

# MEETING PREPARATION DOCUMENT

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## MEETING INFORMATION

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**Title:** Grade-Level Student Support Meeting  
**Type:** SST  
**Date:** 2025-09-01  
**Time:** 02:43

## MEETING AGENDA

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Noel needs support from all his terachers.

## STUDENT CONCERNS TO DISCUSS

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Total concerns selected: 1

noel R (Grade 7th)

# 1. Academic

Severity: MODERATE | Location: classroom | Date: 8/30/2025

## Description:

Noel is way behind his peers in every class.

## Actions Already Taken:

- Talked with student
- Contacted parent

## AI-Generated Interventions

### Intervention Strategy 1: AI-Generated Tier 2 Intervention Recommendations

## 1. Comprehensive Student Analysis

### Learning Profile Analysis:

- Noel demonstrates significant academic delays across all content areas, suggesting potential underlying processing deficits or cumulative skill gaps
- Moderate severity indicates performance 1.5-2 grade levels below expectations in core academic areas
- No behavioral concerns reported suggests primary challenges are cognitive/academic rather than motivational

### Assessment Data Connection:

- Review recent standardized test scores (eOSTP, MAP, or district benchmarks) to identify specific deficit areas
- Analyze curriculum-based measurements (CBM) in reading fluency, math computation, and written expression
- Conduct error analysis on recent assignments to identify patterns in misunderstandings

### Risk Factors:

- Cumulative academic deficits potentially leading to learned helplessness
- Possible undiagnosed learning disability (SLD) or processing disorder
- Social-emotional impact of chronic academic failure

### Protective Factors:

- No reported behavioral concerns suggests maintained school engagement
- Parent contact initiated indicates family support availability
- Homeroom teacher awareness shows monitoring capacity

## 2. Evidence-Based Intervention Framework

Primary Approach: Multi-Tiered System of Supports (MTSS) with intensive Tier 2 interventions targeting foundational literacy and numeracy skills (Fuchs & Fuchs, 2006)

Theoretical Foundation: Cognitive strategy instruction combined with direct explicit teaching (Rosenshine, 2012)

### Expected Outcomes:

- 1.0-1.5 years growth in reading and math within 16 weeks of intensive intervention
- 80% mastery of grade-level priority standards with accommodations
- Increased academic engagement and self-efficacy measures

### 3. Immediate Action Plan (Days 1-14)

### Strategy 1: Diagnostic Assessment and Goal Setting

- Research Base: Curriculum-Based Measurement (Deno, 2003)
- Materials Needed:
- AIMSweb or DIBELS reading/math probes
- Student goal-setting worksheet
- Progress monitoring graphs
- Implementation Steps:

**1. Day 1-2: Administer CBM reading fluency (3 passages), math computation (3 probes), and writing sample (5 minutes)**

**2. Day 3: Review results with student using "What I Can Do/What I'm Working On" chart**

**3. Day 4: Set specific, measurable goals for each subject area with student input**

- Data Collection: CBM baseline scores, student self-assessment ratings
- Success Criteria: Accurate identification of 3-5 primary deficit areas, student verbalizes understanding of goals

### Strategy 2: Pre-Teaching Core Vocabulary

- Research Base: Marzano's Six-Step Vocabulary Process (2004)
- Materials Needed:
- Content-area vocabulary lists
- Graphic organizers
- Visual supports
- Implementation Steps:

**1. Daily 10-minute sessions before content instruction**

**2. Step 1: Teacher provides description, explanation, example**

**3. Step 2: Students restate in own words**

**4. Step 3: Students create nonlinguistic representation**

**5. Step 4: Engage in vocabulary activities**

**6. Step 5: Discuss terms with peers**

**7. Step 6: Play games with terms**

- Data Collection: Vocabulary quiz scores, classroom participation tracking
- Success Criteria: 90% accuracy on weekly vocabulary assessments

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## 4. Short-Term Intensive Support (Weeks 3-8)

Primary Focus Area: Reading Comprehension and Math Problem-Solving

Intervention Program:

- Reading: REWARDS Intermediate (Archer, 2005) for multisyllabic word decoding
  - Math: Pirate Math Equation Quest (Fuchs et al., 2014) for word problem solving
- Frequency:
- 45 minutes daily, 4 days/week in small group (3-5 students)
  - Monday-Thursday: 20 minutes reading, 20 minutes math, 5 minutes goal review
- Progress Monitoring:
- Weekly: CBM reading fluency and math computation probes
  - Bi-weekly: Maze comprehension assessments

