

PLC Check Point – Level 5

Systematic Intervention

PLC Team Name: _____

SMART Goal: _____

Prerequisites for Progression:

- **Intervention Plan** – a specific, collaborative plan to provide students with extra time or interventions who did not learn the learning targets (ie... advisement, after school, differentiated activities etc...)
- **Reassessment Following Intervention** – students who receive intervention will have opportunity to demonstrate learning on another assessment
- **Reflection on Intervention** – process for determining if the intervention resulted in student proficiency
- **PLC Check Point Rubric – Level 5** (next page)

Commitment to the Team: Sign below indicating the following statement is true.

“I have contributed, collaborated and committed to the decisions, documents and actions represented at this Check Point.”

Member Signatures: _____

Systematic Intervention

PLC Team: _____

Date: _____

PLC Check Point Rubric - Level 5

Directions: 1) *Reflect:* indicate where your team is in the development of a systematic response to support struggling students
 2) *Evidence:* list evidence in bottom row supporting the rating you gave your team

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Indicator 1: Systematic Interventions	There is no systematic plan for monitoring students achievement There is no plan for responding when additional time and support are needed	The team has created opportunities for students to receive additional time and support for learning outside of the class period Students are invited to participate but are not required to attend Many of the students most in need of help do not choose to pursue it Some teachers use the system, while others prefer to do their own intervention	The team has designed a collaborative response to meeting the needs of struggling students Students needing support are assigned to attend extra sessions, however, follow through and accountability may be lacking Some students who need help attend the sessions, but many students needing help do not attend All members of the team participate in a collaborative system of intervention, however some teachers may not see the benefit	Time is structured into the school day for students to receive additional support Adherence to traditional schedule is limiting the effectiveness of improving systematic intervention Traditional 5 and 10 week intervals are used to determine which students need additional support Support is offered only a specific times once or twice a week and it is difficult to service all students during this time All members value the system, but some may be frustrated by school wide limitations	The team has a highlight coordinated and sequential response system when students don't master the learning The system is proactive in identifying students to receive extra support between traditional intervals Students needing additional support are required, not invited, to put in extra time and receive extra support The school system supports the team in addressing the needs of students who still can not learn when the teams efforts are insufficient All students are guaranteed access to this systematic intervention regardless of the teacher to whom they are assigned
Evidence of Rating:					