

Lindsey Elementary
Instructional Plan for PLC at Work Process
Protocols for Supporting Students with Special Needs



5 Steps to Tailor Instruction for Students with Special Needs

1. Unpacking (unwrapping) Standards and examining logical learning progressions.
2. Attending to the most complex aspects of the standard.
3. Focusing on materials and resources used for instructions.
4. Scaffolding instruction and text to support reading at grade level.
5. Planning for and allowing productive struggle while watching for destructive struggle

Protocol for Teaching Students with Special Needs (How to reach grade-level expectations/standards?)

1. Examine the verb to ensure that the student can work at the current level.
2. Focus on a verb at a lower level of rigor to build the student's prerequisite knowledge and skills and assess the student's mastery at the given skill level.
3. Return to the verb indicated in the grade-level standard when the student masters the prerequisite skill, providing the scaffolding and support the student needs to be able to work at the lower level expectation and continue to assess, keeping in mind the verb's level of rigor.

Resources:

*Learning By Doing; Taking Action; Make It Happen; Common Formative Assessments,
Design in 5, Amplify Your Impact; Instructional Agility, Collaborative Common Assessments, Yes We Can*

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Protocol for Writing Standards-based IEP Goals
(During the IEP Meeting-Collaboration Required)

1. Use essential standards (unpacked/unwrapped) to help write standards-based IEP Goals.
2. Use assessments to help support identified weaknesses to help with goals.
3. Define IEP goals in a logical progression to lead the student to grade level proficiency. This includes writing objectives.
4. The team also determine progress monitoring methods in order to formatively measure the student's progress. Use CBMS when available.

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Individual Problem-Solving Discussion Guide

Student:	Grade:
Homeroom Teacher	Resource Teachers
Date of Discussion	Next Data Review Date: Four to six weeks from today
Content Area(s) of Focus	Reading Math Behavior SEL

Describe the student's present level in the content area(s). Include assessment data and progress monitoring data.

1. What do we want this student to know and be able to do?

2. How will know when the student has mastered the skills or these skills? What results will prove this to us? Describe and use specific data indicators.

3. What do we need to know more about in order to help this student meet the targets in questions 1 and 2? What diagnostic tools are available?

4. What will we do instructionally to make sure the student meets the targets listed in questions 1 and 2?

Complete the following table to plan the implementation.

Plan of Implementation	
Implementer (Teacher)	
When (Days and Times)	
Location (General Ed or Small Group)	
Weekly Progress Monitoring: <ul style="list-style-type: none"> ➤ Which measures will be used? ➤ What other tools will be used? ➤ Who inputs the data? 	What does classroom support look like for area(s) of focus?

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Tiered Support Documentation Form

Student's Name: _____ Grade _____

Teacher: _____ DOB: _____

Reason(s) for Referral: _____

Please be as descriptive as possible.

Reading:
HCLI: _____
Lexile: _____
Strengths: _____ _____ _____
Weaknesses: _____ _____ _____
Additional Notes: _____ _____

Math
Quantile: _____
Strengths: _____ _____ _____
Weaknesses: _____ _____ _____
Additional Notes: _____ _____

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Writing
Strengths: _____ _____ _____
Weaknesses: _____ _____ _____
Additional Notes: _____ _____

Behavior or Social Emotional
Strengths: _____ _____ _____
Weaknesses: _____ _____ _____
Additional Notes: _____ _____