**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

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

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| **Intervention Subject Area *&* Targeted Skill** | **Intervention and Resource** | **Frequency and Duration** | **Person Responsible** | **Start****Date** | **Follow-up****Date**  | **Intervention Successful?** |
| Tier I-ELACore Curriculum | ReadyGen | Daily90+ 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**

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

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| ***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?*** |

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| ***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)* |

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