



Building Intervention Team Meeting Checklist

Before Meeting

- Secure a location
- Create an agenda and define role (minute taker, 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- 5)
 - Students with 1+ ODRs in 20 school days (6-12)
 - Students with 1+ suspensions in 90 school days
 - 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 IC 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 off of the intervention?
 - 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?
 - 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:

- What percentage of students have progress monitoring scores?
- Are the last score within 2 weeks of today?
- Are plans overdue and need to be closed?
- Are there plans without scores?
- *Behavior and Academics*
 - What percentage of students are responding to interventions (behavior, math or reading)? (Goal is 70%)
- 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?
 - Behavior: Any changes with mentors? SAIG groups added/changed?
 - 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.
 - Behavior: Action Plan created as a result of the BAT and addresses all elements of Tier 2
 - 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