Tier 3 Systems Action Plan

| **Topic** | **One big idea and links to explore** | **What is going well?**  | **Short-term action planning (things you plan to accomplish today, this week or this summer)** | **Long-term action planning (things you plan to accomplish next year)** |
| --- | --- | --- | --- | --- |
| Defining Tier 3 Practices | All staff should be able to answer the question, “what are T3 SEB practices?”Helpful links:* [Tier 3 Myths Handout](https://www.delawarepbs.org/wp-content/uploads/2017/12/Tier-3-Myths.pdf)
* [Lucille Eber Video](https://www.youtube.com/watch?v=PxZOHlwwFkg)
* [DE-MTSS Needs Inventory](https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/613/DE-MTSS%20School%20Rubric%20_1.19.2021.pdf)
* [DE-PBS T3 SEB Practices Page](https://www.delawarepbs.org/tier-3-practices/)
 |  | **Action to take**:**People involved**:**Timeline**: | **Action to take**:**People involved**:**Timeline**: |
| Tier 3 Teaming | There are two types of T3 teams (T3 Leadership and Individual Support Teams). Both teams should have a defined purpose, regular meeting format/agenda, minutes, defined meeting roles, and a current action plan.Helpful links:* [DE-PBS Teaming Module](https://www.delawarepbs.org/teaming-module/)
* [IST: Plan Development Agenda Sample](https://docs.google.com/document/d/1lpOXQk3lMQ7c0Jttad07imWN9vT2tONlVXvnUE7JGY8/edit?usp=sharing)
* [IST: BIP Review Agenda Sample](https://www.delawarepbs.org/wp-content/uploads/2014/11/Monotoring-Follow-Up-Protocol.docx)
 |  | **Action to take**:**People involved**:**Timeline**: | **Action to take**:**People involved**:**Timeline**: |
| Tier 3 Screening | The Tier 3 Leadership team should establish data decision rules to identify who needs T3 support (and what type) using multiple sources of data from multiple informants.Helpful links:* [Intervention Inventory](https://docs.google.com/document/d/1gn45LKwnE4Fk7fLxsabsol50Y4e5a-owcc4xa0_xz3o/edit?usp=sharing)
* [Sample Brief FBA Template](https://www.delawarepbs.org/wp-content/uploads/2019/12/Brief-FBA-and-BIP-3.5.19.docx)
* [DE-PBS PTR Page](https://www.delawarepbs.org/ptr-forms/)
 |  | **Action to take**:**People involved**:**Timeline**: | **Action to take**:**People involved**:**Timeline**: |
| Data Systems to Support Individual Support Teams | Individual support teams ensure student progress is monitored weekly and meet to review impact at least every 6-8 weeks (more as needed).Helpful links:* [Weekly BIP Review Check In](https://docs.google.com/document/d/1bWbrIqld3AUHUabrVjJlnkpNvpICKP9WFAL4-3yxtmo/edit?usp=sharing)
* [Google Sheet progress monitoring](https://docs.google.com/spreadsheets/d/19ZqQ2Sa2gcfKBKFHRaTD6T0QUUHUHzQdW5BapkLaNcs/edit?usp=sharing)
* [IBRST Tools](https://drive.google.com/drive/folders/1sTRFa3P3ijU3SjtiIkkaTcdgwu2SsAfM)
* [PTR Fidelity Check](https://docs.google.com/document/d/1fkR8PzJHDXfG3C7TAZ4CcvThKht-FjxdKYhlZEGaw7o/edit?usp=sharing)
* [Sample BIP review schedule](https://docs.google.com/document/d/1J_dkMlGwpt8NglcZ2g1IxqpUroi7fOZFrY_l8c3BM4Q/edit?usp=sharing)
* [Sample BIP review teacher letter](https://docs.google.com/document/d/1J_rQr6399d2AHgsVUzTMppUqzN2g3eNxRG44BXoVvvk/edit?usp=sharing)
* [Sample BIP review parent letter](https://docs.google.com/document/d/1-SPoyJXt69Kqv3Wa-nkLwW2Te_SypUhWn2ut1I-YJIw/edit?usp=sharing)
* [Sample BIP review agenda](https://docs.google.com/document/d/1VPEjJz0wMEXw2uasg5VTIsvn30lYqeaQW6wQiy7yg4M/edit?usp=sharing)
 |  | **Action to take**:**People involved**:**Timeline**: | **Action to take**:**People involved**:**Timeline**: |
| Topic: Data Systems to Support Tier 3 Leadership Team | Tier 3 data are summarized and reviewed at least monthly on (1) fidelity of plan implementation, (2) success of students receiving Tier 3 supports, (3) access to Tier 3 supports.Helpful links:* [Google Sheet progress monitoring](https://docs.google.com/spreadsheets/d/19ZqQ2Sa2gcfKBKFHRaTD6T0QUUHUHzQdW5BapkLaNcs/edit?usp=sharing)
 |  | **Action to take**:**People involved**:**Timeline**: | **Action to take**:**People involved**:**Timeline**: |
| Professional Learning | Not every professional needs the same level of competencies to improve the delivery of Tier 3 practices; but training and coaching decisions should be data based and evaluated for effectiveness.Helpful links:* [MTSS in the Classroom Practice Brief](https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom)
* [FBA and BIP for Educators](https://www.delawarepbs.org/fba-to-bip-for-educators/)
* [Behavior Escalation Handout](https://docs.google.com/document/d/17thtxmfgQt83EmD7Ffef4GKl1fZgKW2D/edit?usp=sharing&ouid=113000889763264230152&rtpof=true&sd=true)
* [T3 Facilitator IC Map](https://www.delawarepbs.org/wp-content/uploads/2018/11/Tier-3-Facilitator-IC-Map.docx)
* [TATE](https://www.delawarepbs.org/wp-content/uploads/2018/11/TATE.docx)
* [TATE Scoring Guide](https://www.delawarepbs.org/wp-content/uploads/2018/11/TATE-Scoring-Guide.docx)
* [Coach Action Plan](https://www.delawarepbs.org/wp-content/uploads/2018/11/Coaching-Professional-Development-Action-Plan.docx)
* [FBA/BIP Coaching Manual Draft](https://www.delawarepbs.org/wp-content/uploads/2018/11/FBA-BIP-coaching-manual_Draft.pdf)
 |  | **Action to take**:**People involved**:**Timeline**: | **Action to take**:**People involved**:**Timeline**: |