

Wakulla County Schools  
**Multi-Tiered System of Supports**  
**Tier I Gap Analysis - BEHAVIOR**  
 (First Conversation)

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

*Prior to increasing the intensity of intervention to Tier II, a **gap analysis** must be conducted in order to determine if the area of need is unique to the identified student, or if it exists at the classroom level or overall grade level.*

Targeted Area of Need (from Tier I Plan): \_\_\_\_\_

Data that is aligned to the targeted behavior: \_\_\_\_\_

Review the student’s present level of performance (consult data from Student Progress Profile) – Is the targeted behavior interfering with the student’s academic performance?	
Student’s present level of behavior (frequency of targeted behavior): Ex. Student has outbursts a minimum of 5 times per day.	
Expected level of performance for the student on this skill (this may be ‘0’):	
<b>Is there a significant gap between the student and the expectation?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Group data against which student data is being compared (ex. 6 <sup>th</sup> grade students)	
a) What percent of the comparison group is at or below the level of performance of the identified student? (Ex. 3/22 = 14%)	
b) What percent of the comparison group is above the level of performance of the identified student? (Ex. 86%)	
<b>Is the identified student’s performance significantly below at least 80% of the comparison group? (This indicates a significant GAP.)</b>	
Reflection: How are the needs of the other students who are at or below the level of performance of the identified student being addressed?	

***If many of the students in the comparison group are exhibiting a high level of Behavior incidents, the Tier I Behavior Plan in the classroom must be addressed.***

**Based on the information above, how will the concern be addressed?**

Classroom/Grade Level as a whole – set up meeting with teacher(s) to discuss and plan (Required if need is exhibited throughout the comparison group). An additional IST is not scheduled at this time.

Significant Gap identified – Continue with IST discussion for Tier II Behavior Intervention Plan development.

_____	_____	_____
Administrator	Guidance Counselor	Teacher
_____	_____	_____
Reading Coach	_____	_____
_____	_____	_____