

Name	Need	Intervention	Action/Next Steps	Notes/Follow-up dates
<b>9/20/21</b>				
<b><u>Specials Name and Need</u></b>				
<b>Westenhiser</b>				
H.P.	Teacher has spoken to mom multiple times this school year regarding staying on task, inattentive behaviors, completing work, constant movement. Instructional reading level I. 169-MAP Math 164-MAP Reading Mom mentioned to Ms. Westenhiser that she has concerns for ADHD and will try to take her to the pediatrician for an ADHD evaluation.	-Desk in an area away from distractions -Preferential seating	-Mrs. Canfield and Mrs. Dias will sit in during October conference to discuss ADHD.	-Follow up at November Name and Need
B.W.	Has an outside diagnosis of ADHD, was previously on medication but is not currently on it. He has difficulty initiating work, completing tasks, etc.	-Repeat directions back to teacher -1 step directions		-Transfer meeting/placement ARD for speech services -Initial SST for academics and behavior- September 27th

	He does not make eye contact when speaking to adults. Hyper Focuses on topics. 171- math MAP 175- reading MAP			
<b>Culbreth</b>				
V.M.	Anxiety concerns. She is missing foundational skills in reading which is affecting her in writing. Instructional reading level- D Sees Mrs. Canfield 1:1 to support anxiety concerns. No concerns in math.	-In small groups, work on decoding and writing words with digraphs.	-Continue providing small group intervention	-Follow up at November Name and Need
C.B.	Instructional level G. Reading word by word. Struggles with decoding words when reading. Works really hard, but progress is not reflecting his effort.	-Touchphonics group with Ms. Davis 4-5x a week	-Continue touchphonics groups with Ms. Davis to monitor progress. If not enough progress is made, discuss dyslexia eval with parents.	-Follow up at November Name and Need unless need arises before then
A.H.	Was a virtual student in Pflugerville ISD last year. Mom states that she did not receive	-Small group-segmenting CVC words	-Bring to SST	-initial SST September 28th

	consistent instruction last year. Instructional reading level D/E.			
<b>Miller</b>				
S.B.	Inconsistent performance and retention day to day. Showing higher performance in math than reading. Willing to participate in the whole group. Has foundational gaps in reading. Instructional reading level F.	-Touchphonics group with Ms. Davis 4-5x a week -Repeat directions	-Continue touchphonics groups with Ms. Davis to monitor progress. If not enough progress is made, discuss dyslexia eval with parents.	SST September 20th
H.C.	Teacher notices work avoidance. Not retaining information from instruction. Diagnostician has been observing her for a special education evaluation. Instructional reading level-	-1:1 small group in reading and math -Manipulatives in math	-Wait for special education evaluation results	-Referred to Special education evaluation
K.F.	Attention concerns, frequently off task. Does not follow direct 1 step directions. Mrs. Dias	-Touchphonics group with Ms. Davis 4-5x a week -Repeat directions to	-Continue documenting inattentive behaviors. -Ms. Miller will share progress at October	-Review SST- 11/1

	spoke to mom after SST in September and discussed concerns for attention and focus. Mom is also concerned and said she would discuss with dad about taking her to the pediatrician about attention concerns at school.	check for understanding	parent conferences. -Paper schedule on her desk with frequent check in and reward	
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**11/15/21**

Name	Need	Intervention	Action/Next Steps	Notes/Follow-up dates
<b><u>Specials Name and Need</u></b>				
<b>Westenhiser</b>				
M.A.	Newcomer from Egypt		-Mr. Arredondo will begin ESL testing -Administer MOY assessments to get more information	-Continue monitoring until next name and need
<b>Culbreth</b>				
V.M.	-Making progress academically -Missing a lot of school		-Schedule conference with mom to discuss a plan to help Violette	Mrs. Culbreth will contact mom to discuss a parent meeting

	-Does not want to come into the building		come into the building -Schedule SST or 504 separate from conference with parents	
C.B.	-Continued concerns for dyslexia	-Tier 2 reading intervention	-Have Ms. Davis	Mrs. Dias will speak to Ms. Davis to review his profile
M.A.	Newcomer from Egypt		-Mr. Arredondo will begin ESL testing -Administer MOY assessments to get more information	-Continue monitoring until next name and need
L.T.	-Struggles to complete work independently -Difficulty focusing on work	-Mrs. Culbreth works with him during PASAR to help him complete work. -Has worked for incentives, but it doesn't consistently work -Chunked work	Continue to monitor until next name and need	
Miller				
<b>2/28/22</b>				

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<b>Westenhiser</b>				
M.A.	<ul style="list-style-type: none"> <li>-Reluctant to speak English</li> <li>-Working hard academically and showing growth</li> </ul>	<ul style="list-style-type: none"> <li>-Visuals</li> <li>-1:1 support at teacher table</li> <li>-ipad for translating</li> <li>-ESL support from Mr. Arredondo</li> </ul>	<ul style="list-style-type: none"> <li>-Continue interventions</li> </ul>	
P.D.	<ul style="list-style-type: none"> <li>Struggles in Math and Reading</li> <li>-Outbursts when frustrated</li> </ul>	<ul style="list-style-type: none"> <li>Working with her at teacher table</li> <li>Sleeps a lot in the classroom</li> <li>LLI reading intervention</li> </ul>	<ul style="list-style-type: none"> <li>Committee is trying to get in touch with parents to discuss Peyton's academic difficulties</li> <li>Paperwork will be sent home for parent consent</li> <li>Continue interventions</li> </ul>	
<b>Culbreth</b>				
V.M.	<ul style="list-style-type: none"> <li>Making progress</li> <li>She does not like to write</li> <li>She is doing good in math.</li> <li>-Having more conflicts with peers</li> </ul>			

C.B.	When he is focused he can do the work. Ms. Culbreth spoke to the parents she mentioned it is a struggle	He comes up to the teacher table to show his finished work. Tier 2 reading intervention Chunking his work	Ms. Davis did great on the map skills phonemic awareness assessment.	
M.A.	He is coming along He is trying and reads well. Doing well in Math	ESL Small group Reading Level - A		
L.T.	He cannot get any work completed. Hard time focusing He cannot work independently	Reading Level - L		
S.T.	New to Harrington Moved from Mckinney He is reading on level G She is sleeping in class	LLI reading intervention	Pulling to teacher table Works at teacher table	
A.B.	He just got back from remote learning. Having difficulties in math			
<b>Miller</b>				

A.W.	Struggling in math and reading	Ms. Miller had a conference with the parent. He struggles with single digit addition. Struggles in writing Cries He works in small group		
T.T.	Trust is a concern Parents are notified every time we have a problem -Behavior chart is not consistently working	Behavior chart Relook at the behavior plan.	Ms. Canfield is working with him.	

Date

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