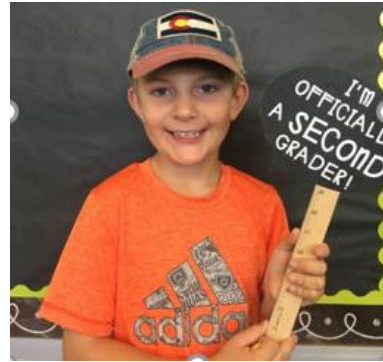


Student MTSS Profile 2019-2020

Student Name: Haden Bishop
Date of Birth: 4/15/12
Grade Level: 2 nd Grade
Teacher: Julie Beaven



<p>Strengths: Kind, respectful, loves listening to read-alouds; since the start of 2nd Grade, Haden has started to put forth more effort and is beginning to have a more positive attitude about all learning and activities in the classroom. In small math group he works hard and has a great attitude, even when he is making errors.</p>
<p>Specific Concern(s): <input checked="" type="checkbox"/>_ Basic Reading Skills <input checked="" type="checkbox"/>_ Reading Fluency <input checked="" type="checkbox"/>_ Reading Comprehension ___ Behavior ___ Organization <input checked="" type="checkbox"/>_ Written Expression ___ Listening Comprehension <input checked="" type="checkbox"/>_ Math Computation <input checked="" type="checkbox"/>_ Math Problem Solving <input checked="" type="checkbox"/>_ Oral Expression</p>
<p>Concerns Explained: Haden has difficulties retaining the phonological awareness skills needed to apply towards phonics-based activities with consistency; therefore he is unable to read grade-level sentences and passages with fluency; he also is inconsistent with recalling and using “learned words”; in written work, he does not apply learned spelling/phonics rules to his writing; Haden is in the 10th percentile or below in all measured areas for Reading; it is challenging for him to understand basic verbal instructions; some low math skills but showing growth!</p>
<p>Background Information: Haden has been diagnosed with moderate dyslexia and Irlen Syndrome; uncertain of father’s learning/medical history, as he is the biological son of only one of his parents; he works with a tutor at NoCo Dyslexia 3 mornings a week (50 minutes sessions); moms are both concerned; they say that he works an hour+ on homework each night (we have tried to modify to help this); Haden has an extensive 504 Plan that is tailored to meet his learning needs.</p>
<p>What do you hope to get out of the MTSS meeting? (only if attending MTSS meeting) Next steps on where to go with Haden...is there more going on that is affecting his inability to read write and perform classroom tasks?</p>

Accommodations and modifications: (Tier 1 in home classroom)

Student MTSS Profile 2019-2020

Teacher Ideas Implemented	Outcomes and Notes	Grade Team Ideas Implemented	Outcomes and Notes
<p>-use of Barton curriculum, materials and strategies to maintain consistent dyslexic strategy instruction</p> <p>-scaffolded assignments in every subject area</p> <p>-works/learns in small groups and 1:1 throughout the day for reading, writing and math</p> <p>-follow 504 Plan (i.e. use of green paper and green screens, teacher proximity, clarification of directions, etc.)</p> <p>-reinforcement of "mindset" strategies</p>	<p>-making some connections; still many holes and inconsistencies</p> <p>-use of sentence stems, word lists, and step-by-step 1:1 direction have helped him write a complete paragraph</p> <p>-has helped – much less "I can't do this...I don't get it...I don't know what to do..."!!</p>		

Data: (Attach screen shots of pertinent data)

Bishop, Haden		Beaven : 2nd..., Grade 2, BOY								
		Kindergarten (2017-2018)			Grade 1 (2018-2019)			Grade 2 (2019-2020)		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
DIBELS Next®		21	81	103	102	83	31	41		
Composite Score		Strategic	Intensive	Strategic	Strategic	Intensive	Intensive	Intensive		
FSF	Score	19	36							
	Goal	10	30							
LNF	Score	2	18	31	25					
	Goal	N/A	N/A	N/A	N/A					
PSF	Score		15	46	53					
	Goal		20	40	40					
NWF	Score		12	26	24	55	51	44		
CLS	Goal		17	28	27	43	58	54		
NWF	Score		0	0	0	7	4	6		
WWR	Goal		N/A	N/A	1	8	13	13		
DORF	Score					13	14	14		
Fluency	Goal					23	47	52	72	87
DORF	Score					54	67	70		
Accuracy	Goal					78	90	90	96	97
DORF	Score					N/A	N/A	N/A		
Retell	Goal					N/A	15 N/A	16 N/A	21	27

