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| **School:** | **Grade/Content Area and Focus:** |
| **Meeting Date:** | **Data Source:** |

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| **Team Members:** |

**Step 1 – Problem Identification: What is the Problem?**

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| **Expected Level of Performance**:  Students will      , as measured by      .  **Criteria for Identifying Students for Tier 2 Intervention:** |

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| **Notes:** |

**Step 2 – Problem Analysis: Why is the problem occurring?**

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| **Target Skill:** |

**Student Group:**

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| **Notes:** |

**Step 3 – Intervention Design: What are we going to do about it?**

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| **Skill/focus of improvement:** |

| **Intervention Plan** | **Support Plan** | **Fidelity Documentation** | **Progress Monitoring Plan** |
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| **Who is responsible?**    **What is the selected intervention?**    **When will it occur?**    **Where will it occur?** | **Who is responsible?**    **What will be done?**    **When will it occur?**    **Where will it occur?**    **Who is responsible?**    **What will be done?**    **When will it occur?**    **Where will it occur?** | **Who is responsible?**    **What will be done?**    **When will it occur?**    **How will data be shared?**    **Who is responsible?**    **What will be done?**    **When will it occur?**    **How will data be shared?** | **Who is responsible?**    **What data will be collected and when?**    **When will team reconvene to evaluate progress?**    **The plan will be considered effective if approximately 70% of students are making progress toward the goal.** |
| **Goal (SMART):** By      , students will      , as measured by      . | | | |
| **Notes:** | | | |

**Step 4 – Response to Instruction/Intervention: Is it working?**

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| **Review Date:** |  |

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| **Team Members:** |  |

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| **Group Response to Intervention:**      % of students in the group met or exceeded expected level of performance  **Plan Revisions Based on Intervention Effectiveness:**  for ≈70% or More of Group (intervention considered effective)  Goal is *not* met:  Continue plan as designed *or*  Increase intensity of current plan (document all changes or adjustments)  Goal *is* met:  Fade intervention and monitor *or*  Identify new goal, modify plan (document all changes or adjustments, complete new PSW if appropriate)  For any student who did not respond to effective Tier 2 intervention, first review fidelity documentation and address, if needed. If fidelity is good, increase intensity of the intervention and monitor, or return to earlier steps of problem solving.  for Less Than ≈70% of Group (intervention considered *not* effective)  Fidelity concerns:  Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)  No fidelity concerns:  Increase intensity of current plan and monitor (if improvement doesn’t occur, return to earlier steps of problem solving) *or*  consider a different Tier 2 intervention that matches the students’ need *or*  return to Step 2 and reconsider the skill area addressed (document all changes or adjustments)  If less than 70% of the group is making progress, no decisions can be made about *an individual student’s* performance. |
| **Changes or adjustments to the plan:**    **Next Meeting Date:** |

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| **Notes:** |