

**E.R. DICKSON ELEMENTARY
PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN FORM**

SECTION I: FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Malcom

| | | | | | | | |
|-------------------------------|-------------|-------|-----|------|---|---------------|--------|
| Student's Name | Jayden West | Sex | M | Race | B | Date of Birth | 1-7-10 |
| School Name | ERD | Grade | 1st | Age | | Date of PST | |
| Date of Parental Notification | | | | | | | |

SECTION II: INTERVENTION PLAN REVIEW

| Area of Concern | Tier of Intervention (Tier II or Tier III) | One Specific Concern | Person(s) Responsible for Intervention |
|-----------------|--|----------------------|--|
| Reading | | | |
| Math | | | |
| Behavior | | | |

| | Subject Area | | | | STAR | | | | Guided Reading Level | | | |
|-----------------|--------------|-----|------|-----|-------------|------|-------------|------|----------------------|---------------|----------|---------------|
| | Reading | | Math | | Reading (L) | | Math | | Date | Level | | |
| | Mid | End | Mid | End | Scale Score | G.E. | Scale Score | G.E. | | Reading Level | Accuracy | Comprehension |
| 1 st | 57 | 65 | 72 | 84 | 471 | 70% | | | | | | |
| 2 nd | 80 | 76 | 98 | 95 | 447 | 48% | | | | | | |
| 3 rd | | | | | 830 | | | | | | | |
| 4 th | | | | | | | | | | | | |

SECTION III: INTERVENTION PLAN REVIEW

| | Date | Plan of Action | Teacher Initials | PST Chair Initials |
|---|---------|--|------------------|--------------------|
| 1 | 9-28 | attendance - letters sent home, 54/R - not retested yet 57 to star went up - knows all letters sounds except 4, scaffolding words - from Dodge - check cum | CM | SK |
| 2 | 10-31 | 86 to R - 97 to M - catching up - gains on star - keep tracking | CM | SK |
| 3 | 12-1-16 | 10 unexcused absences - keep tracking - knows founding - Davis contact about attendance | CM | SK |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |

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|-------------------------------|--------------|-------|-----|------|---|---------------|--------|
| Student's Name | Jayden West | Sex | M | Race | B | Date of Birth | 1-7-10 |
| School Name | E.R. Dickson | Grade | 1st | Age | | Date of PST | |
| Date of Parental Notification | | | | | | | |

SECTION II: INTERVENTION PLAN REVIEW

Malcom

| Area of Concern | Tier of Intervention (Tier II or Tier III) | One Specific Concern | Person(s) Responsible for Intervention |
|-----------------|--|----------------------|--|
| Reading | | | |
| Math | | | |
| Behavior | | | |

| | Subject Area | | | | STAR | | | | Guided Reading Level | | | | |
|-----------------|--------------|-----|------|-----|-------------|------|-------------|------|----------------------|---------------|----------|---------------|---------|
| | Reading | | Math | | Reading EL | | Math | | Date | Level | | | |
| | Mid | End | Mid | End | Scale Score | G.E. | Scale Score | G.E. | | Reading Level | Accuracy | Comprehension | Fluency |
| 1 st | 57 | 65 | 72 | 84 | 471 | 79% | | | | | | | |
| 2 nd | 80 | 76 | 98 | 95 | 647 | 48% | | | | | | | |
| 3 rd | 74 | | | | 885 | 50 | | | | | | | |
| 4 th | | | | | | | | | | | | | |

SECTION III: INTERVENTION PLAN REVIEW

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|---|---------|---|------------------|--------------------|
| 1 | 9-28 | attendance - letters sent home, 54/R - not tested yet, 57/1st star, went up - knows all letters sounds except 4, scaffolding words - from Dodge - check cum | CM | SK |
| 2 | 10-31 | 86/6th R - 97 Cat M - catching up - gains on star - keep tracking | CM | SK |
| 3 | 12-1-10 | 10 unexcused absences - keep tracking - know's current - Davis contact about attendance | CM | SK |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |

9/6 - 9/9

PST SKILLS/INTERFERENCES/STRATEGIES

E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 9/6 Skill/Standard: Letter Recognition/Sound Correspondence

Interference Letter Recognition/letter sound correspondence

Strategy: flash cards/circling words that begin with a certain letter in a series of words.