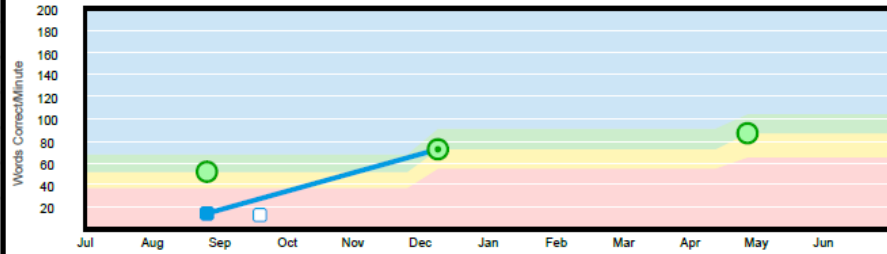
Student MTSS Profile 2019-2020

Bishop, Haden

Beaven : 2nd..., Grade 2, BOY

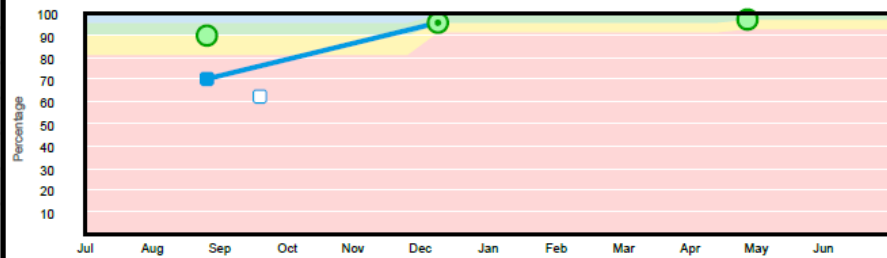
DORF (Fluency) - DIBELS Oral Reading Fluency (Fluency)

Date	Form	Score
10/28/19	G01-3 ‡	18
10/08/19	G01-2 ‡	13
09/27/19	G01-2 ‡	20
09/19/19	PM - 1	13
09/05/19	G01-1 ‡	15
08/26/19	BM BOY	14



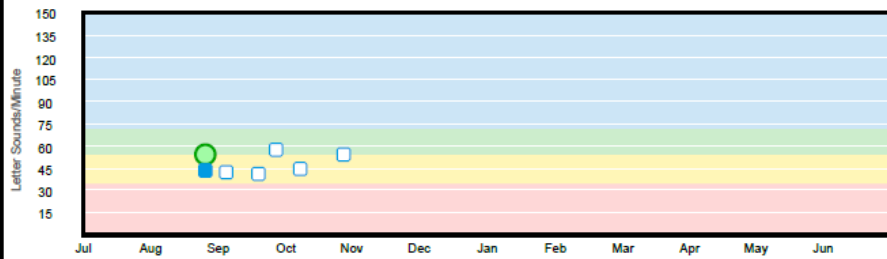
DORF (Accuracy) - DIBELS Oral Reading Fluency (Accuracy)

Date	Form	Score
10/28/19	G01-3 ‡	67
10/08/19	G01-2 ‡	54
09/27/19	G01-2 ‡	71
09/19/19	PM - 1	62
09/05/19	G01-1 ‡	71
08/26/19	BM BOY	70



NWF (CLS) - Nonsense Word Fluency (Correct Letter Sounds)

Date	Form	Score
10/28/19	PM - 4	54
10/08/19	PM - 3	45
09/27/19	PM - 3	58
09/19/19	PM - 2	41
09/05/19	PM - 1	42
08/26/19	BM BOY	44



