

**Catawba County Schools
Personalized Education Plan
Elementary Grades 3-6**
 Reading Math

School: _____

Student Name: _____	NCWISE/SIMS# _____	Date: _____
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Teacher: _____	DOB: _____	Grade: _____	Retention(s) - Specify Grade Level(s): _____
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<u>Please show attendance (days present/enrolled) for grade levels indicated:</u>	Grade Level 3	Grade Level 4	Grade Level 5	Grade Level 6
Please list the names of schools attended at each grade level:				

Diagnostic Information				Academic Strengths
<u>Reading Weaknesses</u> ___ Phonemic Awareness ___ Word Identification ___ Sight Word Vocabulary ___ Reading Comprehension ___ Reading Fluency ___ Written Expression ___ Writing Mechanics ___ Writing Conventions ___ Other	<u>Math Weaknesses</u> ___ Basic Math Facts ___ Computation ___ Problem-Solving ___ Word Problems ___ Geometry ___ Measurement ___ Probability/Data ___ Analysis ___ Other	<u>Behavioral Concerns</u> ___ Noncompliance ___ Motivation ___ Attention span ___ Peer relationships ___ Withdrawn/moody ___ Overactive ___ Verbally aggressive ___ Physically aggressive ___ Other	<u>Other Concerns</u> ___ Medical (area: _____) ___ Motor Skills ___ Speech/Language ___ Social Skills ___ Withdrawn/Moody ___ Anxiety ___ Vision ___ Hearing ___ Other	

Current Levels	Reading: _____	Math: _____	Writing: _____	Date of Vision Screening: Results: Far: _____ Near: _____
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EOG Scores	Grade 3 Reading/Math Scale Score ____/____ Level: ____/____	Grade 4 Reading/Math Scale Score ____/____ Level: ____/____	Grade 5 Reading/Math Scale Score ____/____ Level: ____/____	Grade 6 Reading/Math Scale Score ____/____ Level: ____/____	Date of Hearing Screening: Results:
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Name and Address of Parent/Guardian: _____	Phone #: _____
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Services Received: ___ Small Group Instruction ___ Individual Instruction ___ Counseling ___ Title I
 ___ 504 Accommodations ___ Community Services ___ ESL/LEP/ELL ___ Occupational Therapy
 ___ Speech/Language Therapy ___ Physical Therapy ___ EC Services ___ Reading and/or ___ Math
 ___ Tutoring ___ Other (please specify: _____)

This page is to be completed during a parent conference with input from the parent within the first 30 days of school.

Catawba County Schools
Personalized Education Plan

Reading Math

School: _____

Student Name:	DOB:	Date of conference:	NCWISE/SIMS#
Describe Parental Concerns:			
Define the problem (What's the problem?)			
Problem Analysis (Why is the problem occurring?) Hypothesis			
How is the student performing in comparison to his/her peers?			
Interventions/Strategies (Specify the instructional plan and implementation specifics, i.e., What will be done for student at school? Who will be responsible? When will it be done? Where? How often? What can the parent/guardian do at home?):			
Beginning Implementation Date:			

Teacher Signature

Date

Teacher Signature

Date

Principal Signature

Date

Parent Signature

Date

Date this PEP will next be reviewed:

Complete this page during PEP Review.

Catawba County Schools
Personalized Education Plan Review
Second Contact

Today's Date: _____

School: _____

Reading Math

Baseline (Current level of performance as of today):

Instructional Plan Results: (Did it work?)

Decision: Continue Instructional Plan Modify Plan; How? Refer to SST

Date of Decision: _____

Rationale for Decision:

Meeting Notes:

Teacher Signature

Date

Parent Signature

Date

Referred to SST? ___ Yes,
date: _____; ___ No, why
not? _____

For SST use only:
Date case was heard
at SST: _____

SST chair initials:

Principal Signature

Date

Sample Intervention Strategies

- Establish mentorships/apprenticeships.
- Make home visits.
- Refer family to other agencies for support.
- Refer parents to appropriate support groups.
- Allow student to move at own pace (within guidelines determined by student and teacher).
- Help student devise a monthly planner to monitor progress when given long-term assignments or complex assignments.
- Provide student with written outlines and/or study guides to accompany instructional material.
- Give preferential seating (e.g., near teacher, near positive role model, near chalkboard, away from distracting stimuli).
- Provide a set of texts with highlighted key vocabulary and key concepts.
- Provide in advance copies of novels, stories, and extra set of books to keep at home.
- Help student to have a realistic appraisal of time commitment required by an assignment.
- Demonstrate and encourage use of assistive technology that will allow student to submit more polished work than is possible without it (spell checkers, grammar checkers, word predictions software, outlining programs, and language masters, etc.)
- Assignments on student's reading level OR assignment available on tape or through a screen reader so that the student can complete the assignment without being hampered by its reading level.
- Link student to study groups.
- Have student outline, underline, or highlight important information in reading assignments.
- Use off-grade text as alternative reading material.
- Reduce the amount of material the student is assigned to read at any one given time.
- Discuss with student words/phrases indicating math operations (e.g., together, from, area, average, product, etc.)
- Help student break down each math word problem into specific steps and allow use of manipulatives if needed.
- Have the student restate math word problems in own words.
- Teach student to look for "clue" words in word problems that indicate the correct math operations to use.
- Have student read word problem aloud and identify the mathematical operation needed.
- Develop math fact reference sheets for addition, subtraction, multiplication, or division for student to keep in notebook.
- Provide student with a number line to keep as a reference.
- Provide concrete examples for regrouping using popsicle sticks, base ten blocks, etc.
- Use actual change and dollar bills when learning to calculate money.
- Use manipulatives to practice concepts of "borrowing" and "carrying" from objects in columns set up like math problems.
- Provide practice using computer software programs.
- Have student talk through math problems in order to identify errors student is making.
- Reduce number of problems on a page and space problems apart.
- Use color-coding to emphasize operational signs.
- Have students make up and write their own word problems, including extraneous information.
- Help student analyze mistakes to determine where errors reoccur.
- Have student identify extraneous information and underline or highlight those portions of the problem.