

Progress toward IEP Goals						
	Date #1	Date #2	Date #3	Date #4		
Objective 1:						
Objective 2:						

1. Celebrate the strengths in the data. Are there targets/goal objectives on which the student is doing well? Find out what happened instructionally in that area. Look at samples of student work. What skills did the student demonstrate in their work that set their work apart? Which instructional strategies helped the student learn?

Date # 1	Date # 2	Date # 3	Date # 4

2. Using your TeacherEase gradebook, data on progress toward goals, and samples of student work, determine growth areas for the student. What may be the cause?

Create an instructional plan. Which strategies will we try next using CORE targets and curriculum?

Date # 1	Date # 2	Date # 3	Date # 4

3. How can we consider CORE PLUS MORE (supports, strategies, materials, methods in addition to the general education curriculum) to support continued areas of need? What is our plan to further build this student's individual toolbox? How will we use the intervention block/FLEX period?

Date # 1	Date # 2	Date # 3	Date # 4

4. Does this data show that the student is on track to meet the grade level SMART goal/ individual IEP goals? Why or why not?

Date # 1	Date # 2	Date # 3	Date # 4

5. Reflect on the plan you created during your last meeting. How did the student's growth and understanding of the IEP goal area change as a result of your instructional plan and teaching?

	At meeting #2, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?	At meeting #3, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?	At meeting #4, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?