




# TIER 1 - CORE

IF	THEN		ACTION
<b>Universal Screenings Show Concerns</b>  <b>Teacher Concerns Exist</b>	Review Universal Screening and Formative Classroom Data at Grade Level Meeting	All data supports concerns	Determine the Instructional Focus and discuss how aligned, differentiated instruction will be provided in core and power-up. Monitor with formative classroom data. Contact parents as needed. See 
		All data does not support concerns	Continue to monitor with formative classroom data; Contact parents as needed.
<b>Parent Concern</b>	Review Universal Screening and Formative Classroom Data at Grade Level Meeting	All data supports concerns	Determine the Instructional Focus and discuss how aligned, differentiated instruction will be provided in core and power-up. Monitor with formative classroom data. Meet with the parent to get input and discuss the plan. See 
		All data does not support concerns	Meet with parents to discuss data and progress
<b>Student is a minimal disruption to instruction and/or exhibits inappropriate social skills</b>	Discuss at grade level meeting (invite guidance, intervention specialist, school psychologist) Review fidelity to classroom management strategies Review fidelity to implementation of school-wide positive behavioral supports Review academic performance		Contact parent for input. Plan specific activities to build relationship with student. Increase positive feedback across the whole school day. Determine plan for data collection. See 




**After 30 Instructional Days, Grade Level Meets to Review Data; See**




**IF**

**THEN**

**ACTION**

<b>Insufficient progress made</b> *Academic (indicated by formative data) or Behavioral (lack of response to Positive Behavioral Interventions and Supports)	Problem Solving (S) discussion takes place during Extended Planning; Revisions or changes are made.	Modify the Tier 1 Support; Contact parents as needed OR Move to Tier 2 Support. Contact Parents. See 
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**TIER 2 - STRATEGIC**

<b>IF</b>	<b>THEN</b>	<b>ACTION</b>
 <p><b>Insufficient progress made in Tier 1*</b></p> <p>*Academic (indicated by formative data) or Behavioral (lack of response to Positive Behavioral Interventions and Supports)</p>	<p style="text-align: center;"><b>Implement Tier 2 Support</b></p> <p>Grade Level Team meets to identify the deficit skill area(s). Discuss an intervention plan considering timeframe, frequency, provider, evaluation of effectiveness and fidelity; Pupil Services staff may be included to help develop and support intervention plans.</p> <p>Grade Level Team meets to identify problem behaviors of concern. A Formal Behavior Assessment is requested from the Pupil Services staff.</p> <p>A behavior plan including target behaviors, cause(s) and positive reinforcers is developed; consideration is given to timeframe, frequency, provider, evaluation of effectiveness and fidelity;</p> <p>Assign all staff that will implement plan and provide support in how to implement plan.</p> <p>Determine if available small group intervention is appropriate to the child's needs.</p>	<p>Write a goal for progress to include the research-based strategy/method/material and frequency of progress monitoring (once every 1-2 weeks)</p> <p>Classroom teacher plans differentiated core instruction which supports the intervention and communicates this with parent(s)</p> <p>Assign who will collect data Goal and progress are documented in RTImDirect</p> <p style="text-align: center;"><u>A written goal</u></p> <ul style="list-style-type: none"> <li>describes what a student can reasonably accomplish in a given time-frame</li> <li>is <u>m</u>asurable, <u>o</u>bservable, and <u>o</u>bjective</li> <li>is clearly stated, easily understood, and short-term (generally 6-8 weeks)</li> <li>is determined using baseline data</li> </ul>

**After 30 Instructional Days, Grade Level Meets to Review Data (3-6 Data Points)**  
Keep parent informed of student's progress

<b>IF</b>	<b>THEN</b>		<b>ACTION</b>
<b>Goal Met</b>	Compare performance to peer group	Student is on level with his/her peer group	Return to Tier 1 (Differentiated Core) Instruction
		Student is not on level with his/her peer group	Set new Tier 2 goal
<b>Sufficient Progress Made</b>	Continue Strategy	Establish Time to Reconvene	
<b>Insufficient Progress Academic and/or Behavioral</b>	Review Fidelity	Confirm: <ul style="list-style-type: none"> <li>Instructional/behavioral focus by analyzing targeted assessments/additional data</li> <li>Strategy Done with Fidelity</li> </ul>	Consider the following: <ol style="list-style-type: none"> <li>Adjust the Intervention;</li> <li>Schedule Problem Solving (I) Meeting after two adjustments to the intervention have been made</li> </ol>
		Strategy Not Done with Fidelity	Address Fidelity

# TIER 3 - Intensive

			IF	THEN	ACTION
			<p><b>Insufficient Progress is made in Tier 2*</b></p> <p>Academic (3 consecutive data points below the aim line) or Behavioral (data indicates a lack of response to individual behavior plan)</p>	<p><b>Implement Tier 3 Support</b></p>	<p>Confirm instructional/behavioral focus with targeted assessments/additional data</p> <p>Revise intervention plan</p> <p>Strengthen intervention by increasing frequency, focus, individuality, intensity</p> <p>Progress Monitor 1-2 times every 5 instructional days</p>
<p><b>After 15 instructional days, grade level meets to review data (4-6 data points)</b></p> <p>Keep parent informed of student's progress</p>					
			IF	THEN	ACTION
			<p><b>Sufficient Progress is made in Tier 3</b></p>	<p>Continue to monitor progress</p>	<p>Return to Tier 2 and set a new goal OR Maintain Tier 3 support and set a new goal</p>
			<p><b>Insufficient progress made in Tier 3</b></p> <p>Academic (3 consecutive data points below the aim line) or Behavioral (data indicates a lack of response to individual behavior plan)</p>	<p>Revise intervention plan (up to 2 times)</p>	<p>Strengthen intervention by increasing frequency, focus, individuality, intensity</p> <p>Progress Monitor 1-2 times every 5 instructional days</p>
				<p>After 2 revisions of the intervention plan, schedule a Problem Solving (I) meeting; the RTI Team considers a referral to Child Study</p>	<p>Provide notice of Child Study Meeting</p>