

Section 2: Score your interventions based on the following criteria:

- Program is Evidence Based: 1 pt
- Program supports district and school priorities: 1 pt
- We have identified outcome measures for this intervention: 1 pt
- Our outcome data indicates student outcomes are improving: 1 pt

SECTION 2	Score	Tier 2 Interventions	Score	Tier 3 Interventions	Score

Guiding Questions for Alignment and Intervention Selection

Section 3: With your team, ask the guiding questions to determine what interventions are evidence based and demonstrating effectiveness with students. The questions will also help you think about what interventions are aligned, and what interventions can be aligned to all three tiers.

SECTION 3		
Intervention Selection Questions	Interventions	Notes
Is there duplication in any tier 1 interventions?		
What Tier 1 Interventions are NOT evidence based?		
Is there Tier 1 interventions that contradict other initiatives?		
Is there duplication in any tier 2 interventions?		
Are there Tier 2 interventions that are NOT evidence based?		
Is there duplication in any tier 3 interventions?		

SECTION 3 - *continued*

What Tier 3 interventions are NOT evidence based?		
What Tier 2 interventions are tied to tier 1?		
What tier 3 interventions are tied to tier 1 and 2 interventions?		
Based on your inventory, what interventions are rated low and not tied to tier 1 or 2 interventions and/or are duplicative?		
If you were to discontinue these interventions, what resources would you free up?		
What interventions would the team recommend for discontinuation?		
What could you do to better align interventions? Train CSCT staff in PAX and MBI and tie BIP and small group work to address school wide expectations and PAX skills		
What interventions might you consider eliminating?		

Alignment Action Plan

Section 4: Determine what interventions your school will discontinue (preferably ones that are not evidence based or not demonstrating efficacy with students) and develop an action plan to communicate changes to staff and parents and align interventions.

SECTION 4			
Action to Be Taken	Person Responsible	Communication Plan	Date

