

TIER I CLASSROOM SUPPORT STRATEGIES AND DOCUMENTATIONS: GRADES K-5

Evidence of implementation of each strategy has been collected in student folders and/or documented in PLP.

Regular and consistent parent/family contacts have been made and documented in PLP.

Student

Teacher

Concern	Strategy: Check any strategy that you have tried consistency with this student for a period of two weeks or more
Student is not completing work in class	Provide regular, clear specific directions Design practice assignments to target specific elements of complex skills or processes Give alternative assignments Reduce assignment length/break assignment into smaller chunks Allow student to redo assignment to achieve mastery Student restates directions and/expectations Other:
Student is not completing work outside of class	Ask parent or adult family member to supervise and sign off on homework time/task completion Develop a system for work completion Schedule regular academic times after school for student to complete work not finished outside of class Utilize check in-check out procedures Provide homework assignments that reinforce skills and require limited parental involvement Other:
Student is having difficulty demonstrating an understanding of concepts, and/or content-related skills	Differentiating/adapting rubrics or exemplars Computer assisted instruction Pre-teach vocabulary both literacy and/or mathematics Students are grouped on interest, readiness, or experience One-on-one tutoring with instructor Provide exemplars Designing practice assignments that focus on specific elements of complex skill or practice Provide direct instruction and strategies good readers use. For example, making predictions visualizing, summarizing, questioning, making inferences Modeling and guiding the practice of making connections in texts (activating schema) Provide dedicated time for student reading each day Provide direct instruction in strategies good readers use Other:

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Student demonstrates a lack of organizational skills	Use explicit clues to indicate next steps in the assignment Repeat directions Nonverbal cues Differentiate/adapt rubrics or exemplars Provide clear expectations ahead of time Provide graphic organizers Break tasks down into smaller steps Have student repeat directions back Provide clear rituals and routines as well as specific places for turning in assignments Other:
Teacher comments regarding student progress and/or the effectiveness of specific strategies for the student:	

Date