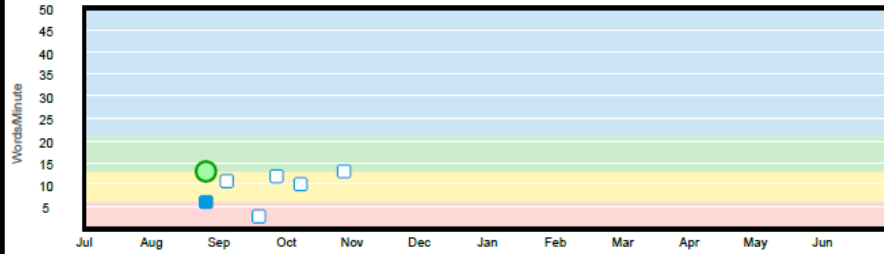
Student MTSS Profile 2019-2020

Bishop, Haden

Beaven : 2nd..., Grade 2, BOY

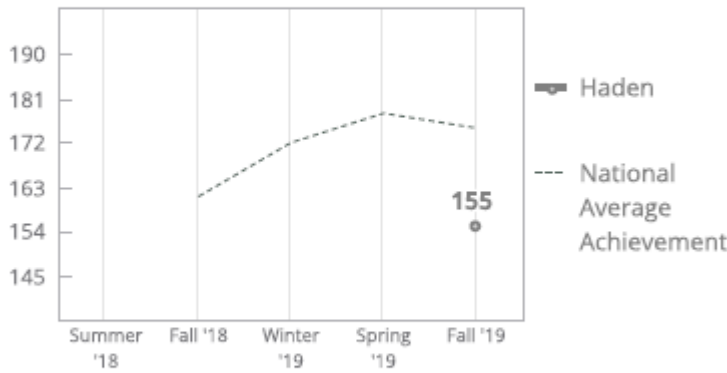
NWF (WWR) - Nonsense Word Fluency (Whole Words Read)

Date	Form	Score
10/28/19	PM - 4	13
10/08/19	PM - 3	10
09/27/19	PM - 3	12
09/19/19	PM - 2	3
09/05/19	PM - 1	11
08/26/19	BM BOY	6



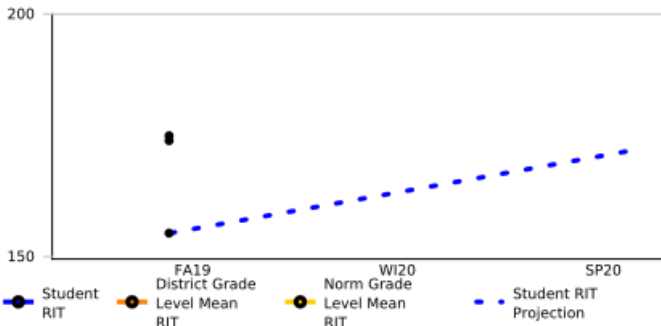
Reading

Low Achievement 10th Percentile



Haden's overall score (RIT score) was a 155 on a scale of 100-320. Your child is in the 10th percentile, which means they scored better than 10% of their peers.

Reading



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	2	152-155-159			7-10-15

Reading Goals Performance - Fall 2019-2020

Literary Text: Key Ideas and Details	Low	Literary Text: Language, Craft, and Structure	Low
Informational Text: Key Ideas and De	Low	Informational Text: Language, Craft, and Structure	Avg
Vocabulary: Acquisition and Use	Low		

Lexile® Range: BR340L- BR190L

Student MTSS Profile 2019-2020



Growth Report

Printed Sunday, November 3, 2019 3:07:37 PM

School: Bethke Elementary School

School Year: 8/10/2019 - 8/9/2020
School Year: 8/10/2019 - 8/9/2020

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Beaven

Student	Class	Teacher	Grade	SGP ^c	Test Date	SS	GE	PR	NCE	IRL	EORF ^e	Lexile [®] Measure
Bishop, Haden	Beaven	Beaven, Mrs. Julie	2	19	08/22/2019 ^d	84	1.1	10	23.0	PP	24	BR400L
					10/03/2019 ^d	73	0.7	3	10.4	PP	18	BR400L
					Change	-11	-0.4	-7	-12.6	-	-6	0L

