Building Intervention Team Meeting Checklist

Before Meeting

☐ Secure a location
☐ Create an agenda and define role (minute take, facilitator, data facilitator).
☐ Ensure all members and administration are aware of meeting and can attend
☐ Run relevant reports and save as PDF or be ready to pull up at meeting

At Meeting

1. Ensure Tier 2 and 3 Systems are in Place
   - Ensure that both academic and behavioral intervention systems are in place at the school. This involves:
     - setting up intervention systems which include timelines for identification of students, personnel to coordinate interventions and enter data, and identifying the model for delivery of interventions
     - determining professional development needs for staff members on interventions, progress monitoring, and documentation
     - assessing the fidelity of implementation and creating action plans for continuous improvement based on the results of the tools
     - Monitoring intervention plans and progress monitoring data throughout the year to ensure proper documentation is occurring.

2. Screen Students for Behavior Interventions (Check-In/Check-Out)
   - The minimum data-based cut score for behavior:
     - Students with 1+ ODRs in 20 school days (K-8)
     - Students with 3+ ODRs in 20 school days (9-12)
     - Students with 1+ suspensions in 90 school days (K-8)
     - Students with 2+ suspensions in 90 school days (9-12)
     - Can lower either of these criteria
   - Have teachers engage in Student Behavior Risk Screening
   - Have a teacher, parent, or student self-selected referral to participate

3. Individual Student Analysis:
   - Behavior: Look at Exceed data (or the report from Data Warehouse) to look at individual student response
     - Individual students should be earning 80% on their DPR for 80% of the time for 4 weeks
     - For students who are successful- should they be transitioned?
     - For students not successful- what additional supports might they benefit from?
   - Academic: The 3 Point Rule should be used to support decision making
     - Review information on students listed on Request for Assistance Forms
     - What is the next recommended step for each student?
     - Review data for students in red for each subject on the EXCEED RtI Snapshot
     - What is the next recommended step for each student?
   - Plan for communications going home to those students receiving a Tier 2 support
4. System Level Analysis:
   o What percentage of students have progress monitoring scores?
   o Are the last score within 2 weeks of today? (sort the report by Last Score Date)
   o Are plans overdue and need to be closed?
   o Are there plans without scores?
   o Behavior: Look at Exceed Monitoring graph (or the report from Data Warehouse)
     ▪ What percentage of students are responding to each intervention (goal is 70%)
   o Academics: Look at Exceed (RtI Snapshot)
     ▪ What percentage of students are responding to interventions (math or reading)? (Goal is 70%)
   o If less than 70%, of student’s are responding to an intervention, what system issues need to be addressed for that intervention area?
     ▪ Please consider: are students being identified accurately, are interventions happening, are intervention resources being utilized, is progress monitoring occurring, are plans being adjusted based on progress monitoring data, etc.
     ▪ Do you need different or additional greeters in CICO? Do you need different curriculum for SAIG? Do staff members need to be trained on their role? Etc.

Recommendations and Planning:

- Any systems/ procedures need to be addressed to help with the interventions?
  o Behavior: Any changes with mentors? SAIG groups added/changed?
  o Academics: Is intervention time scheduled? Are interventions provided consistently for identified students? Is there evidence of progress monitoring?
- Look at Tier 2 Action Plan and address any elements not in place in the school.
  o Behavior: Action Plan created as a result of the BAT and addresses all elements of Tier 2
  o Academics: Look at Team Meeting Minutes and Problem Solving Action Plan Form
    Highlight any grade level concerns that need to be brought to teacher teams (content/grade level/band). (Complete BIT Team Meeting Minutes and Problem-Solving Action Plan Form)
- What professional development or information around Tier 2 needs to be shared with all staff members, around your framework at the school, or their individual role?
- Create an action plan for the month of what actions need to be taken, by who, and by when

**Outside of meeting**

- Behavior: Create/ download/ acquire daily progress reports
- Academic: Acquire list of students identified for intervention by teacher teams
- Share and discuss action plan with Learning Team
- Behavior: Distribute DPR to greeters/ staff members:
- Make connections to families of those students receiving Tier 2 supports