School Based RTI: TIER 1 Goal Setting /Problem Solving Worksheet: Beginning of Year

School: _____ **Date of Meeting:** _____

Team Members Present _____

_____

_____

Target Group: _____ **Academic or Behavioral Area:** _____

Summary of Universal Screening Data (Previous Year or Beginning of Current Year):

_____% of students meeting or exceeding proficiency _____% students not meeting or exceeding proficiency

Expected Levels of Performance: (specify level and requirement source; AYP, Safe Harbor, etc.)

_____

Determination of effectiveness of Core Instruction/Curriculum from Previous Year (check one):
_____ 80% or more of students have met or exceeded expected level of performance.

☐ Core Instruction/Curriculum is effective.

☐ Schedule Tier 2 intervention for students not meeting expected level of performance (Utilize Beginning of Year Tier 2 Problem Solving Worksheet)
_____ Less than 80% of students have met or exceeded expected level of performance/benchmarks

☐ Core Instruction/Curriculum is in need of modification

☐ Develop Tier 1 Instructional/Intervention Plan ☐ Schedule Tier 2 intervention for students not meeting expected level of performance. Utilize Beginning of Year Tier 2 Problem Solving Worksheet.

Group Progress Goal:

___ % of students will meet or exceeded expected level of performance by the End of Year Assessment or,

The group average _____ score will be _____ by the End of Year Assessment.

Graph of Group Progress

Include

*Tic Mark Scores:* Label Grid Lines with Appropriate Score Range and Define Measure Used

Standard: Line that depicts Proficiency

Aimline: Line connecting Group's Beginning of School Scores to End of Year Goal

Line of Average Growth: If average growth is known, create a line from the Group's Beginning of School Year's Scores that allows comparison of the group to average

Trend Line: Once the Middle of the Year scores are available, extend the connecting line between the two available points to the end of the year to project eventual progress.

Measure_____

| | AP1 | AP2 | AP3 |

Legend:
— Group Score
— Standard
— Average Progress
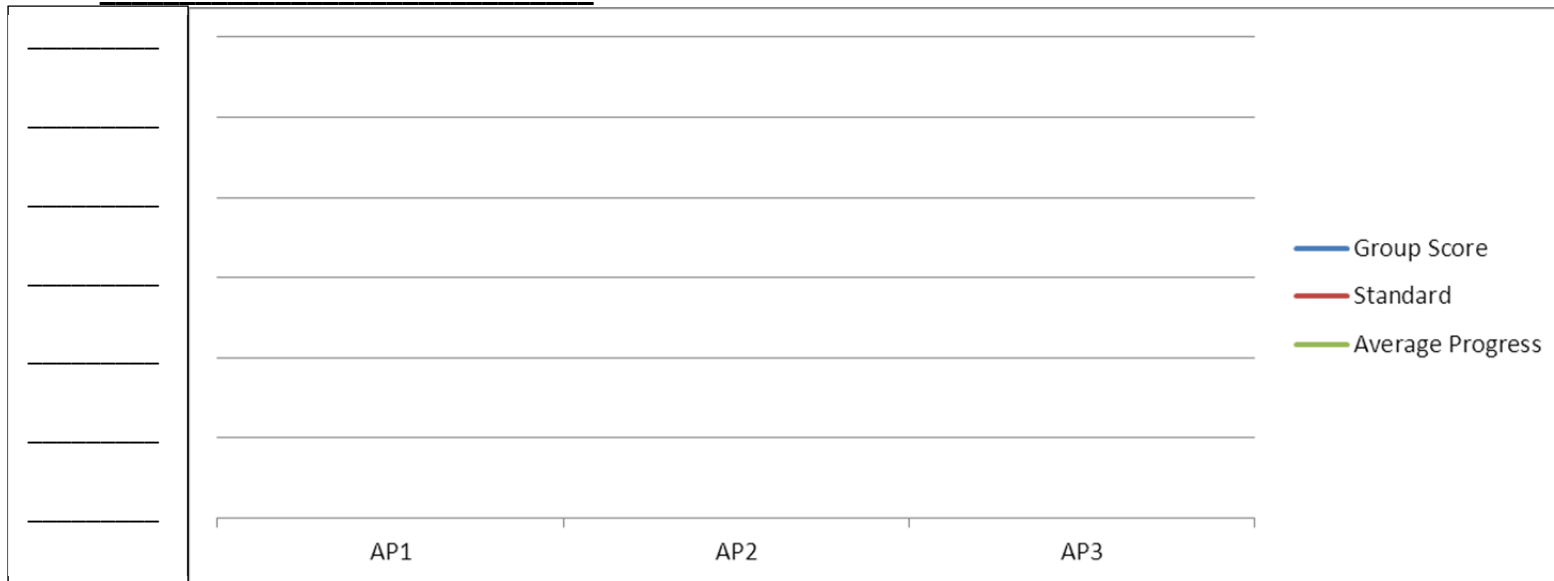
Problem Analysis

What aspects of last year's core instruction and discipline/behavioral support have contributed to or explain the gap between how our students achieved/behaved and how we expect them to?

