

## Early Warning Signs

### Guiding Questions:

**1. Is our Tier 1 sufficient?**

- Are 80% of your students proficient? If no, go to Question 2. If yes, go to Question 6.

**2. If Tier 1 is not sufficient, why not?**

- Step 1: Have high quality Tier 1 instructional practices been established and communicated? (Including curriculum, instruction, and use of assessments to guide instruction.) If yes, ensure established high quality instructional practices are taking place. If no, establish high quality instructional practices and ensure staff has the essential knowledge and skills. Is adequate time allocated for Tier 1 instruction? If yes, ensure time is being maximized. If no, revisit current schedule.
- Step 2: Review Environment: Have expectations for the desirable learning environment been established and communicated? If yes, ensure desirable learning environments exist. If no, establish expectations for the desirable learning environment and ensure staff has the essential knowledge and skills.

**3. How will needs identified in Tier 1 be addressed?**

- Determine needs.
- Identify resources/training needed to address identified needs.
- Develop an action plan.
- Implement the plan.
- Evaluate the impact of the plan on Tier 1.

**4. For which students is Tier 1 not sufficient, and why?**

- List students for whom the core is not sufficient (significantly exceeding or less than proficient).
- Determine diagnostic assessment tool(s) (multisyllabic word screener, fraction screener) process to identify instructional/curricular needs as necessary.

**5. What specific Tier 2 and/or Tier 3 instruction/curriculum is needed?**

- Identify resources currently available to match students' needs.
- Identify additional resources needed to match students' needs.

**6. How will Tier 2 and/or Tier 3 be implemented?**

- Determine level of intervention: grade-wide, class-wide, small group, or individual
- Review materials/strategies/processes selected for instructional groups and/or individuals.
- Determine who will provide instruction/curriculum.
- Establish when, where, and how often instruction will occur.
- Determine how you will monitor fidelity of implementation.
- Document in written form (district ILP form)
- Select progress monitoring/formative assessments.
- Set goals for student performance using baseline data.
- Organize materials for on-going data collection.
- Determine who will collect the data and how often.
- Determine decision-making rule.

- Provide instruction/curriculum as designed and monitor implementation integrity and student performance.

**7. Which students need to move to a different tier?**

- Review progress monitoring/formative assessment data.
- Plan for and document instructional/curricular changes if needed.