

[REDACTED]

Meghan Cook

Submission Date Jan 23, 2023 11:59 AM

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Student Name [REDACTED]

Current Grade Level 3rd Grade

Student's Current Age 8

Teacher Name Meghan Cook

Concern Areas: Academics: Reading Academics: Writing Academics: Math
Attention

Please list areas of strength for your student: [REDACTED] has shown growth on her FastBridge testing in the CBMReading area. She has improved the number of words per minute she can read. [REDACTED] has a great personality and loves chatting with friends around her. She follows directions when asked and is kind to everyone.

Select all current supports student receives: Bilingual/ESL Support

Additional Support Information [REDACTED] is in a SIPPS reading group.

Most Recent Reading NWEA RIT, Percentile and Date (Grades 3-5 only) 1%

Most Recent Math RIT, Percentile and Date (Grades 3-5 only) 1%

3 Most Recent Fastbridge Scores and Dates: aMath - Winter: 187 (Fall: 186)
aReading - Winter: 406 (Fall: 486)
CBMReading - Winter: 97 (Fall: 56)

Current Small Group Interventions Being Used (Decoding Power, IXL, etc.) SIPPS Extension Lesson 1 Group
Completed and passed SIPPS Review Lesson 1-15

Academic Concerns: All Areas

Work Habit Concerns Responsibility Work Completion Independent Work

Is parent aware of your [REDACTED]

academic concerns or reached out to express concern themselves?

Yes

Student has difficulty with the following:

Focus/Attention

Further explanation of behavior concerns:

Struggles to focus during instruction time, small group time, and during independent time.

Is parent aware of your concerns?

Yes

Parent response to your behavior concerns:

Parent enrolled [redacted] into the GVSU tutoring program.

Modifications to Environment

Seated close to teacher

Seated with positive peer

Bumpy seat or other specialized seating

Modifications to Presentation of Instruction

Repeat instructions

Ask student to repeat instructions/key points

Give directions verbally and in writing

Pair with positive peer

Check progress/give frequent feedback

Modifications of assignments

Extra time to complete assignments

Shortened assignments/break assignments into smaller chunks

Limit memorization of information

Modification to presentation of instruction

Extra time to complete quizzes

Test read aloud to student

Use daily work for evaluation

Organization Assistance

Periodic review of student's notes/papers

Behavior/Motivation Techniques. Click

Frequent praise for appropriate behavior

Behavior/Motivation Techniques:None

Increased frequency of feedback

Frequent praise for appropriate

behaviorIncreased frequency

of feedbackPrivate cues to

assist positive

behaviorBehavioral plan to

increase positive behaviorDaily

progress reports to parents

(agenda)Weekly progress

reports to parents

reports to parents

Describe level of success of supports (most effective/least effective)

Working one on one or in a small group has been the most effective support for [redacted].

Additional Comments

[redacted] seems to struggle with memory. She will often tell me "My memory is so bad. I forget everything." Somethings that we do every single day are things that she does not remember. [redacted] continues to have anxiety when she feels like she is struggling. She has shown growth in this area this year.