



Date: _____

Student: _____

Dear Parent/Guardian,

All students in Alabama schools are provided with standards-based, research-validated core academic instruction accompanied by classroom behavioral supports. A tiered system of academic and/or behavioral assistance or intervention is provided based upon identified student needs. Interventions typically include specialized, research-based teaching strategies provided within the classroom or in small-group settings. As required by the Alabama Department of Education, a problem solving team consisting of teachers, administrators, and other support personnel reviews student data regarding need for assistance; recommends the type of assistance to be provided; reviews data reflecting progress being made by students; and informs parents of this progress and of any recommendations regarding needed changes in interventions.

The Mobile County Public School System is using STAR Benchmarking and Progress Monitoring to check student performance in reading and math so we can provide help to students as needed. Based on that assessment and your child's grades, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress monthly. We will be sharing this information with you by sending you a progress report monthly.

As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact your child's classroom teacher.

Meadowlake Elementary School
Problem Solving Team



Meadowlake Elementary School

8251 Three Notch Road

Mobile, Alabama 36619

Joi M. Mullins, Principal

October 4, 2016

To the Parent/Guardian of _____,

After school tutoring classes for third, fourth, and fifth grade students will be conducted each week on Tuesday and Wednesday, from 3:15 until 4:15 p.m. at Meadowlake Elementary School. Tutoring will begin on October 11 and end on November 2 (schedule is on the back of this sheet). Tutoring will be provided as a service to assist your child in both reading and math. Parents are responsible for picking up students. No child will be allowed to walk home. Two consecutive absences will result in removal from the program unless there are extenuating circumstances.

Please complete the form below and return it to school no later than Friday, October 7. Students who have not returned their forms by this date may lose their place in the program. We look forward to working with your child!

Sincerely,

Debra Quinones

Technology Teacher

Return the bottom portion by October 7, 2016

____ YES-My child, _____, has permission to participate in after school tutoring for reading and math each Tuesday and Wednesday from 3:15 until 4:15 p.m. I understand that I am responsible for transportation.

____ NO-My child, _____, does not have permission to participate in this program.

Parent Signature _____ Date _____

PST - Student Intervention Plan Form

Section I Factors Considered in Determining Need for Intervention

Student's Name: XXXXXX Date: 09/09/2016 mm/dd/yyyy

School: Meadowlake Sex: M Race: W

Grade: 4 Age: DOB: mm/dd/yyyy

Referring Teacher: Mallet Specific Concerns:

Reading 50 E and STAR Score

Specific Screening/Benchmark Data: (STAR, course averages, etc.)

STAR 55 score 287 GE 2.5

Hearing Screening: Date: 09/21/16 X Pass Fail

Vision Screening: Date: 09/21/16 Near: X Pass Fail Far: X Pass Fail

Section II. Intervention Plan

Teacher(s) Responsible for Intervention Implementation: Mallet

Identified Concern(s) to be Addressed (Choose one or more of the following):

- { } Reading Data:
{ } Math Data:
{ } Behavior Data:

Types of Interventions: (Choose all that apply to this intervention plan)

- { } Tier II Intervention Date Initiated: 9/12/2016
{ } Reading: word level intervention
X Reading: comprehension intervention
{ } Math: computation intervention
{ } Math: reasoning/problem solving intervention
{ } Behavior intervention
{ } Other intervention
{ } Tier III Intervention Date Initiated:
{ } Reading: word level intervention
{ } Reading: comprehension intervention
{ } Math: computation intervention
{ } Math: reasoning/problem solving intervention
{ } Behavior intervention
{ } Other intervention

Intervention Goal: in 4 weeks, the student will:

Be able to make at least 60% on comprehension test without reteaching and retesting.

Student has shown improvement. Will continue same interventions at this time. Student is attending Extended Day Tutoring.

PST Meeting Notes: Date: 11/4/2016

Assessment	Scaled Score	Grade Equivalent	Quarterly Grades	
STAR Reading:	<u>283</u>	<u>2.5</u>	Reading:	<u>68 D</u>
STAR Math:	<u>632</u>	<u>4.4</u>	Language Arts:	<u> </u>
DIBELS:	<u> </u>	<u> </u>	Math:	<u>91 A</u>
	(wpm)	(accuracy)		
Attendance:	<u> </u>	Absences	<u> </u>	Tardies

Student's Reading grade has increased slightly. Student is already on medication for attention. Teacher believes he did not have it on the day he took the last STAR. Will continue same interventions.

