

Multi-Tier System of Support: Intervention and Response Plan Tier II Academic

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Is this a parent request?  Yes  No

**Step 1: Note the comparison sub groups for this student if applicable?**

LEP  Low SES  Racial Subgroup  Other: \_\_\_\_\_

**Step 2: What will the plan address?**

**Diagnostic Given**  yes  no **Date Given:** \_\_\_\_\_

**Name of Diagnostic:**

What area is indicated as deficient by the diagnostic and other data?

**A) Academic:**

Based on the diagnostic, what is the targeted skill? \_\_\_\_\_

What is the current grade level expectation of the skill? \_\_\_\_\_

What is the student's current level of performance? \_\_\_\_\_

**Step 3: Performance Gap Assessment**

**What level will the student have to reach in order to close the gap?** \_\_\_\_\_

Ex. Student must be able to accurately read \_\_\_\_\_ words per minute.

Ex. Student must comprehend 4<sup>th</sup> grade level text with 80% accuracy.

**How much growth must the student make to close the gap?** \_\_\_\_\_

Ex. If student is currently comprehending 2<sup>nd</sup> grade level text with 80% accuracy and s/he must reach 4<sup>th</sup> grade level with 80% accuracy, the student must make two years of growth.

**Step 4: Estimation of Additional Instruction Time Needed**

At Tier II, this may be delivered through additional small group instruction in the classroom. Students significantly behind require longer periods of time at higher levels of intensity to close the gap. The Team should review the *Estimated Growth Chart* and consider what it will take to move this student to aimline.

**Step 5: Hypothesis and Intervention Goal and Design**

Date: \_\_\_\_\_ Review of data and problem solving indicate the **problem is occurring because** \_\_\_\_\_

**Prediction Statement:** If \_\_\_\_\_ would occur, then the problem would be reduced.

Name:	D.O.B.	School:
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**Step 6: Goal of Intervention (SMART):**

Description of Intervention:

Start Date:

Number of Days Per Week: \_\_\_\_\_ Number of Minutes Per Day: \_\_\_\_\_

Person Responsible for Intervention  
And Progress Monitoring:

Method of Progress Monitoring:

**Step 7: Evaluation of response to intervention: This step must be completed prior to increasing intervention.**

*Completed Progress Monitoring Documentation Chart with graph must be attached.*

Has the intervention occurred for a sufficient length of time to collect enough data points to determine progress?  Yes  No

Number of Weeks?	Number of Sessions?	Length of Sessions? _____ minutes
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Has the intervention been monitored for fidelity?  Yes  No By Whom?

Compare the student's rate of progress to the goal set by IST. Is the student making adequate  
Progress toward achieving the goal?  Yes  No

**Step 8: Determine Next Steps**

- Based on progress, scale back intervention to \_\_\_\_\_.
- Based on progress, continue intervention at present intensity. Recheck on: \_\_\_\_\_
- Based on progress and diagnostic data, change Tier II intervention. Go to 2<sup>nd</sup> Intervention Page.
- Based on review of progress, increase intensity to \_\_\_\_\_. Review Tier II Checklist. Create Tier III Plan.
- Based on lack of response to intervention, additional diagnostic information is needed. This will be scheduled by (person): \_\_\_\_\_. Review on: \_\_\_\_\_
- Other team decision: \_\_\_\_\_

Additional Notes:

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