***Prairie Point Elementary School Problem Solving Paperwork***

***Student Demographic Data:***

Student Name: Jake Gilbert Current Grade: KDG Current Teacher: Mrs. McCoskey

Student DOB: 7/1/2010 Is age chronologically appropriate for grade level? X Yes      No

Health Information: Passed Vision:  Y  N (Date:)8/27/15 Passed Hearing:  Y  N (Date):8/27/15

(No state eye exam on file)

Primary Language from Home Language Survey:English Other languages spoken in the home: n/a

Is student an English Language Learner?  Yes  No

Attendance History: # schools attended: 1 #days absent each year: n/a

Does student receive any special services?  Reading Services  504 Plan  IEP

DHH Program  ELL Services  Social Work Support  Speech/Language Vision Services

*\*if student currently receives ELL services, please attach ACCESS data*

***Historical Student Data:***

**Please bring any charts/graphs to TEAM!**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Information** | | | |
| **Season/Year** | **Grade** | **Student’s RIT Score** | **Percentile** |
| Fall Early Literacy STAR | kindergarten | (scaled score) 374 | n/a |
| ReadyGEN baseline | k | 33/56 | 59% |
| Trimester 1, Letters / sound | k | 0/26 | 0 % |
| ReadyGEN, Unit 1 Assessment | k | 7/12 | 58% |
|  |  |  |  |

**Please bring any charts/graphs to TEAM!**

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| --- | --- | --- | --- |
| **Math MAP Score History** | | | |
| **Season/Year** | **Grade** | **Student’s RIT Score** | **Percentile** |
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**Please bring any charts/graphs to TEAM!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student ISAT Score History – Please indicate whether student Did Not Meet, Met, or Exceeded** | | | | |
| **Grade** | **Reading** | **Writing** | **Math** | **Science** |
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Any concerns noted from previous teachers (on report cards, Pinks/Blues, etc):

***Current Student Data:***

Most recent Sundance Text Level (include date):n/a

Most recent WTW Score (include date): n/a

Most recent HF Words Score (include date) (if applicable): 1 known word (List A)

**Current Grades (as of \_\_\_/\_\_\_/\_\_\_): Will attach report card**

Reading:      Math:      Social Studies:n/a Science:n/a

Language Arts: Spelling:      Art:n/a Gym:n/a

Music:n/a

**Please describe student’s strengths:**

Jake has made noticeable progress in writing his name, holding a pencil correctly, and conducting himself in our classroom, and understanding classroom routines / behavior expectations. He has made friends in the class and understands that he needs to raise his hand to share ideas or ask a question. Jake is agreeable and respectful with the teachers and other adults that work with him during his school day. Jake understands the concepts of 10-frames in the area of math and has improved in his ability to write some of his numbers. He has shown growth in recalling some of his letters and sounds as the year has progressed.

**Please describe your target concern in objective, measurable terms (i.e., “James is currently falling below same-age peers in Oral Reading Fluency, as evidenced by [insert data].” “Sarah is currently struggling with appropriate peer interactions during unstructured activities, as evidenced by [insert data].”)**

**Academic Concerns -** Jake seems to struggle in his ability to process directions and instruction within our classroom context and in a small group, as evidenced by various classroom observations on a daily basis. Jake will struggle to begin a task, after directions and instruction have been given in both a small group, one-on-one, and in a whole class setting. Jake has difficulty copying a word from the board, or from another piece of paper near his work space. He does not typically participate in music and movement time, but will stand and watch other children engaged in the song / movements. Jake does not offer answers to questions posed by the teacher, but will raise his hand only when asking to use the restroom. At that time, I often remind him to close the bathroom door while he uses our classroom bathroom and he will nod his head and say “okay” and then will walk into the bathroom and use the restroom with the door open, though directions to the contrary were just given immediately prior. In a small group setting, Jake will quickly mimic other students’ verbal responses to questions. If I am not working directly with Jake during independent practice and tasks, many times Jake does not begin to work or does not accurately complete it.

**Behavior Concerns-** Jake tends to initiate and respond to students physically. He will push students with his entire body, or belly, when standing in line with them. Jake will find himself in a crowded place within our classroom, such as the book case, and will start spinning around in circles in effort to bump into other students. At the beginning of the year, Jake would poke other students when they were seated close to one another on the floor. This behavior as improved as the school year has continued. His parents report that he has a temper at home and becomes very frustrated with his family members. He has had one altercation on the bus in which he “karate chopped” a student in the nose.