PST Meeting Notes: Date: 1/11/2017

Assessment	Scaled Score	Grade Equivalent	Quarterly Grades	
STAR Reading:	<u>253</u>	<u>2.3</u>	Reading:	<u>68 D</u>
STAR Math:	<u>601</u>	<u>4</u>	Language Arts:	<u> </u>
DIBELS:	<u> </u>	<u> </u>	Math:	<u>92 A</u>
	(wpm)	(accuracy)		
Attendance:	<u> </u>	Absences	<u> </u>	Tardies

Student is maintaining grades, will continue interventions. Student will be offered Extended Day Tutoring for Spring session.

PST Meeting Notes: Date: 2/10/2017

Assessment	Scaled Score	Grade Equivalent	Quarterly Grades	
STAR Reading:	<u>309</u>	<u>2.7</u>	Reading:	<u>57 E</u>
STAR Math:	<u>591</u>	<u>3.9</u>	Language Arts:	<u> </u>
DIBELS:	<u> </u>	<u> </u>	Math:	<u>78 C</u>
	(wpm)	(accuracy)		
Attendance:	<u> </u>	Absences	<u> </u>	Tardies

Student Intervention Documentation Form (SID)

School Year: 2015 - 2016

School: Meadowlake Elementary

Student: XXXXXX Grade: 4 Tier: II

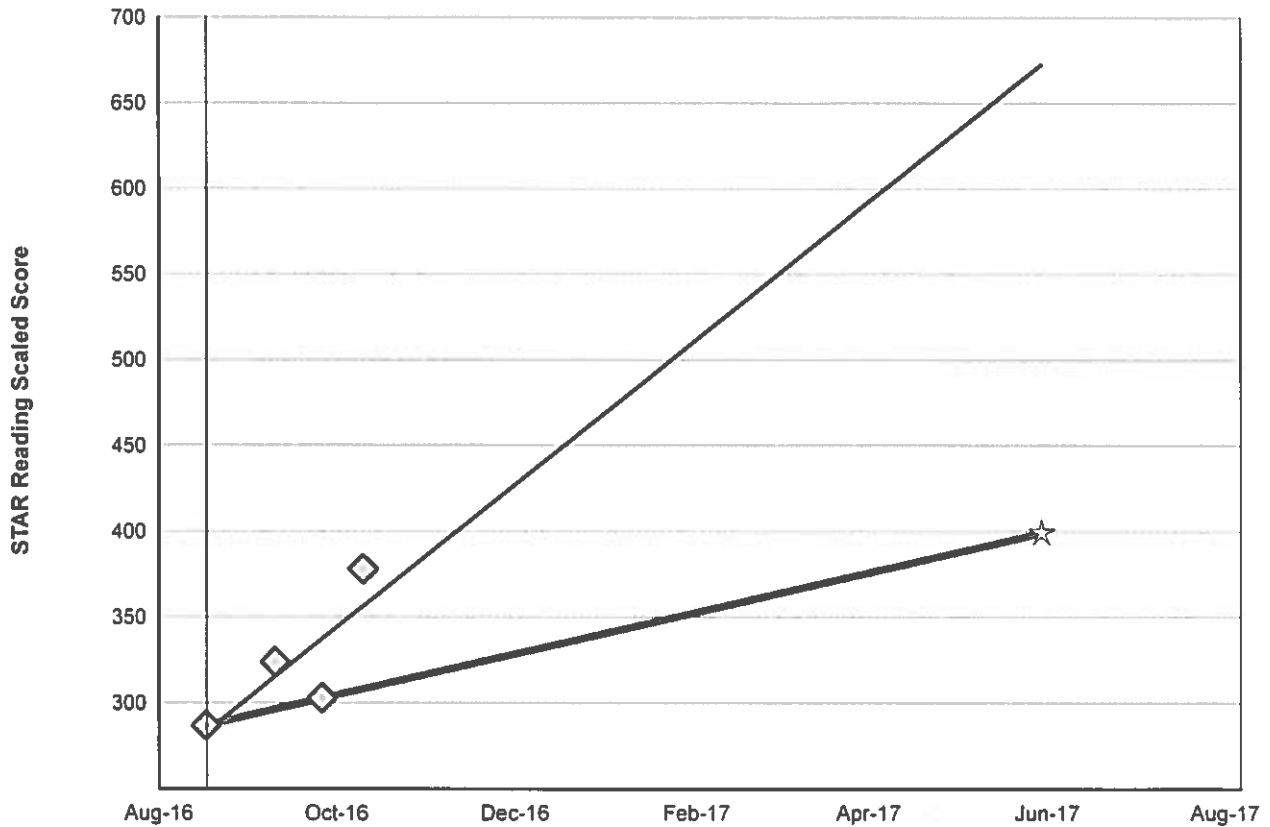
Attendance Key
 X = Student Present
 A = Student Absent
 TA = Teacher Absent
 NS = No School

