

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.

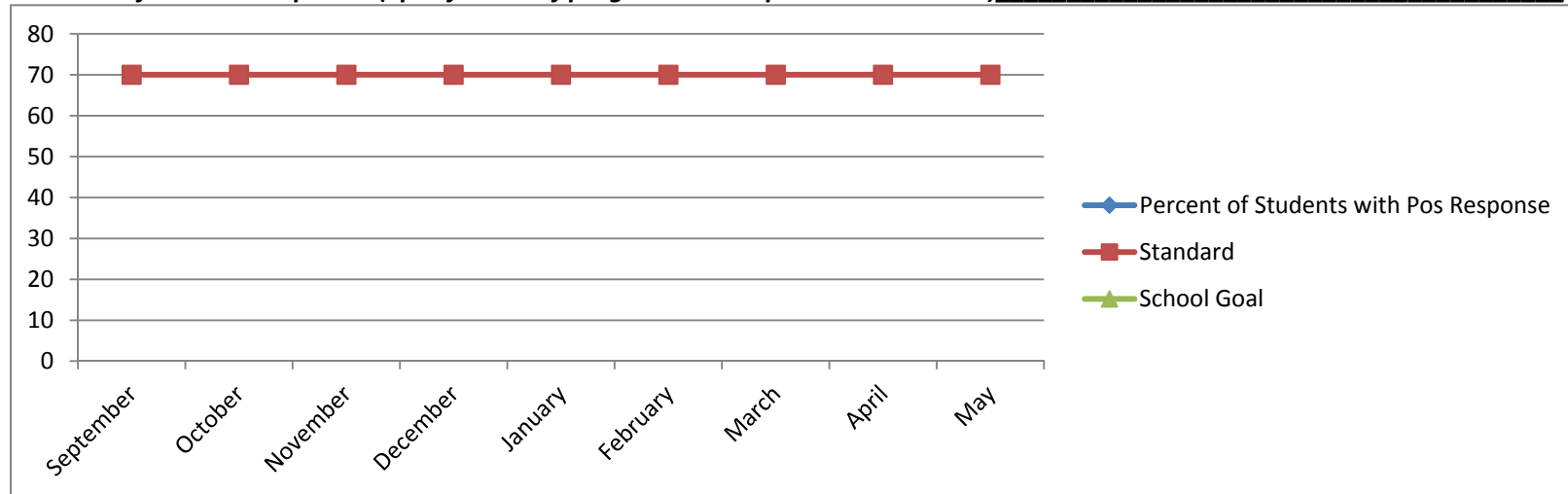
Graph of Group Ongoing Progress

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: _____

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)

