

School Based RtI Team: **TIER 2** Goal Setting/Problem Solving Worksheet: Beginning of Year  
**Problem Identification**

School: \_\_\_\_\_ Target Group and Academic/Behavioral Area: \_\_\_\_\_  
Intervention: \_\_\_\_\_  
Team Members Present \_\_\_\_\_

**Student Progress Goal:**

\_\_\_\_% of students in each intervention group will show positive response to Tier 2 intervention towards expected level of performance/benchmark on given ongoing progress monitoring assessments.

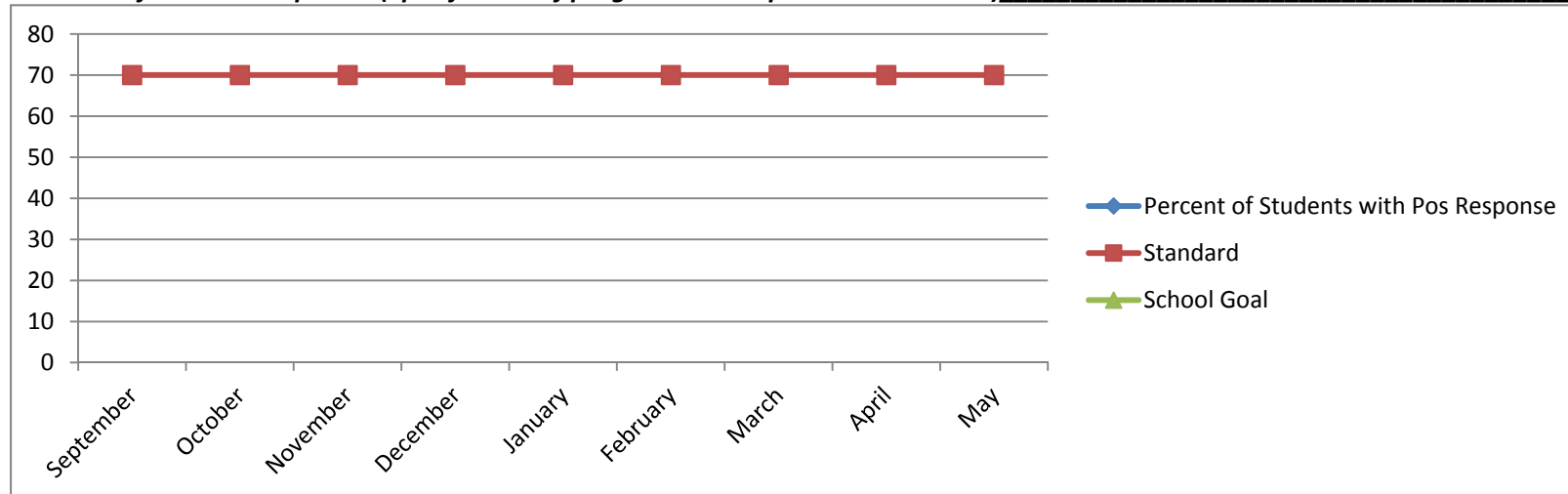
**Graph of Group Ongoing Progress**

*Standard: Line that depicts 70% (Standard for Effective Tier 2)*

*School Goal: (If higher than 70%): Shows school goal in percent of students in Tier 2 intervention showing a positive response*

*Trend Line: Actual group performance in percent of students in Tier 2 intervention showing a positive response. At each OPM, compute that statistic, plot the data, and connect the line between the available points.*

**Indicator of Positive Response: (Specific rate of progress to be equaled or exceeded)**



## Tier 2 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

#### Tier 2 Support Plan: What needs to occur to ensure intervention effectiveness?

| What will be done? | What will be done? | When will it occur? | Where will it occur? |
|--------------------|--------------------|---------------------|----------------------|
|                    |                    |                     |                      |

#### Tier 2 Documentation of Fidelity: How will intervention fidelity be maintained and documented?

| What will be done? | What will be done? | When will it occur? | Where will it occur? |
|--------------------|--------------------|---------------------|----------------------|
|                    |                    |                     |                      |

#### Tier 2: Progress Monitoring Plan: How will the impact/effectiveness of the intervention be measured?

| OPM Tool | OPM Schedule | Person Responsible for OPM | Dates of Data Review |
|----------|--------------|----------------------------|----------------------|
|          |              |                            |                      |

Use as many pages as needed. Page \_\_\_ of \_\_\_ (Use additional Intervention Plan sheets as needed for revision.)

School Based RtI Team: **TIER 2** Response Evaluation Follow Up

School:

Date of Meeting:

Team Members Present: \_\_\_\_\_

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Target Group/Intervention:

Academic or Behavioral Area:

**Summary of Progress Monitoring Data: Refer to Ongoing Progress Graph**

Enter OPM Positive Response Percentage Data on Ongoing Progress Graph

\_\_\_% of students with positive response at \_\_\_\_\_ OPM assessment after implementation of Tier 2 intervention plan.

**Evaluate Response and take appropriate action**

Response was (check one)

\_\_\_ 70% or above: continue plan or increase support to raise percentage **\*Consider requesting Tier 3 Support for Students with poor response** (Complete Tier 1 and Tier 2 Student Data Profiles)

\_\_\_ Below 70%: Based on how far below, choose the following options that are warranted.

- Check for fidelity and increase fidelity if necessary.
- Return to problem solving if necessary. (Utilize additional Problem Analysis and Intervention Plan sheets and attach)
- **When the group has less than 70% with positive response, only** request Tier 3 support for students who are both significantly below the group average and progressing slower than the group (Complete Tier 1 and Tier 2 Student Data Profiles)

\*Attach additional sheets as necessary as indicated above.

Follow up \_\_\_ of \_\_\_ conducted so far this year. (Use one Follow Up sheet for each Tier 2 PS meeting after each OPM)

**Tier 2 Problem Analysis**      **Date** \_\_\_\_\_

What aspects of the Tier 2 intervention, its support, or delivery, have contributed to or explain the gap between how our students achieved/behaved and how we expect them to?

**First check fidelity:** Frequency, content, and duration were as planned. Academic engaged time (minus transition and non-instructional activity) matched intervention guidelines/recommendations.

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

**Instruction:** Accurately focused- The right students in the right intervention? Effectively delivered- Interventionist trained and fluent? Explicitly Instructed-As observed? Appropriately scaffolded? Ample guided practice opportunities? Limited use of repetitive, low interest activities?

**Curriculum:** Level- matched to students' instructional levels? Materials supported learning-Articulation between Tier 2 and Core?

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

**Learners:** Level of engagement? Attendance? Feelings of efficacy, competency? Motivation-

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

1. \_\_\_\_\_ Supported \_\_\_\_\_ Not Supported    \_\_\_\_\_ Selected    Data used to support \_\_\_\_\_

2. \_\_\_\_\_ Supported \_\_\_\_\_ Not Supported    \_\_\_\_\_ Selected    Data used to support \_\_\_\_\_

3. \_\_\_\_\_ Supported \_\_\_\_\_ Not Supported    \_\_\_\_\_ Selected    Data used to support \_\_\_\_\_

\* sheet \_\_\_\_\_ of \_\_\_\_\_ (use as necessary)