Intervention Codes: Reading 38.4 and 38.16

Intervention Provided by: Mallet ROI Goal: 399 ss (2.7ss/wk)

Week	Date (Week of.....)	M	T	W	Th	F	PM Data	ROI	Team Recom. (continue/ intensity/ dismiss)
1	09/12/16	x	x	x	x	x	324 ss	Baseline	Begin
2	09/19/16	x	x	TA	x	TA			
3	09/26/16	A	x	x	x	x	303 ss		
4	10/03/16	x	A	A	x	x			
5	10/10/16	NS	A	x	x		378 ss		
6	10/17/16	x	TA	x	A	x			
7	10/24/16	x	x	x	x	x	283 ss		
8	10/31/16	x	A	x	x	x			
9	11/07/16	x	x	x	x	NS			
10	11/14/16	x	x	x	x	x			
11	11/21/16	NS	NS	NS	NS	NS			
12	11/28/16	x	x	x	x	x			
13	12/05/16	x	A	x	x	x			
14	12/12/16	x	A	x	x	x			
15	12/19/16	NS	NS	NS	NS	NS			
16	12/26/16	NS	NS	NS	NS	NS			
17	01/02/17	NS	NS	x	x	A			
18	01/09/17	x	x	x	x	x	253 ss		
19	01/16/17	NS	x	x	x	x	238 ss		
20	01/23/17	x	x	x	x	x			
21	01/30/17	A	A	x	x	x			
22	02/06/17	x	A	TA	x	TA			
23	02/13/17	x	x	x	x	x			

[REDACTED]



- ◆ Enterprise Test
- Trend line is statistically calculated after four or more tests to show the direction the scores are moving.
- Goal line represents the student's expected growth path toward the goal.
- ★ Star represents the student's current goal.
- | Intervention line identifies the start date of an intervention program.

Brent's Current Goal

Goal: 399 SS (Moderate)	Goal End Date: 6/1/2017	Expected Growth Rate: 2.7 SS/Week
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Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.



Student Progress Monitoring Report

Printed Friday, October 14, 2016 6:48:52 AM

School: Meadowlake Elementary School

Reporting Period: 8/8/2016 - 8/3/2017
(2016-2017 School Year)

Students: Brent

[Redacted]

[Redacted]

