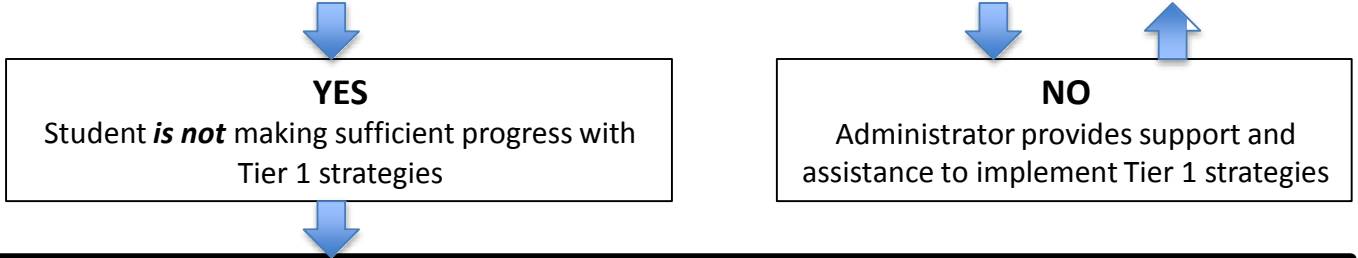


Tier 1
Every student every day
Focus is on teacher implementation and intervention

Are effective classroom management strategies and instructional delivery strategies being implemented consistently with fidelity? Is the class making progress?

- The administrator completes a classroom observation utilizing a [checklist](#) to determine the effectiveness of Tier 1 practices
- The administrator and teacher analyze classroom assessment data and document on [Student Intervention Profile](#) to determine whole class progress



Tier 2
Focus is on a specific student while Tier 1 interventions are still being implemented

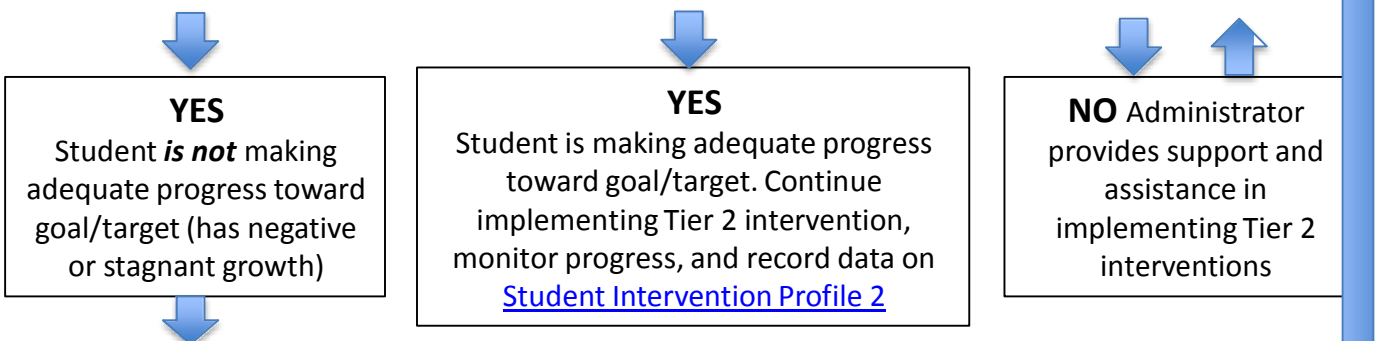
Teacher:

- Notifies parent of concern and asks about possible existing conditions and records on [Student Intervention Profile](#)

Teacher brings above information recorded on [Student Intervention Profile](#) to PLC to:

- Review academic data
- Consider [accommodations](#) to address existing conditions
- Select an intervention that is researched based and targeted to the specific skill deficit
- Plan to implement intervention for a minimum of 30 minutes three times a week for three weeks
- Monitor intervention progress and record/attach data on [Student Intervention Profile](#)

Have Tier 2 interventions been implemented consistently with fidelity for approximately three weeks?



AFTER FIRST INTERVENTION: IMPLEMENT SECOND INTERVENTION FOR THREE WEEKS AND RECORD DATA ON [STUDENT INTERVENTION PROFILE 2](#).
AFTER SECOND INTERVENTION: DETERMINE EFFECTIVNESS (IF NEEDED SCHEDULE CHAT MEETING)

Tier 3 – ChAT MEETING 1

Focus is on an individualized targeted intervention for a specific student

Administrator, general education teacher, counselor, special education teacher, ELD teacher, ALS coordinator and other members that would have pertinent information about the specific child:

- Analyze implementation of Tier 1 and Tier 2 interventions
- Consider impact of cultural and linguistic factors
- Plan to implement intervention:
 - Increase time and intensity of individualized targeted plan
 - Implement in small group of three or less
 - Address each specific academic deficit
 - Monitor progress and record data on [ChAT Form](#)
- Assign staff to interview parent and complete [Educational History](#)
- Schedule intervention check-back date to return and analyze data in three weeks

Have Tier 3 interventions been implemented consistently with fidelity for approximately three weeks?



YES

Student *is not* making adequate progress toward goal/target (has negative or stagnant growth)



YES

Student is making adequate progress toward goal/target. Continue implementing Tier 3 intervention, monitor progress, and record data on [ChAT Form](#)

NO

ChAT supports teacher in implementing plan

Tier 3 – ChAT MEETING 2

Focus is on an individualized targeted intervention for a specific student

Administrator, general education teacher, counselor, special education teacher, ELD teacher, ALS coordinator and other members that would have pertinent information about the specific child:

- Analyze Tier 3 intervention
- Consider information from [Educational History](#)
- Complete suspected disability box on [ChAT Form](#)

Does the team suspect a disability and propose a special education evaluation?



YES

- Administrator notifies parents of team’s proposal to refer for a special education evaluation
- Administrator compiles intervention data along with the [Student Intervention Profile](#), the [ChAT Form](#), and completes the Special Education [Referral Form](#)
- Administrator gives completed referral packet to special education teacher
- Continue to implement Tier 3 intervention/s

NO

- ChAT supports teacher in implementing a revised intervention
- Schedule intervention check back date to return and analyze data in three weeks



IMPLEMENT REVISED TIER 3 INTERVENTION FOR THREE WEEKS