SAMPLE STUDENT IMPROVEMENT PLAN

Student: Susie  Date of Referral:  
Teacher:  Grade:  
Initial Plan: X  Revised Plan:  SIT Case Leader:  

Strengths and Problem Identification

Assets:  Wants to learn to read  Knows letter sounds in isolation  Good with vocabulary words  
Follows directions  Good imagination/creative  Has many friends in neighborhood  
Very social  Funny  Strong in math  

Concerns:  Not making adequate progress in reading  Impacts other areas that require reading  
Does not retell main parts of stories  Difficulty with blends, irregular words, and long words  
Difficult time predicting  

What is the specific concern selected for intervention?: Improve Reading Skills (phonics, fluency retells)

Most students are:  CBM-138 WRC  
Curriculum Checks-90%  
ITTBS-60%ile average  

This student is:  CBM-62 WRC  
Curriculum checks-20%  
ITTBS-20%ile  

Problem Analysis (Remember: Instruction, Curriculum, Environment, Learner)

“We think (insert concern) is occurring because (potential hypothesis)”  
Instructional time not enough for Susie-too little explicit instruction  

*Curriculum too difficult for her-not enough practice on skill areas

Teacher/pupil ratio too high for low reading group  

*Lacks strong phonics skills  

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Which hypotheses seem most likely? Place an * next to them. Given what you know, does this make sense? (If actions are needed prior to interventions, list and determine who is responsible).
Intervention Ideas and Selection

For the first * hypothesis, **curriculum-practice**, generate interventions
Possible Interventions (Domain) Who/When/Supports
1. Find supplemental activities and have Susie do them after school

2. Develop extended practice items & have her do them at home Teacher/parent next week

3.

4.

For the next * hypothesis, **learner-phonics**, generate interventions
Possible Interventions (Domain) Who/When/Supports
1. Work on phonic weaknesses Reading Specialist - Monday

2. Use computer programs that target needed phonics skills

3.

For the next * hypothesis, generate interventions
Possible Interventions (Domain) Who/When/Supports
1.

2.

3.

4.

Circle the intervention(s) that have a good chance of working and are manageable. Decide who is responsible, when it will happen, and supports necessary to make it work.

Expected Outcome
Based upon the student’s current performance and known peer performance, in **5** weeks, how will this student look? What will the student be doing? When given a grade-level passage, Susie will read aloud 72 words with 3 or fewer errors in 1 minute and will answer weekly curriculum checks with 70% accuracy.

How will we monitor progress toward this outcome? (what/how often)
**CBM - 1 x per week**
Weekly curriculum checks $\rightarrow$ teacher

Next meeting to review progress will be: **5 weeks**