# Grade Level Plan

The purpose of this document is to capture the outcomes of the grade level problem-solving process using behavior data.

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## Step #1: Problem Identification

What is your SWIS data indicating?

## Step #2: Problem Analysis

Organize your Precise Problem Statement using this chart

| **Drill Down Questions** | **Drill Down Data** |
| --- | --- |
| What is the problem behavior? |  |
| Where is the problem behavior happening? |  |
| Who is engaged in the behavior? |  |
| When and how often is the problem behavior likely to occur? |  |
| Why is the problem sustaining? |  |

Insert SMART Behavior Goal:

## Step #3: Plan Development

|  |  |  |
| --- | --- | --- |
| **Prevent** | **Teach** | **Respond** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Step #4 Plan Implementation

Record specific actions items needed to implement this plan

| **Action Item** | **Who Will Do It?** | **By When?** | **Status** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Record the specific actions needed to evaluate this plan

|  |  |  |
| --- | --- | --- |
| **How will we know if our actions are having the desired impact? What data will we use?** | **Who will gather the data?** | **How often will it be gathered?** |
|  |  |  |
|  |  |  |

### Plan Evaluation

* Is the plan being implemented as intended? How do we know?
* Is the plan resulting in the desired change? Have we met our established goal?
* Do student data indicate the plan needs to be modified? If yes, how?
* What is the date for our next grade-level team meeting?

If your team has determined that there are barriers to implementation, use the following questions to guide the conversation:

* Does everyone understand how and when to use the plan?
* Is the plan feasible to implement?
* Are there ways that the plan can be modified to make implementation more likely?
* What supports can be provided to the implementers?

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