Math:



Test Record Report

1

Printed Tuesday, November 5, 2019 10:11:46 AM

School: Bethke Elementary School

Reporting Period: 8/10/2015 - 8/9/2020
(2019-2020)

Bishop, Haden

ID: 94689

Test Date	Class	Teacher	GP	SS	GE	PR	NCE
09/10/2018	← Haise	Haise, Monet	1.03	268	1.0	51	51
10/30/2018	← Haise	Haise, Monet	1.19	218	<1	24	35
03/11/2019	← Haise	Haise, Monet	1.63	325	1.4	39	44
05/15/2019	← Haise	Haise, Monet	1.84	324	1.4	26	37
08/27/2019	← Beaven	Beaven, Julie	2.00	387	1.9	35	42
10/08/2019 ^g	← Beaven	Beaven, Julie	2.12	394	2.0	34	41

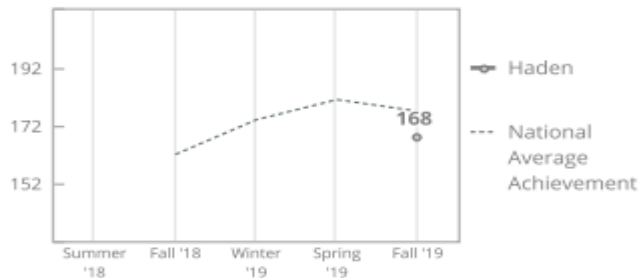
Number of Tests: 6

Math MAP



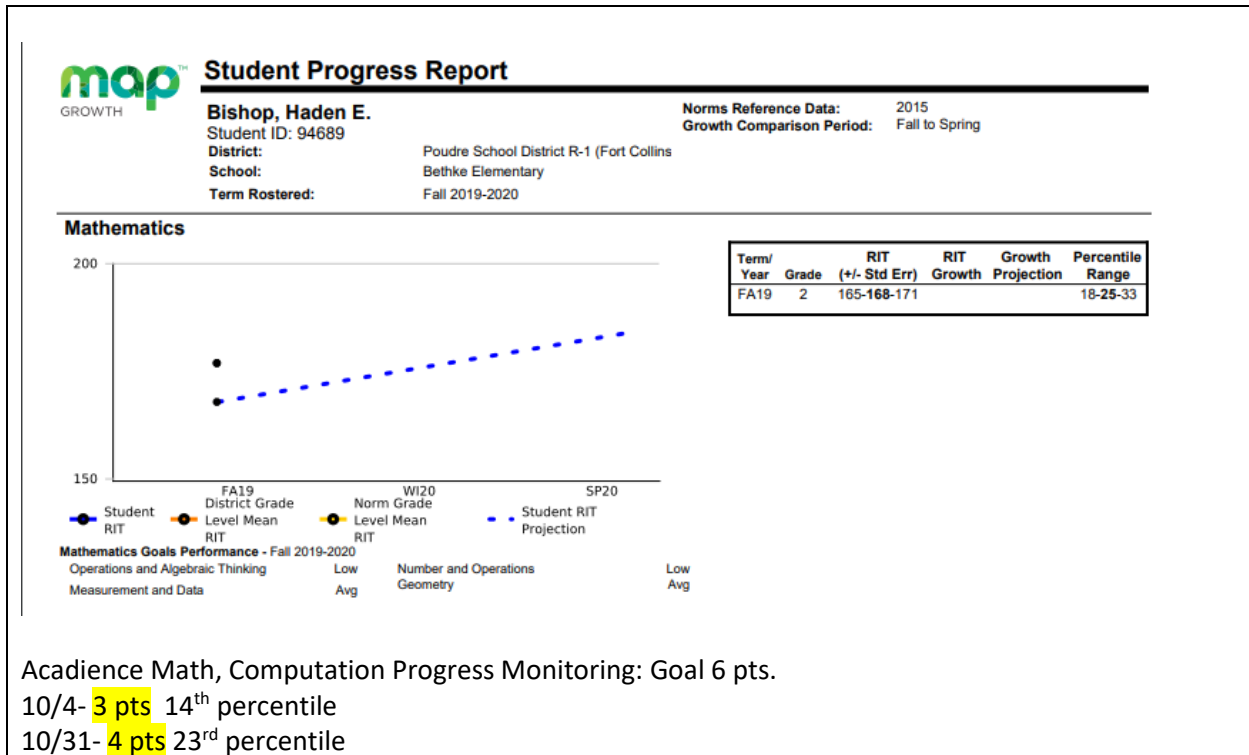
Mathematics

Low Average Achievement 25th Percentile



Haden's overall score (RIT score) was a 168 on a scale of 100-350. Your child is in the 25th percentile, which means they scored better than 25% of their peers.

Student MTSS Profile 2019-2020



Intervention (Tier 2- out of classroom intervention or push in)

Date of meeting:

Specific Skill Needed & Measurable Goal:

Haden goes to math group 4 days/week for 25 minutes with Mrs. Pegg to work on boosting basic computation strategies to aid in his ability to accurately solve 2nd grade level math problems when read to him.

Reading Goals – Haden needs NWF – 54 CLS and 13 WWR by MOY testing and 16/20 Red Words, in addition to all PA tasks mastered at 5/6

<p>Research-Based Intervention Strategy: enVision MDIS lessons, practice.</p>	<p>Staff Providing Intervention: Lauren Pegg/ Carla Hewitt</p>
<p>Notes: Haden is making great progress with his effort, willingness to “try first” and understanding of what the problems are asking. Still has misunderstandings based on a 2nd grade level, but I am seeing progress. PA- Intervention activities OG Multi-Sensory strategies for phonics instruction/Red Word instruction</p>	<p>Progress Monitoring Tool and frequency: Acadience Math Computation every other week. DIBELS NWF- CLS/WWR - Every other week OG- Skill recording sheets - Weekly PAST – As we complete instruction</p>

