

Apalachicola Bay Charter School  
Individual Student Learning Plan

Student Name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Date \_\_\_\_\_  
Teacher \_\_\_\_\_

Student Strengths:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Student Weaknesses:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Strategies and Interventions for Progress and Development:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Other Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Data Chat Form – Reading

Name \_\_\_\_\_ Date \_\_\_\_\_

Last FCAT Score \_\_\_\_\_ (4<sup>th</sup> – 8<sup>th</sup> Grades)

Last FCAT Level    1    2    3    4    5

2012-13 Thinklink Scores: Fall \_\_\_\_\_ Winter \_\_\_\_\_

**My FCAT Goal:**

\* \_\_\_\_\_ Increase \_\_\_\_\_ points (Level 1 or 2 Students)

\* \_\_\_\_\_ Increase a level (Level 1 – 4 students)

\* \_\_\_\_\_ Stay at the same level (Level 3, 4, or 5 students)

**Strategies we will use to work towards my goal:**

(e.g., FCAT explorer, Thinklink probes, Reading intervention,  
Complete all class work and homework everyday, Attend  
School daily, SES tutoring, after-school, etc.)

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**By signing below, my teacher and I promise to work to meet my goals.**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Teacher**

**I have read the above plan for my child.**

\_\_\_\_\_  
**Parent**

# **RESPONSE TO INTERVENTION BINDER CHECKLIST (RTI)**

**TAB #1 (RTI):** The first tab in the binder should be your RTI tab. Behind this tab should be the Record Review form, which is filled out at the beginning of every school year for every student. Please only use data from the previous year. The second form should be the “exit card” the teachers fill out at the end of every year for every student. **IF THE STUDENT IS AN RTI STUDENT** then you will need to have the Parent Notification for Consent to Intervention sheet signed by the parent(s) along with copies of the forms you fill out during your RTI meetings. These may include an academic or behavior plan and meeting summary forms.

**TAB#2 (FORMAL ASSESSMENTS):** This tab should hold your FAIR, THINKLINK, FCAT, and SAT 10 scores for every student. Please do not print out a comprehensive individual sheet for each student. A simple one-page summary of the student’s performance of the FAIR and THINKLINK assessments will be sufficient. In this tab, you may also include the student’s LAST report card.

**TABS#3 and 4 (READING AND MATH):** **IF THE STUDENT IS AN RTI STUDENT,** then you will utilize this tab. Behind this tab you will put the Description of Intervention form here describing the types of intervention you are doing with the student. You will also put the Weekly Assessment Monitoring Form here. This will track the student’s weekly progress, as stated on the RTI plan.

**TAB#5 (WRITING):** The school holds a bi-monthly writing assessment for every grade. **EVERY STUDENT** should have their assessments placed here.

**TAB#6: (PARENT CONTACT):** This is where you will put any parent contact about the student’s behavior/academics.

**THERE IS NO OTHER DOCUMENTATION NEEDED IN THE BINDERS!**  
**Student samples of work (not including writing) are not necessary in the binder unless it is specified in the academic plan.**

There is a mock binder available for more information.

