

NC Department of Public Instruction
Tier II Problem-Solving

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| Student Name: Natasha Joy | Grade: 5 | DOB: 05/20/98 | NCWISE/SIMS#: 7777777 |
| Teacher: Ms. Carr | | | Meeting Date: 10/15/07 |
| <p><u>Problem Identification/Definition (What is the problem?)</u> Natasha struggles with basic sight word recognition. She also struggles with comprehension of written material due to her poor fluency when reading a passage, story or book.</p> <p><u>Problem Analysis/Hypothesis (Why is the problem occurring?)</u> Natasha is struggling with reading fluency because of her poor reading fluency, due to her low sight word vocabulary. Natasha does not comprehend what she reads silently, due to low reading fluency.</p> | | | |
| <p><u>Baseline/Benchmark Data: (Student's current performance/Expected Performance)</u> STAR level: 3.1; 22 / 100 of the 5th grade level words</p> | | | |
| <p><u>Plan Development and Implementation (What are we going to do about it?)</u> Natasha will work in a group of 5 students with the teacher to drill basic sight word identification 4 times a week. Mom will also drill the words each night at home, for 20 min. Natasha will be able to identify 35 grade level words after 4 weeks of drill and practice with the teacher and her mom.</p> <p><u>Measurable Goal Statement:</u> Natasha will be able to identify 35 of 100 vocabulary words when presented to her.</p> | | | <p><u>Responsible Parties:</u> Ms. Carr (teacher) Ms. Joy (mom)</p> |
| <p><u>Meeting Notes:</u> Classroom teacher, case colleague and mother attended the meeting. Mom agreed to continue helping at home with reading AR books and using flash cards to help with sight words.</p> | | | |
| <p><u>Decision date:</u></p> | | | <p><u>Review Date:</u> 11/12/07</p> |

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| Name: Natasha Joy | DOB: 05/20/98 | NCWISE/SIMS# 7777777 |
| <p><u>Results of Plan Implementation (attach Progress Monitoring data):</u> After 4 weeks of intervention Natasha is able to identify 27 vocabulary words that were targeted from the class list for review. Mom reports that Natasha is inconsistent in remembering words from night to night. Teacher has seen some inconsistency as well.</p> | | |
| <p><u>Plan Evaluation (Did it work?)</u> Overall results from intervention suggest that Natasha has made progress but is still significantly behind her classmates. Classroom teacher and mother report that Natasha has been very inconsistent with applying skills taught. She is currently failing reading in the classroom. Overall the plan has been unsuccessful. At this time, it seems appropriate to bring Natasha to the Problem Solving Team to further assess her academics.</p> | | |
| <p>Decision</p> <p> <input type="checkbox"/> Continue Intervention <input type="checkbox"/> Modify Intervention* <input type="checkbox"/> Discontinue Intervention <input checked="" type="checkbox"/> Move to PSM Tier III </p> | | <p>Date of Next Meeting (or N/A): _11/19/07_____</p> |
| <p>* Specify Modification to Instructional/Intervention Plan:</p> | | |
| <p>Meeting Notes: Decision was made to move to Tier III based on Natasha's lack of adequate progress and current failing grades.</p> | | |
| <p>Meeting Attendees: Teacher, Mother, Case colleague</p> | | |
| <p>Decision</p> <p> <input type="checkbox"/> Continue Intervention <input type="checkbox"/> Modify Intervention* <input type="checkbox"/> Discontinue Intervention <input type="checkbox"/> Move to PSM Tier III </p> | | <p>Date of Next Meeting (or N/A): _____</p> |
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