Consider the following areas (among others) when developing possible hypotheses:

Instruction: Accurately focused? Effectively delivered? Explicitly Instructed? Appropriately scaffolded? Ample guided practice opportunities? Limited use of repetitive, low interest activities?

Curriculum: Diagnostically appropriate? Materials supported learning?

Environment: High engagement? Organized routines? Higher frequency of positive to negative teacher directed feedback?

Learners: Level of engagement/belonging in school? Feelings of efficacy, competency?

List Probable Hypothesis and Data that Supports/Doesn't Support Each?
1.

___ Supported
___ Not Supported

2.

___ Supported
___ Not Supported

3.

___ Supported
___ Not Supported

Once Hypotheses are generated and data collected, ensure that the following two questions are addressed before continuing:

1. Is there data to support our hypothesis?
2. Is the hypothesis alterable or can we do something about it?

Yes

Hypothesis is validated by supporting data and hypothesis includes something we can change; proceed to develop Tier 1 Plan

No

If no, develop new hypothesis that focuses on validated and alterable variables.

State validated and alterable hypothesis/hypotheses:

_____

_____

_____

_____

*Attach Instructional/Intervention Plan

Tier 1 Instructional/Intervention Plan

Considering hypotheses stated above, what instructional/intervention strategies will be used to strengthen core instruction/discipline/ behavioral support to improve effectiveness?

Instructional Strategy/Intervention Person Responsible When will it occur? Where will it occur?

Tier 1 Support Plan:

What will be done?	Person Responsible	When will it occur?	Where will it occur?

Tier 1 Documentation of Fidelity:

What will be done?	Person Responsible	When will it occur?	Where will it occur?

Tier 1: Progress Monitoring Plan: How will the impact/effectiveness of the instructional/intervention plan be determined?

Progress Monitoring Tool	PM Schedule	Person Responsible for PM	Date of Data Review

Use as many pages as needed. Page ____ of ____

Tier 1 Mid-Year Review

School: **Date of Meeting:**

Team Members Present _____

_____

_____

Target Group: **Academic or Behavioral Area:**

Summary of Progress Monitoring Data: Refer to Beginning of Year Goal and Progress Graph

Enter Middle of Year Data on Progress Graph

___% of students met or exceeded expected levels of performance at Middle of Year Assessment after implementation of Tier 1 instructional/intervention plan or group score of _____ at Middle of Year Assessment.

Evaluate Response and take appropriate action.

Response was (check one)
___ Positive and on or above aimline: continue plan
___ Positive, above average but below aimline: consider increasing support (*document increased support on Intervention Plan sheet and attach)
___ Questionable, about average, not catching up or falling farther behind: check for fidelity and increase fidelity if necessary. Return to problem solving if necessary. (*Utilize additional Problem Analysis and Intervention Plan sheets and attach)
___ Poor, falling farther behind: check for fidelity and increase fidelity if necessary and return to problem solving. (*Utilize additional Problem Analysis and Intervention Plan sheets and attach)

*Attach additional sheets as necessary as indicated above.

Tier 1 End of Year Review

School: **Date of Meeting:**

Team Members Present

_____

_____

Target Group: **Academic or Behavioral Area:**

Summary of Progress Monitoring Data: Refer to Beginning of Year Goal and Progress Graph

Enter End of Year Data on Progress Graph

___% of students met or exceeded expected levels of performance at End of Year Assessment after implementation of Tier 1 instructional/intervention plan or group score of _____ at End of Year Assessment.

Evaluate Response and take appropriate action.

Response was (check one)
___ Positive and on or above aimline: continue plan and include in following year's School Improvement Plan
___ Positive, above average but below aimline: consider increasing support and document in following year's School Improvement Plan
___ Questionable, about average, not catching up or falling farther behind: check for fidelity and increase fidelity if necessary. Return to problem solving if necessary. Utilize additional Problem Analysis and Intervention Plan sheets and attach. Include revised plan in following year's School Improvement Plan.
___ Poor, falling farther behind: check for fidelity and increase fidelity if necessary and return to problem solving. Utilize additional Problem Analysis and Intervention Plan sheets and attach. Include revised plan in following year's School Improvement Plan.

*Attach additional sheets as necessary and as indicated above.