Success (Outcome) beginning to recognize letters and sounds

Date: 9/7 Skill/Standard: Sight Words

Interference Sight words (does not know them)

Strategy: flash cards with kindergarten sight words/multisensory with play dough

Success (Outcome) beginning to learn sight words I, a

Date: 9/8 Skill/Standard: Letter Recognition/Sound Correspondence

Interference Letter Recognition/letter sound correspondence

Strategy: flash cards/circling words that begin with a certain letter in a series of words

Success (Outcome) beginning to recognize letters and sounds

Date: 9/9 Skill/Standard: Sight Words

Interference sight words (does not know them)

Strategy: flash cards with kindergarten sight words/multisensory with play dough

Success (Outcome) beginning to learn sight words



9/12-9/16

**PST SKILLS/INTERFERENCES/STRATEGIES
E. R. DICKSON ELEMENTARY 2015-2016**

Student: Jayden West

Date: 9/12 Skill/Standard: Letter Recognition/Sound Correspondence

Interference does not know letter or letter sounds

Strategy: flash cards/repetition (upper/lower case)

Success (Outcome) becoming more proficient at identifying letters and sounds

Date: 9/13 Skill/Standard: Sight words

Interference does not know sight words

Strategy: flash cards/repetition

Success (Outcome) starting to identify more sight words

Date: 9/14 Skill/Standard: Spelling patterns

Interference does not recognize the at pattern

Strategy: building words with at using magnet letters

Success (Outcome) could successfully build cat, bat, hat

Date: 9/15 Skill/Standard: Letter recognition/Sound Correspondence/Sight words

Interference does not know all the letters/sounds/sight words

Strategy: Flash cards/repetition

Success (Outcome) becoming more proficient at recognizing letters/sounds/sight words

~~_____~~ 9/19 - 9/23

PST SKILLS/INTERFERENCES/STRATEGIES
E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 9/19 Skill/Standard: Flashcards Sight words

Interference does not know kindergarten sight words

Strategy: Flash Cards

Success (Outcome) beginning to recognize more sight words

Date: 9/20 Skill/Standard: Spelling Patterns

Interference does not recognize the at pattern

Strategy: building words with magnetic letters

Success (Outcome) successfully build at words

Date: 9/21 Skill/Standard: Letter Recognition/Sound Correspondence

Interference cannot recognize all letters/sounds

Strategy: flash cards (upper and lower case)

Success (Outcome) becoming more proficient at recognizing letters/sounds

Date: 9/22/16 Skill/Standard: Letter Recognition/Sound Correspondence

Interference does not know all letters/sounds

Strategy: flash cards (upper and lower case)

Success (Outcome) Letters he knows: b, e, a, d, z, x, w, i, c, f, i, j, h
n, s, p 9/26

Letter sound: knows all except c, v, z is, he, me, to
cr, tw, fo, fit

Sight words he knows: see the I, a, ar, up, low, down, yellow, blue

9/26-9/30

PST SKILLS/INTERFERENCES/STRATEGIES
E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 9/26 Skill/Standard: Blending/Sight Words

Interference does not recognize all K sight words / cannot blend
sounds

Strategy: flash cards with sight words / moving a counter to blend
CVC

Success (Outcome) becoming faster at recognizing sight words

Date: 9/27 Skill/Standard: Sound-spelling patterns

Interference cannot spell words with -at ending

Strategy: building -at words with magnets

Success (Outcome) can spell bat, rat, cat, sat

Date: 9/28 Skill/Standard: _____

Interference Absent

Strategy: N/A

Success (Outcome) _____

Date: 9/29 Skill/Standard: Blending/Sight Words

Interference does not recognize all K sight words / cannot blend
sound

Strategy: flash cards with sight words / moving a counter to
blend CVC words

Success (Outcome) becoming faster at recognizing sight words /
learning to blend CVC words

~~_____~~ 10/3 - 10/7

PST SKILLS/INTERFERENCES/STRATEGIES
E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 10/3 Skill/Standard: 1st sight words / blending

Interference does not know any 1st grade sight words / cannot blend words together / sounds

Strategy: flashcards for sight words / move a counter for blending

Success (Outcome) knows put, then, good / can blend CVC words

Date: 10/4 Skill/Standard: _____

Interference Absent

Strategy: _____

Success (Outcome) _____

Date: 10/5 Skill/Standard: 1st sight words / spelling patterns

Interference does not know any 1st grade sight words / spelling patterns

Strategy: building words with -all using magnets

Success (Outcome) can spell ball, call, fall

Date: 10/6 Skill/Standard: 1st sight words / blending

Interference does not recognize 1st grade sight words / cannot blend sounds

Strategy: flash cards for sight words / move counter for blending

Success (Outcome) knows want, little / can blend CVC words



10/11 - 10/14

PST SKILLS/INTERFERENCES/STRATEGIES

E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 10/11 Skill/Standard: Blending

Interference cannot blend words when seen in text

Strategy: practice blending single words first then read A level text with CVC words

Success (Outcome) can recognize cat in text

Date: 10/12 Skill/Standard: Sight words/spelling patterns

Interference does not recognize spelling patterns

Strategy: building words with -ox using magnets

Success (Outcome) can spell fox, box

Date: 10/13 Skill/Standard: _____

Interference Absent

Strategy: _____

Success (Outcome) _____

Date: 10/14 Skill/Standard: Blending

Interference cannot blend words when seen in text

Strategy: practice blending single CVC words first then read A level text with CVC words

