

**Figure 1.2: Restructuring Current Support
Classes in Reading and Mathematics to
Become Tier 2 and 3 Intervention Classes**

1. What supplemental reading and mathematics curricula programs, if any (reading support, math lab), currently exist in our school? Can we restructure these to provide Tier 2 or Tier 3 support in those core areas, or should we continue to consider them Tier 1 instructional supports?
2. How will we determine which students should be placed in Tier 2 or Tier 3 intervention support classes? What screening procedures should we use, and what group of students should we screen?
3. What assessments in mathematics might currently be available that we could adapt for progress monitoring in reading and mathematics once students are in Tier 2 or Tier 3 interventions? Have we heard about any tools in this workshop that we'd like more information on?
4. Will our current instructional arrangements in those support classes work as Tier 2 and Tier 3 interventions in reading and mathematics? Are general education teachers in language arts and algebra delivering those support classes? Should they undertake the Tier 2 and 3 interventions?
5. Do we need new supplemental intervention curricula in reading or mathematics? Can anyone recommend a curriculum? Should we seek a computer-driven intervention curriculum to save teachers' time?

6. How many intervention classes are we likely to need for Tier 2 interventions in reading and mathematics in our school? Who can deliver the Tier 2 and Tier 3 interventions for struggling students in those areas? Can our current staff in language arts and mathematics deliver those sections without assistance? What supports can we offer in order to make time available to assist in that regard?
7. Whose responsibility is this restructuring? Will the leadership team guide this process? Who will undertake scheduling these sections for the intervention support classes, and who will schedule students into them? Who will monitor it and ensure that it is undertaken?
8. What timeframe should we recommend for having our Tier 2 and Tier 3 RTI reading and mathematics intervention options in place?
9. Is professional development on RTI in reading or mathematics necessary for our faculty, and if so, what timeframe works for that?