

**West Virginia Response to Intervention Project
Student Assistance Team Report**

INITIAL SAT MEETING

Student John Smith School Riverside Elementary ID# 540000001
 DOB 9-14-00 Age 8 Current Grade 1 Grades Repeated K
 Parent(s)/Guardian(s) Paul & Paula Smith Phone 235-3333
 Address Rt2 Box 310 Williamson, WV 25661
 Referring Teacher(s) T. Jones
 Date of initial SAT meeting: March 14, 2008
 Level of support **currently** being provided to student: Tier 1 Tier 2 Tier 3

I. Statement of Referral Concerns(s):

John is reading below current grade level. According to STARS test John's Independent Reading level is .9 which is a pre-primer level. He can pronounce sounds in words but can't put those sounds together to make a word. He can recall basic sight words; I, as, am, has, do, it, is, have, my, and, color words, along with a few other sight words from kindergarten level. According to DIBELS his ORF is 10 out of a required 40 and NWF 9 out of 50 which are all below the target. He has been receiving Title I services in the classroom working on deficit skills noted from assessment results. John has been using Waterford Reading Program to work on reading skills.

II. Parent Involvement: Describe parent(s)/guardian(s) contacts made prior to this referral to the SAT, including the dates, results, and copy of Parent Notification.

DATES	RESULTS
11-14-07	Conference with parent and stated would work more at home, asked for suggestions to use at home to help John.
12-12-07	Scheduled parent-teacher conference. Parent didn't show so teacher tried phone contact number no answer, sent note home requesting another day and time for meeting.
2-8-08	Parent-teacher conference principal sat in on meeting. Parent wanted to try other interventions. Reviewed progress monitoring results.

III. Statement of Relevant School Experiences: (K-4 ONLY)

- a. Did the student participate in a community or private preschool? NO YES
 If yes, describe, the services, including frequency and duration. **MCSAT 2.0**

- b. Did the student receive special education services from WV Birth to Three (IDEA Part C) early intervention program? NO YES If yes, describe the services, including frequency and duration. _____
- c. Did the student receive special education services from an IDEA Part B program for three to five year olds? NO YES If yes, describe the services, including frequency and duration. _____
- d. Does the student have a history of transfers from school to school? If yes, describe frequency.
No
- e. Does the student have a history of excessive absences? NO YES If yes, describe.

- f. Other pertinent school experiences information that might impact student learning:
John receives speech services during the school day.
- g. Indicate each data source reviewed by the SAT. **NOTE:** Each data source document must be attached to the SAT form.

- | | |
|--|---|
| <input checked="" type="checkbox"/> DIBELS | <input type="checkbox"/> Benchmark |
| <input type="checkbox"/> Achievement (e.g. WESTEST) | <input checked="" type="checkbox"/> Classroom Performance/Grade |
| <input type="checkbox"/> Health/Medical/Vision/Hearing/Speech | <input type="checkbox"/> Behavior/Social/Positive Behavior Support Plan |
| <input checked="" type="checkbox"/> Intervention Plans (e.g. lesson plans) | <input type="checkbox"/> Scholastic Reading Inventory (SRI) |
| <input type="checkbox"/> Attendance Summary | <input type="checkbox"/> Sonday |
| <input type="checkbox"/> Sidewalks | <input checked="" type="checkbox"/> Waterford |
| <input checked="" type="checkbox"/> Other <u>STARS</u> | |

IV. Based on the reviewed data, the following action(s) will be taken:

- Continue Tier 1 classroom interventions for _____ weeks.
The SAT will reconvene on or before _____.
- Develop or modify Tier 2 or Tier 3 intervention plan.
The SAT will reconvene on or before May 15, 2008.
- Evaluations appear necessary in order to determine status of ability or presence of emotional factors that may impede academic progress. Interventions will continue during this evaluation process.

- V. **Intervention Plan.** Summarize the student’s response to multi-tiered intervention(s). Supporting documentation **must** be attached.

INTERVENTION PLAN

Level of Support: <input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3		
Goal Statement (<i>Must be linked to formative assessment results</i>): John will recognize sight words and decode unknown words using phonic skills. John will increase his reading fluency		
Initiation Date: <u>March 13, 2008</u>	# sessions/week: <u>5 days a week</u>	Length of session: <u>30 min</u>
Progress Monitoring Schedule: <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Other <u>Weekly fluency monitoring and bi-weekly classroom monitoring.</u>		
Intervention Procedures: John will attend TIER 2 intervention program, Sidewalks, from Title I teacher. Weekly fluency monitoring will be performed per structure of that program. The classroom teacher will establish center activities emphasizing sight words, decoding skills, and fluency using independent reading level books keeping records of student’s progress. Progress monitoring on DIBELS will be conducted by the classroom teacher per program requirements.		

- VI. The SAT will reconvene on or before May 15, 2008 to review the results of the aforementioned intervention.

School Assistance Team Participants and Titles

**West Virginia Response to Intervention Project
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SAT REVIEW MEETING

Date of SAT Review May 13, 2008

School Riverside Elementary

Student John Smith

Date of initial SAT meeting March 16, 2008

Level of support currently be provided to student: Tier 1 Tier 2 Tier 3

Describe the effectiveness of intervention strategies implemented since the initial SAT meeting.
Attach supporting documentation.

John has made very little progress in reading skills. He is still unable to blend sounds into words along with below grade level reading fluency according to DIBELS results. At the End Of theYear (EOY) DIBELS assessment his ORF was 12 out of a required 40 for the First Grade. According to STARS his independent reading level is still .9 which is below beginning of the first grade. Since he's still performing below grade level John will be placed into TIER 3 intervention program, SONDAY along with TIER 1 program for the beginning of next school year. In addition, he will be benchmarked for DIBELS at the beginning of next school year. A meeting will be conducted during the 1st 9 week period of 2008-09 school year to review his progress.

Based on the reviewed data, the following action(s) will be taken:

- Continue intervention plan for _____ weeks.
The SAT will reconvene on or before _____ to review results of intervention.
- Develop or modify Tier 2 or Tier 3 intervention plan.
- A multidisciplinary evaluation is necessary to determine need for special education services.

School Assistance Team Participants and Titles

_____	_____
_____	_____
_____	_____
_____	_____

TO BE USED AT EVERY INTERVENTION / SAT REVIEW MEETING