Does the student need to be brought to the MTSS team? Yes No

If yes, teacher brings this form to an MTSS consultant (K-2 academic: Carla, 3-5 academic: Bri, K-5 behavior: Christie)

Student MTSS Profile 2019-2020

Only needed for MTSS committee:

MTSS Meeting #1

Date of meeting:11/6/19

Brainstorming Notes:

Beginning of year had a very fixed mindset and said "I can't; I don't get it." Not doing this anymore. LOVES read alouds. Has been diagnosed with dyslexia and goes to NoCo Dyslexia Center 3x a week before schools. He does not transfer what he does there to school. Inconsistency. Struggles with Learned words 50% on those words. Below 10% on all assessments.

Handwriting is a concern. He did Handwriting without Tears this summer. Doesn't transfer skills. Doesn't use any tools that he knows. He is very passive. Most extensive 504 plan! Parents want such incredible accommodations.

How is his cog ability-processing- very slowly

Does not know what is happening around him-does not always engage with what is going on around him

Peer issues

- Outcomes: Objective for six additional weeks of intervention:
 - This is a new intervention and/or progress monitoring tool
 - Increased duration, frequency, intensity of existing interventions
 - Details:
 - Date of re-evaluation of progress:

- Targeted assessment by IS team

Full referral to IS team for SPED assessment- 11/6/19 in all areas

- Other:

MTSS Follow-Up Meeting #2

Date of meeting:

Brainstorming Notes:

- Outcomes: Objective for six additional weeks of intervention:
 - This is a new intervention and/or progress monitoring tool
 - Increased duration, frequency, intensity of existing interventions
 - Details:
 - Date of re-evaluation of progress:

- Targeted assessment by IS team

Student MTSS Profile 2019-2020

- Full referral to IS team for SPED assessment – Reading, math and written expression
- Other:

Additional Notes and Communications:

****Date and color code as needed****