- Daily: Exit tickets with 3-5 questions on taught skills
- Adaptation Protocol:
- If weekly growth  $<0.5$  words correct per minute (reading) or  $<1$  digit correct (math):
  - Increase modeling and think-alouds
  - Add additional visual supports
  - Implement peer-assisted learning strategies
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## 5. Long-Term Skill Development (Weeks 9-16)

Maintenance and Generalization Strategies:

- Strategy transfer notebook for applying skills across content areas
  - Gradual release of responsibility: "I do - We do - You do" with fading prompts
- Independence Building:

- Week 9-10: Teacher-led with full scaffolding
- Week 11-12: Peer-supported practice
- Week 13-14: Independent practice with self-checking
- Week 15-16: Application to novel problems

Family Engagement:

- Weekly skill practice packets with video tutorials
  - Family math/literacy nights twice monthly
  - Parent training on academic support strategies
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## 6. Comprehensive Progress Monitoring System

Daily Data:

- 5-minute fluency timings
- Completion accuracy on classwork
- Engagement tracking using interval recording

Weekly Assessment:

- Friday progress monitoring probes
- Strategy implementation checklists
- Self-monitoring charts

Monthly Review:

- Standardized progress monitoring assessments
- Work sample analysis
- Goal attainment scaling

Decision Points:

- Continue:  $>1.0$  week growth for 3 consecutive weeks
  - Modify:  $<0.5$  week growth for 2 consecutive weeks
  - Escalate:  $<0.25$  week growth for 3 consecutive weeks
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## 7. Collaboration and Communication Plan

Team Members:

- Classroom teacher, special education consultant, reading specialist, parents

Meeting Schedule:

- Bi-weekly 30-minute data review meetings
- Monthly parent-teacher conferences
- Quarterly IEP team meetings (if referred)

Documentation Requirements:

- Digital portfolio of work samples

- Progress monitoring graphs
- Intervention fidelity checklists

**Parent Communication:**

- Weekly progress reports via email or portal
- Monthly phone conferences
- Quarterly formal progress reports

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## 8. Escalation and Support Protocols

**Warning Signs:**

- Zero correct on progress monitoring for 2 consecutive weeks
- Declining assignment completion rates
- Increased avoidance behaviors

**Immediate Response:**

- Implement preference-based reinforcement system
- Conduct functional assessment of work avoidance
- Provide alternative assignment formats

**Referral Criteria:**

- No progress after 8 weeks of intensive intervention
- Suspected disability impacting access to curriculum
- Need for comprehensive evaluation

**Emergency Contacts:**

- School psychologist: [Contact information]
- Special education coordinator: [Contact information]
- Counseling services: [Contact information]

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## 9. Resource Recommendations

**Professional Development:**

- "Explicit Instruction" by Anita Archer training
- "Math Intervention" by David Allsopp workshop
- "Intensive Reading Interventions" by Sharon Vaughn

**Educational Materials:**

- REWARDS Intermediate program
- Pirate Math Equation Quest materials
- Graphic organizer kits from Really Good Stuff

**Technology Tools:**

- Read&Write for Google Chrome (text-to-speech)
- EquatIO for digital math support
- Learning Ally audiobooks

**Community Resources:**

- Local library literacy programs
- Math tutoring centers (Mathnasium, Kumon)
- Summer bridge programs for academic support

**Implementation Timeline:**

- Week 1-2: Assessment and planning
- Week 3-8: Intensive intervention implementation
- Week 9-16: Skill generalization and maintenance
- Ongoing: Progress monitoring and data-based decision making

All interventions should be implemented with treatment fidelity and ongoing progress monitoring. Adjustments should be data-driven and documented thoroughly.

### Implementation Steps:

1. Review Assessment Summary
2. Implement Immediate Interventions
3. Apply Short-term Strategies
4. Monitor Progress

**Timeline: 2-6 weeks**

#### Student Learning Profile

- Currently struggling academically
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## ADDITIONAL NOTES

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He may also need student support to help develop an I.E.P.

## DOCUMENT INCLUDES

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- AI-generated intervention recommendations
  - Progress tracking section
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## DOCUMENT INFORMATION

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Concern2Care  
AI-Powered Educational Support Platform