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## Student Support Plan - 20-21

### Leila Flanagan

Grade	6	State ID	1314958	District	Lamoille South Supervisory Union
Date of Birth	6/4/2009	Local ID	227079	School	Stowe Middle/High School

#### General Student Support Plan Information

Date Plan was Initiated	9/8/2020
School	Stowe Middle/High School
Grade	6

#### Student

DOB	6/4/2009
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#### Area of Concern

Area of Concern	Social/Emotional
Specific Type of Concern	Social/Emotional - General
Area of Concern - 2	Academics - Math
Specific Type of Concern 2	Math - Problem Solving
Area of Concern - 3	

#### Background

Additional Background Information Related To This Need (optional-as needed)	At home, Leila presents with feelings of anxiety around schoolwork, tasks, and doing well in school. In school this is demonstrated by Leila needing regular reassurance that she is on the right track. This seems to be particularly true in math, while at home it is seen across subject areas.
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Student Strengths	Leila is organized, kind, creative, artistic, thoughtful, a good friend, is a capable student, has strong insights, and a good sense of humor.
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<b>Student Strengths</b>	Leila is organized, kind, creative, artistic, thoughtful, a good friend, is a capable student, has strong insights, and a good sense of humor.

## Assessment Scores and Information from Other Plans

Smarter Balanced	Rpt Pd	Grade	ELA - SS Achievement Levels	ELA - Pct In	ELA - Thirds	ELA - Avg VT SS	Math - SS	Math - Achievement Levels	Math - Pct In
	2018	3	2447	3-Meets	26	Low	2428.0	2420	2-Approaching 71
	2019	4	2475	3-Meets	3	Low	2479	2-Approaching	92

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Leila Flanagan

Student Support Plan - 20-21

## Review and Update of Overall RTI Status

### RTI Review : Review #1

Date of Review 2/18/2020

Type of Meeting Initial Meeting

Name and Title of Meeting Participants Maddy Hulbert, Kayla Hoffman, Jana Alperon, Wendy Monahan, Beth Bradford, Becky Lively, Ed Flanagan, Dereck Schnee, Nancy DuMont

Overall RTI Status Tier 2

Summary/Conclusion New Plan

Notes

- Her math and book projects appear to give her anxiety
- this stress impacts her ability to achieve in these areas
- at home, she seems to struggle with math, but finding different ways to see it, helps her to understand it better
- At home, she exhibits anxiety with the traveling between two homes and will at times articulate at home that she is not asking for help when she needs it
- She articulates the "social pressure" to not be the "last person" to bring up a paper, feels the pressure during timed tests, and doesn't want to be the only person to ask a question, etc.
- She is reluctant to say something that bothers her
- In the art setting, she has been advocating for herself more
- She is currently seeing a counselor outside of school weekly
- In school, she participates in a small counseling group
- Consider administering tests in a small group setting
- Mom reports she tends to focus on the negative
- She finds support in structure, school, and her friends
- During her STAR Math administered in February 2020, Maddy first talked to her and told her she was using the score to find out "where she's at," and other calming strategies. This resulted in a large leap in her score to the level of proficient.
- She will utilize tools given to her.
- Visualizing strategies are helpful
- Friday is a transition day between households and can be stressful for her.
- Leila benefits from frequent teacher check-ins (rather than waiting for her to approach)
- She would benefit from sitting on a ball without a base
- She would benefit from regular, systematic, relaxation practice at bedtime

History of Tina claiming to Leila that it was "your mom's work" not Leila's. Stressful abusive

Estimated Date of Next Meeting

Is this an active RTI Plan? Yes

Ed refuses "Calm app"



### Review and Update of Overall RTI Status

#### RTI Review : Review #1

Date of Review	2/18/2020
Type of Meeting	Initial Meeting
Name and Title of Meeting Participants	Maddy Hulbert, Kayla Hoffman, Jana Algeron, Wendy Monahan, Beth Bradford, Becky Lively, Ed Flanagan, Dereck Schnee, Nancy DuMont
Overall RTI Status	Tier 2
Summary/Conclusion	New Plan
Notes	<ul style="list-style-type: none"> <li>-Her math and book projects appear to give her anxiety</li> <li>-this stress impacts her ability to achieve in these areas</li> <li>-at home, she seems to struggle with math, but finding different ways to see it, helps her to understand it better</li> <li>-At home, she exhibits anxiety with the traveling between two homes and will at times articulate at home that she is not asking for help when she needs it</li> <li>-She articulates the "social pressure" to not be the "last person" to bring up a paper, feels the pressure during timed tests, and doesn't want to be the only person to ask a question, etc.</li> <li>-She is reluctant to say something that bothers her</li> <li>-In the art setting, she has been advocating for herself more</li> <li>-She is currently seeing a counselor outside of school weekly</li> <li>-In school, she participates in a small counseling group</li> <li>-Consider administering tests in a small group setting</li> <li>-Mom reports she tends to focus on the negative</li> <li>-She finds support in structure, school, and her friends</li> <li>-During her STAR Math administered in February 2020, Maddy first talked to her and told her she was using the score to find out "where she's at," and other calming strategies. This resulted in a large leap in her score to the level of proficient.</li> <li>-She will utilize tools given to her.</li> <li>-Visualizing strategies are helpful</li> <li>-Friday is a transition day between households and can be stressful for her.</li> <li>-Leila benefits from frequent teacher check-ins (rather than waiting for her to approach)</li> <li>-She would benefit from sitting on a ball without a base</li> <li>-She would benefit from regular, systematic, relaxation practice at bedtime</li> </ul>
Estimated Date of Next Meeting	
Is this an active RTI Plan?	Yes

