

Student: \_\_\_\_\_ Intervention #: 1 2 3 \_\_\_\_\_

**Mid-Intervention Checks Resulting in No Change of Plan:**

Date	# Data Points	Comments

**Plan Evaluation:**

Date: \_\_\_\_\_ Attach graph of student progress data

This intervention began on \_\_\_\_\_ and continued through \_\_\_\_\_.

Total # of sessions received: \_\_\_\_\_ Total # of data points being considered: \_\_\_\_\_.

1. As a result of this intervention implementation:

- \_\_\_\_\_ Goal was met
- \_\_\_\_\_ Trend line shows that the student is on track to meet or exceed year end goal
- \_\_\_\_\_ Trend line shows that the student is not on track to meet or exceed the year end goal

2. For academic concern for which student is not on track: (others skip to item 3)

- \_\_\_\_\_ Trend line shows that the student is not on track to meet or exceed the year end goal, but is making at least one year's growth in one year's time
- \_\_\_\_\_ Trend line shows that the student is not on track to meet or exceed the year end goal, and is making less than one year's growth in one year's time

3. In the team's opinion, was the plan responsible for any change?

- \_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Not sure

4. The next steps for the team will be to:

- \_\_\_\_\_ Discontinue intervention – goal met
- \_\_\_\_\_ Maintain or generalize current plan
- \_\_\_\_\_ Select a new problem (New Problem ID & Analysis Form)
- \_\_\_\_\_ Select a new hypothesis for the same problem (Revise RIOT ICEL Matrix to reflect new problem analysis work)
- \_\_\_\_\_ Retain current hypothesis, but modify the intervention plan (New Student Intervention Plan Form)

5. Is a referral for a special education evaluation being considered at this time?

- \_\_\_\_\_ Yes                                      \_\_\_\_\_ No

Next Meeting Date: \_\_\_\_\_

(If none is needed, information should be placed in the student's cumulative record).