**When does this behavior/concern occur (select all that apply)?**

**X** Daily      Weekly      Monthly      Quarterly x Structured time

X Unstructured time x Beginning of day x Mid-day x End of day

     Beginning of week      Mid-week      End of week      Transitions

X Whole group x Small group x Independent work

**Where does this behavior/concern occur (select all that apply)?**

Classroom  Specials  Lunch/Recess  Hallway  Bus  Bathroom

**Please list accommodations or modifications given to student (i.e., movement breaks, preferential seating, extended time, use of graphic organizers, etc):**

**Classroom -** Jake is seated near the teacher at all times, at tables and on the floor. Jake works in a small group with Mrs. Kok, focusing on direction following as well as beginning language arts skills. Jake receives one-on-one assistance as needed to complete classroom tasks.

**Jake is seen by Mrs. Mosher for speech services-** I've been seeing Jake at least 30 minutes per week to work on speech sounds /k/ and /g/ and pronouns he, she, and they.  He also has a goal for /l/ which we have not addressed as of yet.  He has made good progress with /k/ and /g/ and is now working on the production of those sounds in all positions of words. He benefits from visual cues and an auditory model.  Also, he is more aware of his errors when I repeat them back to him and he can quickly fix them.  There are times when he demonstrates inattention, but most times he is able to be redirected pretty easily in the small group setting. 

On 1/8/16, a language screening was administered to assess Jake’s language abilities. Jake passed the Kindergarten Language Screening Test (KLST-2). Jake’s raw score put him at the 51st%, indicating no further testing recommended (pass).

Jake was also given a listening comprehension screening in which he scored 5/12 and the average passing score is 10/12. Strengths were noted with his ability to determine the main idea, recall some story events, and make an inference. He demonstrated difficulty with answering wh- questions from the story, recalling story events, and vocabulary.

Another curriculum-based screener was administered in which Jake achieved a score of 20.5/31 while the average passing score is 25/31. Jake demonstrated strengths with: following directions, answering direct wh-questions, auditory repletion, sequencing, antonyms, and categories. Jake demonstrated difficulty with describing vocabulary, synonyms, and grammar.

**He is also seen weekly by Mrs. Mockenhaupt in a small group.**

**What would you like to see change (i.e., “I would like Sarah to engage in age-appropriate peer interactions during recess.” “I would like James to read grade-level text fluently by the end of 2nd quarter”)?**

I would like to see Jake improve in his attentiveness, both listening to and processing instruction and classroom activities and completing tasks. I believe that this will positively impact all academic areas.

**STOP HERE! Thank you!**

**Problem Solving Meeting Date:**

**If additional information/data is required to proceed with intervention planning,** record assignments and results below:

Obtain/Review additional records:

Results:

Interview:

Results:

Observe:

Results:

Screen:

Results:

**Notes:**

**INTERVENTION PLAN DEVELOPMENT**

**Student:**

**Target Concern:**      

**GOAL STATEMENT:** **By**     ,       will

**Statement of current progress and skill level compared to peers:**

**How will we know if interventions are working?         
What data will be collected? (assessment plan)**

**What follow-up tasks are required from the problem-solving meeting? (to be completed within one week of the meeting)**

**Intervention Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target Concern** | **Implementer**  **Name/Title** | **Frequency** | **Start Date** | **End Date** | **Implementation Integrity** |
|  |  | Minutes  Daily  Weekly  other: |  |  | None  Partial  Full  Notes: |
|  |  | Minutes  Daily  Weekly  other: |  |  | None  Partial  Full  Notes: |
|  |  | Minutes  Daily  Weekly  other: |  |  | None  Partial  Full  Notes: |
|  |  | Minutes  Daily  Weekly  other: |  |  | None  Partial  Full  Notes: |

Accommodations/Modifications:

**PLAN EVALUATION: FOLLOW-UP MEETING:**

**Meeting Date:**

**Target Concern:**

**Goal Statement: By      ,       will      .**

**Are interventions working (Yes/No? What data supports this decision?)**

* **Summary of additional information obtained (record reviews, observations, interviews, etc):**

**Statement of current level of progress in comparison to peers:**

**Identify Outcome and Next Steps**: *based on rate of improvement (ROI) and current student skill level*

Insufficient Data: Continue to implement interventions and monitor progress

Goal achieved, no further assistance necessary

Goal achieved, but assistance necessary to continue adequate progress: Continue / revise / decrease interventions and continue monitoring progress. Specify on new goal sheet.

Goal not achieved, but performance improved: Continue to implement interventions OR change/intensify interventions. Specify on new goal sheet(s).

Goal not achieved, and performance did not improve or got worse: Reexamine problem/intervention; consider additional interventions or resources; OR consider need for specialized services/IEP if multiple interventions have occurred with adequate data collection.