

Grade Level or Curriculum Partners Planning

Universal Instruction

- High Quality Differentiated Instruction for Academics and Behavioral Skills
- Use of District & Classroom Assessments (Benchmark, Summative & Formative)
- Instructional Collaboration

Student is meeting grade level benchmarks.

Student is not yet meeting grade level benchmarks.

Student is exceeding grade level benchmarks.

Continue High Quality Differentiated Instruction

Adequate progress is made toward closing the gap. Continue high quality differentiated

Collect additional information. Provide skill specific instruction. Continue to monitor progress. Consider Selected Instruction

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Student is challenged. Achievement reflects potential. Continue targeted enrichment.

Data & Intervention Meetings

Selected Intervention Instruction

- Review evidence of learning
- Develop SMART Goal(s)
- Develop Selected Intervention Plan to Supplement Core Instruction
- Determine progress monitoring method and schedule
- Monitor fidelity of interventions
- Analyze progress monitoring data

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SMART Goal is met. Consider new SMART Goal, reducing intensity of intervention or return student to Universal Instruction.

SMART Goal is not met but progress is being made. Consider revising SMART Goal and/or developing new intervention.

SMART Goal is not met and little or no progress has been made. Review intervention fidelity and develop a new plan or implement Targeted Intervention Instruction.

SMART Goal is met and student continues to achieve above grade level but requires more Targeted Instruction.

Progress is made in relation to SMART goal. Student is adequately challenged. Continue to revise/set SMART goals, compact curriculum and provide extensions.

SIT Meetings

Targeted Intervention Instruction

- Develop Individual Targeted Intervention Plan
- Monitor Progress Using Slope and Trend Line
- Analyze Progress
- Monitor Fidelity of Intervention (Principal)

Targeted Instruction

- GT Services Considered
- Discuss Options for GT Testing
- Continue Close Monitoring of Classroom Achievement

Significant progress is made. Consider reducing intensity of intervention of returning student to Selected Intervention Instruction.

Some, but not significant, progress was made. Consider revisiting and/or developing a new Targeted Intervention Plan.

Little or no progress is made after at least two (2) Targeted Interventions have been tried. Consider Special Education Referral.