



## Support for Personalized Learning (SPL) Framework: A Quick Reference Guide

**Focus:**  
Academic,  
Social/Emotional  
and/or Behavior  
Instruction

	<b>CORE</b> Foundational Core Instruction for All Students	<b>TARGETED</b> Targeted Supplemental Instruction for Some Students	<b>INTENSIVE</b> Intensive Instruction for a Few Students
	All students receive instruction in the general education standards aligned curriculum	Students who are not responding to CORE level (general education) receive short-term additional support	Students who are not responding to CORE and TARGETED level efforts receive additional support
	Curriculum based on WV Content Standards and Objectives	Curriculum based on WV Content Standards and Objectives that is differentiated and scaffolded in response to student needs	Instruction that is more intensely scaffolded to address specific student's strengths and needs
<b>Group Size</b>	Flexible grouping – students move groups as appropriate	Small groups of students with similar skills and needs	Individual or very small groups of students with similar skills and needs
<b>Time</b>	Sufficient time to master core content and expected behaviors	Data driven based on individual student progress; Suggestions include 15-30 minutes in addition to CORE 3-5 times per week for 9 weeks	Data driven based on individual student progress; Suggestions include 30-60 minutes in addition to CORE 3-5 times per week for 9 weeks
<b>Assessment: Screening and Progress Monitoring</b>	Screening: Brief assessment of students Beginning of school year – All Middle of school year – As needs indicate End of school year – As needs indicate	Continuous use of formative classroom assessment processes and progress monitoring to measure and compare student learning and adjust instruction; Suggestions include every 2-3 weeks	Continuous use of formative classroom assessment processes and progress monitoring to measure and compare student learning and adjust instruction; Suggestions include every 1-2 weeks
<b>Academic Support</b>	Demonstrate learning of or exceeding grade-level standards	Eliminate gap between present achievement and grade-level standards and between instruction and students' needs	Eliminate or narrow gap between present achievement and grade-level standards and between instruction and students' needs
<b>Personnel</b>	General education classroom teacher with support from other building staff to reinforce learning	Classroom teacher or specialist (e.g. SPL, Title I, Special Educator) or other staff to reinforce learning	Classroom teacher or specialist (e.g. SPL, Title I, Special Educator) or other staff to reinforce learning
<b>Location</b>	General education classroom	Small group in classroom or another appropriate setting within school; before, during, after school, summer, interim	Appropriate setting within school; may be pull-out, before, during, after school, summer, interim
<b>Behavior Support</b>	Effective school-wide behavior supports	Specialized positive behavior plans provided/ monitored by teacher and parents	An assessment of student behaviors, Functional Behavior Assessment (FBA) and the development of specialized behavior plans with teacher and parents
<b>Professional Development</b>	Focused, specialized and ongoing to provide relevant training based on the needs of students and school staff	Focused, specialized and ongoing to provide training in supplemental instruction	Focused ongoing training in intensive instruction
<b>Parent Involvement</b>	Information about student progress provided to parents via report cards and parent-teacher conferences; parents informed SPL framework implemented	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in decision-making	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in decision-making