## Strengths Identified

### Data
- Progress monitoring
- Decision Rules (entrance and exit criteria across Tiers)
- Data need to be accessible and usable
- Data-use within both general and special education

### Processes
- Well-Structured
- Strong leadership
  - Building Level Support
  - District Level Support
  - United messages
  - Promote and encourage buy-in
- Team Processes
  - Knowledgeable personnel (e.g., Psychologists and Specialists)
  - Teams review data on an ongoing basis
  - Collaborative teaming
- Data-based decision making
  - Using diagnostic assessments to identify how to intensify supports
- Parent Involvement
  - Newsletters, Letters, Emails
  - Ongoing communication
  - Debriefing built in
  - Parent nights

### Interventions
- Fidelity
  - Fidelity of progress monitoring administration and using data
  - Fidelity of implementation
- Intervention decisions (e.g., intensification, adaptation, or changes) are informed by data
- Intensive Intervention building off a Strong Core and Tier 2 structure

### Resources
- Tools
  - Flow Charts
  - Intervention Documentation (e.g., sharing with next year’s teacher)
- Structures to Support
  - Intervention Blocks
  - Problem-solving teams in both general and special education
  - Use of technology
  - Common planning time
- Training
  - Highlighting successes
  - Coaching models
  - Modeling in the classroom setting
  - Allow for practice and feedback
  - Where to access data
- Structures to Support
  - Intervention Blocks
  - Problem-solving teams in both general and special education
  - Use of technology
  - Common planning time

### Needs
- DATA:
  - Understanding how to monitor progress
  - Special Educators training on PM, using data to inform instruction, and determine progress toward IEP goals
  - Simplifying data
  - Improving entrance and exit rules
- PROCESSES:
  - Defining Roles
  - RTI and Special Education Eligibility; or including SWDs into tiered interventions and reflect that in an IEP
  - When and How to intensify supports
  - Diagnostic Assessments
- INTERVENTIONS:
  - Tiers 1&2 need to be evidence-based
  - Tier 3 interventions are “better” than special education services
  - Clarification across Gen. Ed. and Special Ed.
- RESOURCES:
  - Documentation tools for student plans, data collection/monitoring, data sharing
  - Guidance from the State regarding exit/entry criteria for special education that aligns with tiers
  - Funding (blending sources)