



Response to Intervention (RTI) Student Profile for REACH

Name [Click here to enter text.](#)

Grade [Choose an item.](#)

Age: [Click here to enter text.](#) **Birth date:** [Click here to enter a date.](#) **Gender:** [Choose an item.](#)

Teacher: [Click here to enter text.](#)

SIT Team Referral Date: [Click here to enter a date.](#)

English Proficiency: [Choose an item.](#)

* Please provide information on the area of greatest concern. Do not list more than one area of concern.

Targeted Assessment Data

Category	Current Performance	Grade-level Expectation
READING		
IRL Level		
Reading Foundation		
Print Concepts		
Phonological Awareness		
Phonics & Word Recognition		
Fluency		
Literature		
Key Ideas & Details		
Craft & Structure		
Integration of Knowledge & Ideas		
Range of Text & Level of Complexity		
Information		
Key Ideas & Details		
Craft & Structure		
Integration of Knowledge & Ideas		
Range of Reading & Text Complexity		
Language		
Vocabulary Acquisition & Use		
WRITING		
Organization		5
Ideas and Content		5
Conventions		5
Word Choice		5
Voice		5





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Sentence Fluency		5
MATHEMATICS		
Number Sense		
Algebraic Thinking		
Data/Probability		
Geometry		
Measurement		
Computation		
Effort		

Progress Monitoring Data

Assessment Tool [Click here to enter text.](#)

Outcome Goal [Click here to enter text.](#)

ILP or IMP Goal 1 Data Obtained

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____





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ILP or IMP Goal 2 Data Obtained

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Areas of Strength

[Click here to enter text.](#)

Areas of Concern

[Click here to enter text.](#)

Student's Preferred Learning Method

- Linguistic intelligence (word smart)
- Logical-mathematical intelligence (number and reasoning smart)
- Spatial intelligence (picture smart)
- Bodily-kinesthetic intelligence (body smart)
- Musical intelligence (music smart)
- Interpersonal intelligence (people smart)
- Intrapersonal intelligence (self-smart)
- Naturalist intelligence (nature smart)





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Behavior and Social Skills Narrative

Whole Group: [Click here to enter text.](#)

Independent Work: [Click here to enter text.](#)

Center/Station Work: [Click here to enter text.](#)

Parental Engagement (see Parent Engagement Rubric p. 29 of *Success Partners* handbook)

Significant Moderate Minimal Unproductive Minimal None

Differentiation Strategies Implemented

- Readiness and Ability
- Adjusting Questions for Student Comprehension
- Compacting Curriculum (Student assessment drives instruction)
- Tiered Assignments
- Acceleration/Deceleration
- Flexible Grouping
- Peer Teaching
- Learning Profiles (environment and preferred learning style)
- Student Interest
- Buddy System
- Independent Study Projects
- Learning Contracts
- Anchoring Activities (such as centers or work stations which correlate to previously learned material)
- Study Carrels





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- Change seating/groups
- Reducing distractions
- Time-out
- Check lighting and noise levels
- Remove unnecessary items from student's desk
- Ask student occasionally for the time or what subject is coming next
- Find positive incentives for the student to develop a desire to do good
- Stand near students desk/work area when speaking with the class
- Never give public attention to the student's problems, maintain student dignity
- Encourage independence/self-regulation (management)
- Send student to a buddy teacher or on an errand when he, she or you are reaching a frustration point
- Avoid excluding students from center/station work or extra-curricular activities
- Stay close to student in large areas of confusing situations (fire, tornado drills, or assemblies)
- Position the student away from classroom traffic flow patterns
- Reinforce acceptance of student, while not condoning student behavior
- Pre-arrange inconspicuous signals between student and teacher
- Frequently review classroom procedures, routines, and rules
- Post classroom rules
- Use manipulatives
- Use a behavior contract
- Privately work with student and parents to decrease workload
- Allowing for alternate testing: [Choose an item.](#)

Differentiation Strategies which are Working

- Readiness and Ability
- Adjusting Questions for Student Comprehension





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Core Targeted Reading Interventions Tried Before Bringing Student to SIT from ILP

Type of Core Intervention	Dates of Absences	Teacher Notes
(eg Foundations [small group phonics]) •	•	•

Length of Intervention (from when to when) [Click here to enter text.](#)

Duration of Intervention (days of the week & number of minutes/day) [Click here to enter text.](#)

Time of Day Provided [Click here to enter text.](#)





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Core Targeted Mathematics Interventions Tried Before Bringing Student to SIT from IMP

Type of Core Intervention	Dates of Absences	Teacher Notes
(eg Math, small group computation instruction)		

Length of Intervention (from when to when) [Click here to enter text.](#)

Duration of Intervention (days of the week & number of minutes/day) [Click here to enter text.](#)

Time of Day Provided [Click here to enter text.](#)





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Core Targeted Writing Interventions Tried Before Bringing Student to SIT

Type of Core Intervention	Dates of Absences	Teacher Notes

Length of Intervention (from when to when) [Click here to enter text.](#)

Duration of Intervention (days of the week & number of minutes/day) [Click here to enter text.](#)

Time of Day Provided [Click here to enter text.](#)



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SMART Goals for SIT

Date of Initial REACH Meeting [Click here to enter text.](#)

Area of Focus Based on Data-driven Assessment

[Click here to enter text.](#)

SMART (Specific, Measurable, Realistic Timely) Goal

Specific (who, what, where) [Click here to enter text.](#)

Measurable (how is it tracked) [Click here to enter text.](#)

Realistic (quantifiable) [Click here to enter text.](#)

Timely (frequency of Progress Monitoring) [Click here to enter text.](#)

Instructional Strategies to Employ

[Click here to enter text.](#)

Measuring Student Success

[Click here to enter text.](#)

Review Date [Click here to enter a date.](#)



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Results of New Data from SIT Intervention

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Date _____ **Data Results** _____

Goal Status: [Choose an item.](#)

