Explanation for AIP Form Components:

Each school that has implemented AIPs develops its own template that meets its specific needs; however, most include the following components:

- Student demographic and ongoing assessment data. Providing this information on the plan allows teachers to gain easy access to necessary data and determining what is and isn’t working for the student. Assessment data is updated as new information becomes available. This can be done with a mail merge with a database or on a software application like Filemaker Pro. Scores are color-coded: red for basic, yellow for proficient, green for advanced.

- Student objective. Depending upon the purpose for using the AIPs, the objective may be the same for every student--to improve on statewide exams. However, it can also be differentiated for students. This objective is summative in nature.

- SMART goals. SMART goals are strategic, measurable, attainable, result-oriented, and time-bound. These goals are formative in nature and specific to individual students, although patterns tend to emerge and repetition between students is not uncommon. For example, a number of students may have attendance issues; therefore, their SMART goals may overlap. The best rule of thumb is keep to a maximum of three SMART goals per AIP student.

- Interventions. Beside each SMART goal are interventions or steps to take to steer students toward improvement. A common misconception is that interventions must be large and schoolwide. This is not the case. While such programs as READ 180, FASTT Math, homework clubs, or after-school tutoring are effective for some students, some students simply need better classroom placement, longer wait time, or a regular meeting
time with a teacher in order to bloom. Some do not need academic intervention but support with study skills or testing anxiety issues. All interventions that are applicable to a student, no matter how comprehensive or small, should be considered and recorded in this section of the plan.

- Evidence of improvement. What data will be used to determine whether the intervention is working? How frequently will it be examined? What anecdotal data can support or refute quantitative data?

- Possible next steps. This section provides ideas for next steps whether the interventions are effective or not effective. Sometimes the next step is merely to continue with the intervention and reassess by a particular date. Sometimes it is to try something else. This provides a record of what to consider and where to go.

- “Running record” or notes. This section was added to the original template at an early stage because there needed to be a record of each discussion held about a student. That way, not only would each team be able to see patterns and trends that emerge over the year, but also the document would better carry to the next year, providing the new grade of teachers with foundational information.