Current Goal

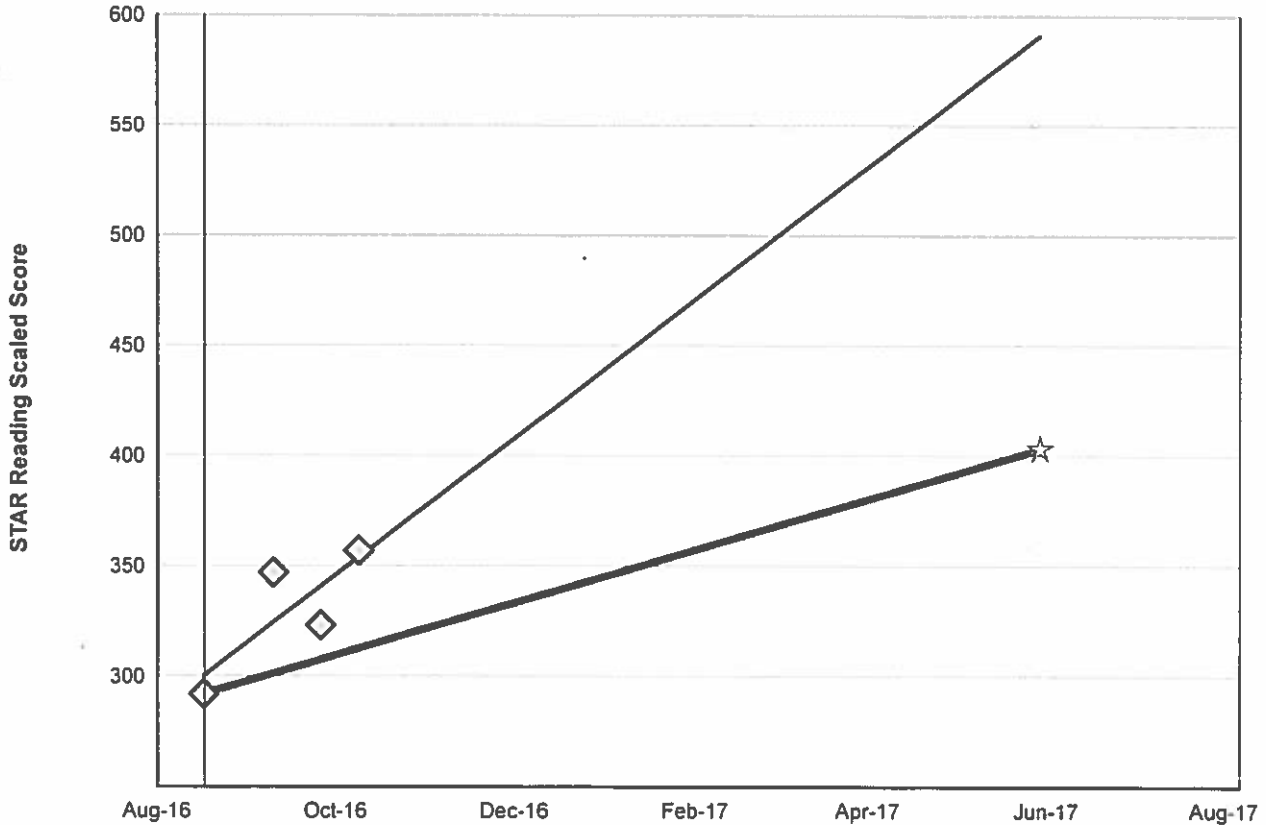
Goal: 399 SS (Moderate)	Goal End Date: 6/1/2017	Expected Growth Rate: 2.7 SS/Week
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Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate ^a Scaled Score/Week
RTI	08/19/2016	08/19/2016	287	-
		09/12/2016	324	-
		09/28/2016	303	-
		10/12/2016	378	9.5

^a The student's trend line and growth rate appear on the report after taking four tests. This student is enrolled in multiple STAR Reading classes.

Grade: 4



- ◇ Enterprise Test
- Trend line is statistically calculated after four or more tests to show the direction the scores are moving.
- Goal line represents the student's expected growth path toward the goal.
- ★ Star represents the student's current goal.
- | Intervention line identifies the start date of an intervention program.

Kimora's Current Goal

Goal: 403 SS (Moderate)	Goal End Date: 6/1/2017	Expected Growth Rate: 2.7 SS/Week
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Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.



Student Progress Monitoring Report

Printed Friday, October 14, 2016 6:46:17 AM

School: Meadowlake Elementary School

Reporting Period: 8/8/2016 - 8/3/2017
(2016-2017 School Year)

Grade: 4

Current Goal

Goal: 403 SS (Moderate)

Goal End Date: 6/1/2017

Expected Growth Rate: 2.7 SS/Week

Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate ^a Scaled Score/Week
RTI	08/19/2016	08/19/2016	292	-
		09/12/2016	347	-
		09/28/2016	323	-
		10/11/2016	357	7.1

^a The student's trend line and growth rate appear on the report after taking four tests. This student is enrolled in multiple STAR Reading classes.