

Case Study 1: Liam (Grade 3)

Liam is a cheerful and friendly 8-year-old student in a third-grade inclusive classroom. He has recently been identified as an English Learner (EL) and receives daily English Language Development (ELD) services. Liam shows strengths in oral communication and social interactions, often participating enthusiastically in class discussions. However, his reading comprehension scores are significantly below grade level, currently performing at the early Grade 2 benchmark. Behaviorally, Liam has moments of inattention, especially during independent reading time, though he responds well to positive reinforcement. His cumulative record shows frequent school absences in first grade due to family relocation and limited preschool attendance. Interests include animals, soccer, and storytelling through drawings. His family reports valuing bilingualism and prefers communication in both English and Spanish.

Case Study 2: Sophia (Grade 7)

Sophia is a 12-year-old middle school student with a recent diagnosis of ADHD (inattentive type). She excels in class discussions and project-based learning but struggles with independent work completion, particularly in mathematics. Her assessment scores indicate she is performing at a late Grade 5 level in math problem-solving and basic computation skills. Sophia's behavior records show incomplete homework, occasional disengagement in class, and inconsistent attendance. She recently transitioned to the U.S. from El Salvador and is adjusting to cultural and academic expectations. Sophia participates in the after-school art club and has expressed aspirations to become an interior designer. She has supportive parents who are engaged in her education but face language barriers during school communication.

Case Study 3: Malik (Grade 10)

Malik is a 15-year-old high school sophomore who receives special education services under the category of Specific Learning Disability (SLD) with additional behavioral supports through a behavior intervention plan (BIP). His recent IEP includes measurable post-secondary transition goals focused on vocational skills and career readiness.

Academically, Malik demonstrates strengths in oral discussions and hands-on technology tasks, but struggles with writing fluency and organization, currently performing at a mid-Grade 7 writing level. Behavior data indicates frequent tardiness and occasional off-task behavior, especially during extended writing assignments. Malik enjoys working on computers, video editing, and participating in his school's esports team. He has strong relationships with his vocational education teacher and school counselor. Family reports a supportive home environment but have concerns about Malik's post-graduation plans.

SMART Goal Writing Guide

SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound. Each goal should clearly state the expected outcome, how it will be measured, and the timeframe for achievement.

Examples:

- Academic: Liam will increase reading comprehension scores from 60% to 80% on weekly comprehension checks within 6 weeks.
- Behavioral: Sophia will submit at least 4 out of 5 math homework assignments per week over the next 8 weeks.

Support Plan Template

Complete the following sections in your plan:

1. 1. Student Strengths:
2. 2. Student Needs (Academic/Behavioral):
3. 3. Academic SMART Goal:
4. 4. Behavioral SMART Goal:
5. 5. HLPs to be Used:
6. 6. Instructional Strategies:
7. 7. Behavior Supports:
8. 8. Progress Monitoring Method:
9. 9. Frequency of Monitoring:
10. 10. Reflection on Equity and Cultural Responsiveness: