

Intervention Group/Class: **TIER 2** Goal Setting/Progress Monitoring Worksheet: Beginning of Intervention

School: \_\_\_\_\_ Target Group and Academic/Behavioral Area: \_\_\_\_\_

Intervention: \_\_\_\_\_ Primary Interventionist/Teacher \_\_\_\_\_

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

**Group Progress Goal:**

The average OPM score for the intervention group will show at least a positive response to Tier 2 intervention as demonstrated by progressing on average from a score of \_\_\_\_ on \_\_\_\_\_ (OPM Measure) to a score of \_\_\_\_ by \_\_\_\_\_ (Month)

**Graph of Group Progress**

*Standard:* Line that depicts Proficiency on OPM Measure

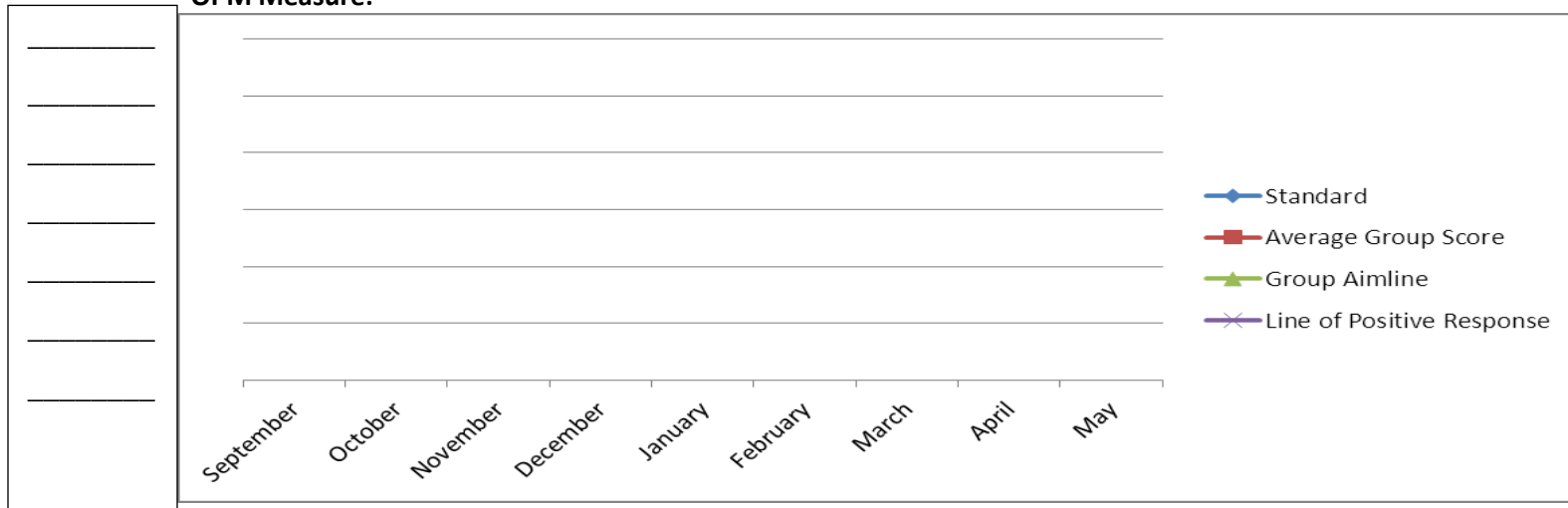
*Average Group Score:* Actual average group OPM score for each month.

*Group Aimline:* The line connecting the group average initial OPM score to EOY goal.

*Line of Positive response:* When slope of line is at or above the group aimline.

Insert Tic Mark Interval Score Range on Y Axis

**OPM Measure:**



## 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 intervention will show positive response to Tier 2 intervention towards expected level of performance/benchmark on given ongoing progress monitoring assessments.

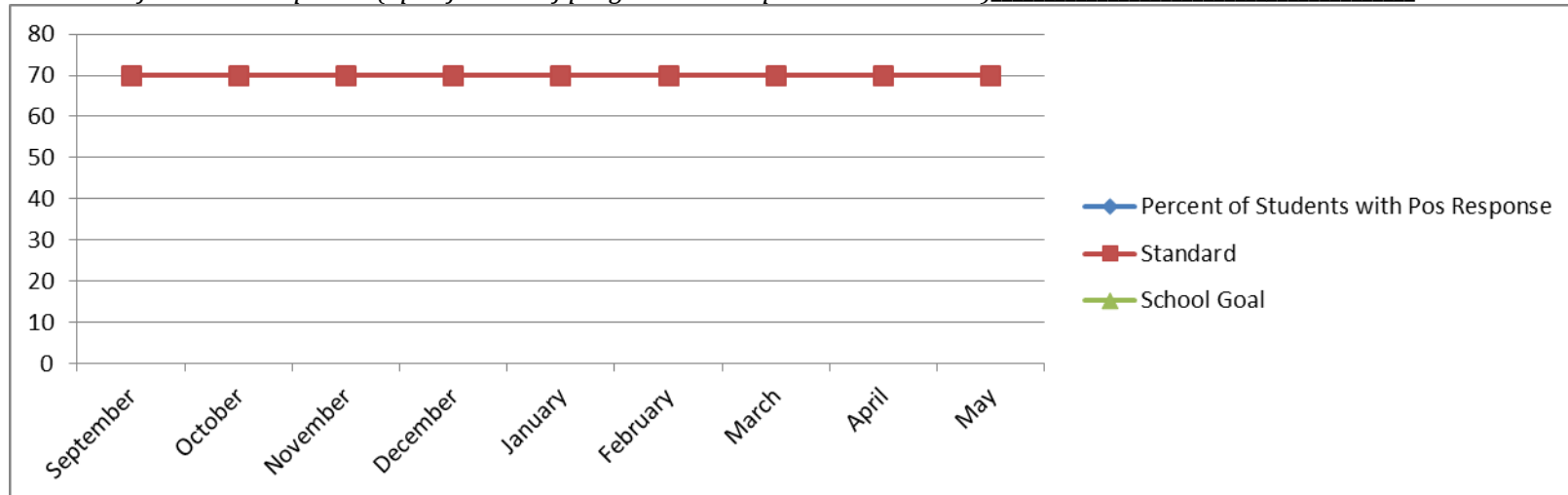
### Graph of Group Ongoing Progress

**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 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)

## **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?

| <b>What will be done?</b> | <b>Person Responsible?</b> | <b>When will it occur?</b> | <b>Where will it occur?</b> |
|---------------------------|----------------------------|----------------------------|-----------------------------|
|                           |                            |                            |                             |

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

| <b>What will be done?</b> | <b>Person Responsible?</b> | <b>When will it occur?</b> | <b>Where will it occur?</b> |
|---------------------------|----------------------------|----------------------------|-----------------------------|
|                           |                            |                            |                             |

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

| <b>OPM Tool</b> | <b>OPM Schedule</b> | <b>Person Responsible for OPM</b> | <b>Dates of Data Review?</b> |
|-----------------|---------------------|-----------------------------------|------------------------------|
|                 |                     |                                   |                              |

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

## School Based Rtl 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)

**Notes**

**Date:** \_\_\_\_\_

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