

### **Figure 1.3: Creating a New Support Class as a Tier 2 Intervention**

1. We need a content-area reading support class and a mathematics support class. What curricula should we consider using?
2. How will we determine which students to place 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 use 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. Who will teach these support classes? Can our general education teachers in language arts and algebra deliver those support classes? What support or additional personnel might they need?
5. Can anyone recommend a computer-driven intervention curriculum in reading or mathematics that might save teachers' time?
6. How many intervention classes are we likely to need for Tier 2 interventions in reading and mathematics in our school?

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?