**PVES Student Learning Plan 20\_\_\_\_\_ / 20\_\_\_\_\_**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_\_** **Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_** **Retained: Y or N; if Y Grade retained: \_\_\_\_\_**

**Circle all that apply:**

**PMP Status:** R W M S B  **504 Student:** Y or N **ESE Student:** Y or N **ELL St.:** Y or N

|  |
| --- |
| **Date(s) of Parent Contact** |
| *Date:*  *Attach parent contact/conference form/communications* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Intervention Subject Area *&* Targeted Skill** | **Intervention and Resource** | **Frequency and Duration** | **Person Responsible** | **Start**  **Date** | **Follow-up**  **Date** | **Intervention Successful?** |
| Tier I-ELA  Core Curriculum | ReadyGen | Daily  90+ min. |  |  |  | * **Good** * **Questionable** * **Poor** |
| Tier II- |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |
|  |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |
|  |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |
| Tier III- |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |
|  |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |
|  |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |
|  |  |  |  |  |  | * **Good** * **Questionable** * **Poor** |

*\*Indicate any change in instruction above.*

*IF tier 3 is needed continue to next section….*

**Problem Solving**

**-May be information from Team Data Chats**

|  |  |
| --- | --- |
| **Strengths** | **Concerns** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Current Performance** | |
| **\* attach graphs with data table and dates .(Including Tier I,II&III,DE/IRLA *if applicable*)** | |

|  |
| --- |
| ***Step 1:* Problem Identification** |
| **What is the prioritized target skill areas*? (e.g., specific area targeting one skill - reading decoding, math problem solving, compliance with adult directions)***  **What current accommodations are being made for this student?**  **What are the current interventions in the area of prioritized concern? (Ensure intervention matches prioritized skill)**  **What is the current data in the prioritized target area of concern?**  ***Is there a gap between expected level and student?***    ***Is there a gap between peer level and student level?*** |

|  |
| --- |
| ***Step 2:* Problem Analysis** |
| ***Can’t do or Won’t do? is this a performance or skill deficit? How do you know?***  **Is this a ▢ performance/behavioral/lack of engagement or a ▢ skill deficit** |
| ***What are possible reasons why the expected level of performance is not occurring (hypotheses)?***  *Consider the following questions:*  *1)  Does instruction/intervention sufficiently target the specific area of concern?*  *2)  Do the curriculum materials used directly address the area of concern?*  *3)  Is the student engaged in instruction/intervention in the area of focus?*  *4)  Is there anything about the instruction, curriculum, learner, or environment that could be the reason for the deficit?*  *Consider what data confirms or disconfirms these hypotheses?*  **If the student could \_\_\_\_, the problem would be reduced.**  *(specify change in instruction/methods/tiers of support/intervention)* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Step 3:* Intervention and Next Steps** | | | | |
| ***What will be done?*** | ***Who is responsible?*** | ***When will it occur and where?*** | ***How will it be monitored?*** | ***Support Plan*** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **Date for follow-up:** |  |
| **Follow up meeting setting:**  **(team meeting, SBIT, TAD or other)** |  |
| **What is needed for follow up meeting?** |  |