

Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose	Team Agreements
- Develop and implement Tier I systems & interventions for academic and social success - Monitor fidelity of implementation of Tier I systems & supports - Monitor academic and social progress for all students - Screen, select, & refer students in need of Tier II & III supports	Respect - Before meeting: - complete tasks, inform facilitator of absence/tardy, avoid side talk - Start and end meeting on time - During meeting: - avoid side talk, stay focused - Maintain confidentiality Relevance - Question implementation fidelity - Make data-based decisions to define precision statements - what, where, when, who, why & how often Reality - Think about feasibility, social acceptability, & contextual fit

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

Question	Data Collection & Data Entry Schedule <i>What, Who & When</i>	Report Generation <i>What, Who & When</i>
Fidelity of Implementation	TFI Nov, Feb, April, Tier I Team completes during meeting Teacher surveys as needed	Use sub-scale Reports and raw data to determine implementation plan Tier I team reviews
Student Outcomes	SWIS Data Attendance Data DIBELS Aims Wed- MCOMP	Monthly SW Summary and Drill Down reports Quarterly Fall Winter Spring

Tier I / Primary Level of Support			
Social and Academic Performance & System Evaluation and Student Outcome Guidelines			
<i>Used for monitoring system implementation & effectiveness of school wide academic and social performance</i>			
Measure	Questions to Answer <i>per plan/goal</i>	Target (Goal)/Review Cycle	
		Behavior Monthly review cycle	Academic Quarterly/benchmark review
Implementation Fidelity	Are systems of support in place and being implemented as planned?	<i>Aim for 70% implementation fidelity (e.g., TFI-I review quarterly, staff reporting 80% implementation fidelity/ review monthly, students/families/ community members' input/ review annually)</i>	<i>Aim for 80% implementation fidelity on R-TFI/quarterly, and staff reporting 80% implementation fidelity/review monthly</i>
Current Problem Levels	How many months are problem levels at or below the national median or expected for each grade?	<i>Aim for 8 of 10 months to be at or below the national median across a school year/review monthly</i>	<i>Aim for 8 of 10 months to be at or above the expected level for each grade level/review monthly</i>
Trends	Is there a gradual increase or decrease in problem levels across a 4-month period of time?	<i>Aim for consistent and/or decrease in problem levels across time and grade levels/ review monthly</i>	<i>Aim for consistent increase in growth toward benchmark/ review monthly</i>
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?	<i>Aim for consistent and/or decrease in problem levels across time and grade levels/review monthly</i>	<i>Aim for all grade levels being within the benchmark range across time/ review monthly</i>

Tier I Meeting Foundations &
Decision Guidelines
2017-09-18

Student Proportions	Are Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?	<i>Aim for 85% of students having no more than one major ODR across time and grade levels/review monthly</i>	<i>Aim for 80% emerging/on grade level, 15% strategic, and 5% intensive/ review monthly</i>
Groups and Individual Students	Do any students need Tier II or Tier III supports?	<i>Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III supports/review monthly</i>	<i>Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III support/review monthly</i>

Tier I New Problem	Tier I Progress Monitoring Guidelines
• Check levels of implementation fidelity • Look for increase/spike in errors/problem behaviors • Review of skills & expectations after extended absences • Use previous year's data trends for prevention planning	<u>Fidelity of Implementation</u> • TFI-Tier I to measure the systems procedures & processes • Fidelity checklist for participating staff <u>Student Outcomes</u> • If less than 85% of students are succeeding review implementation fidelity before adjusting the plan • Make sure the problem is defined with precision and solutions with contextual fit Consider Tier II or III supports for students with 2+ referrals