



SST Meeting Agenda – November 2019

The goal of SST meeting is to focus our efforts collaboratively on student learning.

[See the SST Guidelines document here](#)

Grade Level: 7th grade

Progress Ranking

0	1	2	3
No progress, gap widens	Inconsistent progress, will not close gap at present pace	Moderate progress, maintain the gap	Significant progress, closing the gap
Growth below expected level	Slightly below expected growth	At expected growth	Above expected growth
Make adjustments for an increase in services	Make considerations for changing or increasing services	Continue with current services	Make considerations for adjustment in services

Academic

Discussion of students who are underperforming or excelling in essential grade level knowledge/skills and need support in class through differentiation.

Students	Area of Concern	Current Strategies / Intervention / Enrichment / Support	Tier	Progress
Sarah Hottenroth	Writing / reading level x Math - FAST is ok, but achievement in class not	1x/ week, plus extra help in class, character traits, internal/external, obstacles/motivators, t charts, plotting timelines (strategy groups) Will come in for math intervention 1-2x/week as needed.	1	2
Jordyn Allen	Writing, spelling, FOCUS	1x/ week, plus extra help in class, character traits, internal/external, obstacles/motivators, t charts, plotting (strategy groups)	1	2

Brandon Ingham	Reading.	Independent study, Level W-Plotting, character traits, t charts, synonyms, Benchmarking on fluency (?) on FAST	2	2
Brett Brunner	Reading.	Independent study, Level W-Plotting, character traits, t charts, synonyms, Benchmarking on fluency (?) on FAST	2	2
Lilly Webber	Reading, passive learner, doesn't do much Same in math - but, showing improvement lately - showing evidence of learning as well, Motivation	Independent study, Level W-Plotting, character traits, t charts, synonyms, Benchmarking on fluency (?) on FAST Monitor progress - determine if Tier 3 is needed after winter testing	2	2
Ava Wysocki	Reading	Independent study, Level W-Plotting, character traits, t charts, synonyms, Benchmarking on fluency (?) on FAST, preferred seating , <u>possible to move to Tier 1</u> Math - as needed. Going to mathnasium. Prog Monitor on FAST.	2 Move to Tier 1	3
Matthew Madden	Reading	Independent study, Level W-Plotting, character traits, t charts, synonyms, Benchmarking on fluency (?) on FAST	2	2
Grace Bunton	Reading	LLI/VV - 4 days/30 minutes	3	
Abe Wittig	Reading	Wilson - 2 days/45 minutes	3	2
Kameron Powers	Reading	Wilson - 2 days/45 minutes	3	1
Tristen Janzer	Reading	Wilson - 4 days/30 minutes	3	2
Aubrey Evert	Reading	LLI/VV - 4 days/30 minutes	3	2
Vance Luckow	reading , writing	Discussion with Matt about possible referral	3	2

		Wilson 3-4 days/week		
Kyler Thurin Sped Ed	Reading, writing, math	Independent study, level w. Needs intervention in <u>SPED</u> (Suppose to get intervention in regular ed?) this needs to be decided and finalized so that it actually begins! Will begin AVMR Dec 2. M/Th - Brian T/W - AVMR - Sammi Strategy group - in class Possible LLI - during SS/Science		
Makenzie Powers	Enrichment	Choices for higher level learning, (timeline or storyboard instead of story arc)		
Noah Reidl	enrichment	Choices for higher level learning, (timeline or storyboard instead of story arc)		
Emily Gartzke	Enrichment	Choices for higher level learning, (timeline or storyboard instead of story arc)		
Zoe Wellinghoff	math	1-2x/week as needed. Low interaction in class; inconsistent, at least. Math - needs constant invitations to pay attention. Learning is affected by attention and focus. Meeting in math intervention as needed.		
Audri Groves Sped Ed	Reading, writing	Currently receiving LLI Monday-Thursday (every other Friday when I have her in Study Hall) Need to begin Wilson but need to go over scores with Jen.		
Tristin Wiemann Sped Ed	Reading, writing, math	Moving to Sped ed study hall instead of Spanish. Beginning Dec 2. Currently receiving LLI, behind in intervention as we took time to get him caught up in book talk books and other academic areas. Beginning AVMR Dec 2.		

Behavior

Student	Concern/Interventions/Strategies	Success (0-3)
Brandon Ingham	Immature, whiney, easily distracted ... Strategy: asking him “ Focused?”	1
Jordyn Allen	Attention, easily distracted	1
Sophie Meyers	Bullying KP, obnoxious loud, moved her away from BI and MM	3
Jack Perkowski	Does he do work? Passive learner. Math - takes easy way out all the time. Takes answers from others, and does not care that he doesn't know how to get that answer.	
Sarah Hottenroth	Very little effort; doesn't communicate. Does not listen to lesson well either.	
Kyler Thurin SPED ED	Low focus, no desire to stay on task and learn, does not apply activities to individual tasks mainly because he doesn't do work during the group activities, refusal to do intervention, IEP Dec 10! Emailing parents almost daily. Same for math - has good days, but, has an attitude of refusal to follow directions and stay on task with activity. Excuse it typically that he doesn't get it.	
Audri Groves SPED ED	Currently, lying to teachers and parents about homework, not taking work home/filling out assignment notebook. Crying at home, stating she hates 7th grade and Wisconsin. Referred to Kali on 11/19 as she has made self harming comments at home. Emailing parents regularly.	
Logan Schriener	Math - achieving well. Does not take some help and suggestions well at times. Makes bad choices. Over sensitive. Should not ever be within 15 feet of Kyler.	

Based on our present data, what action will we take to improve our instruction or interventions?

Next Steps/To Do:
