

**Plano Independent School District  
Student Support Team (SST)  
Initial/Review Meeting**



<b>Student:</b>	C	<b>Student ID#:</b>	
<b>Today's Date:</b>		<b>Date of Last Intervention Meeting:</b>	
<b>Teacher:</b>	Krupa (Literacy)/Wu (Math)	<b>Grade:</b>	3
<b>Campus:</b>	Harrington	<b>Birthdate:</b>	
<b>Parent Name:</b>		<b>Parent Phone:</b>	
<b>ESL:</b>	N/A	<b>Hearing/Vision Date:</b>	2/2/2019

**Student's Strengths**

The student has a positive attitude toward learning.

**Reason for Referral or Review Data – Student's Challenges**

Math (MAP): 164  
Reading (MAP): 160  
Reading Level: F (1st- MOY)

<b>Contacted Parent (name and type of contact)</b>	<b>Mother/email</b>
--	---------------------

Regarding reason for referral on (two dates):	9/23/2021	10/25/2021(email, can't reach by phone); 12/3/2021; 2/14/2022; 3/30/2022
Discussion Notes:		

Contacted (enter Team Leader/Counselor/Admin's Name):		
Regarding reason for referral on (two dates):		
Discussion Notes:		

If the student has been retained, enter grade level where retention occurred and reason for retention	N/A
---	-----

Attempted and Current Interventions (summarize here and attach Edugence documentation)	Intervention documentation sheet (Math)
--	---

**Committee Discussion:**

**9-27-21-** The committee met to discuss C's progress. Ms. Davis is going to test C for dyslexia. Mrs. Krupa is working on strategies on phonics. His reading level is an F. He has a good attitude, tries hard, and asks a lot of questions. Ms. Casillas did a mclass assessment with him and C was still working on sounding out each letter. His home language states English but his mother's 1st language does not appear to be English. We are holding to defer to possible 504.

**10-26-21-** C was identified as a student with dyslexia. He started Take Flight with Ms. Davis on 10-25-21. His cognitive and math abilities are on level. He continues to need tier 2 intervention for math. He has mastered using objects and pictures to compose and decompose numbers. He is continuing to work on expanded form and standard notation

**12-07-21-** C has mastered his goal from October. He has a new goal to solve one step problems. He grew 17 points from BOY to MOY (164 to 181). His quantitative on CoGat was within the average range. His verbal and nonverbal scores were below average. If progress slows or stalls, Ms. Davis stated she would like to monitor him to see if further diagnostics might be needed in the future.

**2-15-22-** The committee met to discuss C's progress in math. Ms. Wu said he was able to master his goal. Ms. Wu thinks it is better to move to a geometry goal because 3rd grade is about to start a geometry unit and then will return to working on a word problem goal. Ms Davis said that C is making progress in his dyslexia pull-out. Ms. Krupa also stated that he is moving up in his reading levels.

**4-4-22-** C mastered his geometry goal from February. Mrs. Wu is now beginning to work on solving two step addition and subtraction problems of whole number to 1,000.

---

## **Intensive Intervention Goal and Progress Monitoring Plan**

**9-27-21**

**Math:** (3.2A - compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.) **The student will compose and decompose numbers up to 100,000 using objects, pictorial models, and numbers including expanded form and expanded notation 8 out of 10 times.**

**10/25/2021**

**Math: \*continue previous goal** (3.2A - compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.) **The student can compose from/Decompose to numbers up to 100,000 using expanded form and expanded notation 8 out of 10 times.**

**12-07-21**

**Math: (Goal)** The student will successfully represent and solve one step problems involving addition and subtraction of whole numbers to 1,000 8 out of 10 times.

**2-11-22** The student can represent and solve one step problems involving addition and subtraction 8.3/10 for determining operations, 10/10 writing equations and 10/10 solving problems. Will change to a Geometry goal.

**(Goal)** 3.6A - classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language. ( Identify figures with names and attributes 8/10 times)

**4-4-22 (Goal)** The student will successfully represent and solve two-step problems involving addition and subtraction of whole numbers to 1,000 8 out of 10 times. C is showing progress with retaining multiplication facts.

## **Accommodation Plan**

### **Classroom:**

multisensory reading program (Take Flight)

Commonly misspelled word list

No penalty for spelling errors

Speech to text on writing assignments

### **Testing:**

Oral administration/text to speech

Extra time

Small group testing for in class test and STAAR/MAP

<b>This student's progress will be monitored at the following intervals:</b>	teacher monitoring
<b>Review Date:</b>	10/26/21 12/14/21 2/15/22 4/4/22 5/9/22
<b>Person(s) responsible for monitoring/follow-up:</b>	Julie Krupa / Casillas
<b>Date of parent notification regarding recommendations:</b>	Dias - 10/26/2021 left message 12/14 left message 2/17 Spoke to mom and let her know about C progress 4/4

<u>Committee Signatures</u>	<u>Position</u>
Jacye Jamar	Administrator
Corinne Dias	Administrator
Robyn Regan	Sped Team Leader
Kayla Casillas	Instructional Specialist
Julie Krupa	Teacher
Chia Ming Wu	Classroom teacher
Lauren Canfield	Counselor