

In the event the conference was unable to be held in person and was held virtually instead, the teacher's signature below attests that all required parties had input and received information about this plan.

Initial Conference	Signature	Date
	Role/Position	
Follow-up Conference (optional)	Signature	Date
	Role/Position	

A parent/guardian was unable to attend parent-teacher conference. A written reading progress update was mailed to the parent/guardian.

Teacher Name/Signature	Date Mailed
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