Meeting Date	Student	Parent/Guardian	Teacher	Principal/Designee

Smarter Balanced (cont.)	Math - Thirde - R	Math - Avg VT SS	Rdg - ELA - PL - R	Wt - ELA - PL - R	List - ELA - PL - R	Resch / Inq - ELA - PL - R	Inf Org / Purp - ELA - PL - R	Inf Evid / Elab - ELA - PL - R	Inf Conv - ELA - PL - R	Narr Org / Purp - ELA - PL - R
	High	2436 0	At/Near	At/Near	At/Near	At/Near	Below Standard	Below Standard	Below Standard	N/A
	High		At/Near	At/Near	At/Near	At/Near	N/A	N/A	N/A	N/A
Smarter Balanced (cont.)	Narr Evid / Elab - ELA - PL - R	Narr Conv - ELA - PL - R	Opn Org - / Purp - ELA - PL - R	Opn Evid / Elab - ELA - PL - R	Opn Conv - ELA - PL - R	Conc&Proc - Math - PL	Prob Solv&Model&Data A - Math - PL	Comm Reason - Math - PL	Rdg - New ELA - PL	Wt - New ELA - PL
	N/A	N/A	N/A	N/A	N/A	At/Near	At/Near	At/Near	At/Near	At/Near
	N/A	N/A	N/A	N/A	N/A	At/Near	At/Near	At/Near	At/Near	At/Near
Smarter Balanced (cont.)	List - New ELA - PL	Resch / Inq - New ELA - PL								
	At/Near	At/Near								
	At/Near	At/Near								
STAR Math	Rpt Pd	Season	Assmt Grade	Date	SS	GE	PR	STAR_PL_VT	NCE	Gr Placemt
	2017-18	Spring	3	5/22/2018	630	4.5	71	Basic Proficient	61.7	3.87
	2018-19	Fall	4	9/12/2018	590	4.0	50	Making Progress	50.0	4.03
	2018-19	ProgMon	4	11/13/2018	704	5.6	88	Proficient	74.7	4.24
	2018-19	ProgMon	4	12/11/2018	697	5.5	84	Proficient	70.9	4.33
	2018-19	Winter	4	1/8/2019	633	4.5	55	Making Progress	52.6	4.42
	2018-19	ProgMon	4	2/18/2019	599	4.1	37	Making Progress	43.0	4.55
	2018-19	ProgMon	4	4/2/2019	606	4.2	34	Making Progress	41.3	4.70
	2018-19	Spring	4	5/14/2019	612	4.2	33	Making Progress	40.7	4.84
	2019-20	Fall	5	9/16/2019	633	4.5	39	Making Progress	44.1	5.05
	2019-20	ProgMon	5	10/16/2019	670	5.0	53	Making Progress	51.6	5.15
	2019-20	ProgMon	5	12/5/2019	663	4.9	45	Making Progress	47.4	5.31
	2019-20	Winter	5	1/14/2020	694	5.5	56	Making Progress	53.2	5.44

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STAR Math (cont.)	Curr SGP	Grade F - W	State Cal OL							
			Lev3							
	7		Lev2							
	7									
	7									
	7		Lev2							
	7									
	7									
	7		Lev2							
	77									
STAR Reading	Rpt Pd	Season	Assmt Grade	Date	IRL	d ORF	SS	PR	STAR PL VT	Lexie - bt
	2017-18	Spring	3	5/17/2018	4.3	125	519	70	Proficient	690L
	2018-19	Fall	4	9/13/2018	5.2	142	629	82	Proficient	870L
	2018-19	ProgMon	4	11/12/2018	4.9	136	593	74	Proficient	820L
	2018-19	ProgMon	4	12/12/2018	4.4	122	528	59	Basic Proficient	710L
	2018-19	Winter	4	1/10/2019	4.6	129	560	64	Basic Proficient	760L
	2018-19	ProgMon	4	4/1/2019	4.8	134	581	63	Basic Proficient	795L
	2018-19	Spring	4	5/15/2019	5.3	143	634	70	Proficient	875L
	2019-20	Fall	5	9/13/2019	5.0		615	58	Basic Proficient	850L
	2019-20	ProgMon	5	10/15/2019	6.0		722	73	Proficient	985L
	2019-20	ProgMon	5	12/4/2019	6.1		726	70	Proficient	990L
	2019-20	Winter	5	1/15/2020	5.1		621	52	Basic Proficient	855L

STAR Reading (cont.)	Lexile	NCE	SGP	State Cat OL
	699	61.0		Lev3
	870	69.3	29	Lev4
	820	63.5	29	
	710	54.8	29	
	760	57.5	29	Lev3
	795	57.0	29	
	875	61.0	29	Lev3
	850	54.2		
	985	62.9		
	990	61.0		
	855	51.1		

### Need and Goal Identification

Statement of the Problem

Goal

Evidence of Goal Attainment

Plan Contact Person

Parent Consent for Services

### Accommodations and Modifications

Instructional Accommodations

Standardized Assessment  
Accommodations (if applicable)

### Progress Monitoring

Note: What you enter in the "Tool and Metric" field below displays on a graph. Please keep your description brief.

Progress Monitoring Tool and Metric

STAR

Person Responsible

Frequency