How to TIER II ☺

STEP 1- Complete the demographic

STEP 2- Define the Target Skill. Here you identify the skill area(s) with a general heading: Reading, Math, Writing, Behavior, or Speech/Language. Then you add a more specific description of the target skill.

Some Examples: *Reading- letter/ sound identification Math- multiplication fact fluency   Behavior- Staying on task   Writing- spelling*

Step 3- Identify your Baseline- Enter the data you are using to determine the student's starting point. Include the following: Assessment Name (Date given)- Student's performance as compared to benchmark.

Some Examples: *STAR Reading (8/16/2011)- Susie obtained a scaled score of 344 (12th %ile) which is below the expected fall benchmark of 387 (40th %ile). Classroom behavior chart (8/10-8/24)- Jenny flips her card 10 times per week for rule breaking in the classroom, compared to 3 times/week for others in the class.*

This could include data from STAR Reading and Math, GRASP Screenings, the Speech and Language Rubric, or Behavioral data from your classroom management system.

TIER II INTERVENTION STRATEGIES

Student:_____   Birth date:_____   School:_____
Grade:_____   Teacher:_____
Target skill:_____

INTERVENTIONS

Level of performance prior to Tier II intervention (baseline):

Goal/Date Set	Intervention Strategy/ Date intervention will begin	Who will carry out?	How will progress be measured?	Date of next meeting	Results of intervention	Will intervention be continued?

INTERVENTION STATUS
☐ Problem resolved; exit Tier II.
☐ Problem not resolved, but adequate progress is being made toward goal. Continue Tier II strategies.
☐ Problem not resolved; redesign or modify intervention at Tier II.
☐ Adequate progress has not been made toward goal. Request administrator review. _____
(date of referral to administrator)

ADMINISTRATIVE REVIEW
☐ The above intervention was conducted as described.
☐ Another instructional intervention will be conducted to attempt to meet child's needs. _____
_____ (describe)
☐ Referral to Tier III/SST is appropriate. _____
(date of referral to Tier III/SST)
☐ Other _____

Step 8- Schedule the next meeting. Meetings should be held approxiamtely 6 weeks apart.

CONGRATULATIONS- You have successfully developed your TIER II plan!

The rest of the boxes will be used when you review your plan at your next meeting.

NOTE: you may include more than one skill on the plan.

Step 4- Enter the date you set the goal in first box.

Then, set goals for each area. Use the same measure that you described in the baseline section. See next page for establishing intervention goals.

Step 5- Describe the intervention. Include the following: Name of intervention, ratio of adults to children in intervention group, amount of time per day and number of days per week. Some Examples: Reading Mastery, small group (5:1), 30 minutes, 4 times per week.   Check in Check Out- 1:1, two times daily.   Math Fluency Flash Cards, small group (2:1), 15 minutes, 3 times weekly. Remember: DO NOT list EIP as the intervention. What does the EIP teacher DO? That goes here.

Step 6- Identify who is doing the intervention. Put the person's title rather than name: EIP Teacher, General Ed teacher, para-pro, school psychologist, counselor, parent, etc.

Step 7- Identify how you will monitor progress. Include the measure and how often you will measure it. Some examples: STAR reading, biweekly. Classroom behavior chart- number of card flips per week. NOTE: use the same tool you used to obtain the benchmark and establish the goal to monitor progress.

<p style="text-align:center">Writing Goals for Tier II Intervention Plans</p>

- **Establishing intervention goals: Set the target for the intervention outcome**

    - Choose realistic, yet challenging goals

    - What is the minimum expected performance given the next six weeks period

    - Example:

        - **BASELINE**= Scaled Score of 320 on STAR Reading 4th grade

            - For K – letters or numbers correct per minute

            - For grades 1-5 use STAR MATH and STAR RDG scaled scores

        - **LONG TERM GOAL** Scaled Score 372 by Midwinter (January)

            - This would move the student from less than 10[Th] to the 25th ile.

- BUT **WE DO NOT WANT TO WAIT** until the next Universal Screening or Benchmark Assessment. That's too long to see if an intervention is working.

    - So we will prorate the goal by doing a little math.

    - Subtract the baseline rate (320) from the long term goal (372) and divide by # of weeks until benchmark assessment (12) to get the weekly Rate of Improvement (ROI)

    - (372-320) / 12 = 4.3

    - Rate of Improvement (ROI)= 4.3 scaled score points per week

    - ROI x number of intervention weeks (typically this is 6) =25.8

    - **SHORT TERM GOAL** = 320 (baseline) + 25.8 = 345.8

    - A possible format for explaining your goal

        - In (time frame), (student) will (describe what they will do) on (name the progress monitoring measure), to achieve (desired performance level).

    - Example

        - In six weeks, Michelle will complete reading assessments on STAR Reader, to achieve a scaled score of 345.8.

    - This example uses Scaled Scores from STAR, but you can use letters correct, oral reading fluency, or digits correct on GRASP… etc.