



# Data Review and Team Goal

<b>Team – Grade-Level(s)</b>	
<b>Team Members</b>	

*It turns out that “simple plans” work best – those with a direct focus on straightforward actions and opportunities.*

*Mike Schmoker*

**What strengths can we see in our incoming student data and past grade-level literacy data?**

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**What areas of need are evident in our student data?**

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**Our SMART goal**

SMART Goal Checklist
Strategic and Specific
Measurable
Attainable
Results-Oriented
Timebound

**Some possible strategies to help us achieve our goal**

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# SISKIYOU SELPA ESY FORM

Student Name \_\_\_\_\_ School \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Primary Disability \_\_\_\_\_ Education Placement \_\_\_\_\_ Related Services \_\_\_\_\_

## Regression/Recoupment Analysis Worksheet

<b>Current IEP:</b>  Date: _____  Assessment Area:	<b>Pre-Break</b> Present Levels of Performance Date: _____ (Describe levels based on measurable data- <b>prior</b> to an academic break of 2 weeks or more.) If additional space is needed, include attachments.	<b>Post -Break</b> Present Levels of Performance Date: _____ (Describe levels based on measurable data- <b>after</b> returning from break.) If additional space is needed, include attachments.	<b>*Regression/ Recoupment</b> If regression is noted, record the <b>time required</b> to recoup Pre-Break levels (i.e. 4 days, 2 weeks...).	<b><u>ESY</u> Recommended Yes/No</b> ESY is recommended in noted areas below based on regression and recoupment data.
Communication				
Reading				
Written Expression				
Math				
Behavior				
Fine Motor				
Gross Motor				
Self Help				
Social Emotional				
Other:				