

Tier 3 Intervention Criteria

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1. Forward Exam: Below Basic previous year
2. STAR: 10% or lower and not to exceed 20%
3. F & P: 3 or more grade levels below
 - a. Based upon their first instructional level after their independent level
4. Continued Tier II Support on Grade Level Essential Standards
 - a. As determined by CFA's
5. TAPS (Team Approach to Problem Solving) referral form completed by teacher or team (see below)
 - a. Recommendation from TAPS team

The TAPS Referral form is the place where teacher teams keep data and information regarding student achievement and how we have intervened to ensure high levels of learning. The TAPS team reviews forms regularly and makes decisions regarding Tier III intervention.

Referral to TAPS (Team Approach to Problem Solving)

Student Name	Grade	Current IEP/504/Health Plan?

EduClimber Data to date:

Math: STAR	Reading/ELA: STAR	Grades
Math: WSAS	Reading/ELA: WSAS	
Flagged on D/F list:		

Attendance/Tardies	Behavior	Counselor Visits
Attendance Patterns	Time out of class (Behavior)	Health Office Visits

Parent Contacts/Dates/Subject	Office Visits	Other Observations

Academic Concerns

What has been done to date?

Tier 1	Describe/Supporting Data
<ul style="list-style-type: none"> <input type="checkbox"/> Reteach based on Formative/REAL Standards <input type="checkbox"/> Co-taught classes <input type="checkbox"/> Small Group skills work <input type="checkbox"/> Day 1s <input type="checkbox"/> Other supports: <input type="checkbox"/> Graphic supports (graphic organizers, charts, graphs, number lines, timelines) <input type="checkbox"/> Vocabulary supports (provide key vocabulary, matching terms, connectors, adjectives) <input type="checkbox"/> Writing supports (sentence starters, structured visual) <input type="checkbox"/> Sensory supports (manipulatives, video/audio, physical activities, models, Read alouds/listen electronically, Google accessibility features/add-ons) <input type="checkbox"/> Organizational supports 	

<input type="checkbox"/> Interactive (native language, pairs/triads, cooperative groups, discussions)	
Tier 2	Describe/Supporting Data
<input type="checkbox"/> Remedial Skills groups (Topper Time) <ul style="list-style-type: none"> <input type="checkbox"/> Which skills? <input type="checkbox"/> Grade Level Essential Standard Additional Instruction as Determined by CFA's <input type="checkbox"/> Specific Resource instruction	
Tier 3	Describe/Supporting Data
Instruction with Reading Interventionist <ul style="list-style-type: none"> <input type="checkbox"/> SOAR <input type="checkbox"/> LLI <input type="checkbox"/> Jacob's Ladder <input type="checkbox"/> Other 	

Behavior Concerns

What has been done to date?

Tier 1	Describe/Supporting Data
<input type="checkbox"/> PBIS Instruction (TA) <input type="checkbox"/> Guidance Curriculum (TA) <input type="checkbox"/> Teach/Pre-Correct/Re-Teach (Video, Cool Tools, Boosters) <input type="checkbox"/> Co-taught classes <input type="checkbox"/> Model/Practice <input type="checkbox"/> Praise and Acknowledgment (Encouraging Positive Behavior, Building Relationships, Topper Bucks)	

<ul style="list-style-type: none"> <input type="checkbox"/> Verbal and nonverbal reminders <input type="checkbox"/> Classroom management system <input type="checkbox"/> Classroom restorative circles <input type="checkbox"/> Offer assistance <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Redirection <input type="checkbox"/> Accomodation (preferential seating, quiet space, work breaks, visual schedule, timer) <input type="checkbox"/> On-Call Team (reg-ed) <input type="checkbox"/> Special Ed Team (spec ed) <input type="checkbox"/> Day 1 Re-teach 	
<p>Tier 2</p>	<p>Describe/Supporting Data</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Check-in/Check-out <input type="checkbox"/> Individualized Check-in/Check-out? <input type="checkbox"/> Mentoring <input type="checkbox"/> Topper Time Social/Academic Instructional Groups (SAIG) <input type="checkbox"/> Champion Support <input type="checkbox"/> Review of PBIS expectations and practice (video) <input type="checkbox"/> PLC Team developed Behavior Plan <input type="checkbox"/> Peer Justice Panel ? (not yet available) <input type="checkbox"/> Restorative Student Meetings <input type="checkbox"/> Restorative Mindful Moment Room <input type="checkbox"/> Temporary Academic Success? <input type="checkbox"/> YMCA Supports? 	
<p>Tier 3</p>	<p>Describe/Supporting Data</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Individual School Counseling <input type="checkbox"/> Administration Plan <input type="checkbox"/> Student Assistance Program <input type="checkbox"/> Academic Success Plan <input type="checkbox"/> FBA/Intensive Behavior Plan <input type="checkbox"/> SRO Referrals <input type="checkbox"/> County Referrals <input type="checkbox"/> Mental Health Treatment 	

At-Risk Criteria (2 or more of the following):

Criteria	Describe/Supporting Data
<ul style="list-style-type: none"> <input type="checkbox"/> poor attendance (has missed 10-18 or more school days) <input type="checkbox"/> low assessment scores <input type="checkbox"/> poor classroom performance/work completion <input type="checkbox"/> transiency <input type="checkbox"/> homeless <input type="checkbox"/> poor home support <input type="checkbox"/> Credit deficient (one or more years behind peers) <input type="checkbox"/> Two or more years behind age group in basic skill levels <input type="checkbox"/> Habitual truant <input type="checkbox"/> School-age parents <input type="checkbox"/> Adjudicated delinquents <input type="checkbox"/> 8th grade score Below Basic on each subject on state assessment <input type="checkbox"/> 8th grade failed to be promoted to 9th grade 	

Other factors to consider:

Factors	Describe/Supporting Data
English Learner status	
McKinney-Vento status	
Medical Information	
Multicultural Information	
Family Dynamics	
Mental Health/Behavior Screener	