Success (Outcome) starting to recognize CVC words to sound out



10/17-10/21 + 10/24

PST SKILLS/INTERFERENCES/STRATEGIES
E. R. DICKSON ELEMENTARY 2015-2016

Student: Tayden West

Date: 10/17 Skill/Standard: Sight words / Digraphs

Interference Does not recognize the sh and th digraph

Strategy: flash cards for sight words / words with sh and th move counter over sound

Success (Outcome) knows the sh and th sound

Date: 10/18 Skill/Standard: letter/sound correspondence (Review)

Interference does not know all letters/sounds

Strategy: flash cards / letter sounds in words

Success (Outcome) knows all letters and all sounds except g

Date: 10/20 Skill/Standard: sound-spelling patterns

Interference cannot spell words that end in -an

Strategy: build words with -an using magnetic letters

Success (Outcome) can spell pan, tan

Date: 10/24 Skill/Standard: Sight words / Digraphs

Interference does not know sight words or sh and th sounds

Strategy: flash cards for sight words / words with sh and th move counter over sound

Success (Outcome) can recognize shall, shoe, shell, that

~~10/25/15~~

10/25 - 10/29

PST SKILLS INTERFERENCES STRATEGIES

E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 10/25 Skill/Standard: Sight words / Digraphs

Interference does not know all k sight words / does not know ch and wh sound

Strategy: flash cards w/ k + 1st words / make counter over ch and wh sounds

Success (Outcome) recognizes sight words faster / know ch and wh sounds

Date: 10/27 Skill/Standard: _____

Interference _____

Strategy: At nurse sick

Success (Outcome) _____

Date: 10/28 Skill/Standard: Sight words / Digraphs

Interference does not know all k + 1st sight words / cannot sound at words with ch + wh

Strategy: Flash cards / picking at ch and wh sounds at beginning / end of words

Success (Outcome) can find ch and wh sounds in words

Date: _____ Skill/Standard: _____

Interference _____

Strategy: _____

Success (Outcome) _____



Nov. 1st - 3rd

PST SKILLS/INTERFERENCES/STRATEGIES

E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 11/1 Skill/Standard: 2nd quarter sight words / blending

Interference does not know all 2nd quarter sight words / cannot blend words that have blends

Strategy: flash cards / segmenting sounds and then blending

Success (Outcome) almost knows all sight words / getting better at blending

Date: 11/2 Skill/Standard: CVC Words

Interference does not understand the silent e rule

Strategy: practice sounding out CVC word first then adding the with a magnet letter

Success (Outcome) getting better with silent e

Date: 11/3 Skill/Standard: _____

Interference _____

Strategy: _____

Success (Outcome) _____

Date: _____ Skill/Standard: _____

Interference _____

Strategy: _____

Success (Outcome) _____



NOV 7th - 10th

PST SKILLS/INTERFERENCES/STRATEGIES

E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 11/7 Skill/Standard: Review Kindergarten / 1st & 2nd quarters Sight Words

Interference does not know all his sight words

Strategy: flash cards

Success (Outcome) knows all kindergarten and most of 1st / 2nd quarter

Date: 11/8 Skill/Standard: _____

Interference _____

Strategy: Absent

Success (Outcome) _____

Date: 11/9 Skill/Standard: _____

Interference _____

Strategy: Absent

Success (Outcome) _____

Date: 11/10 Skill/Standard: _____

Interference _____

Strategy: Absent

Success (Outcome) _____

 Nov 14th - 18th

PST SKILLS/INTERFERENCES/STRATEGIES
E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 11/14 Skill/Standard: Reading Fluency

Interference Cannot read sentences fluently

Strategy: Practiced reading sentences in isolation without a picture

Success (Outcome) can read sentences like (Jan is big.)

Date: 11/15 Skill/Standard: Reading Fluency

Interference Cannot read text fluently

Strategy: Practiced reading a B level text with pictures pointed to each word when sounding out

Success (Outcome) getting more fluent by himself

Date: 11/16 Skill/Standard: Reading Fluency

Interference Cannot read on grade level text fluently

Strategy: practiced reading a short story on grade level picking out words we know first

Success (Outcome) becoming more fluent at reading on grade level text

Date: 11/17 Skill/Standard: Sight Words

Interference does not know all 2nd quarter sight words

Strategy: Flash Cards

Success (Outcome) knows several 2nd quarter sight words



Nov. 28-29

PST SKILLS/INTERFERENCES/STRATEGIES

E. R. DICKSON ELEMENTARY 2015-2016

Student: Jayden West

Date: 11/28 Skill/Standard: Blends

Interference does not know wh, sh, ch blends

Strategy: not segmenting words with blends

Success (Outcome) recognizes words that start with ch & sh

Date: 11/29 Skill/Standard: Reading Fluency

Interference cannot read texts fluently

Strategy: read level B text with pictures to help with ~~comprehension~~ comprehension

Success (Outcome) becoming a more fluent reader

Date: 11/30 Skill/Standard: _____

Interference Writing Training

Strategy: _____

Success (Outcome) _____

Date: _____ Skill/Standard: _____

Interference _____

Strategy: _____

Success (Outcome) _____