

## Data

## Processes

## Interventions

## Resources

## Needs

### Strengths Identified

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

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 on-going 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

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

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

**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)